



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony for General Business Meeting item V, B**

1 message

**Warren Hyde** <whyde808@yahoo.com>

Mon, Oct 12, 2020 at 9:30 AM

To: "Testimony.BOE@boe.hawaii.gov" &lt;Testimony.BOE@boe.hawaii.gov&gt;

Support of action item V, B.

Dear Board of Education members,

The DOE leaders spent half a year defending poor decision making.

The leaders of the DOE are claiming a comprehensive vetting process for instructional materials is being finalized and the Board of Education believes this? A comprehensive vetting process has existed in the Department for years. Controversy with curriculum is not new, it is what all educational organizations deal with.

The Department's acknowledgement should avoid claiming a comprehensive review process did not exist, it has for years. Acknowledge the leadership capacity issues that result in poor decision making affecting the 175,000 students in your care. All of this could have been avoided.

Mahalo for your time and this opportunity.

Best,  
W. Hyde



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony: Acellus Program**

1 message

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**Katina Soares** <katina.soares@k12.hi.us>  
To: Testimony.BOE@boe.hawaii.gov

Mon, Oct 12, 2020 at 4:34 PM

- From: Katina Soares, Principal of Molokai High School
- Meeting: General Meeting, October 15, 2020
- Agenda Item: Acellus Program
- Position: Opposed removing Acellus from all DOE schools by the end of 2020-21 School year.

Dear Board Chair Payne and Board Members,

Thank you for taking the time to review my testimony. I will keep this brief. While I cannot speak to the elementary experience, our school used Acellus for credit recovery in the summer and for independent study and supplemental programming this fall. As a small Title I school with historically lower academic achievement when compared to the rest of the state, we cannot afford not to provide all the means necessary to support our students. We purchased an Acellus license for each of our students and they use it in advisory for Social Emotional Learning lessons, math remediation and acceleration, foreign language courses and electives. Additionally, all teachers have been trained and many are offering it as additional electives. Our school has not had this variety of courses for many years. Prior to purchasing licenses for our students, which may I add took a huge chunk of our own school's Title I funding, I polled our summer learning students and teachers. I got rave reviews from all and many of the students were struggling learners. This fall, I have had no complaints in regards to the content of the lessons, it has been quite the opposite. Parents and students appreciate the flexibility and variety of learning options it provides our students. My request is that you allow this program to continue to be used, not only for the rest of 20-21, but beyond. We have not only invested significant school-level money in this program, but time in training parents, students and staff to access this program. With all of the other constantly changing variables with COVID-19, having the continuity in programming and ability to accrue credits towards graduation is crucial.

Mahalo!

--  
Katina M. Soares, PhD  
Principal  
Molokai High School  
School: 808-567-7100



**Our Vision**  
Molokai High School graduates honor the past, embrace future innovation and take personal responsibility for delivering excellence.

**Our Mission**  
The mission of Molokai High School is to expand our horizons while utilizing Molokai's unique community and resources.

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Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony for 10/15 GBM**

1 message

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**Heather M.** <hnmoselle@gmail.com>  
To: testimony.boe@boe.hawaii.gov

Mon, Oct 12, 2020 at 7:12 PM

- Heather Moselle, Member of Public
- General Business Meeting
- Agenda Item B. Board Action on Acellus Learning Accelerator distance learning program ("Acellus"): program review, phase out in all schools by the end of 2020-2021 school year, and other learning options for families
- SUPPORT Chair Payne's proposal to discontinue Acellus in Hawaii public education

(Admins: Please kindly include the contents of the below PDFs as part of my testimony. I share The Wall Street Journal article with permission from the author. Mahalo)

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**3 attachments** **petition\_signatures\_jobs\_24240594\_20201013045452.pdf**  
382K **petition\_comments\_jobs\_24240594\_20201013045449.pdf**  
155K **'G is for Gun'\_ Online Curriculum Outrages Parents - WSJ.pdf**  
598K



Recipient: Hawaii Department of Education, Hawaii Board of Education, David Ige

Letter: Greetings,

Chairperson Payne; Board Members,

It is with gratitude we write this letter to thank you for advocating for Hawaii's students and proposing to discontinue the use of the Acellus learning platform in Hawaii public education. We ask board members still critically thinking about how they might vote on Chair Payne's proposal to vote in "support" of her proposal, based on the more than 2,600 voices here. We want Acellus out of our schools- the sooner, the better. We gratefully accept Chairperson Payne's proposal and will declare the petition a victory and close it, upon it's passing.

We remain unsatisfied with Superintendent Kishimoto's response in her 10/12 letter for a number of reasons:

- 1.) It lacks clarity and appears to dictate that the DOE has the discretion to continue using parts of Acellus, where they see fit. This is unacceptable. DS Unebasami said herself that teachers from distance learning platforms must be credentialed or working toward credentialing. A large portion of Acellus teachers have no education or training in teaching and zero legitimate credentials in the field of education. This information is freely available on their website and on their LinkedIn profiles; this should have been discovered sooner. Unless they are licensed or in the process of being licensed, they should not be teaching Hawaii's children in public school, period.
- 2.) The Superintendent's apology did not acknowledge the program use was a mistake, or she took no personal responsibility for it, whatsoever. She casually apologized, at the end of her letter, for what she called a "disruption". This is grossly understated, and an insult to parents and educators who spent two months fighting for the most basic of standards for quality curriculum- what FAPE has entitled to all students- an appropriate education.
- 3.) The letter was seeming disseminated only to parents currently using Acellus, not those whose children were exposed to it previously, many of whom have fought for its removal over the last two months.

We hope to move forward from this, with the unified purpose of ensuring Hawaii's student have access to the most quality education. The Chairperson's proposal is a move in that direction, and we are deeply grateful for it.

# Signatures

Name	Location	Date
heather moselle	Hayward, US	2020-08-21
Adrienne Robillard	Kailua, HI	2020-08-21
Zan Timtim	Waipahu, HI	2020-08-21
Carol Tice	Laie, HI	2020-08-21
Denise Cady	Honolulu, HI	2020-08-21
Jeremy Moselle	Honolulu, HI	2020-08-21
Betsey Strauss	Kailua, HI	2020-08-21
Brian Sajona	Waipahu, HI	2020-08-21
Mariko Jackson	Hauula, HI	2020-08-21
Michelle Rackley	Kailua, HI	2020-08-21
Kathylee Quintero	Honolulu, HI	2020-08-21
Allison Schaeffer	Kailua, HI	2020-08-21
Cassie Favreau-Chung	Mililani, HI	2020-08-21
Kim Hagerman	US	2020-08-21
shannon rivera	Tampa, FL	2020-08-21
Karrie Smith	Honolulu, HI	2020-08-21
Emily Plicka	Hauula, HI	2020-08-21
Alexis Munoz	Waikoloa, HI	2020-08-21
Laura Perkins	Kaneohe, HI	2020-08-21
Ashley Kelso	Honolulu, HI	2020-08-21

Name	Location	Date
Ashley Currier	Honolulu, HI	2020-08-21
J B	Honolulu, HI	2020-08-21
Simone Derow-Ostapowicz	Honolulu, HI	2020-08-21
A Lee	Mililani, HI	2020-08-21
Kelsey Dostie	Honolulu, HI	2020-08-21
Amber Musser	Kailua, HI	2020-08-21
Salena Lee	Mililani, HI	2020-08-21
Deb Anderson	Hilo, HI	2020-08-21
Tanya Safi	Honolulu, HI	2020-08-21
Kerry Martin	Honolulu, HI	2020-08-21
michael inouye	honolulu, HI	2020-08-21
Kandi Timothy	Laie, HI	2020-08-22
Katie Slade	Kaneohe, HI	2020-08-22
Abigail levi	Laie, HI	2020-08-22
Leigh Spector	Essex, MD	2020-08-22
Vanessa Arellano	Honolulu, HI	2020-08-22
Michelle Jordan	Laie, HI	2020-08-22
Kristie Steingieser	Honolulu, HI	2020-08-22
Maria Draper	Kaneohe, HI	2020-08-22
wendie brock	mandeville, LA	2020-08-22
Nancy Eastwood	Laie, HI	2020-08-22
Shannon Moselle	Denver, CO	2020-08-22

Name	Location	Date
Amanda Ona	Honolulu, HI	2020-08-22
Michelle Blimes	Laie, HI	2020-08-22
Valerie Hicks	Honolulu, HI	2020-08-22
Karen wood	Honolulu, HI	2020-08-22
Brianne Merritt	Nottingham, US	2020-08-22
Kristen Tuifua	Kailua, HI	2020-08-22
Azul Garcia de la mora	Katy, US	2020-08-22
Ricky Santamaria	Atlanta, US	2020-08-22
Abigail Lusk	Jacksonville, US	2020-08-22
Ann Merrill	Kaneohe, HI	2020-08-22
Angela Xoinis	Kailua, HI	2020-08-22
Martin Hagerman	Nottingham, MD	2020-08-22
Amber Dennis	Laie, HI	2020-08-22
selma hidayat	Jackson Heights, US	2020-08-22
Merielle Becker	Orlando, US	2020-08-22
Jessica Ha	Westminster, US	2020-08-22
Alexandra Cuatlayo	Bronx, US	2020-08-22
Kelson Warford	Ewa Beach, HI	2020-08-22
Jennifer Hair	Honolulu, HI	2020-08-22
Emma O	Putnam Valley, US	2020-08-22
Naiara Douglas	Manchester, US	2020-08-22
brooklyn hartson	Xenia, US	2020-08-22

Name	Location	Date
Humaira Africawala	Cambridge, US	2020-08-22
Fabiola Bruno	Plainfield, US	2020-08-22
Jade Laurier	Garfield, US	2020-08-22
Novia Wegner	Honolulu, HI	2020-08-22
Nakayla Fabre	US	2020-08-22
dylan thomas	New York, US	2020-08-22
Coco Sauce	Dallas, US	2020-08-22
Carolina Sarmiento	US	2020-08-22
Kimberllin Martins	Philadelphia, US	2020-08-22
zoey jones	Alamo, US	2020-08-22
Angeles Rivera	Ephrata, US	2020-08-22
Gabby Sherrard	Cleveland, US	2020-08-22
Ella Shaffer	Stafford, US	2020-08-22
Isabella Meagher	Chicago, US	2020-08-22
Mariko Honda-Oliver	Honolulu, HI	2020-08-22
Robert Jones	Richardson, US	2020-08-22
Aml Ahmed	Salisbury, US	2020-08-22
David Sample	REDLANDS, US	2020-08-22
Daniela Blanco	Patterson, US	2020-08-22
Amaia Kelly	Ossining, US	2020-08-22
Mazie Davis	Cleveland, US	2020-08-22
Tyler Sonson	Valley Stream, US	2020-08-22

Name	Location	Date
Lani Kwon	Honolulu, HI	2020-08-22
Allesandra Chavez	Fayetteville, US	2020-08-22
Whitney White	Berlin, US	2020-08-22
Brooklyn Vidales	Corpus Christi, US	2020-08-22
Alondra Sanchez	Antelope, US	2020-08-22
Candice MURATA	WAHIAWA, HI, HI	2020-08-22
Jolena Williams	Sacramento, CA	2020-08-22
shannon merryweather	Rosedale, MD	2020-08-22
Valerie Kim	APO, AE	2020-08-22
Kristi Martin	Salt Lake City, UT	2020-08-22
Matt Leonard	Denver, CO	2020-08-22
Danielle Wood	Hyattsville, US	2020-08-22
Lynn Byrnes	Honolulu, HI	2020-08-22
Amanda Johnson	Honolulu, HI	2020-08-22
Kieko Matteson	Honolulu, HI	2020-08-22
Matthew Burdine	Kingsport, TN	2020-08-22
Dan Derasmo	Ocean View, NJ	2020-08-22
Vanessa Curtis	Laie, HI	2020-08-22
Stephanie Sunday	Herriman, UT	2020-08-22
Jamie Schultz	Essex, MD	2020-08-22
Jennifer Weworski	Scottsdale, AZ	2020-08-22
Christopher Howard	Mililani, HI	2020-08-22

Name	Location	Date
Brooklyn Howard	Mililani, HI	2020-08-22
Hillary Carrier	Honolulu, HI	2020-08-22
Monique Fizer	Honolulu, HI	2020-08-22
Kimes Robert	Honolulu, HI	2020-08-22
Kacie Goddard	Los Angeles, CA	2020-08-22
Jaime Bradner	Ewa Beach, HI	2020-08-22
Judith Santiago	Honolulu, HI	2020-08-22
Brittney Merchant	Great Falls, MT	2020-08-22
Miko Sanico	Mililani, HI	2020-08-22
Lisa Espiritu	Honolulu, HI	2020-08-22
Ashia Fernandez	Honolulu, HI	2020-08-22
Karen LoebI	Honolulu, HI	2020-08-22
Christina Mikolajczyk	Aiea, HI	2020-08-22
David Warner	Tucson, AZ	2020-08-22
Matt Smith	Orem, UT	2020-08-22
Nada Bakos	washington, DC	2020-08-22
Coty George	Ewa Beach, HI	2020-08-22
Christina Gonzalez	Honolulu, HI	2020-08-22
Geoffrey Tice	Honolulu, HI	2020-08-22
Lesley Hughes	Platteville, WI	2020-08-22
Julie wyatt	Juneau, AK	2020-08-22
Jessica Mintz	Honolulu, HI	2020-08-22



Name	Location	Date
Keith Lienert	Platteville, WI	2020-08-22
Jason K	Honolulu, HI	2020-08-22
Kaulana Kamakana	Honolulu, HI	2020-08-22
Angelina Geaney	Pearl City, HI	2020-08-22
Lisa Hoang	Kailua, HI	2020-08-22
Eloise Tyau	Laie, HI	2020-08-22
Jacquelyn Otto	Hawaii Kai, HI	2020-08-22
Melissa Carp	Bayonne, NJ	2020-08-22
Traci Marshall	Billings, MT	2020-08-22
Jennifer Langley	Waipahu, HI	2020-08-22
Maria Parker	Honolulu, HI	2020-08-22
Mom Place	Honolulu, HI	2020-08-22
Jennifer Toney	Honolulu, HI	2020-08-22
Poonam Patel	Honolulu, HI	2020-08-22
Taylor Muir	Fort Collins, CO	2020-08-22
Neil Ford	Honolulu, HI	2020-08-22
Beckie King	Honolulu, HI	2020-08-22
Traci Khan	Honolulu, LA	2020-08-22
Mike Strauss	Kaneohe, HI	2020-08-22
Charity Schoenfeld	Kaneohe, HI	2020-08-22
Allisen Fong	Honolulu, HI	2020-08-22
Rachel Rodriguez	Honolulu, HI	2020-08-22

Name	Location	Date
David Mintz	San jose, CA	2020-08-22
terra daniel	kahuku, HI	2020-08-22
Carolina Carreira	Waipahu, HI	2020-08-22
Cynthia Buckles	Kamuela, HI	2020-08-22
Danny Hashimoto	Kapaa, HI	2020-08-22
Doreen Cameron	Laie, HI	2020-08-22
Jennifer Kemp	Suwon, South Korea	2020-08-22
Scott Yoshino	Mililani, HI	2020-08-22
Krista Case	Honolulu, HI	2020-08-22
Misty VanHavel	Pahoa, HI	2020-08-22
James Aina	Phoenix, AZ	2020-08-22
Colleen Smith	Kilauea, HI	2020-08-22
Monica Joiner	Honolulu, HI	2020-08-22
Ashley Scarborough	Honolulu, HI	2020-08-22
Noelle Lee	Honolulu, HI	2020-08-22
Andrea Paul	Honolulu, HI	2020-08-22
Michelle Foor	Honolulu, HI	2020-08-22
Marly Hinstroza	Pearl City, HI	2020-08-22
Kerry Wells	US	2020-08-22
Kelly Stumpf	Honolulu, HI	2020-08-22
Gianni Monteleon	Greenville, SC	2020-08-22
Amber Carpenter	Kailua Kona, HI	2020-08-22

Name	Location	Date
Heather Marie Fisher	Honolulu, HI	2020-08-22
Chatonna Spicer	Wahiawa, HI	2020-08-22
Rhea Olsen	Kailua, HI	2020-08-22
Sean Mello	Mililani, HI	2020-08-22
Jessica Soule	Honolulu, HI	2020-08-22
Robert Doan	kaneohe, HI	2020-08-22
Jeffrey Tyau	Laie, HI	2020-08-22
Chris Santomauro	Honolulu, HI	2020-08-22
Suzanne Bowen	Hauula, HI	2020-08-22
Jenifer Evans	Honolulu, HI	2020-08-22
Kelly Duell	Waikoloa, HI	2020-08-22
Robert Kapanui	Honolulu, HI	2020-08-22
Emily Bradshaw	Kaneohe, HI	2020-08-22
Cory Clifton	Honolulu, HI	2020-08-22
William Carreira	Honolulu, HI	2020-08-22
Holly-Jill Zablan	Honolulu, HI	2020-08-22
Heather Pfortmiller	Honolulu, HI	2020-08-22
Jennifer DeWitt	US	2020-08-22
Amy Perruso	Wahiawa, HI	2020-08-22
Venessa Sumpter	Milillani, HI	2020-08-22
Katie Dotson	Honolulu, HI	2020-08-22
Tavana Mcmoore	Honolulu, HI	2020-08-22

Name	Location	Date
Jennifer Rodriguez	Corpus Christi, TX	2020-08-22
Kacie McDaniel	Honolulu, HI	2020-08-22
Amy Porach	Middle River, MD	2020-08-22
Tanya Ingbino Francisco	Laie, HI	2020-08-22
Melissa Derry	Honolulu, HI	2020-08-22
Jaymie Tyau	Kailua, HI	2020-08-22
Nicole Obrien	Sewell, NJ	2020-08-22
Carrie Sharp	Kaneohe, HI	2020-08-22
Gina Henderson	Chicago, IL	2020-08-22
Maria Pfarr	San Diego, CA	2020-08-22
Martha Moselle	Hopkins, MN	2020-08-22
Nicole Wagner	Killeen, TX	2020-08-22
David Bhasin	Brooklyn, NY	2020-08-22
Malia Marquez	Honolulu, HI	2020-08-22
Dedrie Nakama	Ewa Beach, HI	2020-08-22
Manisha Singleton	Kalamazoo, MI	2020-08-22
Tiera Seldon	Newport News, VA	2020-08-22
Lana Leau	Honolulu, HI	2020-08-22
Judy Halford	Montrose, CO	2020-08-22
Erin Davenport	Lompoc, CA	2020-08-22
Grant Griffith	Barrigada, Guam	2020-08-22
Jess Witham	Honolulu, HI	2020-08-22

Name	Location	Date
Kathryn Barrager	Honolulu, HI	2020-08-22
Celina Gregory	Honolulu, HI	2020-08-22
Kimberli Redmon	Kailua, HI	2020-08-22
Meghan Nelson	Bartlett, IL	2020-08-22
Jo Lynn Humel	Kaneohe, HI	2020-08-22
Amber Lua	Kaneohe, HI	2020-08-22
Jamie Yamagata	Honolulu, HI	2020-08-22
Suzie Leong	Pearl City, HI	2020-08-22
Charles Peck	Richmond, VA	2020-08-22
Natalie Portugal	Cedar Park, TX	2020-08-22
Ana Currie	Captain Cook, HI	2020-08-22
Courtney Mattson	Honolulu, HI	2020-08-22
Leann McCall	Honolulu, HI	2020-08-22
Marie Addison	Honolulu, HI	2020-08-22
Jennifer Cayton	Kansas City, MO	2020-08-22
Rachael Johnson	Minneapolis, MN	2020-08-22
Aaron Curtis	Laie, HI	2020-08-22
Laurie Victorino	Waipahu, HI	2020-08-22
Elizabeth Gamiao	Hilo, HI	2020-08-22
Danielle Maytum	Honolulu, HI	2020-08-22
Fiona Potts	San Diego, CA	2020-08-22
Natasha Gebbia	Kailua Kona, HI	2020-08-22

Name	Location	Date
Caitlyn Swanda	Bridgewater, MA	2020-08-22
Amanda Burns	US	2020-08-22
Robert Perkinson	Honolulu, HI	2020-08-22
Maelani Valentine	Laie, HI	2020-08-22
Autumn Brown	Temple, TX	2020-08-22
Tanya Adkinson	Ocean View, HI	2020-08-22
Charles W Goo	Laie, HI	2020-08-22
Tara Williamson	Nashville, TN	2020-08-22
Andrew Foor	Honolulu, HI	2020-08-22
John Boline	Elgin, IL	2020-08-22
Mara Bacon Chang	Kaneohe, HI	2020-08-22
Britt Wells	Kailua, HI	2020-08-22
Laura Baoy	Honolulu, HI	2020-08-22
Wilene Morey	Kaneohe, HI	2020-08-22
Jacqueline Rasmussen	Kailua, HI	2020-08-22
William Griffin	Columbus, OH	2020-08-22
Makamae Anahu Miller	Pearl City, HI	2020-08-22
Lisa Danos	Honolulu, HI	2020-08-22
Amber David	Kailua Kona, HI	2020-08-22
Jessica Lanzarotta	Honolulu, HI	2020-08-22
Krista hiser	Honolulu, HI	2020-08-22
Hannah Wirth	Honolulu, HI	2020-08-22

Name	Location	Date
Rachel Aquino	Aiea, HI	2020-08-22
Nicole Smetana	Williamsburg, VA	2020-08-22
Vaiola Kalaukoa Kekahuna	Honolulu, HI	2020-08-22
Natalia Robertson	Kailua-Kona, HI	2020-08-22
Jade Sun	honolulu, HI	2020-08-22
Joseph Nunes	Kailua, HI	2020-08-22
LeAnn Nieves	Aiea, HI	2020-08-22
Juan Nieves	Spring Hill, TN	2020-08-22
Cheryl Prince	Kailua, HI	2020-08-22
Stephanie banyash foor	Jacksonville, FL	2020-08-22
Tiare Hee	Captain Cook, HI	2020-08-22
Corliss Yamasaki	Mililani, US	2020-08-22
Scot Oishi	Ewa Beach, HI	2020-08-22
Tysha Vesperas Saniatan	Hilo, HI	2020-08-22
Krystle Nozaki	Honolulu, HI	2020-08-22
Charlotte Keamo	Pearl City, HI	2020-08-22
Ilana Stout	Hilo, HI	2020-08-22
Melissa Veenstra	Kailua, HI	2020-08-22
Rachelle Cortez	Honolulu, HI	2020-08-22
Dawniel kriegler	Stanwood, WA	2020-08-22
Sheryl Warford	Mountain Home, AR	2020-08-22
Robyn Tanaka	Honolulu, HI	2020-08-22

Name	Location	Date
Callie Doan	Kaneohe, HI	2020-08-22
Kristen Moux	Honolulu, HI	2020-08-22
Celeste Robinson	Kapaa, US	2020-08-22
Melissa Lui	Kapolei, HI	2020-08-23
Brooke Johnson	Honolulu, HI	2020-08-23
Tonya Grace	Waialua, HI	2020-08-23
Christina Savala	Honolulu, HI	2020-08-23
mindy gilbert	Honolulu, HI	2020-08-23
Lyndie Padeken	Kaneohe, HI	2020-08-23
Patty Needham	Honolulu, HI	2020-08-23
Jonathan Perreira	Kailua, HI	2020-08-23
Carrie Plett	Ewa Beach, HI	2020-08-23
Raelyn Reyno Yeomans	Kailua, HI	2020-08-23
Tasheena Medeiros	Kailua, HI	2020-08-23
Jennifer Hippolite	Kahuku, HI	2020-08-23
Ariel Dunn	Kailua, HI	2020-08-23
Zara Whitelock	Aiea, HI	2020-08-23
David Geaney	Aiea, HI	2020-08-23
Dolores Brockman	Honolulu, HI	2020-08-23
Kory Kurokawa	Mililani, HI	2020-08-23
Rosemarie Rawlins	Kaneohe, HI	2020-08-23
Rebecca Arlander	Honolulu, HI	2020-08-23



Name	Location	Date
Lisa Maruyama	Honolulu, HI	2020-08-23
Stacy Davis	San Diego, CA	2020-08-23
Randy Otaka	Mililani, HI	2020-08-23
Corinne foley	Kailua, HI	2020-08-23
Pat Clements	Kaneohe, HI	2020-08-23
Jessica Johnson	Honolulu, HI	2020-08-23
Corinna Schmidt	Evans, GA	2020-08-23
Susan Rubenstein	Wailuku, HI	2020-08-23
Michelle Bogus	Kaneohe, HI	2020-08-23
Mary LaGasse	Kihei, HI	2020-08-23
Rebecca Holzer	Franklin, VA	2020-08-23
Cynthia Tong	Aiea, HI	2020-08-23
DeAnda Start	Chula Vista, CA	2020-08-23
Kacie Shirai	Hilo, HI	2020-08-23
Summer Paine	Castle Rock, CO	2020-08-23
Shadow Paul	Kailua, HI	2020-08-23
Tiffany Harrigan	Kailua-Kona, HI	2020-08-23
Grace Parubrub	Honolulu, HI	2020-08-23
Janice Martinson	Sequim, WA	2020-08-23
Leilani Venturini	Pearl City, HI	2020-08-23
Mara Hanson	Kapolei, HI	2020-08-23
Matthew Manley	Hau'ula, HI	2020-08-23

Name	Location	Date
Leeann Ragasa	Hilo, HI	2020-08-23
Amber Riel	Pearl City, HI	2020-08-23
Valerie Gilbert	Honolulu, HI	2020-08-23
Kelley Toor	Honolulu, HI	2020-08-23
Pooza A. Toyfoya	Hilo, HI	2020-08-23
siobhan radway	kealakekeua, HI	2020-08-23
Anne Rosa	Honolulu, HI	2020-08-23
Tami Hunt	Waipahu, HI	2020-08-23
Shannon Rudolph	Kailua-Kona, HI	2020-08-23
Erika takahashi	Waimanalo, HI	2020-08-23
Raymee Sugihara	Mililani, HI	2020-08-23
Dallas Kern	West Jordan, UT	2020-08-23
Donald Lougee	Keaau, US	2020-08-23
Nicole DeCosta	Kailua, HI	2020-08-23
Jennifer Hernandez	Honolulu, HI	2020-08-23
Olivia Kuhn	Columbus, OH	2020-08-23
jenna kuhns	Haleiwa, HI	2020-08-23
Sarah Ballard	Honolulu, HI	2020-08-23
Lowell Gerry	Honolulu, HI	2020-08-23
Terry Miller	Wailuku, HI	2020-08-23
Nancy Gallegos	Chicago, US	2020-08-23
Kirbo 703	Essex, US	2020-08-23

Name	Location	Date
Anaya Teves	Reno, US	2020-08-23
Sergio Osorio	Corona, US	2020-08-23
Anna Stock	Manassas, US	2020-08-23
Mckinsey Clark	Mound, US	2020-08-23
Rebecca Augustin	Somerton, US	2020-08-23
Kaliyah Woods	Rock Island, US	2020-08-23
Andy Nguyen	Milpitas, US	2020-08-23
Will C	US	2020-08-23
Marjorie Tupper	Honolulu, HI	2020-08-23
Esmita Anisha	White Plains, US	2020-08-23
Brooklyn Marez	Albuquerque, US	2020-08-23
lilly mccarley	Flint, US	2020-08-23
Latasha Drake	San Diego, US	2020-08-23
Zach Swift	Independence, US	2020-08-23
Imaan Ali	East Longmeadow, US	2020-08-23
Vicky Le	San Leandro, US	2020-08-23
Hannahniah Brandon	Anaheim, US	2020-08-23
Casey Walsh	Vernon, US	2020-08-23
Kara Kelai	Honolulu, HI	2020-08-23
Tirzah Luchins	Huntington Station, US	2020-08-23
Morgan Steven	Saint Cloud, US	2020-08-23
Nakita Cole	Chicago, US	2020-08-23

Name	Location	Date
Gaby Corral	Las Vegas, US	2020-08-23
Asmaa Eltayeb	Schenectady, US	2020-08-23
Aniyha Forgues	Pompano Beach, US	2020-08-23
Evan Ecklund	Houston, US	2020-08-23
Soen Guggi	US	2020-08-23
Ldun Fun	Washington, US	2020-08-23
Manuel Diaz	Newark, US	2020-08-23
Matthew Manion	Gilbert, US	2020-08-23
Asher L	Argyle, US	2020-08-23
uilani mcmoore	Honolulu, HI	2020-08-23
Brock Thorderson	Ogden, US	2020-08-23
Cristian Garcia	Daly City, US	2020-08-23
Madison Jackson	West Monroe, US	2020-08-23
Grace Klug	Oshkosh, US	2020-08-23
Lucas Rodriguez	New York City, US	2020-08-23
dathan opack	Duluth, US	2020-08-23
Tonic Torcano	Atlanta, US	2020-08-23
Peyton Schreiber	Short Hills, US	2020-08-23
Maria Caballero	Andover, US	2020-08-23
Jake Parker	Leetonia, US	2020-08-23
Sasha Guzman	Bronx, US	2020-08-23
roni cox	Pataskala, US	2020-08-23

Name	Location	Date
Amy Vandermey	Mount Pleasant, US	2020-08-23
Samaya Beard	Olympia, US	2020-08-23
Gay idiot	Cumberland, US	2020-08-23
Malanie McLellan	Honolulu, HI	2020-08-23
Patricia Shillingford	Hilo, HI	2020-08-23
Mathews Caldeira	Metairie, US	2020-08-23
Lee Yen Anderson	Kailua, HI	2020-08-23
Chance Iddles	Mill Spring, US	2020-08-23
Donte Gaynor	Hayward, US	2020-08-23
Gwen Schillie	Oak Ridge, US	2020-08-23
Celibee Torres	Valley village, US	2020-08-23
Cc B	Tampa, US	2020-08-23
Nadgee Coriolan	West Orange, US	2020-08-23
daniela beans	Minneapolis, US	2020-08-23
Damien Bruhuthought	Honeoye Falls, US	2020-08-23
Julianna Dizor	Jacksonville, US	2020-08-23
Zander Pryor	Fort Worth, US	2020-08-23
Karen Scott	Chico, CA	2020-08-23
Brian Herrera	Denver, US	2020-08-23
Shawn Richburg	Tampa, US	2020-08-23
Lia Wood	US	2020-08-23
Alyson Kusatsu	Honolulu, HI	2020-08-23

Name	Location	Date
Alison Allen	Honolulu, HI	2020-08-23
Jen Lum	Honolulu, HI	2020-08-23
Jo Kaupu	Hilo, HI	2020-08-23
Anna Chris	Kaneohe, HI	2020-08-23
Risha Soares	Honolulu, HI	2020-08-23
Cristin Kennedy	Honolulu, HI	2020-08-23
Carrie Alverson	st. marys, GA	2020-08-23
Kasey Brookover	Parkersburg, WV	2020-08-23
Karen Foster	Kailua-Kona, HI	2020-08-23
Jaimie Yonemoto	Hilo, HI	2020-08-23
Jamielynn Estrada	Aiea, HI	2020-08-23
Jennifer Otto	Honolulu, HI	2020-08-23
Laura Johnson	Wailuku, HI	2020-08-23
Katie Watanabe	Waipahu, US	2020-08-23
Julianne Cross	Volcano, HI	2020-08-23
Amy Bracken	Līhu'e, HI	2020-08-23
Dana Dorsey	Keaau, HI	2020-08-23
Kristy Lum	Kailua, HI	2020-08-23
Rita Manderfeld	Kapaa, HI	2020-08-23
Kelli Wilson	Kailua, HI	2020-08-23
Ronnie Kihara	Makawao, HI	2020-08-23
Veronica A	Ewa Beach, HI	2020-08-23

Name	Location	Date
Nicole kamai	Honolulu, HI	2020-08-23
Olivia Cook	Kailua, HI	2020-08-23
leah kahea	kaneohe, HI	2020-08-23
Jessica Pascual	Mililani, HI	2020-08-23
Augenee Hayward	Honolulu, HI	2020-08-23
Leilana Rinquillio	Hilo, HI	2020-08-23
victoria mahone	Kailua, HI	2020-08-23
Shantell Ellis	Honolulu, HI	2020-08-23
Brittany Terui	Lihue, HI	2020-08-23
April Geb	Honolulu, HI	2020-08-23
Sarah Prockter	Milton Keynes, England, UK	2020-08-23
Helena Brown	Wailuku, HI	2020-08-23
Angela Glunt	Mililani, HI	2020-08-23
Ann Oshiro-Kauwe	Honolulu, HI	2020-08-23
Paraluman Durkin	Honolulu, HI	2020-08-23
Raphaela Grant	Līhu'e, HI	2020-08-23
Lena Wong	Pearl City, HI	2020-08-23
Piper Selden	Hilo, HI	2020-08-23
alexa von alemann	keaaui, HI	2020-08-23
Antonia Ramirez	Fort Worth, TX	2020-08-23
Cherie Meaole	Waipahu, US	2020-08-23
Tammy Chang	Honolulu, HI	2020-08-23

Name	Location	Date
Marina Miller	Waialua, HI	2020-08-23
Leigh Wong	Honolulu, HI	2020-08-23
Nekisa Mahzad-Nolan	Mountain View, HI	2020-08-23
Laura Gharazeddine	96740, HI	2020-08-23
Kristen Young	Honolulu, HI	2020-08-23
Katy Benjamin	Stowe, HI	2020-08-23
K G	Hilo, HI	2020-08-23
Andrea Schvaneveldt	Haleiwa, HI	2020-08-23
Joshua Rodarte	Kahului, HI	2020-08-23
Jennifer Ueno	Honolulu, HI	2020-08-23
Mari Selli	Kailua, HI	2020-08-23
Kamiki Benavides	Waikapu, HI	2020-08-23
Alyandina bushe	Kapolei, HI	2020-08-23
Kiwi E	Mililani, HI	2020-08-23
Eric Hagiwara	Hilo, HI	2020-08-23
Tara Bowman	kailua, HI	2020-08-23
Mari Booker	Portslade, England, UK	2020-08-23
Malia Hayes	Kailua Kona, HI	2020-08-23
Lo N	Hon, HI	2020-08-23
Carolina Lam	Honolulu, HI	2020-08-23
Michael Q Ceballos	Honolulu, HI	2020-08-23
Tiffany Reynolds	Lakewood, WA	2020-08-23



Name	Location	Date
Carrie Sutherland	Honolulu, US	2020-08-23
Adrianna Moore	Schenectady, US	2020-08-23
Alex Cruz	Shelby, US	2020-08-23
Joseph Bradner	Ewa Beach, HI	2020-08-23
Julian Campos	Perris, US	2020-08-23
Sarah Chandler	US	2020-08-23
Mia Castellanos	Anaheim, US	2020-08-23
Michael Marcum	Kapolei, HI	2020-08-23
Marly Salvatore	Hialeah, US	2020-08-23
Jonathan Hayes	Kailua Kona, HI	2020-08-23
Kristin Kojima	Honolulu, HI	2020-08-23
Steffanie Rostrata	Honolulu, HI	2020-08-23
robert alesna	Rancho Palos Verdes, CA	2020-08-23
Sherry Agonoy	Kailua Kona, HI	2020-08-23
Aria Een	Laie, HI	2020-08-23
Nicholas Laniauskas	Honolulu, HI	2020-08-23
Drew Weaver	Nampa, US	2020-08-23
Hermione Lau	Fernley, NV	2020-08-23
Ruth Butindaro	Las Vegas, NV	2020-08-23
Jenna Ross	Maxwell AFB, AL	2020-08-23
Deborah Rivas	Ann Arbor, MI	2020-08-23
Asa Gervich	Portland, OR	2020-08-23

Name	Location	Date
Emily Dematatis	Silver Spring, MD	2020-08-23
sarah redican	Kaneohe, HI	2020-08-23
Heather Macias	Anaheim, CA	2020-08-23
Judith Keith	Honolulu, HI	2020-08-23
Kalae Kaina	WAIMANALO, HI	2020-08-23
Zoë Kealoha	Paauilo, HI	2020-08-23
Cris Yamabe	Kaneohe, HI	2020-08-23
Jodi Stein	Waipahu, HI	2020-08-23
megan mccaffrey	Kapaau, HI	2020-08-23
Tyler Richendollar	San Mateo, CA	2020-08-23
Geri Ann Davidson	Kailua-Kona, HI	2020-08-23
Melissa Burr	Kailua Kona, HI	2020-08-23
Kawaipio Kauahi	Keaau, HI	2020-08-23
C A	Asheville, NC	2020-08-23
Harmonie Hawthorne	Kapaa, HI	2020-08-23
Nicole Harrison	Hilo, HI	2020-08-23
Rizalyne Valdez-Mccray	Honolulu, HI	2020-08-23
Dan Allen	Honolulu, HI	2020-08-23
Page Kaohu	Waianae, HI	2020-08-23
Nicole Sanderson	Newark, NJ	2020-08-23
Xylena Augustin	Wahiawa, HI	2020-08-23
Hope McKeen	Hilo, US	2020-08-23

Name	Location	Date
Tara Herzig	Honolulu, HI	2020-08-23
Maki Morinoue	Holualoa, HI	2020-08-23
Tai Hawkins	Kailua, HI	2020-08-23
Madeline Tomasino-Reed	Kamuela, HI	2020-08-23
Isabel Mireles	US	2020-08-23
Valerie Montante	Rochester, NY	2020-08-23
Jessica Aderibigbe	Pearl City, HI	2020-08-23
Emma Kaheaku	Mililani, HI	2020-08-23
Carrie Colmenares Roys	Kailua Kona, HI	2020-08-23
Katie Lattus	Chula Vista, CA	2020-08-23
Janelle Chong	Honolulu, HI	2020-08-23
Shavaun Tesareski	Kapolei, HI	2020-08-23
Lynn Wilson	Waco, TX	2020-08-23
RICHARD YOUNG	Honolulu, HI	2020-08-23
Kelli Braxton	Kihei, HI	2020-08-23
Holly Gisness	Kaneohe, HI	2020-08-23
Jason Ortiz	Honolulu, HI	2020-08-23
Danielle Anwana	Havre de Grac, MD	2020-08-23
Kai Hoover	Hilo, HI	2020-08-23
Kathy Matsumoto	Pearl City, HI	2020-08-23
Carolyn Bryant	Wahiawa, HI	2020-08-23
Anika Agerlie	Apia, Samoa	2020-08-23

Name	Location	Date
Dean Hiramoto	Honolulu, HI	2020-08-23
Sue Clark	Honolulu, HI	2020-08-23
Spencer Gill	Honolulu, HI	2020-08-23
Janae Garcia	Honolulu, HI	2020-08-23
Benny Smith	Fort Campbell, KY	2020-08-23
Anika Roane	Silver Springs, NV	2020-08-23
Lara Wyant	Honolulu, HI	2020-08-23
Christina Speed	Kailua, HI	2020-08-23
Tania Kimura	Honolulu, HI	2020-08-23
Jodie Domina	Honolulu, HI	2020-08-23
Hailey Owens	Honolulu, HI	2020-08-23
Katie Gossett	New York, NY	2020-08-23
Jenny Lee	Honolulu, HI	2020-08-23
Natasha Ferroni	Honolulu, HI	2020-08-23
audrey alvarez	honolulu, HI	2020-08-23
Michelle Uyematsu	Kapolei, HI	2020-08-23
Jennifer Mylett	Honolulu, HI	2020-08-23
Anonymous Person	Lo, UT	2020-08-23
Suzanne Rusay	Walnut Creek, CA	2020-08-23
Danielle Carpenter	Hilo, HI	2020-08-23
Michelle Takiguchi	Honolulu, HI	2020-08-23
J R	Kailua Kona, HI	2020-08-23

Name	Location	Date
Dana Fabiankovicova	Kaneohe, HI	2020-08-23
Keith Mylett	Honolulu, HI	2020-08-23
Emma Littman	Honolulu, HI	2020-08-23
Joon Kim	Honolulu, HI	2020-08-23
Jolee Petersen	Magna, UT	2020-08-23
Alanna Daley	Honolulu, HI	2020-08-23
Mari Phillips-Ligsay	Kailua, HI	2020-08-23
Monica Kayano	Honolulu, HI	2020-08-23
Sally Brook	Berkeley, CA	2020-08-23
Audrey Leonard	Richmond, VA	2020-08-23
Raven Miranda	Haleiwa, HI	2020-08-23
Amy Wilkinson	Ventrura, CA	2020-08-23
Amy McKee	Honolulu, HI	2020-08-23
Melinda Seymour	Haleiwa, HI	2020-08-23
Tessa Stefanisko	Honolulu, HI	2020-08-23
Laureen Jimenez	Kailua, HI	2020-08-23
Nicholas Chagnon	Honolulu, HI	2020-08-23
Joy Hanato	Kailua Kona, HI	2020-08-23
Sandy McKee	Honolulu, HI	2020-08-23
Heather Harkness-Pastrana	Lahaina, HI	2020-08-23
Olivia Banning	Pahoa, HI	2020-08-23
Laura Rouse	Honolulu, HI	2020-08-23

Name	Location	Date
Chari Borero	Honolulu, HI	2020-08-23
Sherry Nolte	Kailua, HI	2020-08-23
Alicia Zhog	Honolulu, HI	2020-08-23
Shannon Sinton Yarber	Waimānalo, HI	2020-08-23
Jamilah Scott	Leander, TX	2020-08-23
Elizabeth Kamantauskas	Haleiwa, HI	2020-08-23
Roderick Shepard	Greenville, SC	2020-08-23
Marcia Ardito	Haleiwa, HI	2020-08-23
Kathy Choy	Hayward, CA	2020-08-23
Tessa Fries	Kailua Kona, US	2020-08-23
Leyona Zeitlin	Honolulu, HI	2020-08-23
Jim Williams	Honolulu, HI	2020-08-23
Emily C	Castro Valley, CA	2020-08-23
Kristina Mattos	Keaau, HI	2020-08-23
Tyla Woods	Waialua, HI	2020-08-24
Shannon Jacob Kline	Captain Cook, HI	2020-08-24
Jackie Grosscup	Uniontown, OH	2020-08-24
Abbie M	Santa Barbara, CA	2020-08-24
Kalei Maile	Honolulu, HI	2020-08-24
Kyli Arford	Kailua Kona, HI	2020-08-24
Sandra Hashida	Norwalk, CA	2020-08-24
Chance Yergensen	Honolulu, HI	2020-08-24

Name	Location	Date
Jenna Vega	Kailua Kona, HI	2020-08-24
Nicole Rapozo	Santa Rosa, CA	2020-08-24
Adam Camp	Honolulu, HI	2020-08-24
Kristy Imada	Honolulu, HI	2020-08-24
Rebecca Podsednik	Edmond, OK	2020-08-24
Lonna Maile	Kailua, HI	2020-08-24
Alicia Kamahele	Honolulu, HI	2020-08-24
maeva mortin	Honolulu, HI	2020-08-24
Kenneth Kamahele	Honolulu, HI	2020-08-24
Susan Trombley	Kapolei, HI	2020-08-24
Brenda Gerhardt	Columbus, OH	2020-08-24
Skye C	Honolulu, HI	2020-08-24
Winnie Ramilla	Honolulu, HI	2020-08-24
Jan Pruden	Kailua Kona, HI	2020-08-24
Debra Penney	Limington, ME	2020-08-24
Tiffany Smith	Kailua Kona, HI	2020-08-24
Jaime Young	Montebello, CA	2020-08-24
Karen Powers	Bellingham, WA	2020-08-24
Adam Manalo-Camp	Anaheim, CA	2020-08-24
Ali Eden	Kealakekua, HI	2020-08-24
Charmane Joy Belleza	Waipahu, HI	2020-08-24
Samoa Samoa	Waianae, HI	2020-08-24

Name	Location	Date
Vani Corpuz	Wahiawa, HI	2020-08-24
Stephanie Richardson	aurora, IL	2020-08-24
Liana Garma	Waipahu, HI	2020-08-24
Jamie Harden	Kaunakakai, HI	2020-08-24
Kelly McCloskey	Kailua Kona, HI	2020-08-24
Cheryl Green	Honolulu, HI	2020-08-24
Jonathon Jacobson	Chickasha, OK	2020-08-24
Blaise Yoshishige	Chicago, IL	2020-08-24
Hunter Skeen	Honolulu, HI	2020-08-24
Jordan Cerra	Honolulu, HI	2020-08-24
Joann Ramos	Ewa Beach, HI	2020-08-24
Raquel Lopez	Nutley, NJ	2020-08-24
Kaylee Clark	Honolulu, HI	2020-08-24
Nicole Silva	Los Angeles, CA	2020-08-24
Jacqueline Edmonson	Kailua, HI	2020-08-24
Patti Fisk	Humble, TX	2020-08-24
Cameron Ahia	Honolulu, HI	2020-08-24
Tiffany Kahlbaum	Honolulu, HI	2020-08-24
Allison Frye	Kapolei, HI	2020-08-24
Melanie Thomas	Kailua Kona, HI	2020-08-24
Karen Hirayama	Honolulu, HI	2020-08-24
Meghan Jenkins	Ewa Beach, HI	2020-08-24



Name	Location	Date
Kami carter	Waimea, HI	2020-08-24
Patricia Morales	Lahaina, HI	2020-08-24
Megan Mueller	Honolulu, HI	2020-08-24
Michelle Hsia	Waialua, HI	2020-08-24
Regina Byrom	Pearl City, HI	2020-08-24
Allee Workman	Kapolei, HI	2020-08-24
Erin Lautenslager	Honolulu, HI	2020-08-24
Steven Byrom	Atlanta, GA	2020-08-24
Andre Bisquera	Honolulu, HI	2020-08-24
Lynise Ragragola	Honolulu, HI	2020-08-24
Kaitlin Wall	Honolulu, HI	2020-08-24
Ralna Pacada	Mililani, HI	2020-08-24
Jennifer ahia	Wailuku, HI	2020-08-24
Jill Luber	Norwalk, CA	2020-08-24
Kamalei Stovall	Waimea, HI	2020-08-24
Ishita Shah	Honolulu, HI	2020-08-24
Deborah McCormick	Ewa Beach, HI	2020-08-24
Miki Presser	Haleiwa, HI	2020-08-24
Amanda Kelly	Haleiwa, HI	2020-08-24
Rhoda Aguas	Kailua kona, HI	2020-08-24
Stine Lewentowicz	Kailua, HI	2020-08-24
Kristy Caneda	Mililani, HI	2020-08-24

Name	Location	Date
Jene Green	Ocean View, HI	2020-08-24
carly ragragola	Mililani, HI	2020-08-24
Lala Chong	Kailua-Kona, HI	2020-08-24
Stephanie Whaley	Kaneohe, HI	2020-08-24
Sarah Leviege	Honolulu, HI	2020-08-24
Lance Kato	Kapolei, HI	2020-08-24
Amanda Gramann	Kaneohe, US	2020-08-24
Emily Chun	Mililani, HI	2020-08-24
Melissa Busick	Honolulu, HI	2020-08-24
Daniela Spoto	Honolulu, HI	2020-08-24
Sharnell Sumic	Kailua Kona, HI	2020-08-24
Elizabeth Mikulsky	Pearl City, HI	2020-08-24
David Mikulsky	Honolulu, HI	2020-08-24
Kimberly Bracerros	Makawao, HI	2020-08-24
Filamor Doronio	Honolulu, HI	2020-08-24
Megan Ploski	Waikoloa Village, HI	2020-08-24
Robbie Mitchell	Laie, HI	2020-08-24
Shyre Pippin	Honolulu, HI	2020-08-24
Brad Rogers	Kailua Kona, HI	2020-08-24
Tricia Tolentino	Waipahu, HI	2020-08-24
Bonnie Agnes	Waipahu, HI	2020-08-24
Malia Kaai-Barrett	Honolulu, HI	2020-08-24

Name	Location	Date
Joyce Golden	Honolulu, HI	2020-08-24
Clifford Rawlins	Honolulu, HI	2020-08-24
Theresa Freund	Honolulu, HI	2020-08-24
Dorothy M.	Ewa Beach, HI	2020-08-24
Margarita Munden	Waialua, HI	2020-08-24
Ronda Barker	Kailua-Kona, HI	2020-08-24
L marie	Wahiawa, HI	2020-08-24
Jennifer Karaca	Makawao, HI	2020-08-24
Barbara Kauwalu	Haleiwa, HI	2020-08-24
Lori Lendio McKeown	Waialua, HI	2020-08-24
Tiani Masters	Kailua-Kona, HI	2020-08-24
Rayline Ancog	Honolulu, HI	2020-08-24
Emily Loda	Honolulu, HI	2020-08-24
Melanie Ross	Laupahoehoe, HI	2020-08-24
Angie Tan	Honolulu, HI	2020-08-24
Michael Fricano II	Ewa Beach, HI	2020-08-24
William Rodrigues	Wailuku, HI	2020-08-24
Jennifer Vilorio	Kapolei, HI	2020-08-24
Euphama Rabot	Kapaa, HI	2020-08-24
Leona Leialoha	Hilo, HI	2020-08-24
Christina Senones	Kapolei, HI	2020-08-24
Beth LELM	Kailua-Kona, HI	2020-08-24

Name	Location	Date
Angelina Cruz Cruz	Honolulu, HI	2020-08-24
Elizabeth Vidrine	Honolulu, HI	2020-08-24
Katty Arnow	Mesa, AZ	2020-08-24
Susan Beard	Honolulu, HI	2020-08-24
Gretchen Cates	Kona, HI	2020-08-24
Shandelle Levine	Hawi, HI	2020-08-24
Pamela perry	Honolulu, HI	2020-08-24
Paige Tabladillo	Honolulu, HI	2020-08-24
Courtney Pascua	Wahiawa, HI	2020-08-24
Eileen Ganigan	Waipahu, HI	2020-08-24
Cy Moananu	US	2020-08-24
Heather Abdullin	Haleiwa, HI	2020-08-24
Courtney Medina	Hilo, HI	2020-08-24
Heather Kerkering	Kailua, HI	2020-08-24
Tara Weber	Kailua kona, HI	2020-08-24
Stephanie Tudela Van Duser	Honolulu, HI	2020-08-24
Kimberly Mills	Aiea, HI	2020-08-24
Aileen Cruz	Kailua Kona, HI	2020-08-24
Chalaine Ranada	Waipahu, HI	2020-08-24
Peggy Laidlaw	Wailuku, HI	2020-08-24
KAUOHNIKUKAPULANI AHUNA	KAILUA-KONA, HI	2020-08-24
Danielle Woods	Bellflower, CA	2020-08-24

Name	Location	Date
Marie Malunao	Kapolei, HI	2020-08-24
Agustin Macalipis	Ewa Beach, HI	2020-08-24
Nickel Ferner	Kailua-kona, HI	2020-08-24
Jason Konno	Honolulu, HI	2020-08-24
Jenelyn Delos santos	Honolulu, HI	2020-08-24
Tierra Knight	Kailua Kona, HI	2020-08-24
Melissa Kahoopii	Kailua Kona, HI	2020-08-24
Maggie Higgins	Albuquerque, NM	2020-08-24
Lauren Anderson	Las Vegas, NV	2020-08-24
April Rhinehart	Spartanburg, SC	2020-08-24
John Coe	Mililani, HI	2020-08-24
Hope Martin	Kailua-Kona, HI	2020-08-24
Tanya Paris	West Roxbury, MA	2020-08-24
Daisy Rose	Honolulu, HI	2020-08-24
Sue King	Kansas City, MO	2020-08-24
Correy Adkins	Savannah, MO	2020-08-24
Cindy Mueller	Saint Joseph, MO	2020-08-24
Madison Adkins	Chicago, IL	2020-08-24
Teri Adkins	Saint Joseph, MO	2020-08-24
David Scott	Chico, CA	2020-08-24
Rita Miyamoto	Honolulu, HI	2020-08-24
Evelyn Perri	South Jordan, UT	2020-08-24

Name	Location	Date
Leah Castillo	Honolulu, HI	2020-08-24
Sowmya Sharma	Herndon, VA	2020-08-24
Mehealani Fe Benito	Mililani, HI	2020-08-24
Nancy Arendt	Danville, US	2020-08-24
Andrea Costa	Kona, HI	2020-08-24
Tricialyn Negre	Pearl City, HI	2020-08-24
Tatum Lee	kailua kona, HI	2020-08-24
Tamla Bush	Kailua-Kona, HI	2020-08-24
Erica Johnson	Honolulu, HI	2020-08-24
Jerald Maiava	Honolulu, HI	2020-08-24
Reina Chang	Kailua, HI	2020-08-24
Li Zhao	Durand, MI	2020-08-24
Kaui C	Ewa Beach, HI	2020-08-24
Shonte Small	Honolulu, HI	2020-08-24
Sean Gallagher	Honolulu, HI	2020-08-24
Emily Llewellyn	Waianae, HI	2020-08-24
Jennifer Beckett	Rock Hill, SC	2020-08-24
Tihanik Kalaaaukahi	Kapolei, HI	2020-08-24
Parris Hamilton	Honolulu, HI	2020-08-24
Erika Grimstead	Honolulu, HI	2020-08-24
Theodore Kelso	Honolulu, HI	2020-08-24
Kayla Cameron	Australia	2020-08-24

Name	Location	Date
Jon Medeiros	Kapaa, HI	2020-08-24
Effie Egan	Kailua, HI	2020-08-24
Susan Elizabeth	Honolulu, HI	2020-08-24
Kim Hartney	Honolulu, HI	2020-08-24
Tara Nahinu	Kaneohe, HI	2020-08-24
Barbara Ostrowski	Volcano, HI	2020-08-24
R Vincent	Kapolei, HI	2020-08-24
Chelsea Ahern	Kailua Kona, HI	2020-08-24
Vesela Mincheva	Honolulu, HI	2020-08-24
Michelle Werner	Kailua Kona, HI	2020-08-24
Lynn Lautalo	Haleiwa, HI	2020-08-24
Jane Gibbs	Georgetown, KY	2020-08-24
Jessica Steinbeisser	Wahiawa, HI	2020-08-24
Bonnie Graham	Honolulu, HI	2020-08-24
Deborah Cabrido	Kapolei, HI	2020-08-24
Erica Tumaneng	Pearl City, HI	2020-08-24
Eva Moravcik	Honolulu, HI	2020-08-24
Brian Bowman	Haleiwa, HI	2020-08-24
Adam Laning	Mountain View, HI	2020-08-24
Tiatti Willis	Ewa Beach, HI	2020-08-24
Lisa Mireles	Princeville, HI	2020-08-24
Guerrero Yolanda	Honolulu, HI	2020-08-24

Name	Location	Date
Clare Hanusz	Honolulu, HI	2020-08-24
Nicole Barrett	Florham Park, NJ	2020-08-24
Kate Kane	Chicago, IL	2020-08-24
Keyra Kaopuiki	Kapolei, HI	2020-08-24
Jessica Redford	SF, CA	2020-08-24
Celene Kobayashi	Kapaau, HI	2020-08-24
Prescilla Stanton	Honolulu, HI	2020-08-24
Shaney Kahoalii	Kailua Kona, HI	2020-08-24
Paige Respicio	Waipahu, HI	2020-08-24
Cleo Gonsales	Kaneohe, HI	2020-08-24
Stephanie hinson	Knoxville, US	2020-08-24
Sommer Hovey	Honolulu, US	2020-08-24
Tanjia Fancher	Sacramento, CA	2020-08-24
Austin Konkle	Appleton, US	2020-08-24
ausleigh darnell	San Francisco, US	2020-08-24
Diana Gazzola	Moosup, US	2020-08-24
Danny gomez	Alameda, US	2020-08-24
Aaron Cordero	El Paso, US	2020-08-24
Patrick Smith	Feasterville Trevose, US	2020-08-24
Paloma Paredes	US	2020-08-24
Ella Geesey	Belvidere, US	2020-08-24
carmen hemmings	Brownsville, US	2020-08-24



Name	Location	Date
Monique Mironesco	Haleiwa, HI	2020-08-24
Toni Hamilton	Clawson, US	2020-08-24
Yazmin Perry	Ormond Beach, US	2020-08-24
julissa perez	Hyattsville, US	2020-08-24
Blisters B. Elzabub	Morehead City, US	2020-08-24
Jasmine Madrigal	Apple Valley, US	2020-08-24
Marysol Lopez	waukegan, US	2020-08-24
Kay Ray	Catonsville, US	2020-08-24
Tashawna herbert	East Orange, US	2020-08-24
Stacy Rivas	Honolulu, HI	2020-08-24
Rebecca Giles	Ewa Beach, HI	2020-08-24
Sage Freeman Romero	US	2020-08-24
Angelia Guffey	Forest City, NC	2020-08-24
Amanda Land	Pearl City, HI	2020-08-24
Dawn Labonte	Aiea, HI	2020-08-24
Kathleen Hayashi	Honolulu, HI	2020-08-24
Sigrid Wilson	Lihue, HI	2020-08-24
Wanda Bernard	Honolulu, HI	2020-08-24
Crystal Weinstock	Austin, TX	2020-08-24
Lea Wong	Honolulu, HI	2020-08-24
Britney Edwards	Honolulu, HI	2020-08-24
Brittany Ruiz	Ramona, CA	2020-08-24

Name	Location	Date
Brittany Omerovic	Fort Meade, MD	2020-08-24
Debbie Infante	Aurora, CO	2020-08-24
Kimberly Gueco	Kaneohe, HI	2020-08-24
Thomas Walker	Honolulu, HI	2020-08-24
Anastasia Brown	Herndon, VA	2020-08-24
Ashley Remini	Honolulu, HI	2020-08-24
Amber Rapozo	Honolulu, HI	2020-08-24
Jen Dombroski	Honolulu, HI	2020-08-24
Keegan Travaso	Waimanalo, US	2020-08-24
Adrianna Coberley	Pearl City, HI	2020-08-24
Brandon Luk	Honolulu, HI	2020-08-24
Amber Parmentier	Kilauea, HI	2020-08-24
Eunyoung Oh	Honolulu, HI	2020-08-24
Jessica Chadwell	Honolulu, HI	2020-08-24
Jennifer Camp	Honolulu, HI	2020-08-24
Diavolo .	Keaau, HI	2020-08-24
Allison Dobbs	Honolulu, HI	2020-08-24
Joanne Getty	Kapolei, HI	2020-08-24
Cheyenne G.C	Kailua, HI	2020-08-24
Lokelani's Cameros	Kaneohe, HI	2020-08-24
Avril Jenkins	Honolulu, HI	2020-08-24
Heather Curtis	Haleiwa, HI	2020-08-24

Name	Location	Date
Andrea Gutierrez	Kailua Kona, HI	2020-08-24
Brandy Sawka	Kailua Kona, HI	2020-08-24
Naomi Hanawahine	Honolulu, HI	2020-08-24
Catherine Tribble	Honolulu, HI	2020-08-24
Sheena Gufford	Honolulu, HI	2020-08-24
Lindsey George	Kapolei, HI	2020-08-24
Anastasia Smith	Honolulu, HI	2020-08-24
monique scott	Honolulu, HI	2020-08-24
Lani Almanza	Kaneohe, HI	2020-08-24
Verla Rae Vinhasa	Orlando, FL	2020-08-24
Tracey Pagan	Haiku, HI	2020-08-24
Emma Brown	Kapolei, HI	2020-08-24
Erin Brown	Newport, RI	2020-08-24
Iris Veriato	Hilo, US	2020-08-24
John Jenkins	Los Gatos, CA	2020-08-24
Josephine Nguyen	honolulu, HI	2020-08-24
Mariah Hartman	Wahiawa, HI	2020-08-24
Sarah Machado	Kaneohe, HI	2020-08-24
Nadine Dalton	Kailua, HI	2020-08-24
Chavi Vasquez	Hilo, HI	2020-08-24
Jacqueline Bali-Park	Aiea, HI	2020-08-24
Tiffany Twitty	Phenix City, AL	2020-08-24

Name	Location	Date
Eugenia Johnson	Honolulu, HI	2020-08-24
Ines Silva	Pahoa, HI	2020-08-24
Shawna Aipia	Pearl City, HI	2020-08-24
Melody Hayase	Mililani, HI	2020-08-24
Korina Stichberry	Honolulu, HI	2020-08-24
Maggie Eaton	US	2020-08-24
Amber Faurot	Kapolei, HI	2020-08-24
nadia serraio	Las vegas, NV	2020-08-24
Juliana alvarez	Wahiawa, HI	2020-08-24
Cari miller	Kailua, HI	2020-08-24
Dana Perez	Mililani, HI	2020-08-24
Sabrina Timm	Kailua, HI	2020-08-24
KIMBERLY JACKSON	Honolulu, HI	2020-08-24
Lincoln Tyler	Lihue, HI	2020-08-24
Cassandra Jones	Haiku, HI	2020-08-24
Arin Johnston	Wahiawa, HI	2020-08-24
Paula Cole	Haleiwa, HI	2020-08-24
Carol Lubbe	Kailua Kona, HI	2020-08-24
Moani-Lehua Aki	Honolulu, HI	2020-08-24
Quinn Fabray	US	2020-08-24
Zoey Marion	Raleigh, US	2020-08-24
Iveth Galvan	Pearl City, HI	2020-08-24

Name	Location	Date
Lexi Capponi	Kenosha, US	2020-08-24
Ludy Tabalanza	Honolulu, HI	2020-08-24
Maureen McComas	Honolulu, HI	2020-08-24
ERIN SNYDER	Waipahu, HI	2020-08-24
Breanna Wagner	Ocean View, HI	2020-08-24
Pauline Dias	Hilo, HI	2020-08-24
Jiayu Guo	Honolulu, HI	2020-08-24
Maria Caraballo	Hastings, FL	2020-08-24
Cherisse Lemmon	Aloha, OR	2020-08-24
Kenwrick Chan	Honolulu, HI	2020-08-24
Jennifer Kent	Fort Riley, KS	2020-08-24
Tammie Pacek	Clarksville, TN	2020-08-24
Namele Fauatea	Kaneohe, HI	2020-08-24
Kellie Slaughter	Oklahoma City, OK	2020-08-24
Calvin Pham	Honolulu, HI	2020-08-24
Catherine Cooper	Kilauea, HI	2020-08-24
Raylene Tetu	Kapolei, HI	2020-08-24
LeeAnne Loney	Kailua Kona, HI	2020-08-24
Shanean Ridgley	Honolulu, HI	2020-08-24
Elisa Audo-Beliov	Kilauea, HI	2020-08-24
Navid Najafi	honolulu, HI	2020-08-24
joe dalessandro	Wailuku, HI	2020-08-24

Name	Location	Date
Trisha Devereaux	Hanalei, HI	2020-08-24
Kristina Yamato	Honolulu, HI	2020-08-24
Hope Young	Honolulu, HI	2020-08-24
Olena Kasaoka	Wahiawa, HI	2020-08-24
Robert Duquette	Honolulu, HI	2020-08-24
Tamara Grady	Navarre, FL	2020-08-24
Tyrone Brown	Kahuku, HI	2020-08-24
Amy Killila	Pearl City, HI	2020-08-24
Summer Riley	Kapolei, HI	2020-08-24
Tiffany Deboard	Navarre, FL	2020-08-24
Samantha Thee	Laie, HI	2020-08-24
Krista Steele	Kapolei, HI	2020-08-24
Justin Oda	Honolulu, HI	2020-08-24
Josephine Cho Freehauf	Kona Kailua, HI	2020-08-24
Catherine Allen	Honolulu, HI	2020-08-24
Tammy Leslie	Captain Cook, HI	2020-08-24
Patricia Pascual	Aiea, HI	2020-08-24
Marysa Carr	Kapolei, HI	2020-08-24
Lianokeola Mora-Duquette	Aiea, HI	2020-08-24
Kendra Shim	Honolulu, HI	2020-08-24
Abigail Antonio	Honolulu, HI	2020-08-24
Brandy Richardson	US	2020-08-24

Name	Location	Date
Debra Pritchett	Kennett, MO	2020-08-24
Caroline Wright	Waipahu, HI	2020-08-24
Sandy Ly	Honolulu, HI	2020-08-24
Debra Goss	Broken Arrow, OK	2020-08-24
Loren Turner	Galesville, MD	2020-08-24
Normarie Soto	Los Angeles, CA	2020-08-24
Michael Cruickshank	Culver City, CA	2020-08-24
Melissa Diaz	Kapolei, HI	2020-08-24
craig hayasaka	Honolulu, HI	2020-08-24
Audrey Bush	Honolulu, HI	2020-08-24
Bryson Ellegard	Kalaheo, HI	2020-08-24
Ryan Hanoa	Hilo, HI	2020-08-24
Gen Hanoa	Hilo, HI	2020-08-24
Noelle Miyagawa	Honolulu, HI	2020-08-24
Jenn Khan-Gates	Honolulu, HI	2020-08-24
Lisa Moy	Kailua, HI	2020-08-24
Eriko Todo	Chula Vista, CA	2020-08-24
Kristan Franciscous	Hawthorne, CA	2020-08-24
Jon Gates	Honolulu, HI	2020-08-24
Amanda Tunin	Pearl City, HI	2020-08-24
Rick Johnson	Everett, WA	2020-08-24
Pua V	Waianae, US	2020-08-24

Name	Location	Date
Jeff Voa	Waianae, HI	2020-08-24
Heather DeFries	Kaneohe, HI	2020-08-24
Lei Soriono	Waialua, HI	2020-08-24
Nicole Miller	Honolulu, HI	2020-08-24
Fran Formoso	Wahiawa, HI	2020-08-24
Jaymie Renard	Wai'anae, HI	2020-08-24
ariana carnate	Lahaina, HI	2020-08-24
Bryanna Dovholuk	Hooksett, NH	2020-08-24
Lorie Manzano	Honolulu, HI	2020-08-24
Darcie Iki	Honolulu, HI	2020-08-24
David Warner	Myrtle Beach, SC	2020-08-24
A song For me	Kahului, HI	2020-08-24
Stacy Casco	Honolulu, HI	2020-08-24
Lara Bollinger	Haleiwa, HI	2020-08-24
June Johnston	Austin, TX	2020-08-24
sharon muraco	Mililani, HI	2020-08-24
Kristin Bukovec	Mililani, HI	2020-08-24
Tyler Foster	Kailua kona, HI	2020-08-24
Melissa Iwamoto	Honolulu, HI	2020-08-24
Jayla Baluyot	Waipahu, HI	2020-08-24
Amy Cornforth	Kailua Kona, HI	2020-08-24
Taylor Bogan	Brick, NJ	2020-08-24



Name	Location	Date
Amanda Harpstrite	Kailua, HI	2020-08-24
Jacinta Henninger	Kapolei, HI	2020-08-24
DaLee Moorhead	Dickinson, ND	2020-08-24
Sarah Perry	Bossier City, LA	2020-08-24
Robin Fabré	Aiea, HI	2020-08-25
kim bermudez	honolulu, HI	2020-08-25
Isabella R	Pahoa, HI	2020-08-25
Hulita Drake	US	2020-08-25
A L'anas Bananekiwi	Kualapuu, HI	2020-08-25
Natalie Lyne	Hayesville, US	2020-08-25
Fatima Ibrahim	Bedford, US	2020-08-25
Donald Larson	Milwaukee, US	2020-08-25
Alissa Weikum	Meridian, US	2020-08-25
Tiffany Kekumu	Pearl City, HI	2020-08-25
Liv Penna	Albany, US	2020-08-25
Yayeanna Sall	North Richland Hills, US	2020-08-25
Shauntea Black	Lewistown, US	2020-08-25
Anayh Luna	Santa Barbara, US	2020-08-25
shamareal austin	Tyler, US	2020-08-25
Emily Kim	Rochester, US	2020-08-25
Kallie Hunter	West Lafayette, US	2020-08-25
Mia Alejandra	Eastchester, US	2020-08-25

Name	Location	Date
Cassandra Ramos	San Antonio, US	2020-08-25
Nicolette Cloutier	Brownsville, US	2020-08-25
Matt Medernach	Rockford, US	2020-08-25
David Moskowitz	Kailua, HI	2020-08-25
Napua Johansen	Hilo, HI	2020-08-25
Allison Yasui	Santa Rosa, CA	2020-08-25
Eri Virden	Kailua, US	2020-08-25
Jennifer Rasmussen	Honolulu, HI	2020-08-25
Amy Weed	Mililani, HI	2020-08-25
Christina Harland	Kapolei, HI	2020-08-25
Tyce Tanaka	Ewa Beach, HI	2020-08-25
Darleen Simonsen	Conifer, CO	2020-08-25
Ally Arnold	Los Angeles, CA	2020-08-25
Abby Ahina	Waianae, HI	2020-08-25
Roxanne Morante	Kailua Kona, HI	2020-08-25
David Rezachek	Honolulu, HI	2020-08-25
Gita Dhir	Mililani, HI	2020-08-25
Gemma Hazen	Mililani, HI	2020-08-25
Karlee Green	Honolulu, HI	2020-08-25
Brian Hazen	Mililani, HI	2020-08-25
Sheri Hiroi DuBay	Mililani, HI	2020-08-25
Cara Nix	Honolulu, HI	2020-08-25

Name	Location	Date
Ashley Taylor	Walla Walla, WA	2020-08-25
Benjamin hebert	Portland, OR	2020-08-25
Beatrice Lorie	Kailua, HI	2020-08-25
Nyalok Akec	Salt Lake City, US	2020-08-25
Jessica Allen	San Antonio, TX	2020-08-25
bridget gorrie	Boston, US	2020-08-25
callie larson	Maple Grove, US	2020-08-25
semira steward	Stockton, US	2020-08-25
Tamar Chirwa	Johannesburg, US	2020-08-25
Anonymous Anonymous	Chicago, US	2020-08-25
Juel hoffer	Minneapolis, US	2020-08-25
Haniyah Strong	Hampton, US	2020-08-25
Michael Ellner	Pioneer, US	2020-08-25
Naomi Aguinis	Mc Lean, US	2020-08-25
Sophie Bezdjian	Brentwood, US	2020-08-25
gabrielle johnson	Jackson, US	2020-08-25
Clifford Lim	Pearl City, HI	2020-08-25
Alesia P	Ewa Beach, HI	2020-08-25
Cade Roster	Honolulu, HI	2020-08-25
Sharee Pack	Grand Blanc, MI	2020-08-25
Kerri Bedard	Scituate, RI	2020-08-25
Heather Nielsen	Morgan, UT	2020-08-25

Name	Location	Date
Griselda A. Marcos Marcos	Mililani, HI	2020-08-25
Patti Yasuhara	Honolulu, HI	2020-08-25
Marie Griffith	Peyton, CO	2020-08-25
Nadine Johnson	Aiea, HI	2020-08-25
Angela King	Honolulu, HI	2020-08-25
Michael Moon	Columbia, MD	2020-08-25
Bettina Perez	Honolulu, HI	2020-08-25
karen figueira	makawao, HI	2020-08-25
DIANE VANDERZANDEN	Honolulu, HI	2020-08-25
Kewalin Freitas	Kaneohe, HI	2020-08-25
C. Ono	Honolulu, HI	2020-08-25
Cheri Souza	Honolulu, HI	2020-08-25
Richardd Harpstrite	Colorado Springs, CO	2020-08-25
Troy Freitas	Kailua, HI	2020-08-25
Debra McBirnie	Kailua, HI	2020-08-25
Shawn Romero	Mililani, HI	2020-08-25
Joy Fujioka	Mililani, HI	2020-08-25
Robert Holland	Kailua, HI	2020-08-25
Brittney Correa	Harrisburg, AR	2020-08-25
Carl Kaai	Kealakekua, HI	2020-08-25
Candice Tria	Honolulu, HI	2020-08-25
Mahina Komeiji	Pearl City, HI	2020-08-25

Name	Location	Date
May Huang	Aiea, HI	2020-08-25
Alison Miller	North Ogden, UT	2020-08-25
Sheri Nolen	Cabot, AR	2020-08-25
Sara Vienna	Kailua, HI	2020-08-25
Raine Arakawa	Mililani, US	2020-08-25
Hannah Alviso	South Lake Tahoe, CA	2020-08-25
Alyson Miles	Mililani, HI	2020-08-25
Jonathan Mihara	Mililani, HI	2020-08-25
Tasha Pula	Honolulu, HI	2020-08-25
Adene Beal	Tallahassee, FL	2020-08-25
Paxton Converse	Summerville, SC	2020-08-25
Jeffrey Bareng	Waialua, HI	2020-08-25
Denise Mazurik	Hilo, HI	2020-08-25
Juanita Denninghoff	Mililani, HI	2020-08-25
Ashlee Fujimoto	Honolulu, HI	2020-08-25
Kapu Humel	Honolulu, HI	2020-08-25
Christine Tsumoto	Mililani, HI	2020-08-25
Catie Martin	Honolulu, HI	2020-08-25
Sophia Sasaki	Sunnyvale, CA	2020-08-25
Kyle Foyle	Haleiwa, HI	2020-08-25
Sarah Pratt	Kaneohe, HI	2020-08-25
Aaron Ching	Mililani, HI	2020-08-25

Name	Location	Date
Mirth Pack	Grand Blanc, MI	2020-08-25
June Misaki	Aiea, HI	2020-08-25
Lindsay Ladnier	Honolulu, HI	2020-08-25
Fresa Brown	Honolulu, HI	2020-08-25
holly holman	Ewa Beach, HI	2020-08-25
Erin Lancaster	Honolulu, HI	2020-08-25
Cath Higinbottom	Honolulu, HI	2020-08-25
Manu Garcia	Honolulu, HI	2020-08-25
Kelsey Arakaki	Honolulu, HI	2020-08-25
Wade Hashimoto	Honolulu, HI	2020-08-25
Katherine Jones	Honolulu, HI	2020-08-25
Keoni Tamashiro	Honolulu, HI	2020-08-25
Garret Wong	Portland, OR	2020-08-25
chасы smyth	Winter Haven, US	2020-08-25
Issy White	Huntersville, US	2020-08-25
Sydra Pendleton	Decatur, US	2020-08-25
Marta Swanson	Appleton, US	2020-08-25
Margie Moreno	Jersey City, US	2020-08-25
Jevil CHAOS	Lebanon, US	2020-08-25
Crystal Tran	Fort Worth, US	2020-08-25
Vallery Lopez	US	2020-08-25
Anna Benner	Schenectady, US	2020-08-25

Name	Location	Date
Ladasia Carter	Cincinnati, US	2020-08-25
renee p	Chicago, US	2020-08-25
Destiny Gomes	Dorchester Center, US	2020-08-25
Justin Chandler	Hilo, HI	2020-08-25
C X	Boardman, US	2020-08-25
Amber Dix	Chicago, US	2020-08-25
Aliyah Santistevan	Salinas, US	2020-08-25
Sophia Felini	Key West, US	2020-08-25
victoria silva	Carson, US	2020-08-25
alasiah james	New Orleans, US	2020-08-25
Naturelle Olivares	Sylmar, US	2020-08-25
Meaghan Figuera	Lithonia, US	2020-08-25
Valerie Leonard	monroe, US	2020-08-25
Kriscia Guevara	Tampa, US	2020-08-25
Nancy Carvalho	Honolulu, HI	2020-08-25
Kelli Jo Steiner	Kailua Kona, HI	2020-08-25
Chantal Mitsumura	Kailua Kona, HI	2020-08-25
Lori Tsue	Aiea, HI	2020-08-25
Heather Russell	US	2020-08-25
Ashley de Coligny	Honolulu, HI	2020-08-25
William Vanderford	Honolulu, HI	2020-08-25
Katharinr Matavao	Mililani, HI	2020-08-25

Name	Location	Date
Dennis Honda	Honolulu, HI	2020-08-25
laura dvorak	Hilo, HI	2020-08-25
Maile Atay	Wailuku, HI	2020-08-25
mary zuiderveen	Kapaau, HI	2020-08-25
Leah Souza	Kaneohe, HI	2020-08-25
Chelsey Simmons	Mililani, HI	2020-08-25
Brad Takemura	Las Vegas, NV	2020-08-25
Louis Robinson	Honolulu, HI	2020-08-25
Audra Robinson	Honolulu, HI	2020-08-25
Jessica Canyon	Honolulu, HI	2020-08-25
Robyn Trivette	Hilo, HI	2020-08-25
Maris Kiyuna	Honolulu, HI	2020-08-25
Riece Myers	Honolulu, HI	2020-08-25
Samantha Faulds	JBLM, WA	2020-08-25
Jenny Ma	Honolulu, HI	2020-08-25
Chanelle Lucero	Hilo, HI	2020-08-25
Kellie Johnsen	Mililani, HI	2020-08-25
Natalie McArthur	Honolulu, HI	2020-08-25
Christopher Royal	Holualoa, HI	2020-08-25
Jazmin Armenta	Holualoa, HI	2020-08-25
Stephanie Stewart	Hawaii	2020-08-25
Christy Yee	Honolulu, HI	2020-08-25



Name	Location	Date
Jessica Gorman	Mililani, HI	2020-08-25
Garry Kirkland II	Kailua, HI	2020-08-25
Alison Saron	Honolulu, HI	2020-08-25
Hilary Exelrod	New York, NY	2020-08-25
Lauren Gushiken	Waipahu, HI	2020-08-25
janka Beno	Honolulu, HI	2020-08-25
Gaylord b Ching	Honolulu, HI	2020-08-25
Josh Basit	Germantown, US	2020-08-25
cass e	beverly hills, US	2020-08-25
Fadumo Mohamed	Saint Cloud, US	2020-08-25
Stacy Oliveira	Pacific, WA	2020-08-25
daniela ortega-davila	San Diego, US	2020-08-25
Tanya Snow	Loveland, US	2020-08-25
Anthony Lam	Rancho Cordova, US	2020-08-25
Serena Kop	Tacoma, US	2020-08-25
Betsaida Rodriguez	Toppenish, US	2020-08-25
Ali Arista	Honolulu, HI	2020-08-25
Jeremy Seitz	Honolulu, HI	2020-08-25
Nina Johnson	Farmington Hills, US	2020-08-25
Anthony Dirig	Aiea, HI	2020-08-25
Angelica Mitchell	Los Angeles, US	2020-08-25
Fantasia Felton	Phoenix, US	2020-08-25

Name	Location	Date
Lua Mitchell	Houston, US	2020-08-25
Rebekah Morton	Wahiawa, HI	2020-08-25
Kate Semmens	Brooklyn, US	2020-08-25
Katie Cap	Franklin, US	2020-08-25
Gabrielle Ozoa	Lanai City, HI	2020-08-25
Mason Saulsbury	Ellensburg, US	2020-08-25
Juli Henning	Honolulu, HI	2020-08-25
Evette Gallant	Honolulu, HI	2020-08-25
Maria Murillo	Oceanside, US	2020-08-25
Grace hedgpeth	Joshua, US	2020-08-25
Andi Harris	Southaven, US	2020-08-25
Jaqueline Teran	Indio, US	2020-08-25
Ju Lee	Hilo, HI	2020-08-25
Jadi Her	Stockton, US	2020-08-25
Patrick Chapman	Honolulu, HI	2020-08-25
Emma Brown	Portland, US	2020-08-25
Carol Hughes	Chicago, US	2020-08-25
Stephanie Hernandez	Houston, US	2020-08-25
Sophia Arndt	Minneapolis, US	2020-08-25
Stephanie Cowgill	Philadelphia, US	2020-08-25
Brian Betancourt	Bronx, US	2020-08-25
Jonathan Vasquez	Stockton, US	2020-08-25

Name	Location	Date
Sitlaly Portillo	Houston, US	2020-08-25
Nyah Dure	Easton, US	2020-08-25
jillian tompkins	Clifton Park, US	2020-08-25
Rob Carolin	San Diego, CA	2020-08-25
Mindy Brown	Corinth, US	2020-08-25
Neziah Alexander	New Orleans, US	2020-08-25
Elene Kodabakshian	Van Nuys, US	2020-08-25
Rodrigo Bazan	Rio Grande City, US	2020-08-25
Gigi Johnson	Brooklyn, US	2020-08-25
kassidy payne	Santa Paula, US	2020-08-25
ASHANA MULLINS	Mililani, HI	2020-08-25
Nakita Pedro	Ewa Beach, HI	2020-08-25
Marley Penagos	Los Angeles, US	2020-08-25
Roe Ji	US	2020-08-25
Selena Torres	Beaumont, US	2020-08-25
Rachel Barnett	US	2020-08-25
Tracy Nti	Alexandria, US	2020-08-25
Danna Jimenez	Los Angeles, US	2020-08-25
Callie Partridge	ridgeland, US	2020-08-25
Evelyn Bovey	Honolulu, HI	2020-08-25
Kyra Hector	Middlesex, US	2020-08-25
Michelle Israel	Hilo, HI	2020-08-25

Name	Location	Date
Cindy Kawamura	Mililani, HI	2020-08-25
Taylor Sims	Kansas City, US	2020-08-25
yonathan rodriguez	Chicago, US	2020-08-25
Kieran Charles	Dallas, US	2020-08-25
Brielle Tolliver	Oakland, US	2020-08-25
Annika Valdez	Virginia City, US	2020-08-25
Cecily Kaiu	Honolulu, HI	2020-08-25
Jasmine Montgomery	Dothan, US	2020-08-25
Sidney McDuffie	Milwaukee, US	2020-08-25
Sammie Sandoval	Annandale, US	2020-08-25
niki sahlberg	Milpitas, US	2020-08-25
Caiden Kemp	Baton Rouge, US	2020-08-25
Amanda Lobb	Federal Way, US	2020-08-25
Rae Seitz	Honolulu, HI	2020-08-25
Rabia Akram	Fremont, US	2020-08-25
Meicen Batres	Lynwood, US	2020-08-25
Inger Stonehill	Honolulu, HI	2020-08-25
Dina Mrani	Revere, US	2020-08-25
Mckenzie Beeck	Elk Grove, US	2020-08-25
somnebi Onwubuya	Minneapolis, US	2020-08-25
Emma Kearney	Scranton, US	2020-08-25
Luanna Pescador	Waipahu, HI	2020-08-25

Name	Location	Date
Doug Mossman	Wailuku, HI	2020-08-25
Jazon Hidalgo	Honolulu, HI	2020-08-25
Christa Leigh	Haleiwa, HI	2020-08-25
Beryl Tsukimura	Honolulu, HI	2020-08-25
Amber Coontz	Lahaina, HI	2020-08-25
Maryanne Ito	Honolulu, HI	2020-08-25
Diane Ho	Honolulu, HI	2020-08-25
Christina Shiroma	Waipahu, HI	2020-08-25
Peter Shaindlin	Honolulu, HI	2020-08-25
Kevin Fujii	Honolulu, HI	2020-08-25
Kaydi Dakujaku	Honolulu, HI	2020-08-25
Leanne Ortiz	Kapolei, HI	2020-08-25
Tristan Bates	Haleiwa, HI	2020-08-25
troy flickinger	Waipahu, HI	2020-08-25
Chris Wehunt	Wahiawa, HI	2020-08-25
Kristin Bajo	Hilo, HI	2020-08-25
Jacquelyn Clements	Honolulu, HI	2020-08-25
Ali Metzler	Pearl City, HI	2020-08-25
Kia Murray	Waipahu, HI	2020-08-25
Courtney DeConto	Kailua, HI	2020-08-25
Jeffrey Douglas Miles	Mililani, HI	2020-08-25
Nadya Wise	Honolulu, HI	2020-08-25

Name	Location	Date
Heldai Rodriguez	Aiea, HI	2020-08-25
Marissa Faleolo	Honolulu, HI	2020-08-25
Franklin Moux	Mililani, HI	2020-08-25
Geraldine Doronio	Honolulu, HI	2020-08-25
Nicole Chatterson	Honolulu, HI	2020-08-25
Nicole Salmo	Honolulu, HI	2020-08-25
Jodi Kunimitsu	Kihei, HI	2020-08-25
Rachael Keane	Kaneohe, HI	2020-08-25
Melissa Salud	Waianae, HI	2020-08-25
Darren Seu	Honolulu, HI	2020-08-25
Richard Richardson	Honolulu, HI	2020-08-25
Sherene Hajiro	Honolulu, HI	2020-08-25
Mellanie Soriano	honolulu, HI	2020-08-25
Cori Gift	Honolulu, HI	2020-08-25
Rev Kyle Lovett	Honolulu, HI	2020-08-25
Theresa Ellis	Honolulu, HI	2020-08-25
Brandon Chun	Honolulu, HI	2020-08-25
Ricci sandoval	Sacramento, US	2020-08-25
Shannon Miller	Summerland, US	2020-08-25
Andres Schillaci	Haleiwa, HI	2020-08-25
Crystal Mendez	Van Nuys, US	2020-08-25
Chloe Fernandes	Waukegan, US	2020-08-25

Name	Location	Date
Natalie Bernal	Clovis, CA	2020-08-25
Ashley Ou	Alhambra, US	2020-08-25
Kristin Agbayani	Wailuku, HI	2020-08-25
Joshua Laveaga	San Marcos, US	2020-08-25
Stephanie Anfinson	Kahuku, HI	2020-08-25
Mary Westman	pearl city, HI	2020-08-25
Jessica Eder	New Hyde Park, US	2020-08-25
Naomi Monene	Washington, US	2020-08-25
Rachel Walsh	Honolulu, HI	2020-08-25
Krista Greco	Poughkeepsie, US	2020-08-25
Christine Fe Benito	Ewa Beach, HI	2020-08-25
Ryan Washburn	Honolulu, HI	2020-08-25
Claudia Hilton	Kapolei, HI	2020-08-25
jackson B	Chapin, US	2020-08-25
Kedon Yerrid	Halethorpe, US	2020-08-25
Tiffany Hummel	Honolulu, HI	2020-08-25
Kari Albers	Honolulu, HI	2020-08-25
Joselyn A	Mililani, HI	2020-08-25
Emerald Reyes	Honolulu, HI	2020-08-25
Cassandra Hernandez	Incline Village, US	2020-08-25
Zheray Wong	Waipahu, HI	2020-08-25
Alisha Baluyot	Kapolei, HI	2020-08-25

Name	Location	Date
Keira Gover	Portland, US	2020-08-25
sabrin suber	faribault, US	2020-08-25
Greg Puppione	Honolulu, HI	2020-08-25
Joslyn Mclaughlin	Kaneohe, HI	2020-08-25
Maria Flores	Lewiston, US	2020-08-25
May Amax	Honolulu, HI	2020-08-25
Trelicia Okechukwu	California	2020-08-25
Ally Mccrink	New York, US	2020-08-25
Carrie Curtis	Kaneohe, HI	2020-08-25
Kai Tanihiro	Kapaa, US	2020-08-25
Meliza Zablan	Aiea, HI	2020-08-25
Clarice Smart	Kailua, HI	2020-08-25
Savannah Hill	Estacada, US	2020-08-25
Jay April	Kahului, HI	2020-08-25
cathy w	Honolulu, US	2020-08-25
Gabriela Matias	Burbank, US	2020-08-25
Lindsey Mau	Honolulu, HI	2020-08-25
Penny Cunningham	Honolulu, HI	2020-08-25
Melanie Mejia	Pharr, US	2020-08-25
ina xhaviti	New York, US	2020-08-25
Jayden Perez	Southington, US	2020-08-25
Aliya Winters	Chandler, US	2020-08-25



Name	Location	Date
Salimata Ly	Bronx, US	2020-08-25
Taylor Kaffenberger	Kent, US	2020-08-25
Gabrielle Valdes Lutu	Honolulu, HI	2020-08-25
Kamryn gibson	Henderson, US	2020-08-25
April Hem	Salt Lake City, US	2020-08-25
Paresa Fawwad	Corona, US	2020-08-25
David Souza	Mililani, HI	2020-08-25
Greg Reyes	Harlingen, US	2020-08-25
Aaron Friesen	Omaha, US	2020-08-25
leslie Hutchinson	haiku, HI	2020-08-25
K. Gomes	Honolulu, HI	2020-08-25
William Kittredge	Honolulu, HI	2020-08-25
Shannon Tam Loo	Ewa Beach, HI	2020-08-25
Sheri Yamasaki	Honolulu, HI	2020-08-25
Hilarie Alomar	Honolulu, HI	2020-08-25
Olivia Nigro	Kaneohe, HI	2020-08-25
Larni Atkins	Honolulu, HI	2020-08-25
Leneva Kapule	Kailua-Kona, HI	2020-08-25
Catherine Hopkins	Kailua Kona, HI	2020-08-25
Alma Holcomb	Ewa Beach, HI	2020-08-25
Carly Rizzuto	Ewa Beach, HI	2020-08-25
Gabrielle Felker	Honolulu, HI	2020-08-25

Name	Location	Date
Faamamata Tufele	Honolulu, HI	2020-08-25
Janet Abreu	Koloa, HI	2020-08-25
Ellie Thomas	Honolulu, HI	2020-08-25
viana cuellar	Haleiwa, HI	2020-08-25
Marshall Kahikina	Honolulu, HI	2020-08-25
Ahanu Boyle	Kent, US	2020-08-25
Joshah Hoapili	Mililani, HI	2020-08-25
Jennifer Grant	Honolulu, HI	2020-08-25
Jeffrey Baldwin	Mililani, HI	2020-08-25
Jessica Dinger	Honolulu, HI	2020-08-25
James Reyes	Honolulu, HI	2020-08-25
Katherine Hills	Kailua, HI	2020-08-25
Sydney Firth	Hampton, US	2020-08-25
Danette Kong	Kula, HI	2020-08-25
Rosina Gugu	Hilo, HI	2020-08-25
Laura Kahiapo	Waimānalo, HI	2020-08-25
Jamie Cortave	Shirley, US	2020-08-25
Raymond Garcia	Manteca, US	2020-08-25
William Santos	Kaneohe, HI	2020-08-25
nicole Pappanduros	Warrenville, US	2020-08-25
Tanecia Botts-Hall	Dayton, US	2020-08-25
Mark During	US	2020-08-25

Name	Location	Date
Jayah Stogden	Jacksonville, US	2020-08-25
Enid Gross	Hampton, US	2020-08-25
Bri Levy	Piscataway, US	2020-08-25
Shelby Green	Oklahoma	2020-08-25
BJ Jimenez-Aleman	Lakeland, US	2020-08-25
bruh city	Yucca Valley, US	2020-08-25
Misha Brownlee	Killeen, US	2020-08-25
Gabrielle Reina	Atlanta, US	2020-08-25
Tiana Amosa	Aiea, HI	2020-08-25
Sean Smith	Bel Air, US	2020-08-25
Caleb Aguilar	Quincy, US	2020-08-25
malika sykes	Portland, US	2020-08-25
Zoe Perkins	Windham, US	2020-08-25
taylor thoden	Wilmington, US	2020-08-25
shelley Muneoka	Honolulu, HI	2020-08-25
Alston Albarado	Honolulu, HI	2020-08-25
Nadine Shrivastava	Honolulu, HI	2020-08-25
Peter Helto	Honolulu, HI	2020-08-25
Salote Kouvaka	Honolulu, HI	2020-08-25
Trenton Kakazu	Kaneohe, HI	2020-08-25
Bobbie-Lynn kalama	Honolulu, HI	2020-08-25
Melinda Hunter	Henderson, NV	2020-08-25

Name	Location	Date
Juliana Higa	Makawao, HI	2020-08-25
Emily Allison	South Bend, IN	2020-08-25
Melissa Dionisio	Odenton, MD	2020-08-25
Alicia Miller	Waianae, HI	2020-08-25
Kayla Beaman	Yelm, WA	2020-08-25
Lina Roby	Honolulu, HI	2020-08-25
Tee Pelesasa	Waipahu, HI	2020-08-25
Jo desMarets	Honolulu, HI	2020-08-25
Delton Lawrence	Waimanalo, HI	2020-08-25
Gail Godbey	Tucson, AZ	2020-08-25
Lance Holter	Paia, HI	2020-08-25
Tyler Hancock	Salt Lake City, UT	2020-08-25
Nichole Stewart	Concord, NC	2020-08-25
Choti Jahnigen	Catonsville, MD	2020-08-25
Erin Cronin	Hawi, HI	2020-08-25
Joshua Brown	US	2020-08-25
Mona Marler	Paia, HI	2020-08-25
Carrie Nasca	Kissimmee, FL	2020-08-25
Mark Moselle, M.Ed. - Harvard University	Fifty Lakes, MN	2020-08-25
Daryl Thomas	Mililani, HI	2020-08-25
Angelica Momtoya	Wharton, NJ	2020-08-25

Name	Location	Date
Me Fuimaono-Poe	Honolulu, HI	2020-08-25
Stacy Braddy	Honolulu, HI	2020-08-25
SAMANTHA ROLLINS	Lake Charles, LA	2020-08-25
Maria Sullivan	San Francisco, CA	2020-08-25
Monique Schafer	Honolulu, HI	2020-08-25
Daniel McNeeley	Honolulu, HI	2020-08-25
Rachel Niupulusu	Kaneohe, HI	2020-08-25
Bridgett Sterling	Schertz, TX	2020-08-25
Kelly O'Hair	Wichita, KS	2020-08-25
Cori Webb	Haleiwa, HI	2020-08-25
Maria Lopes	Waipahu, HI	2020-08-25
Kalei Wong	Honolulu, HI	2020-08-25
Shaunah Pilakowski	Mililani, HI	2020-08-25
Vera Cabais	Kapolei, HI	2020-08-25
Jessica Kuzmier	Kailua Kona, HI	2020-08-25
Sandy Ramiscal	Mililani, HI	2020-08-25
Lisa R	Paia, HI	2020-08-25
Ember Martin	Honolulu, HI	2020-08-25
Althea Champagnie	Captain Cook, HI	2020-08-25
Teri Savaiinaea	Waianae, HI	2020-08-25
Rin C	Fort Worth, TX	2020-08-25
Kanoe S	Honolulu, HI	2020-08-25

Name	Location	Date
Valerie Ledward	Waipahu, HI	2020-08-25
Jenn Cherkauskas	Wahiawa, HI	2020-08-25
Jolie Wanger	Honolulu, HI	2020-08-25
Natalie Cosby	Orange, NE	2020-08-25
Christine Marie Rivera	Honolulu, US	2020-08-25
Anderson Gideon	Ocean view, HI	2020-08-25
Lori-Anne Fay	Honolulu, HI	2020-08-25
Kerrie Shahan	Honolulu, HI	2020-08-25
Alicia Izak	Kaneohe, HI	2020-08-25
Elizabeth Apoliona-Brown	Silver Spring, MD	2020-08-25
Chrysanne Selvey	Wailuku, HI	2020-08-25
Corrine Gross	Lahaina, HI	2020-08-25
Janice Martin	Lascassas, TN	2020-08-25
Kylejian Francia	Honolulu, HI	2020-08-25
Antoinette Freitas	Aiea, HI	2020-08-25
sen ito	Mililani, HI	2020-08-25
Sugki J. Suguitan	Honolulu, HI	2020-08-25
J Tasato	Honolulu, HI	2020-08-25
Makenzie Ricks	Ogden, UT	2020-08-25
Estelle Nova	Honolulu, HI	2020-08-25
Richard Brady	Mililani, HI	2020-08-25
Anika Gearhart	Honolulu, HI	2020-08-25

Name	Location	Date
Jennifer Hakuole	Hilo, HI	2020-08-25
Sean Mahaffey	Kailua, HI	2020-08-25
Denise Sarcos	Waipahu, HI	2020-08-25
Deven Engevold	Kailua Kona, HI	2020-08-25
Ashley L	Waianae, HI	2020-08-25
Lily Robillard	San Francisco, CA	2020-08-25
Lisa Ingram	Los Angeles, US	2020-08-25
Sheena Higuera	Kailua Kona, HI	2020-08-25
Grace Foutch	Honolulu, HI	2020-08-25
Kathryn Wilson	Wahiawa, HI	2020-08-25
Garrett Hillyer	Honolulu, HI	2020-08-25
Kristina Bifulco	Salem, OR	2020-08-25
Suzuki Rumika	Honolulu, HI	2020-08-25
RANDALL WONG	HONOLULU, HI	2020-08-25
Tana Bella	Albuquerque, NM	2020-08-25
Ilima DeCosta	Hilo, HI	2020-08-25
Leah Mutual	Honolulu, HI	2020-08-25
Marilyn Roitman	Haleiwa, HI	2020-08-25
Stephanie Leonard	Honolulu, HI	2020-08-25
Gabi Chapman	Mililani, HI	2020-08-25
Ellen Caringer	Kihei, HI	2020-08-25
angela wong	Honolulu, HI	2020-08-25

Name	Location	Date
Jeff Bright II	Littleton, CO	2020-08-25
Ka'iulani Spencer	Makawao, HI	2020-08-25
Beverly Reidy	Hauula, HI	2020-08-25
K N	Aiea, HI	2020-08-25
Shiri Breslow	Waimea, HI	2020-08-25
Eliana Brodsky	Wahiawa, HI	2020-08-25
Anuheia Alapai	Holualoa, HI	2020-08-25
Scott Dukart	Washington, DC	2020-08-25
Chadwick Kamei	Honolulu, HI	2020-08-25
Charmian Lewis	Honolulu, HI	2020-08-25
Donese Martin	Honolulu, HI	2020-08-25
Rodney-Jerrrome Vloria	Honolulu, HI	2020-08-25
Echo Webb	Saint George, UT	2020-08-25
Cherisse Burgard	Honolulu, HI	2020-08-25
Mark Breslow	Kamuela, HI	2020-08-25
Brandi Yamashita	Honolulu, HI	2020-08-25
Courtney Crenshaw	Mililani, HI	2020-08-25
Elsie Quintana	Kailua Kona, HI	2020-08-25
Samantha Preis	Kaneohe, HI	2020-08-25
Darnell Fujisaki	Honolulu, HI	2020-08-25
Nicole Takeshita	Aiea, HI	2020-08-25
Grace TN	Honolulu, HI	2020-08-25



Name	Location	Date
Leila-Ann Mechaet	Kailua, HI	2020-08-25
Kristen Misaki	Pearl City, HI	2020-08-25
teresa chang	Honolulu, HI	2020-08-25
Jen Barnett	Mililani, HI	2020-08-25
Lucas Dembart	Honolulu, HI	2020-08-25
Brooke Jones	Honolulu, HI	2020-08-25
Gaitie Zaheer	Sunnyvale, CA	2020-08-25
Chrisha Faye Maniulit	Honolulu, HI	2020-08-25
Scarlett Anderson	Hilo, HI	2020-08-25
Aubree Charlesworth	Morro Bay, CA	2020-08-25
Starrlynn Asami	Wailuku, US	2020-08-25
Cynthia Serna Serna	Albuquerque, NM	2020-08-25
Carla Kuo	Hilo, HI	2020-08-25
Michelle Higuchi	Honolulu, HI	2020-08-25
Victoria Tuggle Togafau	Kapolei, HI	2020-08-25
Daphne Barbee-Wooten	Honolulu, HI	2020-08-25
Lesley Johnson	Mililani, HI	2020-08-25
Nalani cleveland	Kailua Kona, HI	2020-08-25
Patricia Loney	Kailua Kona, HI	2020-08-25
laura clint	Hilo, HI	2020-08-25
Dyson Chee	Honolulu, HI	2020-08-25
Maresa Soares	Kailua, HI	2020-08-25

Name	Location	Date
Rachel Georgiou	Kailua, HI	2020-08-25
Heidi McKeague	kamuela, HI	2020-08-25
Rayna K Galati	Honolulu, HI	2020-08-25
Cherie Racadio	Honolulu, HI	2020-08-25
Bessie King Waggoner	Kihei, HI	2020-08-25
Alissa Mumford	Provo, UT	2020-08-25
Andrea Jani	Honolulu, HI	2020-08-25
Fabiola Santos	Honolulu, HI	2020-08-25
Judith Florey	Sarasota, FL	2020-08-25
Hamad Abdelmoniem	Greenbelt, MD	2020-08-25
Maile Beers-Arthur	Frederick, MD	2020-08-25
Pi'ilani Erbe	Kurtistown, HI	2020-08-25
Leilani Willing	Kapolei, HI	2020-08-25
Kiele Muraco	Haleiwa, HI	2020-08-25
Lauren Gates	Honolulu, HI	2020-08-25
Beth Janczyk	Kaneohe, HI	2020-08-25
Kristi Dagdagan	Honolulu, HI	2020-08-25
Sarah Tomastik	San Francisco, CA	2020-08-25
R. Evergreen	Kailua Kona, HI	2020-08-25
Geana Miura	Bellflower, CA	2020-08-25
Benny Galliher	Charlotte, NC	2020-08-25
Anna Landgren	Salem, OR	2020-08-25

Name	Location	Date
Desiree Sharp	Hawaii	2020-08-25
Jonathan Satow	Mililani, HI	2020-08-25
Christopher Edwards	Honolulu, HI	2020-08-25
Caryn Fukuda	US	2020-08-25
Alex Barmas	Kailua, HI	2020-08-25
Danielle Silvas	Hilo, HI	2020-08-25
Sasha Bushneff	Haleiwa, HI	2020-08-25
Jean Peterson	Honolulu, HI	2020-08-25
Jade Foster	Kapolei, HI	2020-08-25
Rebekah Haroldsen	Kapaa, HI	2020-08-25
Kerri Norman	Kailua, HI	2020-08-25
Linda Perry	Waipahu, HI	2020-08-25
Amber Adkisson	MILILANI, HI	2020-08-25
Dan Leahy	Olympia, WA	2020-08-25
Julia Canfield	Hilo, HI	2020-08-25
Amanda Shumow	Malibu, CA	2020-08-25
Sara Visvader	Boulder, CO	2020-08-25
Monica Lau	Seattle, WA	2020-08-25
Alexander Means	Honolulu, HI	2020-08-25
Haulani Fuller	Honolulu, HI	2020-08-25
Brent Edwards	Honolulu, HI	2020-08-25
Lisa Fitzgerald	Lahaina, HI	2020-08-25

Name	Location	Date
Michelle Castillo	Honolulu, HI	2020-08-25
Kerri Rojas	Wahiawa, HI	2020-08-25
alicia mencacci	marina del rey, CA	2020-08-25
Holly sumida	hilo, HI	2020-08-25
Helenè Wagner	Long Beach, CA	2020-08-25
Xochitl Flores	Palmdale, CA	2020-08-25
Elyse Smout	Pearl City, HI	2020-08-25
Morgan Lanzalotti	York, PA	2020-08-25
Sachi Edwards	Honolulu, HI	2020-08-25
Risa Weddle	US	2020-08-25
Ann Kling	Memphis, TN	2020-08-25
Amy Sojot	Honolulu, HI	2020-08-25
Erika Ventura	Pacifica, CA	2020-08-25
Brandon Blackmoor	Troy, VA	2020-08-25
JUSTA OTTO	Placentia, CA	2020-08-25
Heather Christianson	Puna, HI	2020-08-25
Margaret Zeilinger	Kailua, HI	2020-08-25
Kilinoe Bloss	Kailua Kona, HI	2020-08-25
Tonya Bernhardt	Haleiwa, HI	2020-08-25
Cathy Carlisle	Dawsonville, GA	2020-08-25
Yvette Kurokawa	Kahului, HI	2020-08-25
Val Oishi	Ewa Beach, HI	2020-08-25

Name	Location	Date
Blaine De Ramos	Honolulu, HI	2020-08-25
Jessica svendsen	Kapaau, HI	2020-08-25
Dragen Zero	Oceanside, CA	2020-08-25
Sharain Naylor	Honolulu, HI	2020-08-25
Janet Ancheta	Aiea, HI	2020-08-25
Cheyenne Velez	Honolulu, HI	2020-08-25
S Lavine	Kailua, HI	2020-08-25
Maria Portillo	Fort Hood, TX	2020-08-25
Alexandra Tateyama	Honolulu, HI	2020-08-25
Michael Hagerman	Parkville, MD	2020-08-25
danni otto	Garden Grove, CA	2020-08-25
Nancy Cross Hall	Kamuela, HI	2020-08-25
Elizabeth Winternitz-Russell	Honolulu, HI	2020-08-26
Karen Hixon	Waipahu, HI	2020-08-26
Alohimaka Garcia	Kapolei, HI	2020-08-26
Amber Lamarca	Honolulu, HI	2020-08-26
Kanoe Davis	Hawaii	2020-08-26
Mellanei Lee	Kapaau, HI	2020-08-26
Mary Petrill	Honolulu, HI	2020-08-26
Sharon Fabre	Honolulu, HI	2020-08-26
Bernadette Cabe	Waipahu, HI	2020-08-26
Erin Quigley	Baltimore, MD	2020-08-26

Name	Location	Date
Beth Nobre	Honolulu, HI	2020-08-26
Gail Aoki	Aiea, HI	2020-08-26
Kasey Brown	Oakland, CA	2020-08-26
Craig Pang	Mililani, HI	2020-08-26
Anne carbone	Honolulu, HI	2020-08-26
Hannah Petitclerc	US	2020-08-26
Michael Gabriel Madayag	Honolulu, HI	2020-08-26
Andrew Grandinetti	Mililani, HI	2020-08-26
Shirley Lam	Honolulu, HI	2020-08-26
Amber Fendentz	Keaau, HI	2020-08-26
Randee Golden	Kapaau, HI	2020-08-26
Moana Ward	Keaau, HI	2020-08-26
Hailey Bernardi	Los Angeles, CA	2020-08-26
Erin Weathersby	Hawaii, HI	2020-08-26
Shawn Haugom	Honolulu, HI	2020-08-26
Sarah Marsh	Santa Monica, CA	2020-08-26
Andrea Santos	Hilo, HI	2020-08-26
Lindsay Moore	Asan, GU	2020-08-26
Mark Smerka	Pearl City, HI	2020-08-26
Chere Nulph	Battle Ground, WA	2020-08-26
Felicia Alves	Honolulu, HI	2020-08-26
Beth Crowley	Kailua, HI	2020-08-26

Name	Location	Date
Kimberly Martinez	Honolulu, HI	2020-08-26
Dustin Barca	Kilauea, HI	2020-08-26
Jack Belsom	Kahului, HI	2020-08-26
Karin Kobashigawa	Honolulu, HI	2020-08-26
Natalie Teruya	Kaneohe, HI	2020-08-26
Melinda Fasel	Kihei, HI	2020-08-26
Rodolfo Aurello	Kamuela, HI	2020-08-26
Nataliya Peck	Kapolei, HI	2020-08-26
Pilialoha Teves	Makawao, HI	2020-08-26
Krislin Lee	Waipahu, HI	2020-08-26
Chanita Makanui-Hasegawa	Anahola, HI	2020-08-26
Celine Abell	Kilauea, HI	2020-08-26
Christopher Quezada	Fort Wainwright, AK	2020-08-26
Kaala Clarke	Anahola, US	2020-08-26
Rona Totoki	Honolulu, HI	2020-08-26
Archana Dheer	Potomac, MD	2020-08-26
Jennifer Carvalho	Kahului, HI	2020-08-26
I Hsu	Honolulu, HI	2020-08-26
Kellen Inafuku	Waipahu, HI	2020-08-26
Bailey White	Wahiawa, HI	2020-08-26
Kathleen Byrd	Olympia, WA	2020-08-26
Tina Olsen	Simi Valley, US	2020-08-26

Name	Location	Date
Amber Deab	Honolulu, HI	2020-08-26
Juanita Ritz	Kamuela, HI	2020-08-26
Jhernie Evangelista	Waikoloa, HI	2020-08-26
Declan Galli	Alameda, CA	2020-08-26
Warren Reyes	Aiea, HI	2020-08-26
Lily N	San Antonio, TX	2020-08-26
Robyn Egdamín	Mililani, HI	2020-08-26
Diane Reyes	Pearl City, HI	2020-08-26
Louisa Waikiki	Makawao, HI	2020-08-26
Alejandra Gamero	Kapaa, HI	2020-08-26
Sharon Pasion	Honolulu, HI	2020-08-26
sophia liu	Honolulu, HI	2020-08-26
Madelaine Ignacio	Ewa Beach, HI	2020-08-26
Regina Agag	Ewa Beach, HI	2020-08-26
Kenya Ueno	Honolulu, HI	2020-08-26
robert Gray	Portland, OR	2020-08-26
Nicole Pasalo	Honolulu, HI	2020-08-26
M. Verdine Kong	Wailuku, HI	2020-08-26
Larry Casaquit Sr	Honolulu, US	2020-08-26
Mary Nieves	Ewa Beach, HI	2020-08-26
Tara Reed	US	2020-08-26
Bobbielyn Barut	Ewa Beach, HI	2020-08-26



Name	Location	Date
William Roy	Honolulu, HI	2020-08-26
Alexis Toliva	Honolulu, HI	2020-08-26
Cat Dichner	US	2020-08-26
Hulali Alford	Waipahu, HI	2020-08-26
Rebecca DiLiberto	Surfside, US	2020-08-26
Shealen Uaiwa	Hilo, HI	2020-08-26
Hailama Ani	waianae, HI	2020-08-26
Sheila C	Honolulu, HI	2020-08-26
Gail Sloat	Quincy, FL	2020-08-26
Lisa Staib	Waipahu, HI	2020-08-26
kiley igarashi	Honolulu, HI	2020-08-26
Tracie Keolalani	US	2020-08-26
Cj Kahepuu	Kekaha, HI	2020-08-26
George Artemis	Wailuku, HI	2020-08-26
Karen Guevarra	Aiea, HI	2020-08-26
Cody White	Wahiawa, HI	2020-08-26
Raquel Hernandez	Haleiwa, HI	2020-08-26
David Cross	Hilo, HI	2020-08-26
kekaikaheelani oliver	Honolulu, US	2020-08-26
Lynn Fernandez	Waipahu, HI	2020-08-26
Syndee Taira	Honolulu, HI	2020-08-26
Keri Ishii	Honolulu, HI	2020-08-26

Name	Location	Date
Tanya Goforth	Honolulu, HI	2020-08-26
Jessica Hanie	Kapaa, HI	2020-08-26
MaryAnn Omerod	Honolulu, HI	2020-08-26
Sarah Valdez	Honolulu, HI	2020-08-26
Shane C	Honolulu, HI	2020-08-26
Amber Tyndzik	Honolulu, HI	2020-08-26
Jeremy Daniel	Kahuku, HI	2020-08-26
Lilinoe kauahikaua	Hilo, HI	2020-08-26
Shari Anderain	Kansas City, MO	2020-08-26
Terence Hancock	Honolulu, HI	2020-08-26
Sandra Williams	Kapolei, HI	2020-08-26
Amanda Woods	Columbus, OH	2020-08-26
Zaceij Blaupunkt	Los Angeles, CA	2020-08-26
Ann Keeler	Kapaa, HI	2020-08-26
Eva Malati Silva	Pukalani, HI	2020-08-26
Jay Sy	Mililani, HI	2020-08-26
Delores Glover	Honolulu, HI	2020-08-26
Sandra Rivas	Lahaina, HI	2020-08-26
Brenda Mopad	Ewa Beach, HI	2020-08-26
Nick O	Honolulu, HI	2020-08-26
Mi Nei Martins	Kapaa, HI	2020-08-26
Lea Minton	Hauula, HI	2020-08-26

Name	Location	Date
Yolanda Amerson	Honolulu, HI	2020-08-26
Jamie Kawauchi	Naalehu, HI	2020-08-26
Debbie Kahananui	Kahuku, HI	2020-08-26
Leila Ishikawa	Wahiawa, HI	2020-08-26
Marlena Duran	Wahiawa, HI	2020-08-26
David Iannucci	Honolulu, HI	2020-08-26
Mladena Johnson Providence	Mililani, HI	2020-08-26
Jodene Paris	Honolulu, HI	2020-08-26
Julia Weldon	Haleiwa, HI	2020-08-26
Jen Williams	Mililani, HI	2020-08-26
Kassi Hatakenaka	Honolulu, HI	2020-08-26
Ashley Bowen	Kahuku, HI	2020-08-26
Laurie Cruz	Mililani, HI	2020-08-26
Sandy Webb	Mililani, HI	2020-08-26
Lopaka Lauaki	Kahuku, HI	2020-08-26
Rochelle Santiago	Kapolei, HI	2020-08-26
Michael Robertson	honolulu, HI	2020-08-26
Angela Krattiger	Indianola, WA	2020-08-26
Melissa Lindsey	Waikoloa Village, HI	2020-08-26
Kay Gines	Sandy, UT	2020-08-26
Sandee Pa Moniz	Waimanalo, HI	2020-08-26
Amanda Myers	Haleiwa, HI	2020-08-26

Name	Location	Date
Sabirna Khan	Philadelphia, PA	2020-08-26
Chad Stevens	Hilo, HI	2020-08-26
Jonah Cummings	Kapaa, HI	2020-08-26
Gwen Morinaga-Kama	Makawao, HI	2020-08-26
Laurie Furumoto	Haiku-Pauwela, HI	2020-08-26
Joelle Branch	Ewa Beach, HI	2020-08-26
Helen Covington	West milton, OH	2020-08-26
Kelly Bernier	Kurtistown, HI	2020-08-26
Rebecca Ehlingq	Mililani, HI	2020-08-26
Nicole Namohala	Kapolei, HI	2020-08-26
Krystel Hayashi	Hilo, HI	2020-08-26
Virginia E. Hench	Honolulu, HI	2020-08-26
Wilbur Luna	Kapolei, HI	2020-08-26
Cristina Cunha	Haleiwa, HI	2020-08-26
Miki Lene	Honolulu, HI	2020-08-26
Corey Sandifer	Kissimmee, FL	2020-08-26
Christopher Herrmannn	Bowie, MD	2020-08-26
Susan Bambara	Waipahu, CA	2020-08-26
Fiatagata Memea	Kahuku, HI	2020-08-26
Lisa Fuller	Honolulu, HI	2020-08-26
Isaiah K-Aloha	Honolulu, HI	2020-08-26
Kyle Kajihiro	honolulu, HI	2020-08-26

Name	Location	Date
Stacey Ross	Hauula, HI	2020-08-26
Jennifer Parson	Brooklyn, NY	2020-08-26
Teresa Rushing	Natchitoches, LA	2020-08-26
Heather Korotie	Kailua Kona, HI	2020-08-26
Rebecca Hawkins	Sandy, OR	2020-08-26
michael stevens	Terre Haute, IN	2020-08-26
Diana Simons	Eagle Mountain, UT	2020-08-26
Jenn Ricotta	Pennsylvania	2020-08-26
Leah Trebil	Dayton, OH	2020-08-26
Kirsten Freeman	Kailua, HI	2020-08-26
Alexis L	Waianae, HI	2020-08-26
Kristin Tadevich	Kapolei, HI	2020-08-26
alicia magana	Fernley, NV	2020-08-26
Brooke Chambera	Hauula, HI	2020-08-26
Edward Castell	Eugene, OR	2020-08-26
Davina Sanders	Hauula, HI	2020-08-26
Lindsay Kamakahi	Saint Joseph, MN	2020-08-26
Alexandra McCarthy	Honolulu, HI	2020-08-26
Callie Palmer	Albany, OR	2020-08-26
Denita Inez	Oak Park, IL	2020-08-26
Meg Kosowski	Minneapolis, MN	2020-08-26
Carmina Costello	Aiea, HI	2020-08-26

Name	Location	Date
Brigette Pope	Van Nuys, CA	2020-08-26
Michelle Smith	San Diego, CA	2020-08-26
Shannon Cornwell	Hilo, HI	2020-08-26
Alexis Freeman	Kailua, HI	2020-08-26
Nachole Stewart	Fayetteville, NC	2020-08-26
Brandi Perez	Honolulu, HI	2020-08-26
Ann Piamonte	Kapolei, HI	2020-08-26
Chloe Huerta	Manhattan Beach, CA	2020-08-26
Jonah Keoholapu	Wahiawā, HI	2020-08-26
Nichole Awong	Wahiawa, HI	2020-08-26
Amber Suzui	Wahiawa, HI	2020-08-26
Gabriel Sookram	Columbus, US	2020-08-26
Lorrie Tanioka	San Leandro, CA	2020-08-26
Shane Albritton	Wailuku, HI	2020-08-26
Paola Reynoso	Union city, CA	2020-08-26
Summer Partlon	Honolulu, HI	2020-08-26
Sandy Aviguetero	Kalaheo, HI	2020-08-26
Shelby Meidinger	Payson, UT	2020-08-26
Kaelyn Pyke	Walla Walla, WA	2020-08-26
A Matlock	Citrus Heights, CA	2020-08-26
Ikaika Anderson	mililani, HI	2020-08-26
Leimomi AhSing	Kihei, HI	2020-08-26

Name	Location	Date
Brittany Kurtz	Kahuku, HI	2020-08-26
kathryn freeman	Kihei, HI	2020-08-26
Shaina Brown	Lihue, HI	2020-08-26
Anela Watson	Kapolei, HI	2020-08-26
Randee Hunt	Anaheim, CA	2020-08-26
Shana Scarabosio	San Bruno, CA	2020-08-26
Paula Cortez	Eugene, OR	2020-08-26
River Allen	Brooklyn, NY	2020-08-26
Breanna Marshall	Eagle River, AK	2020-08-26
David Nonesa	Honolulu, HI	2020-08-26
S Yamauchi	Kapolei, HI	2020-08-26
Masitonia Manu	Honolulu, HI	2020-08-26
Dianne L Nowak	Millbrae, CA	2020-08-26
Melissa Glenn	Laie, HI	2020-08-26
Kalae Kaleiohi	Anahola, HI	2020-08-26
Susan Taylor	Kailua Kona, HI	2020-08-26
asia ellis-fujimoto	Waianae, HI	2020-08-26
Julia Hall	Hilo, HI	2020-08-26
Josie Rodriguez	Aiea, HI	2020-08-26
A Gloria	Ewa Beach, HI	2020-08-26
jeannie lackey	Quantico, VA	2020-08-26
Gabriel Edrado	Waianae, US	2020-08-26

Name	Location	Date
Heather Lacovara	Honolulu, HI	2020-08-26
Crystal Sheldon	Mountain View, HI	2020-08-26
Rebecca McGuire	Honolulu, HI	2020-08-26
Diego Castiglioni	Lihue, HI	2020-08-26
Cheryl Lacovara	Los Osos, CA	2020-08-26
Mary Copeland	Winchester, MA	2020-08-26
Robert Hayes	Makawao, HI	2020-08-26
Tracy Perez	Kailua, HI	2020-08-26
Steve Booth	Spokane, WA	2020-08-26
Ryan Mandado	Honolulu, HI	2020-08-26
Ezra Levinson	Kailua, HI	2020-08-26
Arlene Nunies	Honolulu, HI	2020-08-26
Becky Quinley	Southaven, MS	2020-08-26
Robert Nelson	Kihei, HI	2020-08-26
Noelle Chang	Honolulu, HI	2020-08-26
Lynette Nelson-Peavy	Kihei, HI	2020-08-26
Mariko Richardson	Honolulu, HI	2020-08-26
Vanessa Pisciotti	San Diego, CA	2020-08-26
Brady Bennett	Foothill Ranch, CA	2020-08-26
Jamie Devera	Waipahu, HI	2020-08-26
Carolyn hadfield	Honolulu, HI	2020-08-26
Shanda Delos Reyes	Aiea, HI	2020-08-26



Name	Location	Date
Jungha Kim	Honolulu, HI	2020-08-26
T Alana	Pearl City, HI	2020-08-26
Sandra Aran	San Bruno, CA	2020-08-26
Patricia Gomez	San Bruno, CA	2020-08-26
Jacob Friedheim	Kailua, HI	2020-08-26
Germaine Salim	Honolulu, HI	2020-08-26
Lehua Kaulukukui	Waikoloa, HI	2020-08-26
Nile Curtis	Kaneohe, HI	2020-08-26
Cathy Sterling	Kamuela, HI	2020-08-26
John Marbella	Union City, CA	2020-08-26
Jennifer Wilson	Clinton, UT	2020-08-26
Gpua Goracorrea	Honolulu, HI	2020-08-26
Sarisha Habeck	Kailua, HI	2020-08-26
CJ Macadangdang	Pearl City, HI	2020-08-26
Malani Alameda	Hilo, HI	2020-08-26
Christopher Gomes	Oak Harbor, WA	2020-08-26
Arielle Burley	Wai'anae, HI	2020-08-26
Rose Sumida	Waipahu, HI	2020-08-26
Daizsa Faust	Hilo, HI	2020-08-26
jack Mehoff	Kaneohe, HI	2020-08-26
Kitty Aquino-Esparrago	Alameda, CA	2020-08-26
Evette Bass	Waipahu, HI	2020-08-26

Name	Location	Date
Gus Erickson	US	2020-08-26
MaryAnne Maigret	Captain Cook, HI	2020-08-26
Dana Butler	Pahoa, HI	2020-08-26
Okesene Faleolo	Honolulu, HI	2020-08-26
Suzanne Jasper	Brooklyn, NY	2020-08-26
Carol Li	Seoul, South Korea	2020-08-26
Damian Barnes	Alameda, CA	2020-08-26
Andrew Tisna	Honolulu, US	2020-08-26
Thomas Schulz	San Francisco, CA	2020-08-26
Olivia Maigret	Berkeley, CA	2020-08-26
Alexandra Takayesu	Honolulu, HI	2020-08-26
Ayoung Lee	Honolulu, HI	2020-08-26
Andrea Charuk	Pearl City, HI	2020-08-26
Kathlene Vitug	Honolulu, HI	2020-08-26
Nathan Ryan	Kalkallo, Australia	2020-08-26
Jason Lees	Honolulu, HI	2020-08-26
Donna Pantaleo	Kapolei, HI	2020-08-26
Emma Mccullough	Honolulu, HI	2020-08-26
Jessica Sobocinski	Honoka'a, HI	2020-08-26
Mackenzie Orr	Honolulu, HI	2020-08-26
Leanne Andalis	Alameda, CA	2020-08-26
Adrielle Libbee	Reno, NV	2020-08-26

Name	Location	Date
Quyen Bullard	Newark, CA	2020-08-26
Taaroa Taaroa	Keaau, HI	2020-08-26
Melia Pullmaw	Fort bragg, KS	2020-08-26
Lily NGUYEN	Kapaau, HI	2020-08-26
Kelly Lo	Alameda, CA	2020-08-26
Lauren Sharon	Makawao, HI	2020-08-26
Mary Leishman	Laie, HI	2020-08-26
Jill Kim	Bellevue, WA	2020-08-26
Ilana Schroeder	Madison, WI	2020-08-26
J. Flores	Las Vegas, NV	2020-08-27
Trey Kobatake	Waipahu, HI	2020-08-27
Alysha Fujioka	Honolulu, HI	2020-08-27
Sharon Gin	Concord, CA	2020-08-27
Ciara Steynberg	Honolulu, HI	2020-08-27
Kim Kozuma D.V.M.	Hilo, HI	2020-08-27
Albie Miles	Honolulu, HI	2020-08-27
Mary Gora-Aina	Waianae, HI	2020-08-27
Borjana Lubura-Winchester	Honolulu, HI	2020-08-27
Juil Lee	Hilo, HI	2020-08-27
Lea Masuisui	Honolulu, HI	2020-08-27
Debbie Kahooohanohano	Makawso, HI	2020-08-27
Andrea G	Redford, MI	2020-08-27

Name	Location	Date
Johnny Lovato	Buena Park, CA	2020-08-27
ria Aquino	South San Francisco, CA	2020-08-27
omra kubby	Keaau, HI	2020-08-27
Renee Setter	Honolulu, HI	2020-08-27
Morgan Childs	Kilauea, HI	2020-08-27
Mai Hall	Honolulu, HI	2020-08-27
Krystolyn Onitsuka Cabral	Hilo, HI	2020-08-27
Kapuamamaluokeakua Kalahiki-anthony	Waianae, HI	2020-08-27
Misty eakl	Carbondale, PA	2020-08-27
Sherry Lim	Hilo, HI	2020-08-27
Karen Moyd	Greenville, SC	2020-08-27
Ellen McNeeley	Leeds, AL	2020-08-27
Jenna Reese	Haleiwa, HI	2020-08-27
David Peterson Jr.	Waianae, HI	2020-08-27
Nayantara Premakumar	Philadelphia, PA	2020-08-27
Lu Soencer	Tucson, AZ	2020-08-27
Lydi Morgan Bernal	Honolulu, HI	2020-08-27
Rachel Franceschi	Austin, TX	2020-08-27
Linda Harrison	Provo, UT	2020-08-27
Melissa Kaapuni	Hilo, HI	2020-08-27
Matt Bernier	Keaau, HI	2020-08-27

Name	Location	Date
Gina Vattuone	La Mesa, CA	2020-08-27
Katherine Kyles	San Jose, CA	2020-08-27
Ari Ana	Kailua, HI	2020-08-27
Darsha Lee	Honolulu, HI	2020-08-27
Laureen Watanabe	Honolulu, HI	2020-08-27
Nancy Wond	aiea, HI	2020-08-27
Taylor Camp	Pa'auilo, HI	2020-08-27
leanne Lukela	Kailua, HI	2020-08-27
Kristine Buttel	Hauula, HI	2020-08-27
Sarah Sommer	Scottsdale, AZ	2020-08-27
April Mc	San Diego, CA	2020-08-27
Cassie Romero	Honolulu, HI	2020-08-27
Lei Ayat-Verdadero	Ewa Beach, HI	2020-08-27
Chris Parker	Haleiwa, HI	2020-08-27
Saralyn Mikaele	San Bruno, CA	2020-08-27
Areeb Yaqub	Pleasanton, CA	2020-08-27
Erin Coffey	Waianae, HI	2020-08-27
Mindy Arndt	Honolulu, HI	2020-08-27
Misty Enos	Paramount, CA	2020-08-27
Des Comer	Palo Cedro, CA	2020-08-27
Ursula Koenig	La Mesa, CA	2020-08-27
Amabel Lin	Honolulu, HI	2020-08-27

Name	Location	Date
Jasmine Chase	Tempe, AZ	2020-08-27
Kassidy Mashiyama	Honolulu, HI	2020-08-27
Paula Johnson	Kilauea, HI	2020-08-27
brad Smith	Haleiwa, HI	2020-08-27
Paige K	Honolulu, HI	2020-08-27
Pati Faamafoe	Honolulu, HI	2020-08-27
Nohea Leopoldo	Kapolei, HI	2020-08-27
Kalif Peter	Ewa Beach, HI	2020-08-27
Zoe P-Li	US	2020-08-27
Cristyane rios	Honolulu, HI	2020-08-27
Noel Shaw	San Diego, CA	2020-08-27
Robin Mikolyski	Waialua, HI	2020-08-27
Kawaipuna Kalipi	Honolulu, HI	2020-08-27
Vinicius Antonio Vitaliano	Honolulu, HI	2020-08-27
Ciera Lasconia	Honolulu, HI	2020-08-27
kevin landers	Honolulu, HI	2020-08-27
Kelsea Armstrong	Princeville, US	2020-08-27
Lars Hanson	Honolulu, HI	2020-08-27
Jen Jenkins	Honolulu, HI	2020-08-27
Angelica Friedmann	Waialua, HI	2020-08-27
Kai Lee Yoder	Honolulu, HI	2020-08-27
Randal Young	Honolulu, HI	2020-08-27

Name	Location	Date
reena shah	Hale'iwa, HI	2020-08-27
Robin Johnston	Haleiwa, HI	2020-08-27
Ye Nguyen	Haleiwa, HI	2020-08-27
Alan Tucker	Keaau, HI	2020-08-27
Skye Wong	Honolulu, US	2020-08-27
Brett Jones	Kaneohe, HI	2020-08-27
Kamalani Keliikuli	Honolulu, HI	2020-08-27
Joyce Shinoyama	Honolulu, HI	2020-08-27
Leslie Pyo	Ewa Beach, HI	2020-08-27
McKenzie Gallagher	Honolulu, US	2020-08-27
Melissa kenigton	Kapolei, HI	2020-08-27
Kaycie Matsukado	Kaneohe, HI	2020-08-27
Shannon Robinette	Chugiak, AK	2020-08-27
Kaseem George	Norfolk, US	2020-08-27
Caitlin Hesketh	Medford, MA	2020-08-27
Angela Petersons	Kailua, HI	2020-08-27
Kristy Yoshikawa	Honolulu, HI	2020-08-27
Cedar Wilson	Kaneohe, HI	2020-08-27
Christin walker	Lafayette, TN	2020-08-27
Risa Nakayama	アリソ・ヴィエホ, CA	2020-08-27
Elizabeth H	The US Occupied Kingdom of Hawai'i, HI	2020-08-27
Girard Hayes	Wethersfield, CT	2020-08-27

Name	Location	Date
Shani Black	Dallas, TX	2020-08-27
Mona mae healani phillips	Brighton, MA	2020-08-27
Alexandra Foster	San Tan Valley, AZ	2020-08-27
Noel Nicholas	Los Angeles, CA	2020-08-27
Eric Ryan-Johnson	Tulsa, OK	2020-08-27
Krystal Courtright	Fort Leonard Wood, MO	2020-08-27
Amy O'Brien	Olney, IL	2020-08-27
Joshua Coffey	Waianae, HI	2020-08-27
noenoe barney-campbell	honolulu, HI	2020-08-27
Brandon Ing	Kaneohe, HI	2020-08-27
Robin Lynch	Brooklyn, NY	2020-08-27
Josiah Shelton	Pāhoa, HI	2020-08-27
meleana judd	haleiwa, HI	2020-08-27
Kawika Au	Waialua, HI	2020-08-27
Crystal Thornburg-Homcy	Haleiwa, HI	2020-08-27
julie taylor	Waikoloa, HI	2020-08-27
Mary Tam	Reno, NV	2020-08-27
Julie Goodson	Kailua Kona, HI	2020-08-27
Brian Hughes	Saint Cloud, FL	2020-08-27
Niki Green	Haleiwa, HI	2020-08-27
Gavin Matsukawa	Honolulu, HI	2020-08-27
Joy chinen	Kaneohe, HI	2020-08-27



Name	Location	Date
Hana Suzuki	Oakland, CA	2020-08-27
Tess Pilgrim	San Francisco, CA	2020-08-27
Anela Johnson	Honolulu, US	2020-08-27
Ann Eshabarr	Kailua Kona, HI	2020-08-27
nahomy matamoros	San Francisco, CA	2020-08-27
Nellie LeMonier	alameda, CA	2020-08-27
Dalton LeVora	Hilo, HI	2020-08-27
Kristina Kazimierczak	Dorchester, MA	2020-08-27
Jayden Hilton	Santa Ana, CA	2020-08-27
Kelsey Amos	Honolulu, HI	2020-08-27
Joanna Chinen	Honolulu, HI	2020-08-27
Alika Maikau	Honolulu, HI	2020-08-27
Erin Chinen	Kaneohe, HI	2020-08-27
Matthew Castro	Paia, HI	2020-08-27
Chapin Hall	Kailua, HI	2020-08-27
Meraldine Lagua	Waipahu, HI	2020-08-27
Dawn Renner	Fort Wayne, IN	2020-08-27
Jennifer jensen	Burnsville, MN	2020-08-27
Heather Hicks	Lafayette, CO	2020-08-27
Akhiles Siyal	Waipahu, HI	2020-08-27
Lucille Flood	Aiea, HI	2020-08-27
Elizabeth Wroten	Mountain View, US	2020-08-27

Name	Location	Date
Jane Au	Honolulu, HI	2020-08-27
Nicole Zolfo	Glendora, CA	2020-08-27
Marco DeConto	Kaneohe, HI	2020-08-27
Jacquelyn Dowsett	Lahaina, HI	2020-08-27
Teresa Gomez	Honolulu, HI	2020-08-27
Michelle Mosley	Wahiawa, HI	2020-08-27
Malu Kido	Honolulu, HI	2020-08-27
Madiha Talat	Chester, VA	2020-08-27
Roxanne Stuver	Ewa beach, HI	2020-08-27
Richard Kido	Honolulu, HI	2020-08-27
Jessica Cook	Brooklyn, NY	2020-08-27
Carly Wilson	Honolulu, HI	2020-08-27
Cariann Naguwa	Ewa Beach, HI	2020-08-27
Vera Moreno-Hamm	Denver, CO	2020-08-27
Ivet Parra Gaete	Chile	2020-08-27
Rachel Mamiya Hernández	Honolulu, HI	2020-08-27
Ilima Ho-Lastimosa	Waimanalo, HI	2020-08-27
McKay Davis	Hampton, GA	2020-08-27
Tonya Azevedo-Ford	Honolulu, HI	2020-08-27
Kianna Santana	Honolulu, HI	2020-08-27
Yonathan Meirzadeh	Honolulu, HI	2020-08-27
Adela Chu-Duffett	Honolulu, HI	2020-08-27

Name	Location	Date
Wendy Wells	Mountain View, HI	2020-08-27
Elizabeth Rago	Laie, HI	2020-08-27
Aurora Kagawa-Viviani	Honolulu, HI	2020-08-27
Annette Delora	Honolulu, HI	2020-08-27
Nicole Gueco	Kailua, HI	2020-08-27
Kawai Anakalea	Brooklyn, NY	2020-08-28
Cecilia Iglesias	Sacramento, CA	2020-08-28
Denecio Urias	Honolulu, HI	2020-08-28
Lee Anne Iida	Carson, CA	2020-08-28
Debbie Wentzel	Honolulu, HI	2020-08-28
Michael david	Honolulu, HI	2020-08-28
Sari garcia	Mililani, HI	2020-08-28
Charisse Perez	Kailua, HI	2020-08-28
Sunset Parent	US	2020-08-28
Alison Bennett	Germantown, TN	2020-08-28
Heidi Kane	Kailua, HI	2020-08-28
lyric brown	Plainfield, US	2020-08-28
Noah Hieber	Lancaster, US	2020-08-28
Rian Grider	Springfield, US	2020-08-28
Cieara Smith	West Des Moines, US	2020-08-28
Marky Garabedian	Glen Allen, US	2020-08-28
Arenui Anderson	Salt Lake City, UT	2020-08-28

Name	Location	Date
Angelina Houston	Watertown, US	2020-08-28
Neeti Siddique	Wichita, US	2020-08-28
Nicholas Hayes	Beaverton, US	2020-08-28
Dominic Darbyshire	Oxford, US	2020-08-28
Alia Ibrahim	US	2020-08-28
Raymond Corbin	Lancaster, US	2020-08-28
Alyssa Montgomery	Carnegie, US	2020-08-28
Justin Luc	La Jolla, US	2020-08-28
Danielle E	Philly, US	2020-08-28
Vanessa Ito	Honolulu, HI	2020-08-28
Michal Oneal	Aiea, HI	2020-08-28
hamasa ramzi	Orlando, US	2020-08-28
jada liu	Austin, US	2020-08-28
Akira Sanchez	Emeryville, US	2020-08-28
raegyn wells	Syracuse, US	2020-08-28
Vika Czinger	Portland, US	2020-08-28
Melissa Baltes	Johnstown, US	2020-08-28
Ceara Draeger	Racine, US	2020-08-28
Amina Syed	Hicksville, US	2020-08-28
Taylor Samsel	Austin, US	2020-08-28
Tinamarie Holzer	Brooklyn, US	2020-08-28
Cadence Felan	Fort Worth, US	2020-08-28

Name	Location	Date
Bridgette Scott	Marietta, US	2020-08-28
Caroline Sais	Pompano Beach, US	2020-08-28
N A	Derwood, US	2020-08-28
Khaylin Rhone	York, US	2020-08-28
Alana Carroll	Slatersville, US	2020-08-28
Liana Vinet	Kiln, US	2020-08-28
Margaux Gosioco	Cypress, US	2020-08-28
Rebecca Brown	Los Angeles, US	2020-08-28
Debra Balenger	Laporte, US	2020-08-28
Mak Wolfie	Macedonia, US	2020-08-28
Natasha flores	Honolulu, HI	2020-08-28
Katrina Butler	Kaneohe, HI	2020-08-28
Steph B	Mililani, HI	2020-08-28
Lourdes D	Sunnyvale, US	2020-08-28
Debra Balint	Fresno, CA	2020-08-28
Antonio Perez	Honolulu, HI	2020-08-28
Margaret Garr	Providence, UT	2020-08-28
Kristal Bozeman	Pupukea, HI	2020-08-28
Jeannette Cooper	Lake Ozark, MO	2020-08-28
Christopher Raguindin	Honolulu, HI	2020-08-28
Nathan Astin	Wallingford, VT	2020-08-28
Raquel Barcenilla	Kamuela, HI	2020-08-28

Name	Location	Date
Hwa-Jin Kwak	Honolulu, HI	2020-08-28
Kel Lynn	Foothill Ranch, CA	2020-08-28
Atheena Arasoo	Ewa Beach, HI	2020-08-28
Carolina Jimenez	Kennebunk, ME	2020-08-28
Kathleen Arasoo	Ewa Beach, HI	2020-08-28
Aranza Caballero	Cambridge, MA	2020-08-28
Jazlyn Yamada	Honolulu, HI	2020-08-28
Ipolani Kanoho	Honolulu, HI	2020-08-28
Tutu Watson	Keaau, HI	2020-08-28
karin omahony	waimanalo, HI	2020-08-28
Maile Miyake	Anahola, HI	2020-08-28
Millie Harac	New Bern, NC	2020-08-28
Carter Nakamoto	Cambridge, MA	2020-08-28
Kayla Caldeira	Newberg, OR	2020-08-28
Mina Elison	Kailua Kona, HI	2020-08-28
Justyn Ah Chong	Mililani, HI	2020-08-28
Lida Morgado	Kailua, HI	2020-08-28
Kelia Kameenui-Becker	Honolulu, HI	2020-08-28
Sarah Sundby	Haleiwa, HI	2020-08-28
Laura Kaleohano	Waianae, HI	2020-08-28
Tracey DeLange	Carlsbad, CA	2020-08-28
Hannah Diaz	Kailua, HI	2020-08-28

Name	Location	Date
Diane Suga	Honolulu, HI	2020-08-28
AnneMarie Amendolare	Honolulu, HI	2020-08-28
Jared Yamashiro	Kailua, HI	2020-08-28
Susan Amine	Honolulu, HI	2020-08-28
Sharon Paishon	phoenix, AZ	2020-08-28
Alex Ching	Honolulu, HI	2020-08-28
Karen Herndon	Honolulu, HI	2020-08-28
Yulia Muzychenko	Honolulu, US	2020-08-28
NOELLA Reyes	Kamuela, HI	2020-08-28
Christopher Sr	Waianae, HI	2020-08-28
Diana Wells	Eugene, OR	2020-08-28
Saaya Miyashiro	Honolulu, HI	2020-08-28
Victoria Mathis	Honolulu, HI	2020-08-28
Sean Paul Hanohano	Honolulu, HI	2020-08-28
Anthony Sicorsicon	Honolulu, HI	2020-08-28
Aja Toscano	Honolulu, HI	2020-08-28
Sarah Lagana	Kapaa, HI	2020-08-28
Fredrick Akau	Honolulu, HI	2020-08-28
Marisa Whalen	Boston, MA	2020-08-28
Lamonique Allen	Harker Heights, US	2020-08-28
Kanyinsola Arowolo	Nottingham, US	2020-08-28
Danielle Delise	HONOLULU, HI	2020-08-28

Name	Location	Date
Audrie Brown	US	2020-08-28
Marsi Guri	Newington, US	2020-08-28
Katrina Hunnewell	Avon Park, US	2020-08-28
Raechel Pollan	Highland, UT	2020-08-28
Bindy Quigley	Catonsville, MD	2020-08-28
christina rollins	New York, US	2020-08-28
Robin Brandehoff	Denver, US	2020-08-28
Alice Abellanida	Ewa Beach, HI	2020-08-28
Marsha Dufour	Carlsbad, CA	2020-08-28
Claudia La Roche	Alameda, CA	2020-08-28
Suzanne Stremel	Carlsbad, CA	2020-08-28
lee close	Leesburg, VA	2020-08-28
Traci Bright	Exton, PA	2020-08-28
Kapena Keolanui	Kaneohe, HI	2020-08-28
Jessica McDowell	Gig Harbor, WA	2020-08-28
Jaemi Kaniho	Provo, UT	2020-08-28
Jackie Eng	Kalamazoo, MI	2020-08-28
Angela Ronan	Carlsbad, CA	2020-08-28
Anny Bremner	Italy	2020-08-28
Noah Gibson	Honolulu, HI	2020-08-28
Heather Macomber	Anchorage, AK	2020-08-28
Michelle Macarai	Alameda, CA	2020-08-28



Name	Location	Date
Troy Blanchard	Sanford, FL	2020-08-28
Allison Donald	Carlsbad, CA	2020-08-28
Jeff Odell	Honolulu, HI	2020-08-28
Lourdes Millan	Waimanalo, HI	2020-08-28
N. Shoji	Kailua, HI	2020-08-28
GRACEANN Sonico	Kapolei, HI	2020-08-28
Max Fukumoto	Honolulu, HI	2020-08-28
Kyla Nitahara	Lancaster, PA	2020-08-28
Amanda Gareis	US	2020-08-28
Marizor Basilio	Pearl City, HI	2020-08-28
Kahiwahiwa Davis	Kilauea, HI	2020-08-28
Charelle Ching	Kapolei, HI	2020-08-28
Belynn Watson	Kapolei, HI	2020-08-28
Lisa Kanehiro	Honolulu, HI	2020-08-28
Lisa Matsukata	San Diego, CA	2020-08-28
Robin Haught	Huntington Beach, CA	2020-08-28
Ilias Ortiz	San Antonio, US	2020-08-28
Brynae Williams	Grand Prairie, US	2020-08-28
briana miranda	anaheim, US	2020-08-28
maxximillia sutherland	manhattan, US	2020-08-28
josh melo	Pawtucket, US	2020-08-28
Meghan F	Pepperell, US	2020-08-28

Name	Location	Date
Minahil Khan	New York, NY	2020-08-28
Stephanie Hernandez	Salt Lake City, US	2020-08-28
Ill Pz	US	2020-08-28
An ARMY	Houston, US	2020-08-28
D G	Highland, US	2020-08-28
Magge Wang	Los Angeles, US	2020-08-28
Felix Quinones	Bronx, US	2020-08-28
Aris Holman	Mililani, US	2020-08-28
Luz Olivo	Windermere, US	2020-08-28
Alivia Mintiens	Baltimore, US	2020-08-28
Jessica Partin	Lexington, US	2020-08-28
Natalie Correa	Corona, US	2020-08-28
Cadence Mullins	Pound, US	2020-08-28
Deont'a Osborn	Tyler, US	2020-08-28
Zack Faucette	Los Angeles, US	2020-08-28
Keryn Dirk	Toms River, US	2020-08-28
Michael Miller	Kannapolis, US	2020-08-28
Cheyenne Archibald	Bronx, US	2020-08-28
Allie D	Concord, US	2020-08-28
Ashlyn Lopez	Jacksonville, US	2020-08-28
Minnie McMillian	Tucson, US	2020-08-28
Ruth Chamberlin	Webb City, MO	2020-08-28

Name	Location	Date
Estrella Jasso	Houston, US	2020-08-28
Anna Chen	Joplin, MO	2020-08-28
skye rosenblad	Makawao, HI	2020-08-28
Heather Terstegge	Hauula, HI	2020-08-28
Julia Yano	Kaneohe, HI	2020-08-28
Jade Ishii	Kaneohe, US	2020-08-28
Roohi Syed	Hayward, CA	2020-08-28
Noureen Syed	Mission Viejo, CA	2020-08-28
Anna Onaka	Ewa Beach, HI	2020-08-28
Tajalli Ziaulla	San Ramon, CA	2020-08-28
Kamran Khan	Corona, CA	2020-08-28
Laura Miller	Laie, HI	2020-08-28
Yconne Mahelona	Honolulu, HI	2020-08-28
Pamela Jones	Carlsbad, CA	2020-08-28
Jennifer Nelson	Alameda, CA	2020-08-28
Carolyn Komatsu	Mililani, HI	2020-08-28
Jill Nein	Tampa, FL	2020-08-28
Tracye Cooper	Honolulu, HI	2020-08-28
Nathan Toler	Wailua, HI	2020-08-28
Pono Nui	Kapaa, HI	2020-08-28
Lynn B	Oakland, CA	2020-08-29
Kaylee Brown	Honolulu, HI	2020-08-29

Name	Location	Date
Karen Goldfarb	Belvedere Tiburon, CA	2020-08-29
Tony Thurmond	Anaheim, CA	2020-08-29
Kiara Womack	US	2020-08-29
Sydney Goldfarb	San Jose, CA	2020-08-29
Bryan Venti	Alhambra, CA	2020-08-29
Kara Sweeney	Kailua Kona, HI	2020-08-29
Chazley Baitlon	Kapolei, US	2020-08-29
Lauren Cornell	Alameda, CA	2020-08-29
Amanda Bartels	Sacramento, CA	2020-08-29
Julie Mitchell	Kurtistown, HI	2020-08-29
Julia Merican	Kuala Lumpur, Malaysia	2020-08-29
Amber Lemons	San Diego, CA	2020-08-29
Denice Tsugawa	Captain Cook, HI	2020-08-29
Franklin Pierce	Hilo, HI	2020-08-29
Kassidy Vertiz	Elgin, US	2020-08-29
Sidra Muller	Burbank, US	2020-08-29
Nyla Corrine	Fort Lauderdale, US	2020-08-29
Tui Arama	Sacramento, US	2020-08-29
Joyce Chang	New York City, US	2020-08-29
Grace Knotz	Minneapolis, US	2020-08-29
jada smith	Evansville, US	2020-08-29
stella kaufman	Virginia Beach, US	2020-08-29

Name	Location	Date
Samantha Johnson	Franklin, US	2020-08-29
Roger Playford	Phoenix, US	2020-08-29
Kaguya Shinomiya	San Jose, US	2020-08-29
Samantha schultz	beaverton, US	2020-08-29
brooklynn reid	Westland, US	2020-08-29
Alex Faux	New Palestine, US	2020-08-29
Bryanna Hernandez	San Francisco, US	2020-08-29
Jacob Taylor	Morgantown, US	2020-08-29
Jacquelyn Earley	Carmichael, US	2020-08-29
Olivia Thompson	Columbus, US	2020-08-29
Mikey T	Salt Lake City, US	2020-08-29
Steven Pinchard	Milwaukee, US	2020-08-29
Jarrah Kaanga	Hauula, HI	2020-08-29
Ky Ky	Brooklyn, US	2020-08-29
sean kelly	Darby, US	2020-08-29
Savanna Dunbar	Lemoore, US	2020-08-29
Toni Duck	Albuquerque, US	2020-08-29
julez escobar	Waterbury, US	2020-08-29
Mia Cross	Lenox, US	2020-08-29
Amanda Ryan	Honolulu, HI	2020-08-29
robert Scott	Honolulu, HI	2020-08-29
Stephanie Purvis	Wahiawa, HI	2020-08-29

Name	Location	Date
Bea Chun	Honolulu, HI	2020-08-29
Melissa Carnish	Indianapolis, IN	2020-08-29
Victoria Liou-Johnson	Honolulu, HI	2020-08-29
Abigail Goodman	Bremen, IN	2020-08-29
Erin Laybourne	San Diego, CA	2020-08-29
Suzan Danforth	Honolulu, HI	2020-08-29
Nina Smith	Honolulu, HI	2020-08-29
Sarah Hightower	Aiea, HI	2020-08-29
James Peck	Kapolei, HI	2020-08-29
Kathryn Pagaragan	Honolulu, HI	2020-08-29
Marlene Mattos	Makawao, HI	2020-08-29
Gary Catellier	Huntington, IN	2020-08-29
Athena Gray	Capain Cook, HI	2020-08-29
Andrea Speese	Kailua, HI	2020-08-29
Ellyn Tong	Honolulu, HI	2020-08-30
Gabriella Delgado	US	2020-08-30
Mikelle Blackner	Herriman, UT	2020-08-30
Judine Wing	Honolulu, HI	2020-08-30
Alexandra Anderson	Hawi, HI	2020-08-30
Enid Honda	Mililani, HI	2020-08-30
Gina Nguyen	San Diego, CA	2020-08-30
Linda Shinnery	Kapolei, HI	2020-08-30

Name	Location	Date
Dominic Campbell	Waipahu, HI	2020-08-30
Wendy Class	Kalaheo, HI	2020-08-30
Judith Robinson	Anahola, HI	2020-08-30
Lisa Stringfellow	Hyde Park, MA	2020-08-30
Maegan Clearwood	Chestertown, MD	2020-08-30
Stacy Barnes	Crestline, CA	2020-08-30
Will Shipe	Avondale Estates, GA	2020-08-30
BreAnne Hartman	SLC, UT	2020-08-30
Kelley Coates	San Diego, CA	2020-08-30
Amy Steinbauer	Riverside, CA	2020-08-30
Destiny McLurkin	N. Arlington, NJ	2020-08-30
Tiffany Gore	Lake Worth, FL	2020-08-30
Shariyah Lowe	Honolulu, HI	2020-08-30
Toviah Cain	Hilo, HI	2020-08-30
Melissa Akoni	Pahoa, HI	2020-08-30
Leilani Kamae	Laguna Niguel, CA	2020-08-30
Jonalyne Joy Malapit	Wahiawā, HI	2020-08-30
Desiree Kanui	Waianae, HI	2020-08-30
Sarah Wargaski	Walworth, WI	2020-08-30
Jessica Agsalda	Honolulu, HI	2020-08-30
Ysabel Willits	Salem, US	2020-08-30
Missy Fauser	Cedar Rapids, IA	2020-08-30

Name	Location	Date
Puuwai Vea	Honolulu, HI	2020-08-30
meleina inere-hanohano	Waianae, HI	2020-08-30
Naomi Hoopii	Honolulu, HI	2020-08-30
Jolynn Peoples	Lawton, OK	2020-08-30
Hope Coyaso	Lihue, HI	2020-08-30
Anthony Grise	Seattle, WA	2020-08-30
Katelynn Holland	Alexandria, VA	2020-08-31
ashorina Black	Hilo, HI	2020-08-31
Burke Burnett	Honolulu, HI	2020-08-31
Jill De Leon	Kapolei, HI	2020-08-31
Tiana Evans	Delray Beach, FL	2020-08-31
Ashlyn Kanai	Honolulu, HI	2020-08-31
Kauakea Awana	Honolulu, HI	2020-08-31
Jose Moreno	Bakersfield, CA	2020-08-31
Mellissa Bennett	Kailua-Kona, HI	2020-08-31
Camile Reese	Kannapolis, US	2020-08-31
Elexizijah Kalei Aipoalani-tuaoi-to'oto'o	Waianae, HI	2020-08-31
Selene Ortiz	Rocky Ford, CO	2020-08-31
Clairmentina Kahookele	Waipahu, HI	2020-08-31
Christa Gardner	Grangeville, ID	2020-08-31
Daniel Arias	Kaneohe, HI	2020-08-31



Name	Location	Date
Denzel Scott	Wahiawa, HI	2020-08-31
Brysen Seghorn	Pearl City, HI	2020-08-31
Sara Drogowski	Honolulu, HI	2020-08-31
Kalani Ahmad	Honolulu, HI	2020-08-31
Heather Borton	Midland, TX	2020-08-31
Kyle Bohannan	Chino, CA	2020-08-31
Andrew Hose	Honolulu, HI	2020-08-31
Jalissa Delvalle	Fort Lauderdale, FL	2020-08-31
Kourtney Vincent	Apo, AP	2020-08-31
Hannah Kang	Seoul, South Korea	2020-08-31
Alyssa Martin	Honolulu, HI	2020-08-31
May Fynaardt	Irvine, US	2020-08-31
Stephanie Peregrin	Honolulu, HI	2020-08-31
Megan Nakamura	Kaneohe, HI	2020-08-31
t lee	San Bernardino, CA	2020-08-31
Blake Abes	Mililani, HI	2020-08-31
Emily Phillips	Oakland, CA	2020-08-31
Galen Ciszek	Honolulu, HI	2020-08-31
Antony Ouyang	Alameda, CA	2020-08-31
Tabatha Goo	Los angeles, CA	2020-08-31
Tabatha Donley	Aiea, HI	2020-08-31
Sarah Novicki	Plainfield, IN	2020-08-31

Name	Location	Date
Andrew Babagay	Modesto, CA	2020-08-31
Matthew Flom	Elk City, OK	2020-08-31
Ben Le	Charlotte, US	2020-08-31
Erin Wong	Honolulu, HI	2020-08-31
Kandis Catley	Kilauea, HI	2020-08-31
Charlene DeLange	Tustin, CA	2020-09-01
Alison Tudury	San Bruno, CA	2020-09-01
Corina Madison	Ocean View, HI	2020-09-01
Hannah Roser	Hood River, OR	2020-09-01
Jennifer Tucker	Honolulu, HI	2020-09-01
Jai Oliveros	Kahului, HI	2020-09-01
Karina Quinn	Alameda, CA	2020-09-01
Mindy Nathan	Birmingham, MI	2020-09-01
Andrew Higa	Honolulu, HI	2020-09-01
Duke Le	Alameda, CA	2020-09-01
Brooke Takara	Honolulu, HI	2020-09-01
Annabel Fiero	Alameda, US	2020-09-01
Moanililia Miller	Honolulu, HI	2020-09-01
Shirley Chang	Honolulu, HI	2020-09-01
Camille Cross	Pearl City, HI	2020-09-01
Nurit Schlosberg	Newark, NJ	2020-09-01
Maisie Klem	Foothill Ranch, CA	2020-09-01

Name	Location	Date
Taylor McCormick	Elk Grove, CA	2020-09-01
Jenaya Pico	Ewa Beach, HI	2020-09-01
Abigail Arquero	Ewa Beach, HI	2020-09-01
Erica Hallie	Ewa Beach, HI	2020-09-01
Nikayla Harris	Kent, WA	2020-09-01
Christian Rafanan	Ewa beach, HI	2020-09-01
adrie stewart-twiggs	Ewa Beach, HI	2020-09-01
Sean Bentosino	Ewa Beach, HI	2020-09-01
Denise Medeiros	Hilo, HI	2020-09-01
Kim Payes	Haleiwa, HI	2020-09-01
Nicole Young	Honolulu, HI	2020-09-01
Jewel Garcia	Ewa Beach, HI	2020-09-01
Nicole Kidd	Hayward, CA	2020-09-01
Amanda Sosa	Arlington Heights, IL	2020-09-01
MiChale de Jesus	Kailua Kona, HI	2020-09-01
Sarina Haug	Summer, WA	2020-09-01
Golden Taia	Rotorua, New Zealand	2020-09-01
Karen Ranis	Kalaheo, HI	2020-09-01
David Vasquez	Kalaheo, HI	2020-09-01
Afan Wood	Haleiwa, HI	2020-09-02
Makani S	San Jose, CA	2020-09-02
Davina Martin	Aiea, HI	2020-09-02

Name	Location	Date
William Moseley	Hawi, HI	2020-09-02
Evan Rodriguez	Juneau, AK	2020-09-02
Alisa Ching	Honolulu, HI	2020-09-02
jonathan sharsh	Honolulu, HI	2020-09-02
Regina Orr	haleiwa, HI	2020-09-02
Kennard Kekona	Lahaina, HI	2020-09-02
Julia Gore	Honolulu, HI	2020-09-02
Jesiah Malaikini	Hana, HI	2020-09-02
Jackson Meyer	Silverton, OR	2020-09-02
Jorge Equihua	Tucson, AZ	2020-09-02
Nancy Hewitt	Clarksville, TN	2020-09-02
Anne Harvey	Holualoa, HI	2020-09-02
Noely Gallardo	Phoenix, AZ	2020-09-02
Declan Cleary	Hilo, HI	2020-09-03
E Kiyoko Nanni	Holualoa, Kona, HI	2020-09-03
Erin Fernandez	Honolulu, HI	2020-09-03
Kit Lott	Danbury, CT	2020-09-03
Stacie Collins	La vista, NE	2020-09-03
Mariah Pasion	Waipahu, US	2020-09-03
Jin Xia	Richardson, TX	2020-09-03
Jane Schneider	Eugene, OR	2020-09-03
Cheryl Lucas-diacamos	Wahiawa, HI	2020-09-03

Name	Location	Date
Elisabetta Nocerino	Follonica, Italy	2020-09-03
Lily Jenkins`	Haiku, HI	2020-09-03
Debra Levinson	Eugene, OR	2020-09-03
Erica Dawn Fernandez	Honolulu, HI	2020-09-03
Rebecca H	Odenton, MD	2020-09-03
valerie delahaye-ippolito	Kailua Kona, HI	2020-09-03
Sam R	Chicago, IL	2020-09-03
Brian Langton	Folsom, PA	2020-09-03
Tricia Fimbel	Davenport, FL	2020-09-03
Lillianna Baczeski	Berlin, CT	2020-09-04
Elizabeth Horton	Raleigh, NC	2020-09-04
Stefany Guerrero	Seguin, TX	2020-09-04
Kelsey Herold	Wailuku, HI	2020-09-04
Wendy Perez	Los Angeles, CA	2020-09-04
Chalermchai Phansaithong	Mililani, HI	2020-09-04
Haley Messick	Tillamook, OR	2020-09-04
jay falconer	wilmington, CA	2020-09-04
Daniel Lang	San Francisco, CA	2020-09-04
Lorrie No	Kapolei, HI	2020-09-04
Hilaire Fong	Alameda, CA	2020-09-04
Veronica De La Rosa	Los Angeles, CA	2020-09-04
Valerie Barnes	Kapaau, HI	2020-09-04

Name	Location	Date
Sophia Apkarian	Albany, NY	2020-09-04
Carissa Roberts	Columbus, OH	2020-09-04
Rendy Rosario	Kapaa, HI	2020-09-05
john padeken	kailua, HI	2020-09-05
Alyssa Kapaona	Honolulu, HI	2020-09-06
Chantel Clark	Honolulu, HI	2020-09-07
clay chang	Honolulu, HI	2020-09-07
M Young	Eleele, HI	2020-09-07
Andy Pang	Honolulu, HI	2020-09-07
Frances Keller	Jefferson City, MO	2020-09-07
Briana Grinnell	Kansas City, MO	2020-09-07
Anna Wayne	Austin, TX	2020-09-08
Janet Clark	Honolulu, HI	2020-09-08
Natalie Lerma	Fresno, CA	2020-09-10
clara bennet	Los angeles, CA	2020-09-10
Michelle Bray	Seattle, WA	2020-09-10
cassandra daggett	Hilo, HI	2020-09-10
Rose Cusack	Hilo, HI	2020-09-11
Ryan Weston	Richmond, VA	2020-09-11
Jennifer Veeck	US	2020-09-11
Kira Mickle	Falls Church, VA	2020-09-11
Danielle Haywood	North Bend, WA	2020-09-11

Name	Location	Date
Aslin Sauer	Pasadena, MD	2020-09-11
Anai Lopez	Waco, TX	2020-09-11
Michal Estrela	Pomona, CA	2020-09-11
Emily Zatylny	Bothell, WA	2020-09-11
Danyel Bailey	Barrington, RI	2020-09-11
kilin reece	Kailua, HI	2020-09-11
Cate Cooper	Alexandria, VA	2020-09-11
April Shinn	Las Vegas, NV	2020-09-11
Charlotte Layton	Palo Alto, CA	2020-09-11
Holly Wright	Richmond, VA	2020-09-12
Kathy Oaks	St. Paul, MN	2020-09-12
Tasha Garcia Gibson	KAILUA, HI	2020-09-12
Rich pedrina	Kaneohe, HI	2020-09-12
D H	Lynnwood, WA	2020-09-12
Kelly Wadlegger	Honolulu, HI	2020-09-13
Justine Johnson	Boca Raton, FL	2020-09-13
Kanani Puckett	San Bernardino, CA	2020-09-13
Roblyn Chong	Topeka, KS	2020-09-13
Liz Ireland	Topeks, KS	2020-09-13
Billie Kekuewa	Kaneohe, HI	2020-09-13
Rodney Chang	Honolulu, HI	2020-09-14
Shaina Nocum	San Diego, CA	2020-09-14

Name	Location	Date
Susan Chopra	Austin, TX	2020-09-14
Mel Shi	Boise, ID	2020-09-14
Julian Sandlin	Kapaau, HI	2020-09-14
Andre Watson	Dallas, TX	2020-09-14
Monica Dajose	Richardson, TX	2020-09-14
Jessica brown	Chula Vista, CA	2020-09-15
Jason Bosworth	Tampa, FL	2020-09-15
Christine Holt-Mizuguchi	Hilo, HI	2020-09-15
Ray Rochester	Kaneohe, HI	2020-09-16
Charles Barnes	Burnaby, Canada	2020-09-16
Nisha Nimoai	Waianae, HI	2020-09-16
Paula Maloney	Wayland, MA	2020-09-16
Alice Cundell	Portland, OR	2020-09-16
Stacy Lau Baumann	Kaneohe, HI	2020-09-16
Liza Osorio	Hilo, HI	2020-09-16
Leilehua Yuen	Hilo, HI	2020-09-16
KeliiandKaleo Kalauoka 'ae 'a-Kahele	Hilo, HI	2020-09-16
Lucille Kalauokaaea-Kahele	Honolulu, HI	2020-09-16
Selena Garrett	Belle Plaine, US	2020-09-17
Jeff Mitchell	Cookeville, US	2020-09-17
Allan King	Portland, HI	2020-09-17



Name	Location	Date
Lena Carver	Hilo, US	2020-09-17
Leroy Enriques	Hilo, HI	2020-09-17
Aiko Fajardo	Honolulu, HI	2020-09-17
jessica monroe	Honolulu, HI	2020-09-17
April Todd	Conway, US	2020-09-17
ann newman	san ysidro, US	2020-09-17
Kevin Dunlap	US	2020-09-17
Marty Fajardo	Honolulu, HI	2020-09-17
Stephanie Boyles	Provo, UT	2020-09-17
Sally Lum	Honolulu, HI	2020-09-17
Melissa Kaapuni	Hilo, HI	2020-09-17
Aaron Sakai	Honolulu, HI	2020-09-18
Jennifer Engman	Kamuela, HI	2020-09-18
Jenn Clearwater	Aiea, HI	2020-09-18
Roxanne Moore	Honolulu, HI	2020-09-18
Pauahi Ioane	Honolulu, HI	2020-09-18
Caryn Fukuda	Mililani, HI	2020-09-18
Elina Welp	Berlin, Germany	2020-09-19
A L	Canada	2020-09-19
Paige Hamby	Mount Juliet, TN	2020-09-19
Natashya Nihipali	Hilo, HI	2020-09-20
Mukta Marathe	Tempe, AZ	2020-09-21

Name	Location	Date
Taylor Burke	Mount Prospect, IL	2020-09-21
Janice Asentista	Aiea, HI	2020-09-21
Esmee Cyphers	Portland, OR	2020-09-21
iokepa frederick	Kapolei, HI	2020-09-22
samantha robles	Detroit, MI	2020-09-22
K Zhari	Wahiawa, HI	2020-09-22
Michael Bueno	Honolulu, HI	2020-09-22
Chris Folan	Honolulu, HI	2020-09-22
Aolanee Franklin	Ewa Beach, HI	2020-09-23
Crystal Dombrow	Honolulu, HI	2020-09-23
Ashley Kaase	Wahiawa, HI	2020-09-23
Itzel Hiilei Handley-Cruz	Wailuku, HI	2020-09-23
BENJAMIN CARPUS	Lewisville, TX	2020-09-24
Alexandra Gesin	Gardner, US	2020-09-24
Nadine Richardson	Wellesley Hills, MA	2020-09-25
Jenna Marie Marcos	Waipahu, HI	2020-09-25
Cristin Mattione	Seattle, WA	2020-09-25
Stevie Ferris	Henderson, NV	2020-09-25
Katie Lloyd	Anchorage, AK	2020-09-25
Paige Strange	Fort Worth, TX	2020-09-25
Rheva Weers	Austin, TX	2020-09-25
Courtney Shickel	Madison, AL	2020-09-25

Name	Location	Date
Lyndsey S	Richmond, VA	2020-09-26
Gessler riger@hawaiiantel.net	Honolulu, HI	2020-09-27
Artin Mardirousi	Honolulu, HI	2020-09-28
Marquez Mills	Toledo, OH	2020-09-28
Ram Nagasako	Wahiawa, HI	2020-09-29
carriebrooke Stevens	Baldwin City, KS	2020-09-30
Audra Merfeld-Langston	Rolla, MO	2020-10-01
Nash Hayek	Des Moines, IA	2020-10-01
Miranda Gibson	Garland, TX	2020-10-01
Alejandra Hernández	Tijuana, Mexico	2020-10-01
Ernesto Zegarra	Los Angeles, CA	2020-10-05
Christine Rogers	Sacramento, CA	2020-10-05
Atsumi Haha	Honolulu, HI	2020-10-10

Recipient: Hawaii Department of Education, Hawaii Board of Education, David Ige

Letter: Greetings,

Chairperson Payne; Board Members,

It is with gratitude we write this letter to thank you for advocating for Hawaii's students and proposing to discontinue the use of the Acellus learning platform in Hawaii public education. We ask board members still critically thinking about how they might vote on Chair Payne's proposal to vote in "support" of her proposal, based on the more than 2,600 voices here. We want Acellus out of our schools- the sooner, the better. We gratefully accept Chairperson Payne's proposal and will declare the petition a victory and close it, upon it's passing.

We remain unsatisfied with Superintendent Kishimoto's response in her 10/12 letter for a number of reasons:

- 1.) It lacks clarity and appears to dictate that the DOE has the discretion to continue using parts of Acellus, where they see fit. This is unacceptable. DS Unebasami said herself that teachers from distance learning platforms must be credentialed or working toward credentialing. A large portion of Acellus teachers have no education or training in teaching and zero legitimate credentials in the field of education. This information is freely available on their website and on their LinkedIn profiles; this should have been discovered sooner. Unless they are licensed or in the process of being licensed, they should not be teaching Hawaii's children in public school, period.
- 2.) The Superintendent's apology did not acknowledge the program use was a mistake, or she took no personal responsibility for it, whatsoever. She casually apologized, at the end of her letter, for what she called a "disruption". This is grossly understated, and an insult to parents and educators who spent two months fighting for the most basic of standards for quality curriculum- what FAPE has entitled to all students- an appropriate education.
- 3.) The letter was seeming disseminated only to parents currently using Acellus, not those whose children were exposed to it previously, many of whom have fought for its removal over the last two months.

We hope to move forward from this, with the unified purpose of ensuring Hawaii's student have access to the most quality education. The Chairperson's proposal is a move in that direction, and we are deeply grateful for it.

# Comments

Name	Location	Date	Comment
Betsey Strauss	Kailua, HI	2020-08-21	"Our Keiki deserve high quality material as we navigate distance learning this year."
Cassie Favreau-Chung	Mililani, HI	2020-08-21	"This program is completely unacceptable! Aside from the blatant questionable racist/sexist content, it was uncovered in the BOE meeting yesterday (only after being pressed repeatedly) that Acellus Learning Accelerator is supposed to be used to supplement (and used in addition to) other curriculum. As opposed to Acellus Academy, which is the accredited program (and *incorporates* the Learning Accelerator). She said it's not meant to be used all on its own. Extremely infuriating. I know of several kids using this right now (including my son), and everyone agrees that it's quite remedial. Please allow those of us who are locked into this program be taught virtually by actual HI DOE teachers! It's completely unfair that we were amongst the first to opt-in for 100% distance learning, yet we are now the only ones who don't have ANY live teacher instruction. Students left with Acellus will undoubtedly be left behind."
Kim Hagerman	US	2020-08-21	"My grand kids need decent schooling"
Emily Plicka	Kaneohe, HI	2020-08-21	"For all the reasons listed above, and that the state of Hawaii is unwilling to offer any accommodations for those trying to support victims of abuse. With this choice it demonstrates that Hawaii is more interested in protecting Acellus and taking the easy road than protecting our keiki. There are other, better viable options out there besides Acellus."
wendie brock	mandeville, LA	2020-08-22	"All of the above."
Michelle Blimes	Laie, HI	2020-08-22	"Roger Billings should not have access to children through his program. I am concerned that schools would support a"
Novia Wegner	Honolulu, HI	2020-08-22	"I don't yet have children in grade school but this program is appalling and BOE should be ashamed to have approved this. Please immediately remove this from all curriculums and do better."
Heather Moselle	Honolulu, HI	2020-08-22	"PHOTO CREDIT: Adrienne Robillard VIDEO CREDIT: Pending RESEARCH CREDIT: Those who submitted testimony to the BOE and Kelsey Dostie. Mahalo!"
Kristi Martin	Salt Lake City, UT	2020-08-22	"Someone creating content should have the proper credentials. The examples given here are appalling."
Jennifer Weworski	Scottsdale, AZ	2020-08-22	"Jennifer Weworski"
Matt Smith	Orem, UT	2020-08-22	"I believe in this cause."
Jacquelyn Otto	Hawaii Kai, HI	2020-08-22	"I'm signing this because I found some highly inappropriate content in my first graders learning videos. I was going to start a petition about Acellus but one was already here. Here is my video on what

Name	Location	Date	Comment
			I found <a href="http://www.youtube.com/watch?v=ksHwhdyeE04" rel="nofollow">www.youtube.com/watch?v=ksHwhdyeE04</a>"
Jacquelyn Otto	Hawaii Kai, HI	2020-08-22	"My son is learning from Acellus and I've found highly inappropriate content in these teaching. See for yourself. www.youtube.com/watch?v=ksHwhdyeE04"
Poonam Patel	Honolulu, HI	2020-08-22	"I don't have school age kids yet but I am 100% behind removing racist and sexist content from education."
Charity Schoenfeld	Kaneohe, HI	2020-08-22	"This curriculum should not be supported in any way."
Cynthia Buckles	Kamuela, HI	2020-08-22	"I am not a fan of the acellus program. Please give parents the opportunity to work with the school with a blend of programs and activities of their own choosing, with a teacher to meet with them weekly for tutoring sessions online to help keep them on track. I would love to choose activities and programs I know my child will benefit from, but would still love for them to have online teacher interaction and online classroom interaction with other students. Thank you for considering opening long distance learning to more flexible options, not just acellus."
Krista Case	Honolulu, HI	2020-08-22	"Our keiki deserve a quality education. Our keiki deserve an education free of inappropriate content. Our keiki deserve an education free of racism."
Misty VanHavel	Pahoa, HI	2020-08-22	"This is so wrong on so many levels. Hawaii's children deserve better."
Colleen Smith	Kilauea, HI	2020-08-22	"There are a myriad of on-educational programs available. Don't settle for one that has a founder with a questionable pedophile background. The DOE has a responsibility to shelter & protect—as well as appropriately educate the Keiki of the State of Hawaii. Ua Mau !!#"
Robert Doan	kaneohe, HI	2020-08-22	"Please do not use this company/software. They are Not Helping our children."
Kelly Duell	Waikoloa, HI	2020-08-22	"This program is owned by a cult leader and developed by people with zero education with fake degrees! The curriculum is horrendous, inappropriate, does not align to standards, and lacks truth.I could say so much more but there is a limit!Get rid of this terrifying fake program!"
Emily Bradshaw	Kaneohe, HI	2020-08-22	"The state must not have watched the content. It is bizarre and inappropriate. Don't give this company tax dollars just because times are hard and teachers are panicking."
Jennifer Rodriguez	Corpus Christi, TX	2020-08-22	"This program is inappropriate for young children and in fact anyone. I will NOT be allowing my child at Shafter Elementary to use it."
Tanya Ingbino Francisco	Laie, HI	2020-08-22	"Inappropriate for us who are sustaining healthy loving family values."

Name	Location	Date	Comment
Malia Marquez	Honolulu, HI	2020-08-22	"Our kids need to learn from a PONO source. This is NOT it. Mahalo for your time."
Tiera Seldon	Newport News, VA	2020-08-22	"Cause wtf"
Erin Davenport	Lompoc, CA	2020-08-22	"Our kids deserve wholesome schooling free of political influence."
Amanda Burns	US	2020-08-22	"I'm signing because we should not have my children listen to people that make up their own credentials and teach my children biased/sexist/racist material."
Paul Hayashi	Wahiawa, HI	2020-08-22	"this program is inappropriate and I really wonder about the qualifications of the superintendent"
Jade Sun	honolulu, HI	2020-08-22	"Our children deserve to be taught the truth. Stop with the indoctrination and propaganda."
Corliss Yamasaki	Mililani, US	2020-08-22	"Inappropriate content for children"
Melissa Veenstra	Kailua, HI	2020-08-22	"I hope DOE & BOE has reviewed the content before the kids use it."
Kristen Moux	Honolulu, HI	2020-08-22	"Teachers should be able to modify the lesson plans and content to fit their curriculum and culture."
Patty Needham	Honolulu, HI	2020-08-23	"Education should not be contaminated with social, political or perverted agendas. The Acellus examples shown with this petition cause me grave concern."
Randy Otaka	Mililani, HI	2020-08-23	"I find the presented material disturbing, to say the least. I also question the ties between the creators of the program and a cult."
Mara Hanson	Kapolei, HI	2020-08-23	"This product is obvious trash! Did anyone from the district check this product over?Did the district get it free?"
Leeann Ragasa	Hilo, HI	2020-08-23	"Leeann Ragasa"
Shannon Rudolph	Kailua-Kona, HI	2020-08-23	"Racist & bigoted distance "learning" program. "Towelban" - making fun of people's religion? Remove this program for Hawaii'i public schools immediately!"
Dallas Kern	West Jordan, UT	2020-08-23	"I'm signing this because innocent children should not be introduced to this disgusting content as normal!"
Donald Lougee	Keaau, US	2020-08-23	"This program is awful."
Lowell Gerry	Honolulu, HI	2020-08-23	"It is apparent they are doing a bit more than educating children. Conditioning and indoctrination shouldn't be apart of the curriculum."
Jo Kaupu	Hilo, HI	2020-08-23	"This self-taught "curriculum" program that our state DOE APPROVED of is questionable on so many levels (i.e., content delivery, the content itself, names of the "characters" in the videos). I am in disbelief and shock that my nieces and nephews are supposed to use THIS for distance learning?!? Acellus is yet another example



Name	Location	Date	Comment
			of how poor the DOE leadership is and clearly showcases how much they really do care about our keiki: they do not."
Karen Foster	Kailua-Kona, HI	2020-08-23	"I've seen just one video sampling of Acellus. I would be watching my child like a hawk!"
Jaimie Yonemoto	Hilo, HI	2020-08-23	"Students deserve something more appropriate."
Laura Johnson	Wailuku, HI	2020-08-23	"I'm signing because I oppose the Acellus program for our students."
Amy Bracken	Līhu'e, HI	2020-08-23	"I'm signing because our keiki deserve BETTER. They deserve REAL teachers with REAL degrees & certificates. NOT fake & inappropriate material taught by self proclaimed educators with hidden agendas. This is a truly an EMBARRASSMENT to ALL of our DOE & individual schools for accepting this as a fit educational tool. SHAME on YOU! This is a time to be better leaders & examples to our keiki, not pathetic or weak. Do what is RIGHT."
Kelli Wilson	Hawaii	2020-08-23	"Our kid has already done one week of Acellus and I am not impressed at all. I have many concerns, including that it's not challenging at all and some of the videos have had very questionable content. We had 2 options when we went with Acellus, either our kids opt out and have Acellus or they go back to school we chose this option."
Leilana Rinquillio	Hilo, HI	2020-08-23	"These programs are extremely bad for children."
Helena Brown	Wailuku, HI	2020-08-23	"Yay!! We DID it!!! And the signatures are still rolling-in!"
Piper Selden	Hilo, HI	2020-08-23	"This program is horrifically inappropriate. How about LIVE teachers who are actually qualified to teach young people?"
Antonia Ramirez	Fort Worth, TX	2020-08-23	"The program doesn't seem appropriate!"
Cherie Meaole	Waipahu, US	2020-08-23	"Our children deserve better. How can our BOE/DOE be so careless with our future??? Shame on them!"
Nekisa Mahzad-Nolan	Mountain View, HI	2020-08-23	"I am a teacher. This is ridiculous"
Joshua Rodarte	Kahului, HI	2020-08-23	"Keiki Lives Matter"
Tara Bowman	kailua, HI	2020-08-23	"I would never want my kids learning from this curriculum"
Lo N	Hon, HI	2020-08-23	"Watched a part of the sample lesson. Wtf is the program some kind of joke? Very strong cult vibe. What is wrong with DOE and why would they put out such horrible content???"
Carrie Sutherland	Honolulu, US	2020-08-23	"Our kids deserve a better education than this."
Sarah Chandler	US	2020-08-23	"I'm signing this petition because the content of some videos are inappropriate, suggestive and disturbing. Please reconsider another platform program to use for our children. Thank you."

Name	Location	Date	Comment
Aria Een	Laie, HI	2020-08-23	"I am signing because I work in online education. This curriculum is sloppily slapped together. My kids deserve better."
sarah redican	Kaneohe, HI	2020-08-23	"I'm signing this because our children deserve better!"
Judith Keith	Honolulu, HI	2020-08-23	"The clips I viewed from this program were appalling in so many ways."
Cris Yamabe	Kaneohe, HI	2020-08-23	"What is this garbage? Feels like propaganda to me. WTF Superintendent Kishimoto?! Did anyone actually review this stuff??? Horrifying. Totally unacceptable."
Geri Ann Davidson	Kailua-Kona, HI	2020-08-23	"It is racist and it does not provide curriculum that is relevant and appropriate"
Melissa Burr	Kailua Kona, HI	2020-08-23	"I care about culturally relevant teaching in all forms of education"
Kawaipio Kauahi	Keaau, HI	2020-08-23	"This is not the type of education that our children need. The content is disgusting and very inappropriate for any child! This is a scam!!"
Harmonie Hawthorne	Kapaa, HI	2020-08-23	"This is not appropriate educational material for kids, it sounds like grooming by a pedophilic cult. This should not be approved by Hawaii DOE!"
RICHARD YOUNG	Honolulu, HI	2020-08-23	"Viewing the excerpted curriculum content segments supports the expressed concerns for subtle messages of sexism, racism, and other divisive issues. The very subtleness of these messages is not unlike the conspiracy and false news organizations that have become prevalent on social media. I sincerely, and with great concern, feel the HIDOE is hastily selecting a potentially damaging curriculum in the quest for expediency in this pandemic."
Benny Smith	Fort Campbell, KY	2020-08-23	"It the right thing to do"
Lara Wyant	Honolulu, HI	2020-08-23	"We pulled our kids out of public school to avoid this atrocity"
Anonymous Person	Lo, UT	2020-08-23	"I have experience with both the people involved in the program, as well as the program itself. In regards to the program, I can say firsthand it doesn't help academically at all and there are much better school programs out there. It doesn't teach the subjects well, and that's disregarding the content they include in the subjects to begin with. In regards to those who created the program, I can confirm that it is a cult. My family worked for Roger while living in his religious sect. It was very isolating since we left very rarely. All of our meals, church services, schooling, everything was done in the caves they ran their programs out of. I would not feel comfortable having my kids use this program, they deserve better than this. Thank you for bringing this to attention."
Dana Fabiankovicova	Kaneohe, HI	2020-08-23	"Insane, questionable, inappropriate, unacceptable. How was this not vetted? We have alternatives!!! DOE has to do better for our kids!"

Name	Location	Date	Comment
Jolee Petersen	Magna, UT	2020-08-23	"Its not right for name like that to be in school programs. And hidden innuendos."
Sally Brook	Berkeley, CA	2020-08-23	"I am shocked that any school district to allow this type of program in their schools. I'm a retired teacher who taught in inner city schools with students of all ethnicities and religions. I can't imagine how this would make my students feel is they saw this. Shame on you Hawaii!"
Amy Wilkinson	Ventrura, CA	2020-08-23	"I used to live in Hawaii and I still have friends with school-aged children who live there and find this program completely unacceptable"
Melinda Seymour	Haleiwa, HI	2020-08-23	"Really? This program is straight up wacky! 'Sweetie lips' 'Angel Fire' ....Come on Sunset El. You're better than this. #disappointed"
Tessa Stefanisko	Honolulu, HI	2020-08-23	"Our children deserve better education!!!"
Olivia Banning	Pahoa, HI	2020-08-23	"This distance learning program is completely inappropriate. "Sweetie Lips" for 1st graders?? A'ole pono!! This is unacceptable for our keiki. Acellus was created by the founder of a cult. Remove this program immediately! And whomever reviewed and approved this program for use in Hawaii's education system should be fired immediately as well."
Leyona Zeitlin	Honolulu, HI	2020-08-23	"Absolutely unacceptable content."
Shannon Jacob Kline	Captain Cook, HI	2020-08-24	"There are enough challenges educating students in a pandemic without the shoddy, racist materials that comprise Acellus. We must hold those that make educational decisions to task for the lack of vetting before purchasing educational programs—we owe it to our keiki and to anyone who believes that education is the pathway to a better future."
Jordan Cerra	Honolulu, HI	2020-08-24	"Garbage."
Patti Fisk	Humble, TX	2020-08-24	"Our children deserve the best in education that we can give them. Thank you for your support in doing this!"
Amanda Kelly	Haleiwa, HI	2020-08-24	"This program was not properly vetted. It has alarming, inaccurate, and woefully inappropriate content that our keiki should not be exposed to."
Sarah Leviege	Honolulu, HI	2020-08-24	"My daughter, and all other students in Hawaii, deserve a quality education, free of bias, bigotry, and racism!"
Margarita Munden	Waialua, HI	2020-08-24	"Offensive"
Melanie Ross	Laupahoe, HI	2020-08-24	"It's not right!"
Gretchen Cates	Kona, HI	2020-08-24	"Acellus is trash. Can't say it any other way."
Courtney Pascua	Wahiawa, HI	2020-08-24	"Acellus is outdated, inappropriate and harmful to our keiki and their young developing minds. There are many other accredited and

Name	Location	Date	Comment
			effective homeschool programs for our keiki out there! Come on DOE, they deserve better!"
Stephanie Tudela Van Duser	Honolulu, HI	2020-08-24	"Our keiki deserve better!"
Maggie Higgins	Albuquerque, NM	2020-08-24	"This curriculum is extremely inappropriate and offensive."
Lauren Anderson	Las Vegas, NV	2020-08-24	"The flds are a screwed up bunch."
David Scott	Chico, CA	2020-08-24	"Here's another screenshot to look at that's not appropriate for children. <a href='\"https://twitter.com/Heamo98303348/status/1297441731361685505?s=20\"' rel='\"nofollow\"'>https://twitter.com/Heamo98303348/status/1297441731361685505?s=20"
David Scott	Chico, CA	2020-08-24	"not appropriate for children. Here's another screenshot. https://twitter.com/Heamo98303348/status/1297441731361685505?s=20"
Jerald Maiava	Honolulu, HI	2020-08-24	"Wow! How could the DOE or BOE not vet the Acellus? This is geared towards everything that is wrong with America. How could DOE or BOE make this mistake? I am beyond mad and disgrace that they would not vet Acellus."
Theodore Kelso	Honolulu, HI	2020-08-24	"I do not want my children Taught by this man."
Effie Egan	Kailua, HI	2020-08-24	"As a teacher, I have seen inappropriate and content that is not inclusive."
Yiping Hashimoto	Honolulu, HI	2020-08-24	"Our kids deserve better education"
Kim Hartney	Honolulu, HI	2020-08-24	"I'm signing because I know in my heart and gut this is not good for our keiki! Remove this program from all schools! I know as a community we can do better and as a school system we can do better! There are so many ways to teach our children, but this program should not be an option or one of them!"
David Scott	Chico, CA	2020-08-24	"https://twitter.com/elshagon/status/1297943819585900544?s=0This was from this morning's lesson"
Michelle Werner	Kailua Kona, HI	2020-08-24	"It's inappropriate content in it."
Jane Gibbs	Georgetown, KY	2020-08-24	"Thus program seems to be run by evil amoral people and needs to be removed."
Kate Kane	Chicago, IL	2020-08-24	"I am deeply concerned about this curriculum. I do not understand how the DOE made this choice and feel certain it does not represent what is best for the students. Please stop supporting this racist fraud and do better by our children."
Sage Freeman Romero	US	2020-08-24	"I believe children are the future and when you expose them to past ways of thinking like Misogynistic and racist language.. we do not get a better future.. we get the same thing we've already had. We have to advocate for a children's education. And that's every child not just those in our house!"

Name	Location	Date	Comment
Crystal Weinstock	Austin, TX	2020-08-24	"Living in back in Hawaii, my hometown, I see the direction our government is steering us. It sickens me that with all the missing children and trafficking problems they refuse to acknowledge and address, this is the source of education they want our children to be apart of. Not today Satan!"
Debbie Infante	Aurora, CO	2020-08-24	"This is inaccurate content that should not be taught to children"
Adrianna Coberley	Pearl City, HI	2020-08-24	"This is beyond disturbing to teach our children! I can not believe this is being allowed as an accredited program. Something needs to be changed and this program should be banned."
Jessica Chadwell	Honolulu, HI	2020-08-24	"Signing bc some of the content Is very inappropriate and I don't feel comfortable with my daughter watching these videos by herself"
Avril Jenkins	Honolulu, HI	2020-08-24	"I don't want my tax dollars going to support this ex-Mormon and his drama. Choose a free program Hawai'i!!!!"
Andrea Gutierrez	Kailua Kona, HI	2020-08-24	"Our children's education should be the most important not just what's cheapest or free."
Brandy Sawka	Kailua Kona, HI	2020-08-24	"I do not want my children or any other child to participate in the terrible program."
Lani Almanza	Kaneohe, HI	2020-08-24	"I'm signing because this is abhorrent content and our DOE leadership should be held responsible for their negligence in vetting appropriate resources for distance learning."
Josephine Nguyen	honolulu, HI	2020-08-24	"I'm signing this because I want this program to be obsolete. It is not appropriate for our children and it should not be used in ANY school."
Cassandra Jones	Haiku, HI	2020-08-24	"The fact that Acellus has been used for credit recovery for the past decade does NOT excuse the lack of vetting. There are obvious issues with the platform's content and it's creators; the rushed decision of wide scale implementation of an out-of-state for-profit learning platform highlights the DOE's failure to prepare for the inevitable need for quality distance learning for Hawaii's children, by Hawaii's educators."
Maureen McComas	Honolulu, HI	2020-08-24	"Many reports and shared examples of inappropriate content."
Navid Najafi	honolulu, HI	2020-08-24	"This is the worst curriculum possible for Hawaii"
Tamara Grady	Navarre, FL	2020-08-24	"It's ridiculous"
Justin Oda	Honolulu, HI	2020-08-24	"臘💎♂️#"
Loren Turner	Galesville, MD	2020-08-24	"Loren Turner"
Michael Cruickshank	Culver City, CA	2020-08-24	"This Acellus program with its revisionist history model, and dubious self indoctrination of its founder, has no business in any curriculum. The students of Hawaii deserve the best!"

Name	Location	Date	Comment
Pua V	Waianae, US	2020-08-24	"I do not agree with children using the program Acellus. This is NOT what I signed my children up for!"
June Johnston	Austin, TX	2020-08-24	"It's a terrible curriculum and as a former Teacher, I don't believe this should be taught to children"
Eri Virden	Kailua, US	2020-08-25	"In appropriate materials for our children."
Beatrice Lorie	Kailua, HI	2020-08-25	"The dude in charge of this, is creepy. Everyone on Acellus worships him! He brainwashes them. P.S. I don't really know that this is true, this is just what I think."
C. Ono	Honolulu, HI	2020-08-25	"I cannot believe the HI state DOE is using this curriculum. The sample lessons are atrocious. In his response, the founder claims that the videos were old or "testing" videos and were never posted, but if you youtube Acellus Hawaii one month posted a video that she watched with her child just 2-3 days ago involving a character telling his friend that the reason why he runs is confidential, and then he hears sirens (as in police sirens) and runs away. Then he tells his friend to follow him and he'll explain why he runs when it is safe. To have my child learn from a program that teaches children to run away from the police in order to be safe goes against everything that I teach him as a parent."
Alyson Miles	Huntington, WV	2020-08-25	"I'm perplexed how this got WASC accreditation, when the "Drs." teaching these classes i.e. "Dr. Pajet Monet (aka Fire Angel aka Paige Monet aka Paige N Billings, yes BILLINGS) and "Dr." John Billings and at least 2 others got their UNACCREDITED "Doctorate of Research" from Roger Billings' "university" he founded and received the very first such doctorate from. How are these classes better than what our local credentialed teachers can provide? WHO is teaching our kids? The subject matter also does not correspond to what my other two children have done through Common Core in 5th grade. The bar is set loooooooooow, and our students deserve better than 4 minute videos and a 4 or 5 question quiz."
Denise Mazurik	Hilo, HI	2020-08-25	"I'm sure there is plenty of appropriate content but I've seen enough to know there is plenty that is not. I can't be home with my daughter while she does Acellus to discuss why so many pieces of their content are wrong and why. Many examples I've seen have no place in any curriculum, let alone for children. I would make it a teachable moment if I could, but again, I can't be home with my child."
Audra Robinson	Honolulu, HI	2020-08-25	"I'm signing because our children deserve an unbiased, morally sound education. It's bad enough parents who aren't trained to teach are teaching them, this is unacceptable."
Stephanie Stewart	Hawaii	2020-08-25	"I am utterly repelled by the content of the acellus website. My 8 <sup>th</sup> grader watched an acellus video about mining. To demonstrate mining the lady in the video shows how she is digging chocolate out of a cookie. She is mining chocolate. How is this appropriate content for an 8th grader"
Peter Shaindlin	Honolulu, HI	2020-08-25	"Obviously this is perversely conceived and propagated by a mentally unhinged person. Save our children."

Name	Location	Date	Comment
Nicole Salmo	Honolulu, HI	2020-08-25	"this is seriously making me question using this for my kindergartner and first grader, and regret that i have already begun the programs"
Rev Kyle Lovett	Honolulu, HI	2020-08-25	"I'm horrified at the curriculum segments I've seen! How can the Hawaii DOE and BOE support these messages of sexism, racism, and other divisive issues? It's 2020! The very subtleness of these messages is like the conspiracy and false news orgs that have become prevalent on cable "news" media. I sincerely, and with great concern, feel the HIDOE is hastily selecting a potentially damaging curriculum in the quest for expediency in this pandemic."
Theresa Ellis	Honolulu, HI	2020-08-25	"Unacceptable curriculum for anyone!"
Stephanie Anfinson	Kahuku, HI	2020-08-25	"As an elementary teacher of 38 years I can see many questionable lessons in the Acellus program. Many parents have begun to post inappropriate lessons on the website and on this petition. It won't take the DOE committeee long to see that this is not good teaching, not effective and appropriate instruction. There must be much more professional programs to choose from. Ask other school districts in leading areas if you are at a loss. Thank you,Stephanie Anfinson"
Claudia Hilton	Kapolei, HI	2020-08-25	"This curriculum is unacceptable for my 2nd grader."
Kari Albers	Honolulu, HI	2020-08-25	"This content is disgusting and highly inappropriate for our children"
Carrie Curtis	Kaneohe, HI	2020-08-25	"The content is terrible outdated and at times disturbing. The mid nineties self help guru leading physical education and SEL is particularly off putting. Our kids deserve better. We finished the entire days lessons in 4 subjects in an hour."
William Kittredge	Honolulu, HI	2020-08-25	"I'm signing because our children deserve better. This program has obviously been chosen with a lack of vetting or with overall cost in mind. Our DOE did not do right by its students. The DOE has said that it has used this program for years makes me think that they have actually chosen saving money over enriching minds."
Hilarie Alomar	Honolulu, HI	2020-08-25	"I'm a very concerned parent of three school aged children!"
Janet Abreu	Koloa, HI	2020-08-25	"This is very disturbing and it needs to be removed immediately!!!"
Nadine Shrivastava	Honolulu, HI	2020-08-25	"This is unbelievable!! Everything about the program is wrong. No outside support from teachers?? And the leading and suggestive content?? This is not ok. Get this rubbish out of here!!"
Joshua Brown	US	2020-08-25	"What the hell is towelban. Ever if it is meant to be racist, and try to be funny.... it actually is supremely dumb."
Mark Moselle, M.Ed. - Harvard University	Fifty Lakes, MN	2020-08-25	"Nope, not happening - not with my grandkids! Unconscionable."
Rin C	Fort Worth, TX	2020-08-25	"Our Leuko deserve better !"

Name	Location	Date	Comment
Valerie Ledward	Waipahu, HI	2020-08-25	"Curriculum is unacceptable for my elementary school grandkids! All schools should cancel this program if they're using it or in the process of using once the 4 weeks are over."
Lori-Anne Fay	Honolulu, HI	2020-08-25	"It sounds incredibly ignorant! Having been raised in Boston education is a fundamentally and essentially import to the core of who we are, how we learn to love learning, how we grow and who we ultimately become. My six children are young adults now but if this was sent as part of my child's educational materials I'd not only reject it but also file a class action lawsuit against the company. Materials, like textbooks need to be updated and remain relavent, and this material sighted is inappropriate, morally questionable and poorly conceived."
Lily Robillard	San Francisco, CA	2020-08-25	"This Acellus software is not teaching the curriculum and is shortchanging students who have been given no other choice for their education. This is not acceptable!"
Gabi Chapman	Mililani, HI	2020-08-25	"I have seen some very strange and questionable content."
Eliana Brodsky	Wahiawa, HI	2020-08-25	"Our children deserve better!!"
Donese Martin	Honolulu, HI	2020-08-25	"I find some of the content that has been highlighted, is inappropriate and offensive! I do NOT want my child being taught in this manner!"
Samantha Preis	Kaneohe, HI	2020-08-25	"It's true, there is racist and sexist stuff in the program. And I don't like the fact that the founder of this program is a known polygamist."
Starrlynn Asami	Wailuku, US	2020-08-25	"I'm raising my children to have a moral compass, which the developers of this software apparently lack."
Heidi McKeague	kamuela, HI	2020-08-25	"Content is inappropriate"
Judith Florey	Sarasota, FL	2020-08-25	"I want a good education for my grandkids. I love Maunawili and this program does not represent the quality education they usually receive. Find a reputable publisher for educational materials."
Pi'ilani Erbe	Kurtistown, HI	2020-08-25	"Content is not age appropriate. It's mediocre and well under performance levels. Aside from other accusations, my biggest concern is that my children will not be in the right grade content level as other students who are doing distance learning with a teacher."
Leilani Willing	Kapolei, HI	2020-08-25	"ALL of our kids deserve better. I have my 3rd grader on with Acellus and thus far we haven't been exposed to any of these horrific lessons, so for that I am thankful our school takes the time to filter these lessons. I sign because I know not all parents/schools will have the luxury of a school professional filtering these wacky videos for appropriateness. Yes its a pandemic and we should be thankful that we have something, but lets not take this generation backwards, lets imua and move forward."



Name	Location	Date	Comment
Kiele Muraco	Haleiwa, HI	2020-08-25	"The content is at times inappropriate and I think we could do better."
Christopher Edwards	Honolulu, HI	2020-08-25	"Take public education seriously, we'd shouldn't deliver poor distance learning tools just like shouldn't deliver poor textbooks"
Caryn Fukuda	US	2020-08-25	"This is ridiculous and wrong on all levels"
Amber Adkisson	MILILANI, HI	2020-08-25	"HIDOE this is the worst possible curriculum for our keiki! Do better! So many options out there and HIDOE locked us into this garbage program!"
Amanda Shumow	Malibu, CA	2020-08-25	"This is completely inappropriate and we need to do better. Ridiculous."
Monica Lau	Seattle, WA	2020-08-25	"No school in any state should use this program!"
Risa Weddle	US	2020-08-25	"risa Weddle"
Kasey Brown	Oakland, CA	2020-08-26	"I am a teacher and this curriculum is harmful to our kids."
Chere Nulph	Battle Ground, WA	2020-08-26	"It doesn't sound like solid curriculum"
Felicia Alves	Honolulu, HI	2020-08-26	"I believe Acellus is NOT educationally appropriate."
Dustin Barca	Kilauea, HI	2020-08-26	"Because this program is so wrong and against the moral expectations of our education system ."
Nataliya Peck	Kapolei, HI	2020-08-26	"I am signing because this program is buggy, poorly designed and not up to my standards. My 2nd grader is watching preschool videos and materials! Other parents of older children report inappropriate and racist content. This is unacceptable."
Kaala Clarke	Anahola, US	2020-08-26	"Ka'ala Clarke"
Kellen Inafuku	Waipahu, HI	2020-08-26	"I'm signing this because of the blatant cultural bias and disrespectful history curriculum I've seen examples of. I don't have access to more but I can imagine what it is like.Our distance learners deserve better."
Hailama Ani	waianae, HI	2020-08-26	"Keola boy"
Cody White	Wahiawa, HI	2020-08-26	"Acellus is racist"
MaryAnn Omerod	Honolulu, HI	2020-08-26	"Irresponsible of Kishimoto not to review Acellus before recommending the use of the program for Hawaii's children."
Ann Keeler	Kapaa, HI	2020-08-26	"Their version of Hawaiian history of just plain wrong. A'ole.... obviously not vetted. Did they give money to the higher ups. Teachers should just teach their students online. That is what we're doing at my school."
Eva Malati Silva	Pukalani, HI	2020-08-26	"Please"

Name	Location	Date	Comment
Lea Minton	Hauula, HI	2020-08-26	"This content is horrifying and BOE should pull Acellus immediately on"
Sandy Webb	Mililani, HI	2020-08-26	"Our keiki deserve quality online learning platforms and among other deficiencies this platform expressly violates mandates for Hawaiian cultural education for all students"
Melissa Lindsey	Waikoloa Village, HI	2020-08-26	"It is sad that I need to monitor my daughters schholing online due to this information. This needs to be discontinued"
Laurie Furumoto	Haiku-Pauwela, HI	2020-08-26	"This as bad as teaching that Spanish conquistadors were "liberating" the Aztecs, Mayan, and Incan peoples, or that Custer behaved honorably in the battle of Little Big Horn...."
Wilbur Luna	Kapolei, HI	2020-08-26	"This version of Hawaiian history is wrong! The settlers that make up the majority have no idea or refuse to understand because they have been colonized & Americanized! The BOE & DOE are incompetent!"
Christopher Herrmannn	Bowie, MD	2020-08-26	"Racism in education is never right."
Fiatagata Memea	Kahuku, HI	2020-08-26	"Eventhough I don't have any children in the school system here in Hawaii, and especially during these unprecedented times, with the COVID-19 virus surging, but it is my prerogative to be an advocate for the education of children, all children. I have always been an advocate for my children from the time they were born, and onto their education, at all levels. It is a parents right to advocate for their children and demand that those entrusted with the education of ones child, should do so according to guidelines set forth by the laws of the Constitution. A board of education doesn't have the right to demand that the parents decide either way, even if it will hinder the education of the children. MAHALO, Fiatagata Memea"
Lisa Fuller	Honolulu, HI	2020-08-26	"Our schooldeserve better"
Isaiah K-Aloha	Honolulu, HI	2020-08-26	"It's wrong"
michael stevens	Terre Haute, IN	2020-08-26	"As someone who lived in Hawaii for half a decade and saw first hand how the colonialism of 200 years really damaged the Hawaiian culture, I think it is extremely important for students to learn factually correct histories of their Islands. I just saw a screenshot of this program with inaccurate information, misspelling, and even wrong dates. fix it, or kill it."
Carmina Costello	Aiea, HI	2020-08-26	"Racism has no place in education or society"
Michelle Smith	San Diego, CA	2020-08-26	"Michelle Smith"
Ann Piamonte	Kapolei, HI	2020-08-26	"The program and content is horrible."
Ikaika Anderson	mililani, HI	2020-08-26	"The information regarding Hawaii is entirely inaccurate and should not be taught to anyone."

Name	Location	Date	Comment
S Yamauchi	Kapolei, HI	2020-08-26	"Acellus gives out incorrect information, some parents and children believe everything that is online and the program has a cult origin/background"
Rebecca McGuire	Honolulu, HI	2020-08-26	"I'm concerned about my child's education."
Tracy Perez	Kailua, HI	2020-08-26	"Inappropriate content in their lessons, there are plenty of other appropriate choices. I chose not to accept this program as part of my child's development and wish the same for all children."
Germaine Salim	Honolulu, HI	2020-08-26	"we can do better"
Jennifer Wilson	Clinton, UT	2020-08-26	"I'm signing because I'm worried about my nephews. Some of those videos are not appropriate and very wrong to be teaching kids."
Gpua Goracorrea	Honolulu, HI	2020-08-26	"Get KISHIMOTO out"
Kelly Lo	Alameda, CA	2020-08-26	"This content is disturbing and clearly not created by actual teachers. Kids deserve access to better and more appropriate online learning."
Kim Kozuma D.V.M.	Hilo, HI	2020-08-27	"In a rush to provide education in Covid times, we shouldn't do so in a rushed careless way. This is abhorrent!"
Albie Miles	Honolulu, HI	2020-08-27	"As an educator and parent, I fundamentally disagree with the propagandistic content. I viewed multiple sections of this curriculum and found it shockingly poor quality and unprofessional. It is filled with grammatical and other errors, age inappropriate and irrelevant content, nonsensical statements and political propaganda. A child (and the state budget) would be better off by simply having children read books. This curriculum is not just bad, it is a pathetic and cynical attempt to use state funds to convey political bias and call it "education.""
Mary Gora-Aina	Waianae, HI	2020-08-27	"That program does not fit our educational requirements. It also is not correct historical account of Hawaii. It's so politically incorrect & inappropriate"
Borjana Lubura-Winchester	Honolulu, HI	2020-08-27	"I am signing because my children are using this program and it is absolutely terrible, racist, inappropriate, and outdated program created by self-proclaimed PhD person with the non-accredited university. Our children deserve better! Borjana."
Darsha Lee	Honolulu, HI	2020-08-27	"Bullshit. I'm not paying for this as a taxpayer"
April MC	San Diego, CA	2020-08-27	"Thank you Heather for bringing light to this horrible program. We've been desperately contacting everyone in our district & dept of ED here in California to no avail for weeks. It was your petition & the articles that followed that finally tipped the scales for our school! This program is created by cult members who are related to Billings, have fake degrees from his fake college. The content for children is sexist, racist & damaging to the developing mind. Tip to others looking for info, google: Roger Billings , Ken Asay church of Jesus Christ in Zion, cult living in a cave & his family members who are the "teachers" "dr" Paget Monet (AKA Paige Nicole Billings), "dr" Eileen

Name	Location	Date	Comment
			Dayton (AKA Eileen Billings) the list goes on the staff with last names Sauer, merkely , Sargent, Asay & more are all related and all live on the compound (an old limestone mine/cave) All their degrees are fake from Billings fake college. They have run scams for 20 years in many different fields."
Lei Ayat-Verdadero	Ewa Beach, HI	2020-08-27	"It's wrong to pass this miseducation on, and it's an utter shame for Hawai'i leadership to okay this mockery."
Chris Parker	Haleiwa, HI	2020-08-27	"Our children deserve the best online program that's intelligent and well written. It's sad that this program wasn't vetted properly."
Paige K	Honolulu, HI	2020-08-27	"As an educator and a Hawaiian woman, I am outraged by this racist, homophobic, transphobic, and misogynistic curriculum. I am particularly disgusted, given the history of the weaponization of education following the illegal overthrow of the Hawaiian Government in 1893 which resulted in the denationalization of Hawai'i's school-aged children, and many generations thereafter. Our keiki deserve better than this bullshit."
Nohea Leopoldo	Kapolei, HI	2020-08-27	"They should be mindful of what is downloaded on their teaching site!"
Robin Mikolyski	Waialua, HI	2020-08-27	"Our children deserve the best out there! From what I've seen, I can say that Acellus is a terrible program."
Kelsea Armstrong	Princeville, US	2020-08-27	"Fuck your racism. Fuck your harms to national consciousness."
Brett Jones	Kaneohe, HI	2020-08-27	"Racist, far right wing curriculum has no place in Hawai'i"
Shannon Robinette	Chugiak, AK	2020-08-27	"Our children deserve better"
Noel Nicholas	Los Angeles, CA	2020-08-27	"I'm signing because this racist, homophobic, transphobic, misogynistic curriculum is beyond harmful to the children of any corner of the world and particularly has no place in the Kingdom of Hawaii where the wounds of white supremacist colonization still harm generation after generation even before they're exposed to this bullcrap."
Joshua Coffey	Waianae, HI	2020-08-27	"I support God"
julie taylor	Waikoloa, HI	2020-08-27	"It's what Is Right!!!"
Joy chinen	Kaneohe, HI	2020-08-27	"I'm signing because the some of The messages in this curriculum have an agenda to make our little keiki become used to violence, cigarettes, inappropriate actions. Please get rid of this. I'm so glad it got exposed!"
Nellie LeMonier	alameda, CA	2020-08-27	"I want kids to have a good education."
Jacquelyn Dowsett	Lahaina, HI	2020-08-27	"This is disgraceful!"
Teresa Gomez	Honolulu, HI	2020-08-27	"I would like to know WHO IS PROTECTING OUR CHILDREN? It is time that the good teachers stand strong against the bad teachers and we as parents and grand parents need to be on guard for what is happening in our public schools. Even if you don't have children

Name	Location	Date	Comment
			your tax dollars go to fund these schools so every tax paying citizen has a right to see what they are teaching our children. Acellus is simply disgusting!!! Here is just a clip from one: Parent submission of "Sweetie Lips" lesson"
Malu Kido	Honolulu, HI	2020-08-27	"The curriculum is unacceptable! Our keiki deserve better!"
Yonathan Meirzadeh	Honolulu, HI	2020-08-27	"It's important to stick to facts and teach history like it happened....if it doesn't match Wikipedia it's dumb anyway"
Wendy Wells	Mountain View, HI	2020-08-27	"I'm signing because I am a public school teacher and this program is offensive and dangerous. If the DOE has been using it for 18 years, why have no teachers ever heard of it? Also, why would you use an 18 year old platform in todays day and age?"
Kawai Anakalea	Brooklyn, NY	2020-08-28	"HAWAIIANS CONTROL THEIR LAND"
Sunset Parent	Haleiwa, HI	2020-08-28	"Sunset Beach is using this. Please take it out!"
Arenui Anderson	Salt Lake City, UT	2020-08-28	"This content seeks to indoctrinate instead of teach the truth, the truth of Hawaii and its people, which we desperately need to keep."
Atheena Arasoo	Ewa Beach, HI	2020-08-28	"This is absolutely disgusting and unacceptable. DOE needs to be accountable for the huge mishap they've made here."
karin omahony	waimanalo, HI	2020-08-28	"And whoever bought this curriculum should lose their job"
Maile Miyake	Anahola, HI	2020-08-28	"This information in incorrect and we shouldn't be teaching future generations information that is unreliable."
Sharon Paishon	phoenix, AZ	2020-08-28	"I do this with my 7 year old granddaughter. The program is a joke.Shes not learning anything and most of the time you cant hear what they are saying.You listen to 20 minutes of useless talk to answer simple and repetitive questions.And showing a gun for the letter G is outrageous"
Christopher Sr	Waianae, HI	2020-08-28	"HELPING THE CAUSE"
Diana Wells	Eugene, OR	2020-08-28	"This racist, sexist digital learning platform needs to be forced off the market, and DOE, even under this racist president, must end its support of this program immediately."
Aja Toscano	Honolulu, HI	2020-08-28	"Support Native Hawaiian educational programs and educators!! There is absolutely no need to outsource for a racist distant learning program."
Danielle Delise	HONOLULU, HI	2020-08-28	"Racism has no place in Hawaii public schools. It's a disgrace and an injustice to Hawaii students."
N. Shoji	Kailua, HI	2020-08-28	"shameful. :{"
Amanda Gareis	US	2020-08-28	"Racist, sexist, shameful, disgusting."
Roohi Syed	Hayward, CA	2020-08-28	"This is not education, this is islamaphopic propaganda!"

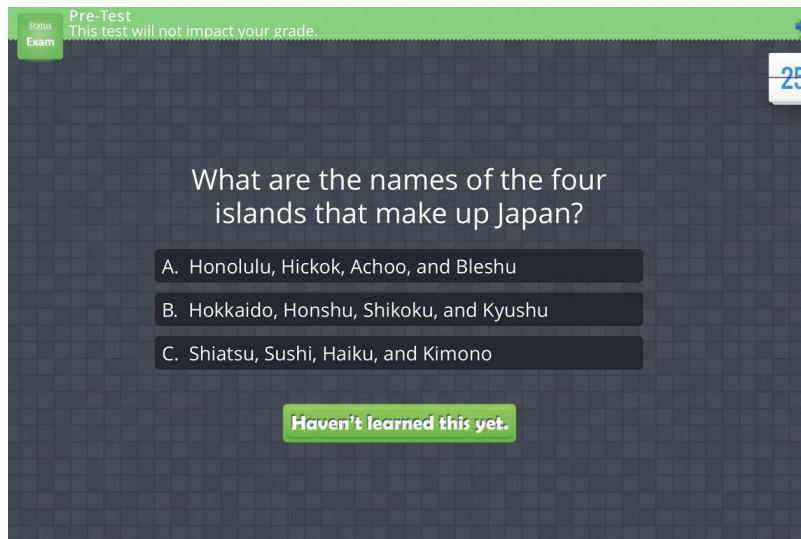
Name	Location	Date	Comment
Laura Miller	Laie, HI	2020-08-28	"This disgustingly pathetic excuse for educational curriculum, its false representation of information, horribly inappropriate educational material for associated age groups, and its teachers/mentors that have left me feeling deeply disturbed, should not be used whatsoever in any setting for children."
Lynn B	Oakland, CA	2020-08-29	"I care about our students- and the product acellus is releasing in this day and age has racist content- end of story- removing lessons is not reparation."
Stephanie Purvis	Wahiawa, HI	2020-08-29	"I'm signing this petition because this is not appropriate for children, especially not a 3rd grader or below. Also, my son has ZERO face time with his "teacher" all of his lesson plan is this Acellus program or iready. I understand that we chose to.do 100% distance learning for this semester, but my 8th grader has meetings with his teachers at a minimal of every other day and he is 100% distance learning this semester as well.."
Melissa Akoni	Pahoa, HI	2020-08-30	"This program is unfit to be taught. false, misleading, and insufficient information on the History of Hawaii as well as on many other subjects. This program should never have been approved by the DOE"
Jill De Leon	Kapolei, HI	2020-08-31	"It's my right!"
Jose Moreno	Bakersfield, CA	2020-08-31	"Teaching wrong"
Denzel Scott	Wahiawa, HI	2020-08-31	"It's trash af.....I'm I meant IT'STRASH AF!!!!"
Jalissa Delvalle	Fort Lauderdale, FL	2020-08-31	"Accuracy"
Andrew Babagay	Modesto, CA	2020-08-31	"It's blatantly inaccurate...it's just wrong."
Afan Wood	Haleiwa, HI	2020-09-02	"The programs are. Infusing and poor write it."
Regina Orr	haleiwa, HI	2020-09-02	"My Children attend Sunset Beach Elementary and I think this program is a time consuming waste of space."
cassandra daggett	Hilo, HI	2020-09-10	"Wow! I mean I knew it was corny and very odd but this is rewriting history with a very racist and dangerous agenda. Yuck."
Ryan Weston	Richmond, VA	2020-09-11	"Cain't."
Jennifer Veeck	US	2020-09-11	"I'm signing this because this program will cause more harm to our students. The videos are inappropriate, offensive, degrading to women, racist, bigoted, it expose students to illegal activities and is done in a suggestive manner that can easily influence young minds."
kilin reece	Kailua, HI	2020-09-11	"Terrible Hawaiian History"
Tasha Garcia Gibson	KAILUA, HI	2020-09-12	"Our keiki deserve better"
Rich pedrina	Kaneohe, HI	2020-09-12	"Not only are they disrespecting in many aspects. Not understanding proper pronunciation. Leaving out the most

Name	Location	Date	Comment
			important part of history. Very disrespectful to the Hawaiian community. Something we no longer will tolerate. We shouldn't face have to be second class citizen in our own native land."
Stacy Lau Baumann	Kaneohe, HI	2020-09-16	"Our keiki, our future!"
Leilehua Yuen	Hilo, HI	2020-09-16	"The information about Hawai'i is wrong, our monarch's name mis-pronounced, the instructor appears to have no knowledge of Hawaiian history and culture."
Keli and Kaleo Kalauoka 'ae 'a-Kahele	Hilo, HI	2020-09-16	"Our keiki is being misinformed and not being educated about the truth of our hawaiian culture and people."
Christine Rogers	Sacramento, CA	2020-10-05	"My children are being forced to use two of their programs. After the content set off many red flags I began researching it. This program and it's content are not fit for children of any age. Schools should pull support immediately."

## EDUCATION

# ‘G is for Gun’: Online Curriculum Outrages Parents

Racist, inaccurate content in lessons stirs backlash; Acellus founder denies claims about alleged religious sect



A screenshot taken by a parent of one of her child's seventh-grade lessons on Acellus.

By [Yoree Koh](#)

Sept. 22, 2020 3:55 pm ET



**Listen to this article**

12 minutes

Paige Kemerer opened her school's new online program and saw a lesson that used an image of beer to teach about St. Patrick's Day. Another used the wrong picture for St. Augustine, Fla. And one inaccurately said Rosa Parks was arrested because she didn't sit in the Blacks only section on a bus, instead of correctly noting that she refused to give up her seat to a white man, said Ms. Kemerer, a third-grade teacher at Kapa'a Elementary School on the island of Kauai in Hawaii.

Ms. Kemerer said she concluded the material wasn't suitable, told her principal she didn't want to use it, and stopped using the program for her class earlier this month.

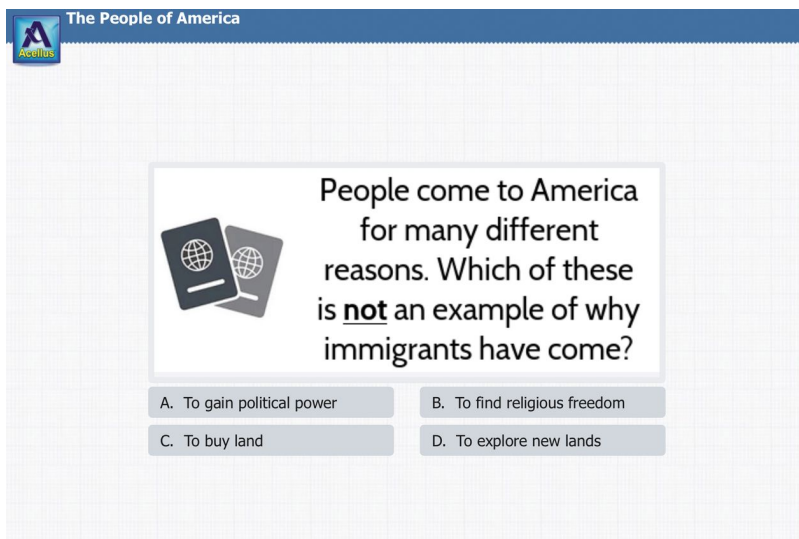


The online program, called Acellus Learning Accelerator and purchased by schools to help with remote learning, is sparking complaints from parents and teachers in Hawaii and elsewhere. Hawaiian parents by the thousands signed a petition and lodged complaints calling Acellus content racist, sexist and low quality, according to a Change.org petition and written testimony to the Hawaii board of education. Seven schools in Hawaii, four school districts in California and at least one school district in Ohio dropped Acellus this fall.

Schools across the country had used Acellus before the Covid-19 pandemic, which drove a mass shift to online learning. But in places like Hawaii, its use before the pandemic had been limited to small home-schooling populations or for high-school students retaking classes for credit. This fall, Acellus became the primary remote-learning provider at two-thirds of Hawaii schools, covering nearly 80,000 students.

As most of the country turns to remote learning, schools have purchased online curriculum to help with the transition. The online programs are designed to teach students without an adult supervising; some schools mix them with teachers leading a class via a video call. Many educators and experts say districts making the switch to online learning often lack the time or resources to adequately vet the material. Just 18 states have an online course review and approval process and at least three of them include Acellus.

Phyllis Unebasami, deputy superintendent at the Hawaii Department of Education, said at a state board of education meeting Thursday that the department didn't thoroughly vet Acellus before offering it as an option to schools. She said that she didn't know whether the curriculum met state standards and that the department is going to start a comprehensive review of the program.



A screenshot taken by a parent of one of her child's fifth-grade social-studies lessons on Acellus.

Roger Billings, the founder of Acellus, which is based in Kansas City, Mo., said he doesn't believe the parent complaints are accurate. In an interview, he defended the quality of Acellus's curriculum and said he believes the complaints are manufactured as part of an organized campaign to attack him by people from his past, describing the accusations as "very thin and unfounded."

According to its website, Acellus was created in 2001. Mr. Billings said 6,000 schools that have 3.5 million students currently use Acellus. It couldn't be determined how many schools used the program before this fall.

"I don't think any parents have raised any issues," he said in the interview. He declined to comment on specific complaints in the parents' petitions.

"It's a magical system with technologies like none other," said Mr. Billings, in a video sent last week to schools using the program.

Hawaii's schools opened last month and are teaching online only. Schools may choose their own online content, according to state policy. The Hawaii Department of Education recommended three online learning platforms for schools to use this fall: Acellus, Arizona State University Prep Digital and Florida Virtual School Global. Two-thirds of the schools chose Acellus, the department said.

The Hawaii Department of Education declined to comment beyond the deputy superintendent's remarks at Thursday's board meeting.

Mark Mauikānehoalani Lovell, a teacher in Honolulu, was surprised when his Instagram post showing an Acellus video of a lesson on Hawaiian history attracted more than 40,000 views after he published it on Aug. 28. He said, in an interview, that he was appalled by the lesson, which misspelled the name of the island region's last queen and glossed over the coup d'état that led to its forced annexation to the U.S. "Three minutes is long enough to change an idea in a person's head. That video was nothing innocent," Mr. Lovell said.

The Delaware City School District in Ohio told parents it reviewed Acellus in greater depth after receiving reports of troubling content, according to a letter the district sent to parents. It had planned to use Acellus, but decided not to use it after its own review found lessons that contain "racially and culturally insensitive material," said the letter, which was viewed by The Wall Street Journal. The district spokeswoman said a "couple students" used Acellus the previous school year and no issues were raised then.



A screenshot of Roger Billings, the founder of Acellus, in a recent video sent to schools. In the video, Mr. Billings defends the quality of the Acellus curriculum amid parent complaints and media stories.

One middle-school history lesson on Southern plantations said that "slavery was important to keep the economics going," with limited mention of its impact on enslaved Africans, a video viewed by The Wall Street Journal shows. In another, a multiple-choice question asked students, "Osama bin Laden was the leader of what terrorist group?" One answer option was "Towelban." In a video on phonics, an Acellus teacher said "G is for gun" before pulling a toy gun from a box. Acellus told school officials and wrote in a document it sent to Ms. Kemerer's school that was viewed by The Wall Street Journal that the bin Laden and "g" phonics lessons had been removed. It couldn't be determined whether the slavery lesson was removed.

Ember Martin, a mother of five in Honolulu, said she was supervising her first-grade daughter's Acellus lesson when a cartoon bear appeared on the screen and said, "Welcome to the concentration camp." It was referring to a wooded area where the bear and his other animated friends could concentrate.

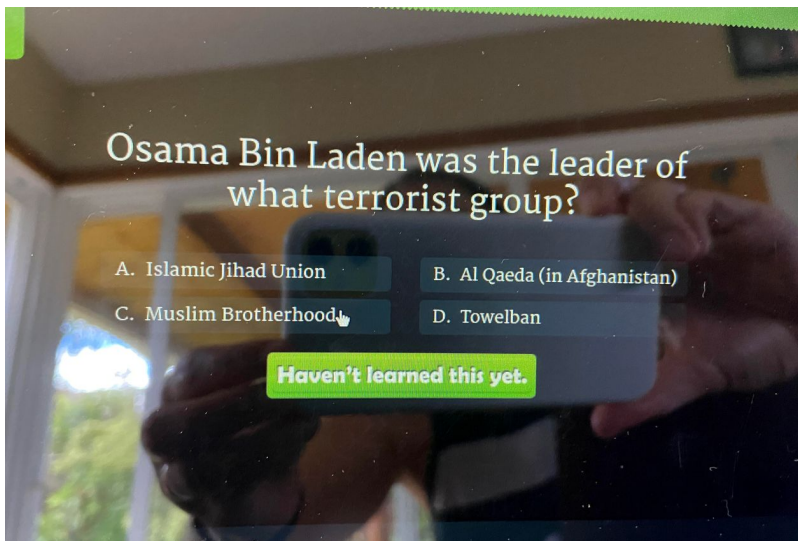
Ms. Martin has refused to use the program since. "It all comes down to why wasn't it better vetted?" she said.

The Hawaii Department of Education reviewed Acellus in May—leading some schools to use it over the summer for high-school students to retake classes they didn't pass—and made it one of its main remote-learning programs for schools to use this fall. The department's website says, "The platform offers over 300 courses, K-12, in every core content area and distance learning instructional materials align to national standards." The department cited the program's "ease of integration" and "positive feedback" it had received from local teachers and schools.

With little experience, districts already stretched thin from figuring out how to reopen safely had to find and vet online curriculum options by fall that would typically take six months to a year to thoroughly review, said Lauren Weisskirk, chief strategy officer at EdReports, a nonprofit that reviews K-12 instructional materials to see whether they align with state and common core standards. EdReports hasn't reviewed any Acellus products.

Mr. Billings, Acellus's founder who goes by Dr. Billings, received his doctorate from the Institute of Science and Technology, a nonaccredited school based in Kansas City that he founded. At least three other Acellus instructors who go by "Dr." also received their "doctor of research degree" from the institute, according to the teaching biographies on the company website.

Longtime Acellus user Preston Carr, director of the alternative learning center at Chino Valley Unified School District in California, a K-12 district serving nearly 30,000 students, said Acellus was one of the first online providers to offer a full elementary curriculum. In an interview, Dr. Carr said Acellus has been helpful for high-school students who need to retake classes for credit recovery. His district has been using Acellus for about seven years, said Dr. Carr, who is featured praising Acellus in a testimonial video on the company's website.



A photo taken by a parent of her child's fifth-grade lesson on the first day of using the Acellus remote-learning program used by her school.

One of the advantages of Acellus was that it cost \$100 a student for six courses whereas competing platforms would charge \$300 to \$400 a course, he said. He said the district uses Acellus sparingly for older students because it isn't as academically rigorous as competing products, adding that he plans to review alternatives to Acellus for the elementary-school curriculum. Dr. Carr said he was aware of some of the recent complaints over the curriculum. Dr. Carr said that his teachers review each lesson before the students view it and that Acellus is correcting the mistakes.

Parents in Hawaii circulated a petition in late August and collected more than 2,500 signatures in an attempt to get the Hawaii Department of Education to ban Acellus, some parents said in interviews. Some parents said they also found past news articles and a 2013 blog written by Mr. Billings's son alleging that the Acellus founder was a polyamorous religious sect leader whose followers live in an underground outpost in Independence, Mo. The blog, since removed from the internet, was circulated with the petition.

Mr. Billings directed the Internet Archive, which stores historical snapshots of websites, to take down the blog on Sept. 1, according to documents viewed by The Wall Street Journal. Mr. Billings claimed copyright ownership of the material as next of kin to his son Aaron Billings, who wrote the blog and who died on Aug. 21, and provided a death certificate to the Internet Archive.

Mr. Billings said, in an interview, there is a "whole big attack culture of a lot of people [who] are very angry because they say I'm a polygamist, a cult leader and [that] I've even

molested children and it's not true.”

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## SHARE YOUR THOUGHTS

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*Should states adopt stronger guidelines around online learning? Join the conversation below.*

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Former Acellus employees, people familiar with the alleged religious sect's activities and emails from one of Mr. Billings's sons viewed by The Wall Street Journal describe Mr. Billings as having been the leader of a religious sect called The Church of Jesus Christ in Zion. Group members who believe Mr. Billings is Jesus Christ have called him “Father,” according to people familiar with the group. Mr. Billings has fathered a number of children with several women he calls “queens” or “celestial daughters,” according to the people with knowledge of the religious sect's activities and his son's emails viewed by The Wall Street Journal. Acellus instructors, including some of Mr. Billings's children, have at some point lived in the underground location, the people said.

La Mesa-Spring Valley Schools District, located near San Diego, dropped Acellus after it saw the complaints about inappropriate content from parents in Hawaii—two days before the start of school this fall. For two years its home-school program used Acellus without complaint from the roughly 50 children enrolled in it, so when it was time to move to online learning this fall the district recommended it to other schools without vetting it, said Deanne Ragsdale, assistant superintendent of educational services.

Earlier this summer, La Mesa-Spring Valley parents voiced concerns about Acellus's alleged connection to a religious sect, Ms. Ragsdale said. The district was assured by Acellus that the reports about the religious sect were unsubstantiated rumors, she said.

The district's decision to drop Acellus was due to the content, she said.

“There were some concerns raised about the background of the founder, but I think it's important to separate the person from the program,” said Ms. Ragsdale. “We have curriculum resources and support from many companies, and I don't know the founders of those companies either.”

—*Jim Oberman contributed to this article.*

For more education news coverage, visit the [WSJ Education Page](#)

Write to Yoree Koh at [yoree.koh@wsj.com](mailto:yoree.koh@wsj.com)

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Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Act to prevent Legionella outbreaks in re-opening schools!**

1 message

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**Andrea Jani** <jania34@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Mon, Oct 12, 2020 at 10:27 PM

Dear HI Board of Education,

As you may know, officials have found Legionella - a potentially deadly respiratory pathogen - in the water systems of some schools as they prepared to re-open after Covid closures. ([Here](#) is a good overview by the New York Times.) Legionella pneumophila is a bacterial pathogen that can establish in water systems that are not flushed regularly. From there, the bacteria can get into the A/C systems, become aerosolized and infect people's lungs. Hawaii's warm, humid climate is especially conducive to bacterial growth, and the widespread use of A/C increases the risk of inhalation of bacteria in the water system. Once established, removal of the pathogen from the water system requires treatment and re-testing. (Legionella can't be reliably cleared from the system simply by running/flushing the water because the bacteria form biofilms, i.e. they stick to the inside of the pipes.)

As schools plan to resume in-person learning, it's crucial that school water systems be checked for Legionella and treated if needed. The CDC notes that organizations re-opening after Covid closures should have a testing and management plan for Legionella, and provides guidelines [here](#).

I urge you to act quickly, if you have not already, to assess Hawaii's schools for the presence of Legionella, while there is still time to prevent outbreaks in the event that the pathogen is present. Covid-19 has brought a wave of unprecedented challenges for our schools. Unfortunately, Legionella is one more serious issue that urgently needs your attention and action. Thank you for your continued hard work to support our schools!

Mahalo,  
Andrea Jani





Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**TESTIMONY - Legionella in schools**

1 message

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**Andrea Jani** <jania34@gmail.com>  
To: testimony.boe@boe.hawaii.gov

Tue, Oct 13, 2020 at 9:06 AM

Testimony submitted to the Board of Education General Meeting scheduled for 10/15/2020:

Dear HI Board of Education,

As you may know, officials have found Legionella - a potentially deadly respiratory pathogen - in the water systems of some schools as they prepared to re-open after Covid closures. ([Here](#) is a good overview by the New York Times.) Legionella pneumophila is a bacterial pathogen that can establish in water systems that are not flushed regularly. From there, the bacteria can get into the A/C systems, become aerosolized and infect people's lungs. Hawaii's warm, humid climate is especially conducive to bacterial growth, and the widespread use of A/C increases the risk of inhalation of bacteria in the water system. Once established, removal of the pathogen from the water system requires treatment and re-testing. (Legionella can't be reliably cleared from the system simply by running/flushing the water because the bacteria form biofilms, i.e. they stick to the inside of the pipes.)

As schools plan to resume in-person learning, it's crucial that school water systems be checked for Legionella and treated if needed. The CDC notes that organizations re-opening after Covid closures should have a testing and management plan for Legionella, and provides guidelines [here](#).

I urge you to act quickly, if you have not already, to assess Hawai'i's schools for the presence of Legionella while there is still time to prevent outbreaks in the event that the pathogen is present. Covid-19 has brought a wave of unprecedented challenges for our schools. Unfortunately, Legionella is one more serious issue that urgently needs your attention and action. Thank you for your continued hard work to support our schools!

Mahalo,  
Andrea Jani



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony: Action Item B (support discontinuing use of Acellus)**

1 message

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**Nicole Grove** <nsgrove@hawaii.edu>  
To: Testimony.BOE@boe.hawaii.gov

Tue, Oct 13, 2020 at 9:50 AM

Dear Members of the Board,

I am writing in support of Action Item B: discontinuing the use of Acellus in all Hawaii public schools by the end of the 2020-2021 school year, and providing immediate accommodations for families who wish to stop using this program.

Thank you Chair Payne and members of the Board for this proposal, and for acknowledging the many problems with this platform and its content, which parents and educators have been documenting over the last few weeks.

First, I fully support the language in the proposal that recommends all families be allowed to discontinue use of Acellus effectively immediately and be provided alternatives to learning regardless of whether or not they are choosing full distance learning.

There is ample evidence of discriminatory content documented by parents and teachers to warrant concerns about racial discrimination, the separation of church and state, and equal protection in Acellus curricula. Even if there is some select Acellus content Superintendent Kishimoto considers "acceptable," we know a broken clock is right twice a day. The presence of some non-discriminatory content does not justify the ongoing use of our children as test cases and free labor for Acellus, as the company continues a series of deeply unethical practices including scrubbing content and then denying its existence; paying for faux news sites to promote its poor platform throughout the state; and targeting Hawaii parents in Acellus weekly video messages for simply shedding light on this content.

I believe the DOE should consider amending its Oct. 12th letter to reflect that families and teachers may choose to stop using Acellus immediately, as the current language of the letter leaves too much to interpretation by principals. Already parents are communicating that they've approached their principals about being let out of Acellus after the circulation of this communication, and are being told that the transition from Acellus will not take effect until Fall 2021. Moreover, other parents may not feel comfortable asking their schools to be let out of the Acellus program in the absence of clear language that ensures they will not lose access to distance learning.

Second, in the interest of transparency and improving public trust, I believe the DOE should release the most recent findings from the Office of Curriculum and Instructional Design (OCID) and the Department's Civil Rights Compliance Branch. The review was conducted in the public interest to evaluate the Acellus program for quality, rigor, and its compliance with civil rights, and it was determined that the program should be discontinued. The content of this review should be public information, as parents should have access to the same information about their children's curricula as they would in a physical classroom.

Third, while the BOE proposal makes clear that the use of Acellus should be terminated by the end of the school year, this language is not in the Oct. 12th letter sent to families from the Superintendent. Instead, the Oct. 12th letter states that the DOE review team recommended Acellus "be discontinued as a primary curriculum resource" and that they would be working with schools that use Acellus to identify and leverage content found acceptable. After speaking with a number of parents and educators, there is still a lack of clarity around what this 'phasing out' process will look like, and when it will happen. I believe that in the interest of clarity and transparency, the DOE should provide further information about how and when it will be phasing out Acellus, including a date for terminating use of all products provided by this vendor. This information should be communicated clearly to families in a timely manner.

Finally, I believe that in an effort to restore public trust around curriculum selection, the DOE should provide further information on its revised process for evaluating outside curricula going forward. Like many other parents and educators, I think our focus should be on using our local teachers' expertise, and utilizing local resources for developing distance learning and/or online content going forward. To date there has been a lack of transparency around how Acellus ended up in so many schools as their primary delivery platform for distance learning despite negative reviews by the DOE's own curriculum specialists months ago. Rather than provide a clear answer, we are left deciphering oblique language around whether or not Acellus was "adopted" by the DOE. This is a distraction. The DOE's new vetting process is a matter of public concern and therefore should be transparent going forward so as to avoid another expensive and harmful mistake that our children are paying the price for.

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As an addendum, I am sharing with you two reports using data collected from parents and teachers that contradict DS Unebasami's claims made at the Sept. 17th BOE meeting about how Acellus is currently being used in schools. I hope these reports can contribute to the Board's work toward an honest and clear conversation with the DOE about these unresolved issues.

The reports attached contain data from an anonymous survey created by/for Hawaii parents to: 1) document concerns regarding their children's use of Acellus; 2) determine the number of teacher contact hours their children are receiving; and 3) evaluate how specific schools have responded to parent concerns over Acellus. The second survey was created at the request of several teachers after the distribution of the parent survey through the Hawaii for a Safe Return to Schools Facebook group. These teachers wanted to be able to express their own concerns about Acellus in an anonymous forum, as some referenced fear of reprisal.

The surveys were conducted with limited resources, and thus were not distributed sufficiently to be representative of the entire state. However, even a limited survey found practices in direct contradiction to assertions made at the September 17th Board meeting. My hope is that the survey will provide sufficient concrete and specific data regarding issues raised by yourself and other Board members to justify an inquiry into how Acellus is currently being used in public schools.

Thank you for reading, and for all of your ongoing efforts regarding this issue.

Sincerely,

Nicole Grove

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Nicole Sunday Grove  
Associate Professor of Political Science  
University of Hawai'i at [Manoa](#)  
[2424 Maile Way](#), Saunders 640  
Honolulu, HI 96822

  
Email: [nsgrove@hawaii.edu](mailto:nsgrove@hawaii.edu)  
Web: [www.nsgrove.com](http://www.nsgrove.com)



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**Acellus Parent and Teacher Survey Full Report Sept 25.pdf**  
2002K

# Report: Acellus Learning Accelerator

\*Anonymous Survey Distributed via Survey Monkey in the Hawaii for a Safe Return to Schools Facebook Group

\*Survey data collected September 18-25; N=28

## Parent Survey (pgs. 7-78)

### Overview

This data in this report was collected via an anonymous survey created by/for Hawaii parents to: 1) measure concerns regarding their children's use of Acellus; 2) determine the number of teacher contact hours their children are receiving; and 3) survey how specific schools have responded to parent concerns.

### Highlights

- **86% (N=24) of respondents at 21 different schools said Acellus is currently being used as their school's primary delivery platform for distance learning.** Some respondents who answered 'no' have children at schools that chose to drop Acellus as their DL provider in response to parent concerns, including Hickam Elementary.
- **78% of respondents said they were given no other options to Acellus for distance learning:** This includes 21 'no' answers, and one 'other' answer in which respondent said they were given the choice of either Acellus or in-person classes.
- **46% of respondents said their children are receiving less than one hour to NO teacher interaction per week on Acellus, or that a certified teacher is not interacting with the students at all:** Additionally, 14% said they are only receiving 1-2 hours of contact per week. Teacher contact here is described as taking attendance, sending out general school messages, and sometimes sending out links once a week. No instruction is being provided by the school.

- **Select quotes from parents regarding their concerns about their children's use of Acellus:**

- "I'm concerned with all the reports about racist, inaccurate, and extremely inappropriate content in the lessons. I'm also concerned for my daughter who has an IEP and is not receiving services since we chose 100% distance learning. She also has a GE which was initially denied but her appeal was approved. We feel like we don't have a say because her GE could be cancelled if we cause waves."
- "Completely inadequate. We feel our children are falling behind."
- "No interactions at all for students with peers and a teacher. I was hoping that they would meet maybe at the very least once a week to even play a game or socialize with peers but we don't really get much interaction from the teacher..."
- "Poor quality; false content; written, run, owned by cult; inaccurate content; below grade level; horrifying lessons; no continuity; hard to navigate; worst program I could ever imagine!"
- "Students participating in Acellus were not provided with common core standards based instruction and will not have learned the skills they need to perform on statewide assessments. I question whether the right people are "reviewing" Acellus now. If they can't even honestly answer questions about how Acellus was chosen in the first place, how can they possibly be trusted to be truthful in their review of the program?"
- "The assessment included old fashioned casual racism that was seemingly intended to be humorous. The actual lessons were not rigorous or challenging in any way."
- "It's not certified, principal ignored my concerns and I was forced to enroll my child into the blended environment, which I didn't want."
- "It is a very sloppily made platform with lots of technical issues (i.e. text running under sidebar when typing, sound going in and out, can't click to a previous page of instruction, can't repeat a segment). It is also very basic, below grade level (letter recognition and additional under 10 for 2nd grade?) and redundant.
- "[My daughter's] pediatrician is concerned for her mental state being forced to use Acellus and asked me if I considered homeschooling."
- "Based off the content of my child's classes she has had nothing but religion based lessons for social studies. She is not taking religious studies!"
- "The program has racist, whitewashed and sexist undertones, but aside from that, the curriculum is remedial and very dated. There are also a lot of religious references. I am extremely concerned that there are absolutely NO writing assignments at all, which is a crucial skill to learn."

- **46% (N=13) of respondents said they were 'not confident at all' in their school's leadership to make the right decision regarding Acellus.** An additional 11% said they were 'not so confident'.
- **75% of respondents said they had no confidence in the DOE to make the right decision regarding Acellus.** An additional 21% said they were 'not so confident'. Only one respondent said they were 'somewhat confident' in the DOE out of total number of participants.
- **Several parents report asking their schools for alternatives to Acellus and being refused:** One parent reports being told to unenroll their child from school (Sunset Beach Elementary); one parent reports having to transfer their child to another school because their school refused to provide alternatives to Acellus and the DOE supported the school's position (Mauka Lani Elementary); parents report being told they are contractually obligated to continue using the platform and/or no changes would be allowed (Waialua High and Intermediate; Kealakehe Elementary); several parents report being told they have enroll their children in blended learning to get out of Acellus despite concerns about in-person classes (Mokulele Elementary; Mililani High; Wheeler Elementary; KIS; Maunawili Elementary).

## Recommendation

The survey establishes unequivocally that DS Unebasami's claims that parents have alternative options to Acellus for distance learning, and that Acellus is not being used exclusively for distance learning are false and should be investigated. Parents report practices in direct contradiction to DOE assertions made at the last Board meeting. The Board should recommend an independent and systematic investigation into the use of Acellus in Hawaii public schools.

## Report: Acellus Learning Accelerator

\*Anonymous Survey Distributed via Survey Monkey in the Hawaii for a Safe Return to Schools Facebook Group

\*Survey data collected September 22-25; N=5

# Teacher Survey (pgs. 79-98)

## Overview

This survey was created at the request of teachers after the parent survey was circulated. The data in this report is anonymous, and is meant to capture: 1) teacher concerns regarding the use of Acellus in schools; 2) how schools are using Acellus; and 3) whether or not teachers feel compelled to use this program despite their better judgement as educators.

## Highlights

- **100% (N=5) of teachers report Acellus is being used as their school's primary delivery platform for distance learning.**
- **80% of teachers report that their schools offered NO alternative to Acellus for distance learning.**
- **80% of teachers report little to no contact with teachers for students using Acellus**
- **100% of teacher report concerns with the use of Acellus in public schools**
- **Teachers report their principals told them the DOE chose Acellus for distance learning, and they did not have a choice in using it.**
- **80% of teachers felt they were being compelled to use Acellus with their students against their better judgement.**
- **60% of teachers who filled out the survey said they have little to no confidence in their principals to make the right decision regarding Acellus; 100% said they had little to no confidence in the DOE to make the right decision regarding Acellus.**

- **Select quotes from teachers regarding concerns about the use of Acellus in Hawaii public schools:**

- “Reported inappropriate content to principal and asked she pull it [from] our school. Response was that she did not have a choice, that the DOE chose this program so she has to use it (Kealakehe Elementary).”
- “[Acellus] is not based on any evidence based practices for teaching. For our SPED students it is not specially designed instruction. While I appreciate the effort to provide an online program to ease the burden of teaching at this time, teachers are held to a standard. We have to follow best practices. There should be a standard for the distance learning curriculum as well.”
- “We are doing nothing for students, it is a shame. The principal has said we’ll let DL students use Acellus. This is a huge disservice to families who need to choose DL due to health and safety reasons.”
- “It’s owned and operated by a cult; it’s written by non- educators without degrees or experience; it is very low academically, students can whip through lessons and pass without trying; lessons are not continual; kids cannot find back and rewatch a lesson once it is pau; it is racist, inaccurate, inappropriate, and sends subliminal messages.”
- “We have come across a lot of problematic and outdated materials. The issue is that we report it and sometimes it will be removed. But honestly, by then it is too late. Students have already been exposed to the content. These things should have been removed WAY before it even got to students.”
- “The Acellus curriculum is outdated, racist, inappropriate, and nowhere near as rigorous as our in-person curriculum. It does not uphold the values or standards that we as a school have worked to establish with students.”
- “There are many lessons that I have seen that I feel are not appropriate for our keiki...the Acellus videos are outdated and really creepy and honestly unprofessional.”
- “Acellus is not standards-based and the videos are not engaging for students. Writing is not covered. Strategies and lessons cannot be viewed more than once. Lessons do not scaffold or breakdown concepts adequately. Students with learning disabilities or learning challenges have difficulty with Acellus.”

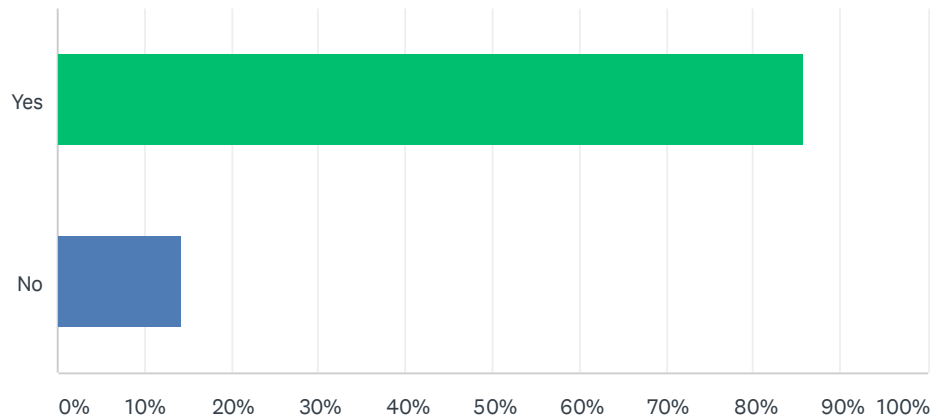


## Recommendation

Even with the limited data presented in this survey, teacher's comments demonstrate serious issues regarding Acellus content and their school's response to concerns raised. Several teachers stated they feel compelled to use this platform by their schools despite their better judgement. Responses from the survey also directly contradict DS Unebasami's claim that the DOE did not 'adopt' Acellus, and that schools have a choice in using it. The Board should recommend an independent and systematic investigation into the use of Acellus in Hawaii public schools.

# Q1 Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

Answered: 28 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	85.71%	24
No	14.29%	4
TOTAL		28

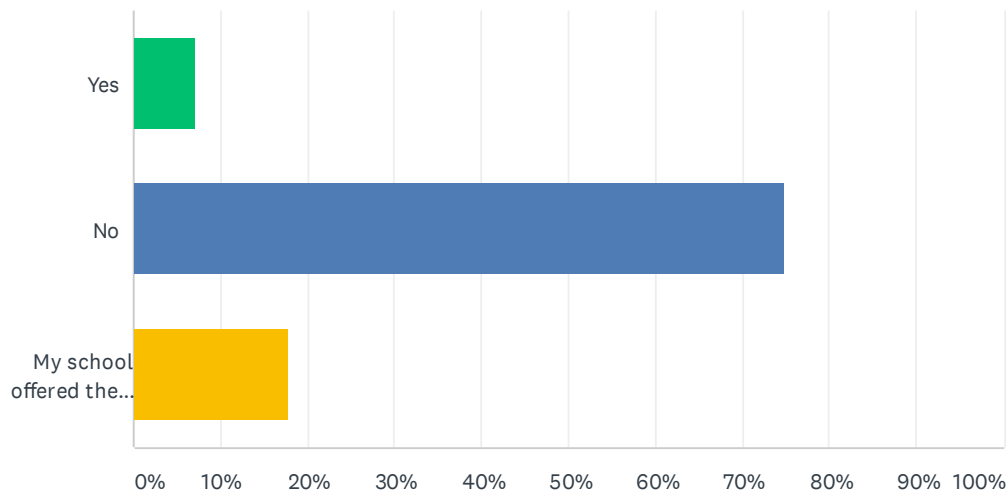
## Q2 What is the name of your child's school?

Answered: 28   Skipped: 0

#	RESPONSES	DATE
1	Mililani High	9/23/2020 2:13 PM
2	EB Desilva	9/21/2020 1:14 PM
3	He'eia Elementary	9/20/2020 4:22 PM
4	Sunset Beach Elementary	9/20/2020 8:41 AM
5	My son attends Mauka Lani, where 200 students are using Acellus. I teach at Kapolei MS, I don't hear too much about Acellus at my workplace	9/19/2020 11:25 AM
6	Kealakehe Elementary	9/19/2020 6:47 AM
7	Waiakea Intermediate	9/19/2020 3:29 AM
8	Pearl Harbor Kai Elementary	9/19/2020 2:21 AM
9	Kamiloiki Elementary	9/18/2020 10:52 PM
10	Hilo Intermediate	9/18/2020 10:13 PM
11	Waimanalo elem and intermediate school	9/18/2020 9:04 PM
12	Sunset Beach Elementary	9/18/2020 7:27 PM
13	Sunset Beach Elementary School	9/18/2020 5:46 PM
14	Kailua Intermediate School	9/18/2020 4:39 PM
15	Sunset Beach Elementary	9/18/2020 4:33 PM
16	Maunawili Elementary	9/18/2020 4:24 PM
17	Makakilo Elementary and Kapolei Middle	9/18/2020 3:31 PM
18	Enchanted Lake Elementary	9/18/2020 3:31 PM
19	KIS	9/18/2020 3:25 PM
20	Mokulele Elementary	9/18/2020 3:00 PM
21	Waiakea intermediate	9/18/2020 2:02 PM
22	Mililani Ike Elementary	9/18/2020 2:01 PM
23	Mililani High School	9/18/2020 2:00 PM
24	Hilo intermediate	9/18/2020 1:59 PM
25	Kaimiloa Elementary	9/18/2020 1:41 PM
26	Wheeler Elementary	9/18/2020 1:23 PM
27	Hickam	9/18/2020 1:13 PM
28	Waialua High and Intermediate	9/18/2020 12:52 PM

### Q3 For full distance learning, did your school provide any other options besides Acellus?

Answered: 28 Skipped: 0

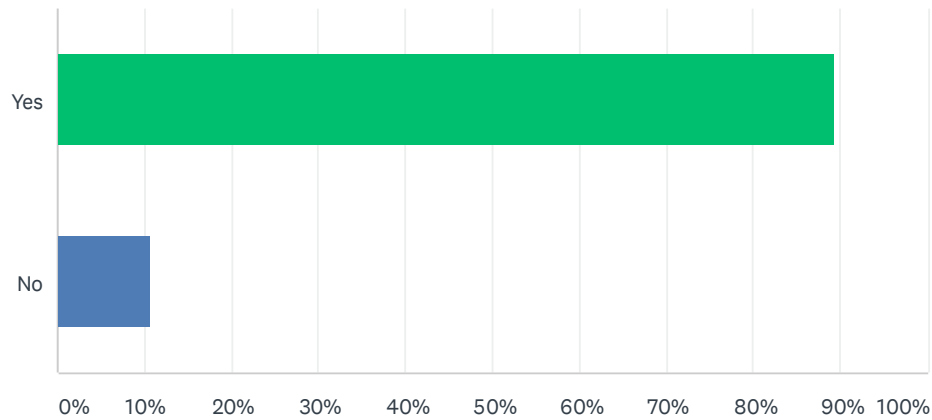


ANSWER CHOICES		RESPONSES	
Yes		7.14%	2
No		75.00%	21
My school offered the following distance learning options in addition to or in place of Acellus:		17.86%	5
TOTAL			28

#	MY SCHOOL OFFERED THE FOLLOWING DISTANCE LEARNING OPTIONS IN ADDITION TO OR IN PLACE OF ACELLUS:	DATE
1	I'm not sure how to answer this for Mauka Lani ES	9/19/2020 11:25 AM
2	In addition to Iready	9/18/2020 9:04 PM
3	Teacher led DL through Google classroom with other supporting platforms like i-ready and wodners	9/18/2020 3:31 PM
4	The offered blended learning with live teaching or only Acellus	9/18/2020 3:25 PM
5	Going back to awesome local teachers	9/18/2020 1:13 PM

## Q4 Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

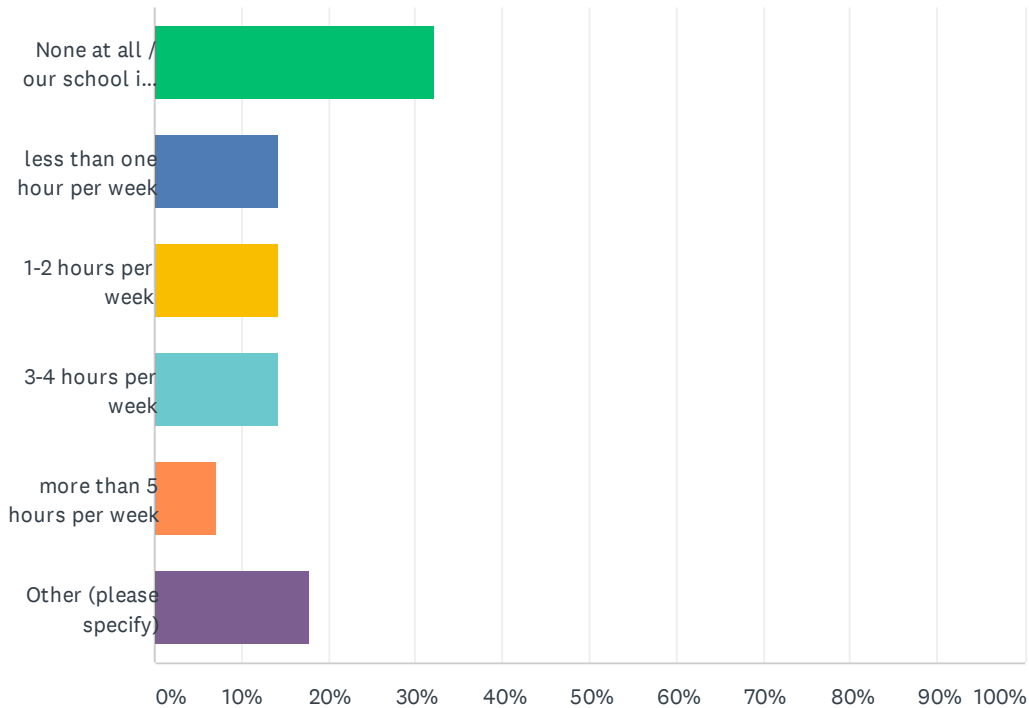
Answered: 28 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	89.29%	25
No	10.71%	3
TOTAL		28

## Q5 If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

Answered: 28 Skipped: 0



ANSWER CHOICES	RESPONSES	
None at all / our school is not using a certified teacher for Acellus students	32.14%	9
less than one hour per week	14.29%	4
1-2 hours per week	14.29%	4
3-4 hours per week	14.29%	4
more than 5 hours per week	7.14%	2
Other (please specify)	17.86%	5
<b>TOTAL</b>		<b>28</b>

#	OTHER (PLEASE SPECIFY)	DATE
1	Only to message us for school messages, attendance, links maybe once a week (if that).	9/20/2020 4:22 PM
2	We refused to use it.	9/20/2020 8:41 AM
3	My son is not using Acellus, however, 200 students at Mauka Lani ES are signed up to use this program	9/19/2020 11:25 AM
4	Did not talk to them, only marked attendance and unlock exams	9/18/2020 3:00 PM
5	1st grader: 2-3 hour per week. Kindergartener: 5 hours per week	9/18/2020 1:41 PM

**Q6 Please describe your experience with teacher involvement at your child's school while using Acellus.**

Answered: 28 Skipped: 0

#	RESPONSES	DATE
1	No teacher involvement for doing Acellus but there are certain teachers and admin keeping track of student progress. They send reminders frequently.	9/23/2020 2:13 PM
2	One child gets 1 hour per day for four days (M-TH 4th grade). Our older child gets 2 hours per day (W & TH only 5th grade).	9/21/2020 1:14 PM
3	Mentioned previously, teacher has only messaged us for school messages, attendance, links maybe once a week (if that).	9/20/2020 4:22 PM
4	N/A in regards to Acellus but the teacher involvement for 6th grade is extremely minimal on average it's about 30 min a day.	9/20/2020 8:41 AM
5	I understand that Mauka Lani ES has three teachers monitoring 200 students, I personally know one of the three teachers, she told me herself	9/19/2020 11:25 AM
6	Only interaction was introduction and then if falling behind or struggling.	9/19/2020 6:47 AM
7	The Acellus coordinator that my child works with for any questions or concerns is very efficient and attentive. Always responds back immediately.	9/19/2020 3:29 AM
8	Teacher is highly involved. My fifth grader participates in daily morning meetings with the whole class and gets lessons in science, social studies, ELA, and Math. He uses actual evidence based curriculum in addition to Accelus.	9/19/2020 2:21 AM
9	No teacher involvement or interaction at all between my child and the teacher or class. The schools sends emails regarding information on Acellus features. They have recently started sending emails about PE and SEL opportunities. No staff at the school assigned to check in with students and families to provide support. There is an email that was provided to us where you can send your questions and comments to. I am not sure who at the school reads or responds to emails sent to the provided email address	9/18/2020 10:52 PM
10	None at all.	9/18/2020 10:13 PM
11	Google meets at 9am and 1pm plus teacher is available on google meet if need help. Also can sign up for time slot with teacher.	9/18/2020 9:04 PM
12	My students get a 45 minute zoom each school day with their teacher.	9/18/2020 7:27 PM
13	My two kids had a 45 min zoom meeting with the teacher everyday and that is it.	9/18/2020 5:46 PM
14	The school librarian was in charge of monitoring the use of Acellus.	9/18/2020 4:39 PM
15	It has been great	9/18/2020 4:33 PM
16	There was a mandatory Monday check in for an hour with his primary teacher, which was excellent, but the rest of the days were optional with her. He did have 90 minutes with live teachers for music, art, and PE on Wednesdays, which was valuable, but all core subjects were through Acellus.	9/18/2020 4:24 PM
17	Our previous school (Mauka Lani Elementary) promised us to assigned esignated bteachers and support. In reality we were on our own, no zero teacher interaction, no support. Principal refused to switch my son to teacher led DL with other kids. We switched schools.	9/18/2020 3:31 PM
18	No teacher interaction. A "coordinator" will email parents and tell them if their child is behind. She is consistently adding more and more burden on parents as they are discovering that Acellus cannot meet state goals.	9/18/2020 3:31 PM
19	Just a meeting in advisory and let us know if you need help	9/18/2020 3:25 PM
20	Teacher had hardly any involvement.	9/18/2020 3:00 PM
21	One teacher for all Acellus learners in my daughters school	9/18/2020 2:02 PM
22	The only interaction my children had was 1/2 check in WebEx. As a former AP Comp Sci HS teacher in HDOE I was extremely dissatisfied with Acellus. After the 1st week I demanded the school put my children in the F2F DL model since everyone is in that model.	9/18/2020 2:01 PM
23	We were told from the beginning that there will be absolutely no teacher involvement. My son hasn't spoke with a teacher this entire quarter.	9/18/2020 2:00 PM



24	It's self direction learning no teacher involvement other then messages on google classroom.	9/18/2020 1:59 PM
25	Not much. Just to tell us to do our designated amount for the week.	9/18/2020 1:41 PM
26	My daughter has weekly check-in's with her SPED resource teacher. We go over how my daughter is doing and how we can supplement or adjust things to make using Acellus a better experience for her. Both her resource and homeroom teachers are wonderful and are there for us anytime we need. Her homeroom teacher allows her to join homeroom office hours or check-ins if she wants but she chooses not to. Both her teachers have been amazing at working with us.	9/18/2020 1:23 PM
27	None.	9/18/2020 1:13 PM
28	There are none.	9/18/2020 12:52 PM

## Q7 What concerns do you have regarding the use of Acellus in Hawaii public schools?

Answered: 28 Skipped: 0

#	RESPONSES	DATE
1	I'm concerned with all the reports about racist, inaccurate, and extremely inappropriate content in the lessons. I'm also concerned for my daughter who has an IEP and is not receiving services since we chose 100% distance learning. She also has a GE which was initially denied but her appeal was approved. We feel like we don't have a say because her GE could be cancelled if we cause waves.	9/23/2020 2:13 PM
2	Completely inadequate. We feel our children are falling behind.	9/21/2020 1:14 PM
3	No interactions at all for students with peers and a teacher. I was hoping that they would meet maybe at the very least once a week to even play a game or socialize with peers but we don't really get much interaction from the teacher as parents so it's kind of sad actually.	9/20/2020 4:22 PM
4	It's racist, sexist, outdated, poor quality and created by a child predator.	9/20/2020 8:41 AM
5	I have seen the highly inappropriate content of this program, that can be racist or inaccurate. It also has a cult origin	9/19/2020 11:25 AM
6	Poor quality; false content; written, run, owned by cult; inaccurate content; below grade level; horrifying lessons; no continuity; hard to navigate; worst program I could ever imagine!	9/19/2020 6:47 AM
7	Is the program adequate enough to ensure my child will be at grade level (or beyond) once school resumes to face-to-face instruction?	9/19/2020 3:29 AM
8	This is not a curriculum nor is it evidence based! If you are going to expect children to engage in a rigorous curriculum when they are in person the DOE should've afforded the same opportunity online as well. Unfortunately they were too cheap and too lazy to do so. Oh, and also the horrible content.	9/19/2020 2:21 AM
9	-Schools were provided this option by the state and were pushed to put it in place before personnel were trained. No other guidance or options were available besides the 3 models. Acellus was the only option provided to my child's school. -Acellus was the ONLY option offered to parents who did not feel safe sending their children to school. Sorry, that's not true. You could opt-in to 100% distance learning or homeschool your child -When the opening of school was pushed back, teachers were bombarded with "mandatory" trainings, this left barely any time for teachers to plan or be trained on Acellus. How do you give a school a program and allow them to start using it before anyone at the school was trained?!! -Schools were given the accounts but no guidance on how to use them with their students or incorporate it into their programming. -The program was NOT vetted. Using the program for 10 years for CREDIT RECOVERY is not the same thing as a program you would use for core instruction. -We were not provided any other choices other than Acellus or send your child to school. -Acellus IS NOT standards based. -The lack of rigor. The lessons and activities seem remedial. The lessons are way too easy for my child. My child is bored. I supplement with many other materials to help ensure that my child is being provided standards based instruction. -How will the grades transfer to report cards? -All of the activities my child completes only requires multiple choice questions. How will they really be able to determine my child's proficiency? - There are core reading skills that are taught incorrectly. It is really sad when my child points out the errors in what the Acellus teacher is saying. -Students participating in Acellus were not provided with common core standards based instruction and will not have learned the skills they need to perform on statewide assessments. -I question whether the right people are "reviewing" Acellus now. If they can't even honestly answer questions about how Acellus was chosen in the first place, how can they possibly be trusted to be truthful in their review of the program? -The DOE couldn't even answer whether or not schools were using this as the sole curriculum for 100% distance learning students. They should know exactly how each school is using the program. The DOE should be providing guidance and supporting each school using the program.	9/18/2020 10:52 PM
10	It not rigorous enough. No teacher to monitor and guide content. I'm concerned that my child will be in Imbo hen schools go back to full time learning.	9/18/2020 10:13 PM
11	The content. Not age appropriate. The creepy blonde lady.	9/18/2020 9:04 PM
12	I have not allowed my kids to use this program because the owner is a pedophile. The program is racist and sexist.	9/18/2020 7:27 PM
13	The curriculum is remedial. Both my 2nd grader and 4th grader were bored with it. I sat by them and confirmed this. I'm also upset by the myriad of racist and sexist examples used. It	9/18/2020 5:46 PM

was obvious this was not meant to be used as a full time substitute for a teacher if I wanted my kids to be challenged and develop critical thinking skills.

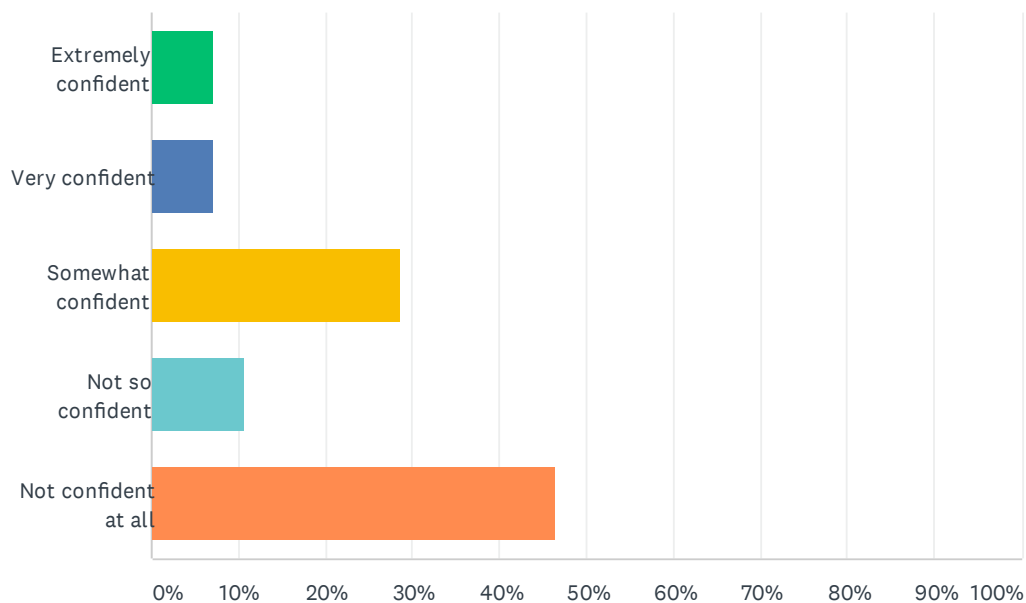
14	I was initially concerned when our children took the beginning of year assessments. The assessments included odd questions about Ronald Reagan's personal life. It was hard to tell what was being assessed. The assessment also included old fashioned casual racism that was seemingly intended to be humorous. The actual lessons were not rigorous or challenging in any way. Overall, it was a poor substitute for in-person learning with a competent teacher.	9/18/2020 4:39 PM
15	I have no concerns. I actually like the program	9/18/2020 4:33 PM
16	Content lacked rigor, content had typos, content was dull and my son walked away while videos were playing. With each passing day, I felt like my son was poised to fall behind because he wasn't learning anything new. He was watching videos and clicking on multiple choice answers and complained about being bored. He was done every day with his schoolwork by 10 a.m.	9/18/2020 4:24 PM
17	It is very sloppily made platform with lots of technical issues (i.e. text running under sidebar when typing, sound going in and out, can't click to a previous page of instruction, can't repeat a segment). It is also very basic, below grade level (letter recognition and additional under 10 for 2nd grade?) and redundant. Instructors presentations are boring, they stumble over their words or speak too fast. Cartoon characters are bizarre and questionable (like Sweetie Lips, literally a pig wearing lipstick). Compared to i-ready, which is only used as a supplement, Acellus is a very low quality, cringy and infuriating to deal with platform. That pared with lack of real teacher involvement makes it not suitable for school.	9/18/2020 3:31 PM
18	The curriculum obviously has a non-secular theme. Additionally, the materials are vacuous and not teaching anything at depth or that will stick with my child as foundational knowledge.	9/18/2020 3:31 PM
19	Middle school Kids are missing learning how to : Take notes properly Retaining info(they are just tested on short term and then move on). Acellus is completely lacking in its ability to Work on conversational skills, social skills, giving presentations, group work , working together as a team, working with another student. It promotes isolation which is harmful for all Children especially those with social emotional needs, special education needs, as well as gifted children. Academic, social and emotional Needs of children of all ages can not be met via Acellus as the sole platform for teaching children. Acellus is not multi modal , does not involve meet any sensory Needs and promotes an idea that Learning is just about answering a question. What about coming up with their own thoughts ideas and own questions. Older Children are missing functional life skills like how to properly Take notes and how to brainstorm on a Team. They may not be Retaining info(they are just tested on short term and then move on). Acellus lacks the ability for children to have a class assignment ( like read a good book and have class discussions... how to get feedback from a teacher ... how to accept criticism and how to edit their work. The list could go on and On.... I can rewrite sorry this is just on phone	9/18/2020 3:25 PM
20	It's not certified, principal ignored my concerns and I was forced to enroll my child into the blended environment in which I didnt want.	9/18/2020 3:00 PM
21	Not enough peer or teacher interaction	9/18/2020 2:02 PM
22	The DOE is using a curriculum that is not accredited with questionable origins and content, fake licensed/degree teachers, at the same time only meeting with DL students less than 10% of the time and keeping them on Acellus 90%.	9/18/2020 2:01 PM
23	The program has racist, whitewashed and sexist undertones, but aside from that, the curriculum is remedial and very dated. There are also a lot of religious references. I am extremely concerned that there are absolutely NO writing assignments at all, which is a crucial skill to learn. They only offer multiple choice questions (or fill in the blank with numbers for math). My son says it's too easy and would rather be taught *virtually* by actual teachers.	9/18/2020 2:00 PM
24	We should have been provided another option for a distance learning program like k12 or ixl or iredy that's geared more toward their grade level	9/18/2020 1:59 PM
25	Improper content, especially for 1st grade language arts. Example, reason why a character is named "Sweetie Lips" and why Beak was running away from the cops.	9/18/2020 1:41 PM
26	I have major concerns with all the reports I'm hearing of what's in the Acellus curriculum. Reports of racist, inappropriate, and inaccurate content. The use of a toy gun for the letter "G".	9/18/2020 1:23 PM

The very limited content covering Hawai'i which also spells our Queen's name wrong and it is pronounced wrong. Also, the PE video with "Angel Fire" which seems like an ad for a porn site. There's also the video of "Sweetie Lips" which is also wrong. One thing should be enough to scrap Acellus. This is unacceptable. Finding out during the BOE meeting last night that Acellus Learning Generator was not vetted and only now the Assistant Superintendent is starting to review the reports of these clams is alarming. Yet they are allowing the students to continue using it. She said they would not put something in front of students that would be harmful, but here we are still required to use it as it is mandatory for choosing 100% distance learning. Also, because my daughter has an IEP, I was told the only way for the school to service it was to send her daily for face to face school. My daughter, who has been a school refuser in the past due to anxiety, and needs me to walk her into class for her to stay, finds accessing anything online overwhelming. Trying to get her to log in to Acellus, iReady, or Webex for check in's is challenging. She has melt downs everyday begging me why she can't just have worksheets to work on with me instead of doing online school. She is in a resource class and has hands on help with accommodations. She's struggling but because school is in session and it's not safe to send her in person although she qualifies for daily face to face school, this is our option. I have asked for work to be sent home so I can help her instead of using Acellus or joining in the hybrid synchronous and asynchronous schedule, which she will refuse to do because it's too much for her to handle. Her pediatrician is concerned for her mental state being forced to use Acellus and asked me if I considered homeschooling. I am considering it because Acellus is too much for her to handle. it's too hard and helping is getting in the way of how the program works. Helping her read the content is the only way she will cooperate since she has a hard time reading and with comprehension. The videos are too long for her and by the time the questions come up with multiple choice options, she already forgot what was presented.

27	Racist content; grooming/cultish content.	9/18/2020 1:13 PM
28	Based off the content of my child's classes she is has had nothing but religion based lessons for social studies. She is not taking religious studies! The classes seem out dated, are very boring. The kids watch 8 minute videos and then answer questions. My child finishes classes in less than an hour.	9/18/2020 12:52 PM

## Q8 How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

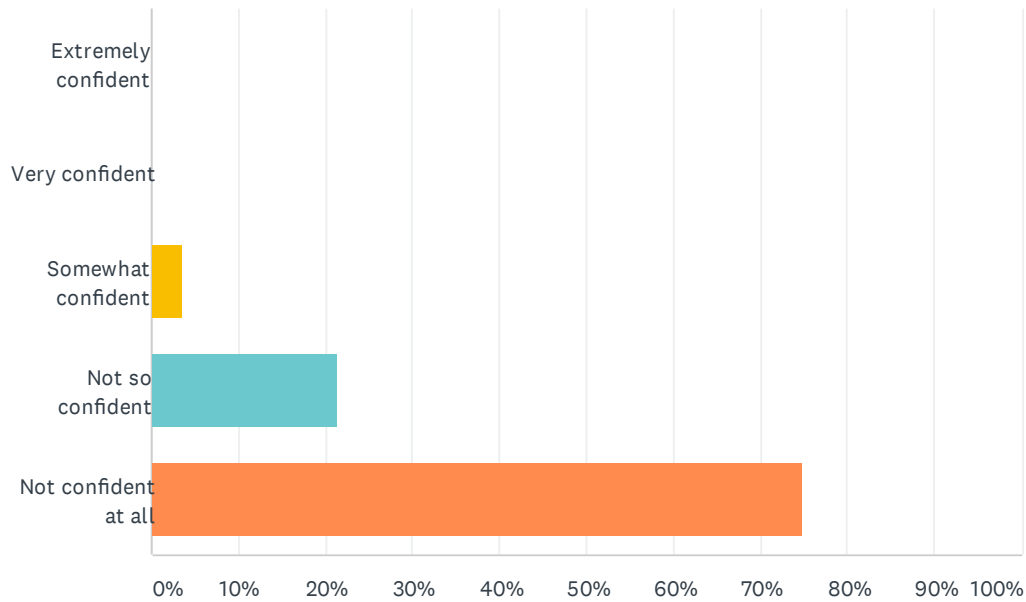
Answered: 28 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely confident	7.14%	2
Very confident	7.14%	2
Somewhat confident	28.57%	8
Not so confident	10.71%	3
Not confident at all	46.43%	13
TOTAL		28

## Q9 How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

Answered: 28 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely confident	0.00%	0
Very confident	0.00%	0
Somewhat confident	3.57%	1
Not so confident	21.43%	6
Not confident at all	75.00%	21
TOTAL		28

**Q10 If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?**

Answered: 20   Skipped: 8



#	RESPONSES	DATE
1	I have not yet asked to be let out of Acellus. The only other option available is to send my daughter to f2f daily classes because she qualifies with her IEP. This is not ok with us. Every quarter we can opt back into hybrid but due to her anxiety it will cause a strain on her mental health to keep to the strict schedule required. Therefore, that will not work either.	9/23/2020 2:13 PM
2	NA	9/21/2020 1:14 PM
3	Never asked. Just hoping that things would improve and patiently waiting for some interactions for my child.	9/20/2020 4:22 PM
4	I recall perhaps one Kapolei Middle student taking Acellus as a form of credit recovery and may not have passed, therefore, back in gr. 7. I teach at Kapolei Middle and have not heard much about the program at my workplace.	9/19/2020 11:25 AM
5	No changes allowed	9/19/2020 6:47 AM
6	N/A. Have not asked to let my child out of the program.	9/19/2020 3:29 AM
7	Not applicable. My child is using Acellus to get us through the school year. We are looking forward to moving out of state altogether.	9/19/2020 2:21 AM
8	N/A - I didn't ask yet. The quarter is almost over already. I may opt to homeschool my child instead. This is ridiculous already!!	9/18/2020 10:52 PM
9	My school said if I didn't want to use it then I needed to unenroll my kids. Now they say they will offer an alternative but so far we haven't been given anything for science and social studies and told we will not until next quarter	9/18/2020 7:27 PM
10	They finally agreed to an alternate option with the caveat that the parents will have to be more involved. We are fine with that.	9/18/2020 5:46 PM
11	The school approved letting our student back into the hybrid learning (non-acellus) program. They made the option available to all users of Acellus.	9/18/2020 4:39 PM
12	I don't know what their response would be. All I know is the program allows my child to be more independent in researching information further if need be.	9/18/2020 4:33 PM
13	The principal offered shifting to the 'blended learning model' for all families who originally chose full distance learning 2 weeks into the school year. We jumped at the opportunity because we were at the point of pulling our son out of the DOE to homeschool.	9/18/2020 4:24 PM
14	Principal of Mauka Lani Elementary Mr Battad absolutely refused to let my son out of Acellus. After 2 weeks of back and forth emails I involved DOE and their response was that they will support the principal and it's up to me what I want to do about it. We transfered to another public school that has teacher led DL.	9/18/2020 3:31 PM
15	I told the school we would not participate in the classes that had a religious purposes and they ended up removing those classes. The replacements required parents to become teachers and when I refused to do that, because I am a working single parent and not a teacher, they just excused my child from the class. We are continuing with the other Acellus coursework but I'm assuming that this grade year my child will learn virtually nothing.	9/18/2020 3:31 PM
16	They offered for the kids to come back and of you didn't want to , you could stay on Acellus with no love teaching	9/18/2020 3:25 PM
17	I was forced to enroll my child into blended environment. I was not given any other choice.	9/18/2020 3:00 PM
18	N/A	9/18/2020 1:41 PM
19	Only other option is to join the hybrid schedule or come in daily.	9/18/2020 1:23 PM
20	I was not allowed to because we signed a paper when we opted in to stay until the end of the first semester. Unfortunately we are still using Acellus.	9/18/2020 12:52 PM

#1

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 12:45:22 PM  
**Last Modified:** Friday, September 18, 2020 12:52:06 PM  
**Time Spent:** 00:06:43  
**IP Address:** 98.150.194.71

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Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1****Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Waialua High and Intermediate

---

**Q3****No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4****Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5****None at all / our school is not using a certified teacher for Acellus students**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

There are none.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

Based off the content of my child's classes she has had nothing but religion based lessons for social studies. She is not taking religious studies! The classes seem out dated, are very boring. The kids watch 8 minute videos and then answer questions. My child finishes classes in less than an hour.

---

**Q8****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

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**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

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**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

I was not allowed to because we signed a paper when we opted in to stay until the end of the first semester. Unfortunately we are still using Acellus.

---

#2

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 11:20:49 AM  
**Last Modified:** Friday, September 18, 2020 1:12:33 PM  
**Time Spent:** 01:51:44  
**IP Address:** 174.239.7.33

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Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1****No**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Hickam

---

**Q3**

For full distance learning, did your school provide any other options besides Acellus?

My school offered the following distance learning options in addition to or in place of Acellus::  
Going back to awesome local teachers

---

**Q4****Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5****less than one hour per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

None.

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**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

Racist content; grooming/cultish content.

---

**Q8****Extremely confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

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**Q10****Respondent skipped this question**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

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#3

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 12:28:26 PM  
**Last Modified:** Friday, September 18, 2020 1:22:36 PM  
**Time Spent:** 00:54:09  
**IP Address:** 66.91.73.187

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Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Wheeler Elementary

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **1-2 hours per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

My daughter has weekly check-in's with her SPED resource teacher. We go over how my daughter is doing and how we can supplement or adjust things to make using Acellus a better experience for her. Both her resource and homeroom teachers are wonderful and are there for us anytime we need. Her homeroom teacher allows her to join homeroom office hours or check-ins if she wants but she chooses not to. Both her teachers have been amazing at working with us.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

I have major concerns with all the reports I'm hearing of what's in the Acellus curriculum. Reports of racist, inappropriate, and inaccurate content. The use of a toy gun for the letter "G". The very limited content covering Hawai'i which also spells our Queen's name wrong and it is pronounced wrong. Also, the PE video with "Angel Fire" which seems like an ad for a porn site. There's also the video of "Sweetie Lips" which is also wrong. One thing should be enough to scrap Acellus. This is unacceptable. Finding out during the BOE meeting last night that Acellus Learning Generator was not vetted and only now the Assistant Superintendent is starting to review the reports of these clams is alarming. Yet they are allowing the students to continue using it. She said they would not put something in front of students that would be harmful, but here we are still required to use it as it is mandatory for choosing 100% distance learning.

Also, because my daughter has an IEP, I was told the only way for the school to service it was to send her daily for face to face school. My daughter, who has been a school refuser in the past due to anxiety, and needs me to walk her into class for her to stay, finds accessing anything online overwhelming. Trying to get her to log in to Acellus, iReady, or Webex for check in's is challenging. She has melt downs everyday begging me why she can't just have worksheets to work on with me instead of doing online school. She is in a resource class and has hands on help with accommodations. She's struggling but because school is in session and it's not safe to send her in person although she qualifies for daily face to face school, this is our option. I have asked for work to be sent home so I can help her instead of using Acellus or joining in the hybrid synchronous and asynchronous schedule, which she will refuse to do because it's too much for her to handle. Her pediatrician is concerned for her mental state being forced to use Acellus and asked me if I considered homeschooling. I am considering it because Acellus is too much for her to handle. It's too hard and helping is getting in the way of how the program works. Helping her read the content is the only way she will cooperate since she has a hard time reading and with comprehension. The videos are too long for her and by the time the questions come up with multiple choice options, she already forgot what was presented.

**Q8**

**Somewhat confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

**Q9**

**Not confident at all**

How confident are you in HDOE leadership to make the right decision regarding the use of Acellus?

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

Only other option is to join the hybrid schedule or come in daily.

## #4

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 1:36:19 PM  
**Last Modified:** Friday, September 18, 2020 1:40:38 PM  
**Time Spent:** 00:04:19  
**IP Address:** 75.85.6.242

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## Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1****Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

**Q2**

What is the name of your child's school?

Kaimiloa Elementary

---

**Q3****No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4****Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

Other (please specify):

1st grader: 2-3 hour per week. Kindergartener: 5 hours per week

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

Not much. Just to tell us to do our designated amount for the week.

---



**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

Improper content, especially for 1st grade language arts. Example, reason why a character is named "Sweetie Lips" and why Beak was running away from the cops.

---

**Q8****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

N/A

---

#5

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 11:20:10 AM  
**Last Modified:** Friday, September 18, 2020 1:58:51 PM  
**Time Spent:** 02:38:40  
**IP Address:** 24.165.4.12

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Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

**Q2**

What is the name of your child's school?

Hilo intermediate

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **None at all / our school is not using a certified teacher for Acellus students**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

It's self direction learning no teacher involvement other then messages on google classroom.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

We should have been provided another option for a distance learning program like k12 or ixl or iready that's geared more toward their grade level

---

**Q8****Very confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not so confident**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10****Respondent skipped this question**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

---

#6

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 11:32:03 AM  
**Last Modified:** Friday, September 18, 2020 1:59:40 PM  
**Time Spent:** 02:27:36  
**IP Address:** 66.75.107.80

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Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Mililani High School

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **None at all / our school is not using a certified teacher for Acellus students**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

We were told from the beginning that there will be absolutely no teacher involvement. My son hasn't spoke with a teacher this entire quarter.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

The program has racist, whitewashed and sexist undertones, but aside from that, the curriculum is remedial and very dated. There are also a lot of religious references. I am extremely concerned that there are absolutely NO writing assignments at all, which is a crucial skill to learn. They only offer multiple choice questions (or fill in the blank with numbers for math). My son says it's too easy and would rather be taught \*virtually\* by actual teachers.

---

**Q8****Somewhat confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10****Respondent skipped this question**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

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#7

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 11:56:17 AM  
**Last Modified:** Friday, September 18, 2020 2:00:47 PM  
**Time Spent:** 02:04:29  
**IP Address:** 98.150.166.79

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Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Mililani Ike Elementary

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **less than one hour per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

The only interaction my children had was 1/2 check in WebEx. As a former AP Comp Sci HS teacher in HDOE I was extremely dissatisfied with Acellus. After the 1st week I demanded the school put my children in the F2F DL model since everyone is in that model.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

The DOE is using a curriculum that is not accredited with questionable origins and content, fake licensed/degree teachers, at the same time only meeting with DL students less than 10% of the time and keeping them on Acellus 90%.

---

**Q8****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10****Respondent skipped this question**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

---

#8

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 11:54:17 AM  
**Last Modified:** Friday, September 18, 2020 2:01:37 PM  
**Time Spent:** 02:07:19  
**IP Address:** 99.203.102.21

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Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

**Q2**

What is the name of your child's school?

Waiakea intermediate

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **None at all / our school is not using a certified teacher for Acellus students**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

One teacher for all Acellus learners in my daughters school

---



**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

Not enough peer or teacher interaction

---

**Q8****Somewhat confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Somewhat confident**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10****Respondent skipped this question**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

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#9

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 2:56:20 PM  
**Last Modified:** Friday, September 18, 2020 2:59:48 PM  
**Time Spent:** 00:03:27  
**IP Address:** 107.77.228.136

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Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1****Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Mokulele Elementary

---

**Q3****No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4****Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

Other (please specify):

Did not talk to them, only marked attendance and unlock exams

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

Teacher had hardly any involvement.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

It's not certified, principal ignored my concerns and I was forced to enroll my child into the blended environment in which I didnt want.

---

**Q8****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

I was forced to enroll my child into blended environment. I was not given any other choice.

---

#10

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 3:07:48 PM  
**Last Modified:** Friday, September 18, 2020 3:25:01 PM  
**Time Spent:** 00:17:12  
**IP Address:** 174.239.0.83

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Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1****No**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

KIS

**Q3**

For full distance learning, did your school provide any other options besides Acellus?

My school offered the following distance learning options in addition to or in place of Acellus::  
The offered blended learning with live teaching or only Acellus

---

**Q4****Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5****1-2 hours per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

Just a meeting in advisory and let us know if you need help

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

Middle school Kids are missing learning how to :

Take notes properly

Retaining info(they are just tested on short term and then move on).

Acellus is completely lacking in its ability to

Work on conversational skills, social skills, giving presentations, group work , working together as a team, working with another student. It promotes isolation which is harmful for all Children especially those with social emotional needs, special education needs, as well as gifted children. Academic, social and emotional Needs of children of all ages can not be met via Acellus as the sole platform for teaching children. Acellus is not multi modal , does not involve meet any sensory Needs and promotes an idea that Learning is just about answering a question. What about coming up with their own thoughts ideas and own questions. Older Children are missing functional life skills like how to properly Take notes and how to brainstorm on a Team. They may not be Retaining info(they are just tested on short term and then move on).

Acellus lacks the ability for children to have a class assignment ( like read a good book and have class discussions... how to get feedback from a teacher ... how to accept criticism and how to edit their work. The list could go on and On....

I can rewrite sorry this is just on phone

**Q8**

**Not so confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

**Q9**

**Not so confident**

How confident are you in HDOE leadership to make the right decision regarding the use of Acellus?

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

They offered for the kids to come back and if you didn't want to , you could stay on Acellus with no love teaching

#11

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 3:05:00 PM  
**Last Modified:** Friday, September 18, 2020 3:30:37 PM  
**Time Spent:** 00:25:37  
**IP Address:** 141.239.106.196

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Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1****Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Enchanted Lake Elementary

---

**Q3****No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4****Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5****None at all / our school is not using a certified teacher for Acellus students**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

No teacher interaction. A "coordinator" will email parents and tell them if their child is behind. She is consistently adding more and more burden on parents as they are discovering that Acellus cannot meet state goals.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

The curriculum obviously has a non-secular theme. Additionally, the materials are vacuous and not teaching anything at depth or that will stick with my child as foundational knowledge.

---

**Q8****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

I told the school we would not participate in the classes that had a religious purposes and they ended up removing those classes. The replacements required parents to become teachers and when I refused to do that, because I am a working single parent and not a teacher, they just excused my child from the class. We are continuing with the other Acellus coursework but I'm assuming that this grade year my child will learn virtually nothing.

---

## #12

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 3:18:29 PM  
**Last Modified:** Friday, September 18, 2020 3:30:59 PM  
**Time Spent:** 00:12:30  
**IP Address:** 141.239.203.163

## Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1****No**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

**Q2**

What is the name of your child's school?

Makakilo Elementary and Kapolei Middle

**Q3**

For full distance learning, did your school provide any other options besides Acellus?

My school offered the following distance learning options in addition to or in place of Acellus::  
Teacher led DL through Google classroom with other supporting platforms like i-ready and wodners

**Q4****Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

**Q5**

**None at all / our school is not using a certified teacher for Acellus students**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

Our previous school (Mauka Lani Elementary) promised us to assigned esignated bteachers and support. In reality we were on our own, no zero teacher interaction, no support. Principal refused to switch my son to teacher led DL with other kids. We switched schools.



**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

It is very sloppily made platform with lots of technical issues (i.e. text running under sidebar when typing, sound going in and out, can't click to a previous page of instruction, can't repeat a segment). It is also very basic, below grade level (letter recognition and additional under 10 for 2nd grade?) and redundant. Instructors presentations are boring, they stumble over their words or speak too fast. Cartoon characters are bizarre and questionable (like Sweet Lips, literally a pig wearing lipstick). Compared to i-ready, which is only used as a supplement, Acellus is a very low quality, cringy and infuriating to deal with platform. That pared with lack of real teacher involvement makes it not suitable for school.

**Q8**

**Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

**Q9**

**Not confident at all**

How confident are you in HDOE leadership to make the right decision regarding the use of Acellus?

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

Principal of Mauka Lani Elementary Mr Battad absolutely refused to let my son out of Acellus. After 2 weeks of back and forth emails I involved DOE and their response was that they will support the principal and it's up to me what I want to do about it. We transfered to another public school that has teacher led DL.

#13

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 4:14:12 PM  
**Last Modified:** Friday, September 18, 2020 4:23:37 PM  
**Time Spent:** 00:09:25  
**IP Address:** 141.239.97.11

---

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1****Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Maunawili Elementary

---

**Q3****No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4****Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5****1-2 hours per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

There was a mandatory Monday check in for an hour with his primary teacher, which was excellent, but the rest of the days were optional with her. He did have 90 minutes with live teachers for music, art, and PE on Wednesdays, which was valuable, but all core subjects were through Acellus.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

Content lacked rigor, content had typos, content was dull and my son walked away while videos were playing. With each passing day, I felt like my son was poised to fall behind because he wasn't learning anything new. He was watching videos and clicking on multiple choice answers and complained about being bored. He was done every day with his schoolwork by 10 a.m.

---

**Q8****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

The principal offered shifting to the 'blended learning model' for all families who originally chose full distance learning 2 weeks into the school year. We jumped at the opportunity because we were at the point of pulling our son out of the DOE to homeschool.

---

#14

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 4:28:58 PM  
**Last Modified:** Friday, September 18, 2020 4:33:21 PM  
**Time Spent:** 00:04:22  
**IP Address:** 72.253.15.13

---

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Sunset Beach Elementary

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **3-4 hours per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

It has been great

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

I have no concerns. I actually like the program

---

**Q8****Extremely confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not so confident**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

I don't know what their response would be.

All I know is the program allows my child to be more independent in researching information further if need be.

---

#15

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 4:38:00 PM  
**Last Modified:** Friday, September 18, 2020 4:38:52 PM  
**Time Spent:** 00:00:51  
**IP Address:** 141.239.97.11

---

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1****No**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Kailua Intermediate School

---

**Q3****No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4****Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5****1-2 hours per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

The school librarian was in charge of monitoring the use of Acellus.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

I was initially concerned when our children took the beginning of year assessments. The assessments included odd questions about Ronald Reagan's personal life. It was hard to tell what was being assessed. The assessment also included old fashioned casual racism that was seemingly intended to be humorous.

The actual lessons were not rigorous or challenging in any way. Overall, it was a poor substitute for in-person learning with a competent teacher.

---

**Q8****Very confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

The school approved letting our student back into the hybrid learning (non-acellus) program. They made the option available to all users of Acellus.

---

## #16

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 5:41:12 PM  
**Last Modified:** Friday, September 18, 2020 5:46:02 PM  
**Time Spent:** 00:04:49  
**IP Address:** 172.56.44.57

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## Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Sunset Beach Elementary School

---

**Q3** **Yes**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **3-4 hours per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

My two kids had a 45 min zoom meeting with the teacher everyday and that is it.

---



**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

The curriculum is remedial. Both my 2nd grader and 4th grader were bored with it. I sat by them and confirmed this. I'm also upset by the myriad of racist and sexist examples used. It was obvious this was not meant to be used as a full time substitute for a teacher if I wanted my kids to be challenged and develop critical thinking skills.

---

**Q8****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

They finally agreed to an alternate option with the caveat that the parents will have to be more involved. We are fine with that.

---

#17

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 7:20:17 PM  
**Last Modified:** Friday, September 18, 2020 7:26:47 PM  
**Time Spent:** 00:06:30  
**IP Address:** 172.58.27.63

---

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Sunset Beach Elementary

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **No**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **3-4 hours per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

My students get a 45 minute zoom each school day with their teacher.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

I have not allowed my kids to use this program because the owner is a pedophile. The program is racist and sexist.

---

**Q8****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

My school said if I didn't want to use it then I needed to unenroll my kids. Now they say they will offer an alternative but so far we haven't been given anything for science and social studies and told we will not until next quarter

---

#18

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 8:56:36 PM  
**Last Modified:** Friday, September 18, 2020 9:03:54 PM  
**Time Spent:** 00:07:18  
**IP Address:** 72.130.8.13

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1****Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

**Q2**

What is the name of your child's school?

Waimanalo elem and intermediate school

**Q3**

For full distance learning, did your school provide any other options besides Acellus?

My school offered the following distance learning options in addition to or in place of Acellus::  
In addition to Iready

**Q4****Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

**Q5****more than 5 hours per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

Google meets at 9am and 1pm plus teacher is available on google meet if need help. Also can sign up for time slot with teacher.

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

The content. Not age appropriate. The creepy blonde lady.

---

**Q8****Somewhat confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10****Respondent skipped this question**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

---

#19

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 10:10:46 PM  
**Last Modified:** Friday, September 18, 2020 10:13:12 PM  
**Time Spent:** 00:02:25  
**IP Address:** 24.165.0.155

---

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Hilo Intermediate

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **None at all / our school is not using a certified teacher for Acellus students**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

None at all.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

It not rigorous enough. No teacher to monitor and guide content. I'm concerned that my child will be n Imbo hen schools go back to full tome learning.

---

**Q8****Somewhat confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10****Respondent skipped this question**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

---

#20

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Friday, September 18, 2020 10:07:41 PM  
**Last Modified:** Friday, September 18, 2020 10:51:55 PM  
**Time Spent:** 00:44:14  
**IP Address:** 72.130.124.228

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Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1****Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

**Q2**

What is the name of your child's school?

Kamiloiki Elementary

---

**Q3****No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4****Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5****None at all / our school is not using a certified teacher for Acellus students**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

No teacher involvement or interaction at all between my child and the teacher or class. The schools sends emails regarding information on Acellus features. They have recently started sending emails about PE and SEL opportunities. No staff at the school assigned to check in with students and families to provide support. There is an email that was provided to us where you can send your questions and comments to. I am not sure who at the school reads or responds to emails sent to the provided email address

---



**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

- Schools were provided this option by the state and were pushed to put it in place before personnel were trained. No other guidance or options were available besides the 3 models. Acellus was the only option provided to my child's school.
- Acellus was the ONLY option offered to parents who did not feel safe sending their children to school. Sorry, that's not true. You could opt-in to 100% distance learning or homeschool your child
- When the opening of school was pushed back, teachers were bombarded with "mandatory" trainings, this left barely any time for teachers to plan or be trained on Acellus. How do you give a school a program and allow them to start using it before anyone at the school was trained?!!
- Schools were given the accounts but no guidance on how to use them with their students or incorporate it into their programming.
- The program was NOT vetted. Using the program for 10 years for CREDIT RECOVERY is not the same thing as a program you would use for core instruction.
- We were not provided any other choices other than Acellus or send your child to school.
- Acellus IS NOT standards based.
- The lack of rigor. The lessons and activities seem remedial. The lessons are way to easy for my child. My child is bored. I supplement with many other materials to help ensure that my child is being provided standards based instruction.
- How will the grades transfer to report cards?
- All of the activities my child completes only requires multiple choice questions. How will they really be able to determine my child's proficiency?
- There are core reading skills that are taught incorrectly. It is really sad when my child points out the errors in what the Acellus teacher is saying.
- Students participating in Acellus were not provided with common core standards based instruction and will not have learned the skills they need to perform on statewide assessments.
- I question whether the right people are "reviewing" Acellus now. If they can't even honestly answer questions about how Acellus was chosen in the first place, how can they possibly be trusted to be truthful in their review of the program?
- The DOE couldn't even answer whether or not schools were using this as the sole curriculum for 100% distance learning students. They should know exactly how each school is using the program. The DOE should be providing guidance and supporting each school using the program.

**Q8**

**Somewhat confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

**Q9**

**Not confident at all**

How confident are you in HDOE leadership to make the right decision regarding the use of Acellus?

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

N/A - I didn't ask yet. The quarter is almost over already. I may opt to homeschool my child instead. This is ridiculous already!!

#21

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Saturday, September 19, 2020 2:14:06 AM  
**Last Modified:** Saturday, September 19, 2020 2:21:18 AM  
**Time Spent:** 00:07:12  
**IP Address:** 76.173.104.177

---

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

Pearl Harbor Kai Elementary

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **more than 5 hours per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

Teacher is highly involved. My fifth grader participates in daily morning meetings with the whole class and gets lessons in science, social studies, ELA, and Math. He uses actual evidence based curriculum in addition to Acellus.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

This is not a curriculum nor is it evidence based! If you are going to expect children to engage in a rigorous curriculum when they are in person the DOE should've afforded the same opportunity online as well. Unfortunately they were too cheap and too lazy to do so. Oh, and also the horrible content.

---

**Q8****Not so confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

Not applicable. My child is using Acellus to get us through the school year. We are looking forward to moving out of state altogether.

---

#22

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Saturday, September 19, 2020 3:19:43 AM  
**Last Modified:** Saturday, September 19, 2020 3:28:49 AM  
**Time Spent:** 00:09:06  
**IP Address:** 66.8.148.227

---

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

**Q2**

What is the name of your child's school?

Waiakea Intermediate

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **less than one hour per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

The Acellus coordinator that my child works with for any questions or concerns is very efficient and attentive. Always responds back immediately.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

Is the program adequate enough to ensure my child will be at grade level (or beyond) once school resumes to face-to-face instruction?

---

**Q8****Somewhat confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not so confident**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

N/A. Have not asked to let my child out of the program.

---

#23

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Saturday, September 19, 2020 6:43:52 AM  
**Last Modified:** Saturday, September 19, 2020 6:47:26 AM  
**Time Spent:** 00:03:33  
**IP Address:** 107.77.227.55

---

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

**Q2**

What is the name of your child's school?

Kealahou Elementary

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **less than one hour per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

Only interaction was introduction and then if falling behind or struggling.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

Poor quality; false content; written, run, owned by cult; inaccurate content; below grade level; horrifying lessons; no continuity; hard to navigate; worst program I could ever imagine!

---

**Q8****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

No changes allowed

---

#24

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Saturday, September 19, 2020 11:20:36 AM  
**Last Modified:** Saturday, September 19, 2020 11:24:37 AM  
**Time Spent:** 00:04:00  
**IP Address:** 172.58.19.73

## Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1****Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

**Q2**

What is the name of your child's school?

My son attends Mauka Lani, where 200 students are using Acellus. I teach at Kapolei MS, I don't hear too much about Acellus at my workplace

**Q3**

For full distance learning, did your school provide any other options besides Acellus?

My school offered the following distance learning options in addition to or in place of Acellus::  
I'm not sure how to answer this for Mauka Lani ES

**Q4****No**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

**Q5**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

Other (please specify):

My son is not using Acellus, however, 200 students at Mauka Lani ES are signed up to use this program

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

I understand that Mauka Lani ES has three teachers monitoring 200 students, I personally know one of the three teachers, she told me herself



**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

I have seen the highly inappropriate content of this program, that can be racist or inaccurate. It also has a cult origin

---

**Q8****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

I recall perhaps one Kapolei Middle student taking Acellus as a form of credit recovery and may not have passed, therefore, back in gr. 7. I teach at Kapolei Middle and have not heard much about the program at my workplace.

---

#25

COMPLETE

**Collector:** Web Link 1 (Web Link)  
**Started:** Sunday, September 20, 2020 8:37:34 AM  
**Last Modified:** Sunday, September 20, 2020 8:40:32 AM  
**Time Spent:** 00:02:58  
**IP Address:** 72.130.199.205

---

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

**Q2**

What is the name of your child's school?

Sunset Beach Elementary

---

**Q3** **Yes**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **No**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **Other (please specify):**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

We refused to use it.

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

N/A in regards to Acellus but the teacher involvement for 6th grade is extremely minimal on average it's about 30 min a day.

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

It's racist, sexist, outdated, poor quality and created by a child predator.

---

**Q8****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not so confident**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10****Respondent skipped this question**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

---

#26

COMPLETE

**Collector:** Web Link 1 (Web Link)  
**Started:** Sunday, September 20, 2020 4:17:36 PM  
**Last Modified:** Sunday, September 20, 2020 4:22:09 PM  
**Time Spent:** 00:04:33  
**IP Address:** 174.239.6.109

---

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

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**Q2**

What is the name of your child's school?

He'eia Elementary

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

Other (please specify):

Only to message us for school messages, attendance, links maybe once a week (if that).

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

Mentioned previously, teacher has only messaged us for school messages, attendance, links maybe once a week (if that).

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

No interactions at all for students with peers and a teacher. I was hoping that they would meet maybe at the very least once a week to even play a game or socialize with peers but we dont really get much interaction from the teacher as parents so it's kind of sad actually.

---

**Q8****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

Never asked. Just hoping that things would improve and patiently waiting for some interactions for my child.

---

#27

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Monday, September 21, 2020 1:09:42 PM  
**Last Modified:** Monday, September 21, 2020 1:13:31 PM  
**Time Spent:** 00:03:48  
**IP Address:** 66.91.181.82

---

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

**Q2**

What is the name of your child's school?

EB Desilva

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **3-4 hours per week**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

One child gets 1 hour per day for four days (M-TH 4th grade). Our older child gets 2 hours per day (W & TH only 5th grade).

---

**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

Completely inadequate. We feel our children are falling behind.

---

**Q8****Not so confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not so confident**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

NA

---

#28

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Wednesday, September 23, 2020 2:03:48 PM  
**Last Modified:** Wednesday, September 23, 2020 2:13:28 PM  
**Time Spent:** 00:09:39  
**IP Address:** 66.91.73.187

---

Page 1: Acellus Distance Learning Survey For/By Hawaii Parents

**Q1** **Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

**Q2**

What is the name of your child's school?

Mililani High

---

**Q3** **No**

For full distance learning, did your school provide any other options besides Acellus?

---

**Q4** **Yes**

Are you currently or did you ever use Acellus at the recommendation of your school for distance learning?

---

**Q5** **None at all / our school is not using a certified teacher for Acellus students**

If you are currently or were previously using Acellus for distance learning, how much teacher interaction does/did your child receive from the school?

---

**Q6**

Please describe your experience with teacher involvement at your child's school while using Acellus.

No teacher involvement for doing Acellus but there are certain teachers and admin keeping track of student progress. They send reminders frequently.

---



**Q7**

What concerns do you have regarding the use of Acellus in Hawaii public schools?

I'm concerned with all the reports about racist, inaccurate, and extremely inappropriate content in the lessons. I'm also concerned for my daughter who has an IEP and is not receiving services since we chose 100% distance learning. She also has a GE which was initially denied but her appeal was approved. We feel like we don't have a say because her GE could be cancelled if we cause waves.

---

**Q8****Somewhat confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q9****Not confident at all**

How confident are you in HDOE leadership to make the right decision regarding the use of Acellus?

---

**Q10**

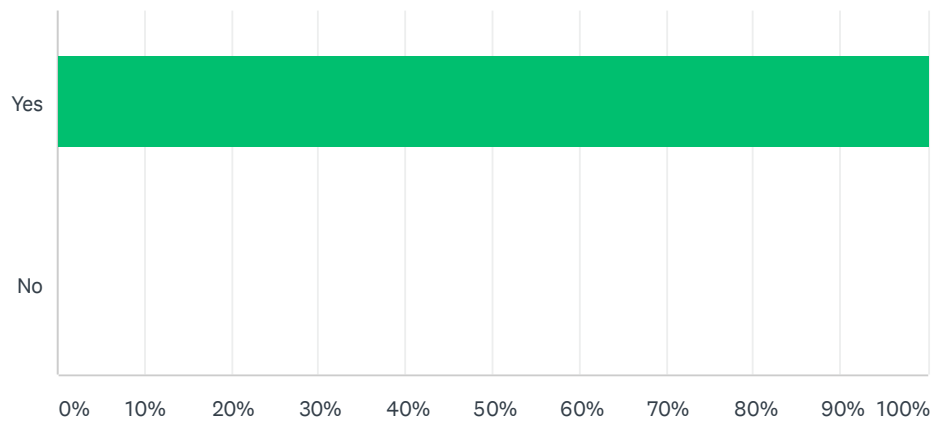
If you signed up for/used Acellus, then asked your school to let you out of the program, what was the school's response and the final outcome?

I have not yet asked to be let out of Acellus. The only other option available is to send my daughter to f2f daily classes because she qualifies with her IEP. This is not ok with us. Every quarter we can opt back into hybrid but due to her anxiety it will cause a strain on her mental health to keep to the strict schedule required. Therefore, that will not work either.

---

# Q1 Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	5
No	0.00%	0
TOTAL		5

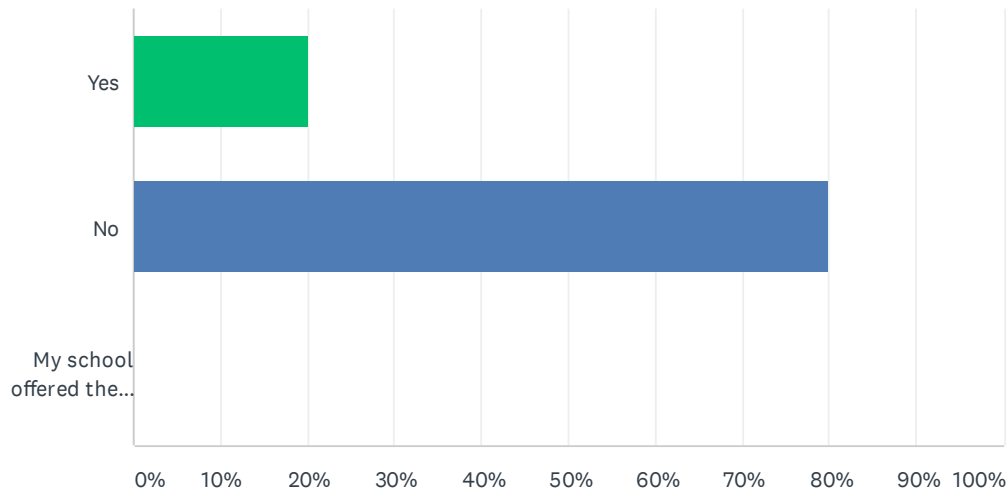
## Q2 What is the name of the school where you work?

Answered: 4   Skipped: 1

#	RESPONSES	DATE
1	He'eia Elementary	9/24/2020 8:40 PM
2	Mililani Uka	9/23/2020 9:20 AM
3	Pearl Harbor Kai Elementary	9/23/2020 5:14 AM
4	Kealakehe Elementary	9/22/2020 9:46 PM

### Q3 For full distance learning, did your school offer options to yourself or parents apart from Acellus?

Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	20.00%	1
No	80.00%	4
My school offered the following distance learning options in place of Acellus:	0.00%	0
TOTAL		5

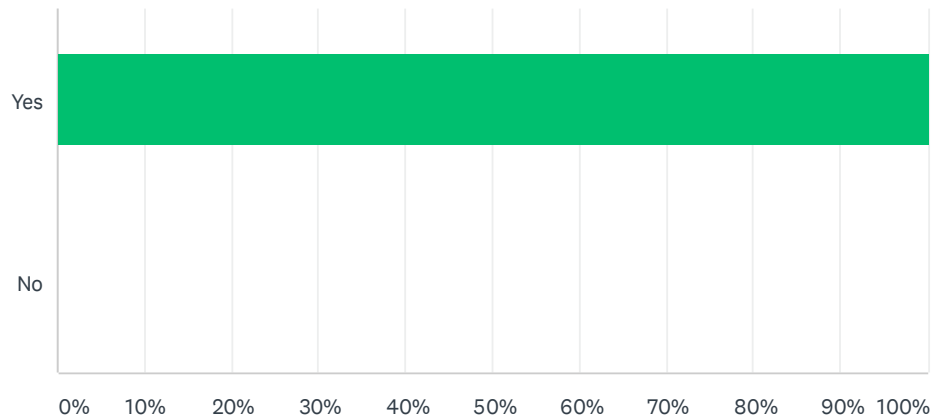
## Q4 Please specify how your school is using Acellus for distance learning, and how much teacher contact your school is providing to distance learners.

Answered: 4   Skipped: 1

#	RESPONSES	DATE
1	Fully Acellus M-F: LA, Math, Science, Social Studies Contact with teacher/parent which is every few weeks a reminder to do check ins with google form in the morning.	9/24/2020 8:40 PM
2	We are doing nothing for students, it is a shame. The principal has said we'll let DL students use Acellus. This is a huge disservice to families who need to choose DL due to health and safety reasons.	9/23/2020 9:20 AM
3	Students who opt out of Acellus are getting other materials from a grade level teacher. A distance learning teacher is assigned to students who choose 100% distance learning.	9/23/2020 5:14 AM
4	Only learning platform; teachers only monitor students and set up meetings if they are falling behind.	9/22/2020 9:46 PM

## Q5 Do you have concerns regarding the use of Acellus in Hawaii public schools?

Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	100.00%	5
No	0.00%	0
TOTAL		5

#	PLEASE SPECIFY YOUR CONCERNS IF YOU HAVE THEM:	DATE
1	Acellus is not standards-based and the videos are not engaging for students. Writing is not covered. Strategies and lessons cannot be viewed more than once. Lessons do not scaffold or breakdown concepts adequately. Students with learning disabilities or learning challenges have difficulty with Acellus.	9/24/2020 9:52 PM
2	There are many lesson that i have seen that I feel are not appropriate for our keiki. Aside from Acellus our children have a disconnect with their peers and it is not their fault! Schools should be making every effort to make these kids feel a part of their class even if it is once or twice a week! They can't do this purely with Acellus. The Acellus videos are outdated and really creepy and honestly unprofessional.	9/24/2020 8:40 PM
3	The Acellus curriculum is outdated, racist, inappropriate, and nowhere near as rigorous as our in-person curriculum. It does not uphold the values or standards that we as a school have worked to establish with students.	9/23/2020 9:20 AM
4	It is not based on any evidence based practices for teaching. For our SPED students it is not specially designed instruction. While I appreciate the effort to provide an online program to ease the burden of teaching at this time, teachers are held to a standard. We have to follow best practices. There should be a standard for the distance learning curriculum as well.	9/23/2020 5:14 AM
5	It's owned and operated by a cult; it's written by non-educators without degrees or experience; it is very low academically, students can whip through lessons and pass without trying; lessons are not continual; kids cannot find back and rewatch a lesson once it is pau; it is racist, inaccurate, inappropriate, and sends subliminal messages. IT'S OWNED BY A CULT!	9/22/2020 9:46 PM

## Q6 Please describe any problematic content you have come across in Acellus. If you reported this content, what was the outcome?

Answered: 4 Skipped: 1

#	RESPONSES	DATE
1	A lesson on fractions the teacher says: I love bubblegum. I have a bad habit. I chew the gum and then I swallow it. Now, onto fractions. How on earth does this even relate?! Are you telling my child this is ok to swallow gum? Tel them NOT TO DO THIS! Not the most healthiest thing for a 6th grader to start doing.	9/24/2020 8:40 PM
2	We have come across a lot of problematic and outdated materials. The issue is that we report it and sometimes it will removed. But honestly, by then it is too late. Students have already been exposed to the content. These things should have been removed WAY before it even got to students.	9/23/2020 9:20 AM
3	G for gun and the other questionable content was removed.	9/23/2020 5:14 AM
4	Reported inappropriate content to principal and asked she pull it for our school. Response was that she did not have a choice, that the DOE chose this program so she has to use it.	9/22/2020 9:46 PM

## Q7 Are there any other issues you have with Acellus or your school's use of Acellus not mentioned in this survey? Please explain.

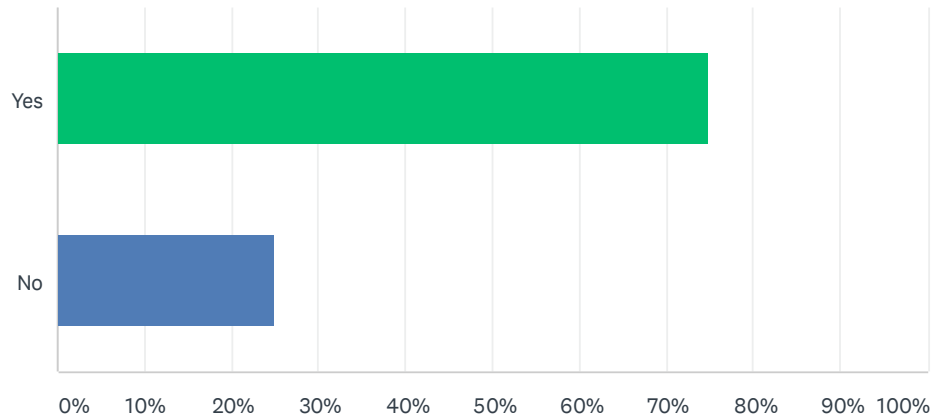
Answered: 4   Skipped: 1

#	RESPONSES	DATE
1	I just feel as if there are other programs that we could've done some research on as teachers has the opportunity to vote on one. At least it would have come from our Hawaii teaching professionals that their would've been a well vetted program to teach our children.	9/24/2020 8:40 PM
2	DOE should sue Acellus and cancel the contract immediately. It is ridiculous that this is what we have been left with.	9/23/2020 9:20 AM
3	No	9/23/2020 5:14 AM
4	Again, CULT with NO education or degrees. Disregards Hawaiian history and culture. It's horrible!	9/22/2020 9:46 PM



Q8 Do you feel your school is compelling you to use the Acellus curriculum against your better judgement as a teacher? If you have concerns about speaking out, please explain in the comment box.

Answered: 4 Skipped: 1

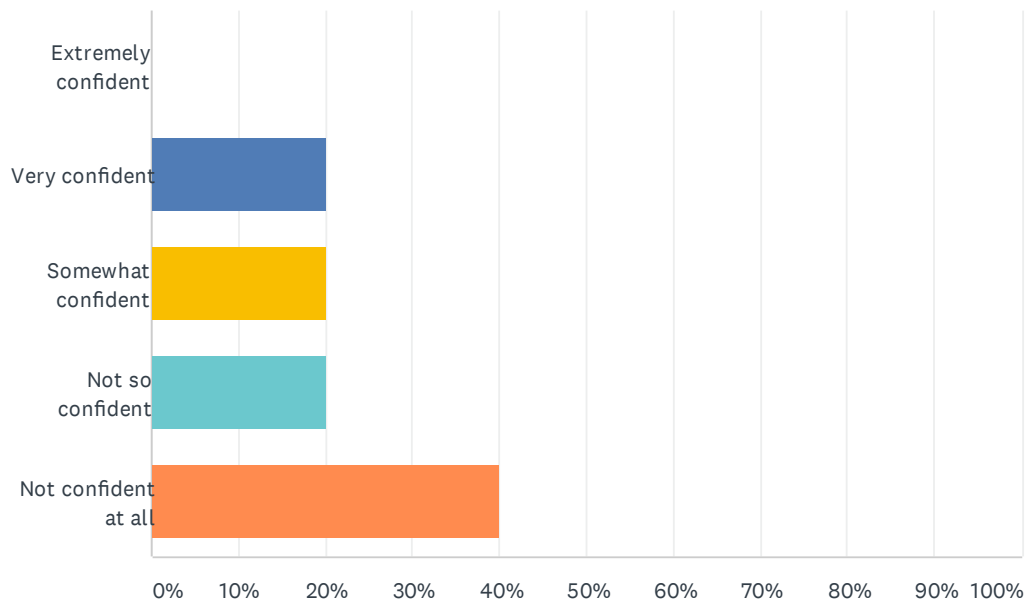


ANSWER CHOICES	RESPONSES
Yes	75.00% 3
No	25.00% 1
TOTAL	4

#	PLEASE EXPLAIN.	DATE
1	They purchased the program to use for our school and now each teacher has this ability to supplement the program. I believe this is fine but not teaching this in its entirety. Our admin did not ask for all of the staffs opinion on the program nor did we get the options in some of the grades.	9/24/2020 8:40 PM
2	Principal stated DOE chose program and it is required, no choice.	9/22/2020 9:46 PM

## Q9 How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

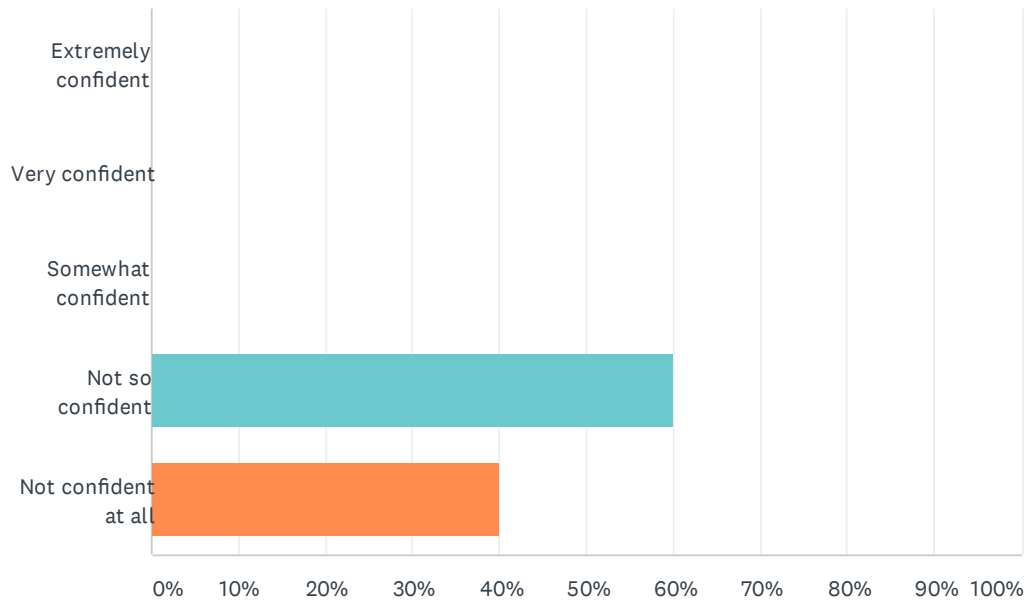
Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely confident	0.00%	0
Very confident	20.00%	1
Somewhat confident	20.00%	1
Not so confident	20.00%	1
Not confident at all	40.00%	2
TOTAL		5

## Q10 How confident are you in HDOE leadership to make the right decision regarding the use of Acellus?

Answered: 5 Skipped: 0



ANSWER CHOICES	RESPONSES	
Extremely confident	0.00%	0
Very confident	0.00%	0
Somewhat confident	0.00%	0
Not so confident	60.00%	3
Not confident at all	40.00%	2
<b>TOTAL</b>		<b>5</b>

#1

COMPLETE

**Collector:** Web Link 1 (Web Link)  
**Started:** Tuesday, September 22, 2020 9:35:05 PM  
**Last Modified:** Tuesday, September 22, 2020 9:46:19 PM  
**Time Spent:** 00:11:13  
**IP Address:** 98.151.204.52

---

## Page 1: Teacher Survey on Acellus Distance Learning

Q1

Yes

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

Q2

What is the name of the school where you work?

Kealakehe Elementary

---

Q3

No

For full distance learning, did your school offer options to yourself or parents apart from Acellus?

---

Q4

Please specify how your school is using Acellus for distance learning, and how much teacher contact your school is providing to distance learners.

Only learning platform; teachers only monitor students and set up meetings if they are falling behind.

---

Q5

Do you have concerns regarding the use of Acellus in Hawaii public schools?

Yes,

Please specify your concerns if you have them::

It's owned and operated by a cult; it's written by non-educators without degrees or experience; it is very low academically, students can whip through lessons and pass without trying; lessons are not continual; kids cannot find back and rewatch a lesson once it is pau; it is racist, inaccurate, inappropriate, and sends subliminal messages. IT'S OWNED BY A CULT!

---

**Q6**

Please describe any problematic content you have come across in Acellus. If you reported this content, what was the outcome?

Reported inappropriate content to principal and asked she pull it for our school. Response was that she did not have a choice, that the DOE chose this program so she has to use it.

---

**Q7**

Are there any other issues you have with Acellus or your school's use of Acellus not mentioned in this survey? Please explain.

Again, CULT with NO education or degrees. Disregards Hawaiian history and culture.  
It's horrible!

---

**Q8**

Do you feel your school is compelling you to use the Acellus curriculum against your better judgement as a teacher? If you have concerns about speaking out, please explain in the comment box.

**Yes,**

Please explain.:

Principal stated DOE chose program and it is required, no choice.

---

**Q9**

**Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

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**Q10**

**Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

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#2

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Wednesday, September 23, 2020 5:07:41 AM  
**Last Modified:** Wednesday, September 23, 2020 5:14:11 AM  
**Time Spent:** 00:06:29  
**IP Address:** 76.173.104.177

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## Page 1: Teacher Survey on Acellus Distance Learning

**Q1****Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

**Q2**

What is the name of the school where you work?

Pearl Harbor Kai Elementary

---

**Q3****Yes**

For full distance learning, did your school offer options to yourself or parents apart from Acellus?

---

**Q4**

Please specify how your school is using Acellus for distance learning, and how much teacher contact your school is providing to distance learners.

Students who opt out of Acellus are getting other materials from a grade level teacher. A distance learning teacher is assigned to students who choose 100% distance learning.

---

**Q5**

Do you have concerns regarding the use of Acellus in Hawaii public schools?

**Yes,**

Please specify your concerns if you have them::  
It is not based on any evidence based practices for teaching. For our SPED students it is not specially designed instruction. While I appreciate the effort to provide an online program to ease the burden of teaching at this time, teachers are held to a standard. We have to follow best practices. There should be a standard for the distance learning curriculum as well.

---

**Q6**

Please describe any problematic content you have come across in Acellus. If you reported this content, what was the outcome?

G for gun and the other questionable content was removed.

---

**Q7**

Are there any other issues you have with Acellus or your school's use of Acellus not mentioned in this survey? Please explain.

No

---

**Q8****No**

Do you feel your school is compelling you to use the Acellus curriculum against your better judgement as a teacher? If you have concerns about speaking out, please explain in the comment box.

---

**Q9****Somewhat confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q10****Not so confident**

How confident are you in HDOE leadership to make the right decision regarding the use of Acellus?

---

#3

COMPLETE

**Collector:** Web Link 1 (Web Link)  
**Started:** Wednesday, September 23, 2020 9:12:11 AM  
**Last Modified:** Wednesday, September 23, 2020 9:20:24 AM  
**Time Spent:** 00:08:12  
**IP Address:** 66.91.73.126

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## Page 1: Teacher Survey on Acellus Distance Learning

Q1

Yes

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

Q2

What is the name of the school where you work?

Mililani Uka

---

Q3

No

For full distance learning, did your school offer options to yourself or parents apart from Acellus?

---

Q4

Please specify how your school is using Acellus for distance learning, and how much teacher contact your school is providing to distance learners.

We are doing nothing for students, it is a shame. The principal has said we'll let DL students use Acellus. This is a huge disservice to families who need to choose DL due to health and safety reasons.

---

Q5

Do you have concerns regarding the use of Acellus in Hawaii public schools?

Yes,

Please specify your concerns if you have them::

The Acellus curriculum is outdated, racist, inappropriate, and nowhere near as rigorous as our in-person curriculum. It does not uphold the values or standards that we as a school have worked to establish with students.

---



**Q6**

Please describe any problematic content you have come across in Acellus. If you reported this content, what was the outcome?

We have come across a lot of problematic and outdated materials. The issue is that we report it and sometimes it will be removed. But honestly, by then it is too late. Students have already been exposed to the content. These things should have been removed WAY before it even got to students.

---

**Q7**

Are there any other issues you have with Acellus or your school's use of Acellus not mentioned in this survey? Please explain.

DOE should sue Acellus and cancel the contract immediately. It is ridiculous that this is what we have been left with.

---

**Q8****Yes**

Do you feel your school is compelling you to use the Acellus curriculum against your better judgement as a teacher? If you have concerns about speaking out, please explain in the comment box.

---

**Q9****Not confident at all**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q10****Not confident at all**

How confident are you in HIDOE leadership to make the right decision regarding the use of Acellus?

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## #4

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Thursday, September 24, 2020 8:23:45 PM  
**Last Modified:** Thursday, September 24, 2020 8:39:31 PM  
**Time Spent:** 00:15:45  
**IP Address:** 174.239.2.107

---

## Page 1: Teacher Survey on Acellus Distance Learning

**Q1****Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

**Q2**

What is the name of the school where you work?

He'eia Elementary

---

**Q3****No**

For full distance learning, did your school offer options to yourself or parents apart from Acellus?

---

**Q4**

Please specify how your school is using Acellus for distance learning, and how much teacher contact your school is providing to distance learners.

Fully Acellus M-F: LA, Math, Science, Social Studies

Contact with teacher/parent which is every few weeks a reminder to do check ins with google form in the morning.

---

**Q5**

Do you have concerns regarding the use of Acellus in Hawaii public schools?

**Yes,**

Please specify your concerns if you have them::

There are many lesson that i have seen that I feel are not appropriate for our keiki. Aside from Acellus our children have a disconnect with their peers and it is not their fault! Schools should be making every effort to make these kids feel a part of their class even if it is once or twice a week! They can't do this purely with Acellus. The Acellus videos are outdated and really creepy and honestly unprofessional.

---

**Q6**

Please describe any problematic content you have come across in Acellus. If you reported this content, what was the outcome?

A lesson on fractions the teacher says:

I love bubblegum. I have a bad habit. I chew the gum and then I swallow it. Now, onto fractions.

How on earth does this even relate?! Are you telling my child this is ok to swallow gum? Tel them NOT TO DO THIS! Not the most healthiest thing for a 6th grader to start doing.

---

**Q7**

Are there any other issues you have with Acellus or your school's use of Acellus not mentioned in this survey? Please explain.

I just feel as if there are other programs that we could've done some research on a as teachers has the opportunity to vote on one. At least it would have come from our Hawaii teaching professionals that their would've been a well vetted program to teach our children.

---

**Q8**

Do you feel your school is compelling you to use the Acellus curriculum against your better judgement as a teacher? If you have concerns about speaking out, please explain in the comment box.

**Yes,**

Please explain.:

They purchased the program to use for our school and now each teacher has this ability to supplement the program. I believe this is fine but not teaching this in its entirety. Our admin did not ask for all of the staffs opinion on the program nor did we get the options in some of the grades.

---

**Q9**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

**Not so confident**

---

**Q10**

How confident are you in HDOE leadership to make the right decision regarding the use of Acellus?

**Not so confident**

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#5

**COMPLETE**

**Collector:** Web Link 1 (Web Link)  
**Started:** Thursday, September 24, 2020 9:35:19 PM  
**Last Modified:** Thursday, September 24, 2020 9:52:12 PM  
**Time Spent:** 00:16:53  
**IP Address:** 76.172.25.99

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## Page 1: Teacher Survey on Acellus Distance Learning

**Q1****Yes**

Is your school currently using Acellus Learning Accelerator as its primary delivery platform for distance learning?

---

**Q2****Respondent skipped this question**

What is the name of the school where you work?

---

**Q3****No**

For full distance learning, did your school offer options to yourself or parents apart from Acellus?

---

**Q4****Respondent skipped this question**

Please specify how your school is using Acellus for distance learning, and how much teacher contact your school is providing to distance learners.

---

**Q5**

Do you have concerns regarding the use of Acellus in Hawaii public schools?

**Yes,**

Please specify your concerns if you have them::  
Acellus is not standards-based and the videos are not engaging for students. Writing is not covered. Strategies and lessons cannot be viewed more than once. Lessons do not scaffold or breakdown concepts adequately. Students with learning disabilities or learning challenges have difficulty with Acellus.

---

**Q6****Respondent skipped this question**

Please describe any problematic content you have come across in Acellus. If you reported this content, what was the outcome?

---

**Q7****Respondent skipped this question**

Are there any other issues you have with Acellus or your school's use of Acellus not mentioned in this survey?  
Please explain.

---

**Q8****Respondent skipped this question**

Do you feel your school is compelling you to use the Acellus curriculum against your better judgement as a teacher? If you have concerns about speaking out, please explain in the comment box.

---

**Q9****Very confident**

How confident are you in your school's leadership to make the right decision regarding the use of Acellus?

---

**Q10****Not so confident**

How confident are you in HDOE leadership to make the right decision regarding the use of Acellus?

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

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## Testimony

1 message

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**michael inouye** <banzaimike@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Tue, Oct 13, 2020 at 10:24 AM

I support the motion to discontinue Acellus.

Thanks,  
Mikey

Michael Inouye  
Banzai Media, LLC  
Director/Writer/Producer  
808.225.8582



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

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## Testimony

1 message

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**Judy Green** <jrgreen1239@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Tue, Oct 13, 2020 at 11:16 AM

Sirs:

I am writing in support of Action Item B: to discontinue the use of Acellus in all Hawaii public schools by the end of 2020-2021 school year and to provide immediate accommodations for families who wish to stop using this program.

Thank you.

Judith E Green



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony in support of motion to discontinue use of Accellus**1 message

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**Will Caron** <willcaronforhawaii@gmail.com>

Tue, Oct 13, 2020 at 11:22 AM

To: Testimony.BOE@boe.hawaii.gov

Aloha,

As a concerned resident of Palolo, I support the chair's motion to discontinue use of any and all Accellus materials in our schools. The "information" presented in these materials is out-dated, factually incorrect, dangerous and extremely harmful. It is unconscionable that we are still using this junk. The Accellus founder is a conspiracy-theorist and cult leader. It's insane it was ever approved for use here. Get rid of it!

Mahalo,

--

Will Caron  
Community Organizer  
Pālolo Valley







Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony

1 message

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**Cheryl B** <burgharc@gmail.com>

Tue, Oct 13, 2020 at 11:37 AM

To: Testimony BOE &lt;Testimony.BOE@boe.hawaii.gov&gt;

Aloha Chair Payne and BOE members,

Our house would like to mahalo you for taking on the challenges which come to you as Board members.

We would like to encourage you to:

1. Remain steadfast in the removal of Acellus as an online learning tool for our students. The end of the year is too late. This is not a program that we want one more child to learn from for even a minute. IF we knew there was poison being given to our students, it would not take a year to remove it. It is NOT pono to wait until the end of the year. a) Principals should not be telling parents they are keeping the program. b) the NCAA does not endorse any programs

2). Investigate the consequences of allowing a biased program with suspicious connections to cults and white supremacy to continue until the end of the year. This is especially concerning due to the students who most likely are being exposed to this curriculum, special education, ELA and those needing additional credits. We are responsible for EVERY student.

3) Understand that many folks are appalled by the Superintendent's message sent out yesterday. It clearly showed a disregard for the communities who look to her for positive leadership. Nowhere in that message did she say that Acellus would be "really" gone. In addition, we have learned that there are still people working with the "vendor". The only thing we should be asking the vendor is for part of our \$\$ back for selling us such a poorly written, inappropriate resource. Mr. Billings should be thanking his bank account that we are not pursuing legal action. The CAS and building admin. get their directives from the Suptl and as we have learned over the last 24 hours, many of them, like Supt. are digging in their heels.

4) Begin to see the connection between the reluctance to pull this program immediately and the ever-present lack of equitable resources for our schools in the DOE. As many of us have said tooooooo many times, we have the personnel, talent and understanding of our islands that a company from the US continent can not provide for our Ss. For much too long, the idea that only something that comes from the US is good and if it's Hawaiian it's not good enough has permeated our islands. We all hear it every day. Since 1893, onto 1959, it's always there, "you're not going to be good unless .." It's why private schools continue to grow, even though we have dynamite public schools and educators. We need to look at current resources and find the time and money to support the local curriculum. I know we can, we have and are currently doing so.

5) Remember that many of us who are standing to remove Acellus are staunch supporters of public schools and our students. Questioning is a good thing especially when we are willing to work alongside the BOE and our schools. There is much to do and you can't do it alone. Ask us. We are ready to review texts, search for grants, talk with legislators. We're here.

6) Look at the broad picture and the connections. It's all there. We need to do better. We have Hā. We have great place-based lessons that can and are being used during these challenging times. My last, please, is look at the standardized testing and the influence it has on how resources are purchased and valued. Again, it's all connected.

Summarizing, Acellus date of removal should be immediate, at the farthest date 12/31/20. Any later than that is wrong, and you know that. Supt. Kishimoto's message was misleading and disrespectful. Lastly we have to look at all our resources with a changed lens and we are all here to help.

Mahalo for reading through this testimony.

C. Burghardt  
retired educator



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**TESTIMONY - Concern about Legionella**

1 message

**cynthia king** <soysprout@yahoo.com>

Tue, Oct 13, 2020 at 11:38 AM

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

Dear DOE Representative,  
Please accept this testimony for the BOE meeting on 10/15/20.

As a parent of a child who will be returning to in-school learning (hopefully) in Honolulu in the near future, I am concerned about the threat that Legionella poses. As you likely know, districts across the country have found Legionella - a potentially deadly pathogen - in the water systems of schools which have been out of service due to COVID-19.

Legionella pneumophila is a bacterial pathogen that can establish in water systems that are not flushed regularly. From there, the bacteria can get into the A/C systems, become aerosolized and infect people's lungs. Hawaii's warm, humid climate is especially conducive to bacterial growth, and the widespread use of A/C increases the risk of inhalation of bacteria in the water system. Once established, removal of the pathogen from the water system requires treatment and re-testing. (Legionella can't be reliably cleared from the system simply by running/flushing the water because the bacteria form biofilms, i.e. they stick to the inside of the pipes.)

As schools plan to resume in-person learning, it's crucial that school water systems be checked for Legionella and treated if needed. The CDC notes that organizations re-opening after Covid closures should have a testing and management plan for Legionella, and provides guidelines [here](#).

I urge you to act quickly, if you have not already, to assess Hawaii's schools for the presence of Legionella while there is still time to prevent outbreaks in the event that the pathogen is present. Covid-19 has brought a wave of unprecedented challenges for our schools. Unfortunately, Legionella is one more serious issue that urgently needs your attention and action.

Thank you so much for your consideration of this issue. Thank you also for all that you do.

Sincerely,

Cynthia King

  
[Honolulu, HI 96816](#)



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony**

1 message

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**dee green** <deegreen15@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Tue, Oct 13, 2020 at 12:32 PM

I support Chair Payne's motion to discontinue Acellus."

I believe that it must be discontinued immediately. We have no idea to date and no data of the possible damages caused to students who have already been exposed to this program. As we talk with students and parents, they trusted that a resource provided by the DOE was appropriate. Right now, we have to regain their trust.

One day longer with this program is too much. I encourage you to move ahead and eliminate this program now and also begin creating policies and paths so that this does not happen again. I know this is not the first incident, but it should be the last.

Dee Green  
COmmunity member



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony

1 message

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**Greg Puppione** <gpuppione@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Tue, Oct 13, 2020 at 12:41 PM

Hello,

I am writing in support of Action Item B: discontinuing the use of Acellus in all Hawaii public schools by the end of the 2020-2021 school year, and providing immediate accommodations for families who wish to stop using this program.

Thank you Chair Payne and members of the Board for drafting this proposal, and for acknowledging the many problems with this platform that parents and educators have been documenting over the last few weeks.

First, I fully support the language in the proposal that recommends all families be allowed to discontinue use of Acellus effectively immediately and be provided alternatives to learning regardless of whether or not they are choosing full distance learning.

There is ample evidence of discriminatory content documented by parents and teachers to warrant concerns about racial discrimination, the separation of church and state, and equal protection in the Acellus curricula. Even if there is some select Acellus content Superintendent Kishimoto considers "acceptable," we know a broken clock is right twice a day. The presence of some non-discriminatory content does not justify the ongoing use of our children as test cases and free labor for Acellus, as the company continues a series of deeply unethical practices including scrubbing content and then denying its existence; paying for faux news sites to promote its poor platform throughout the state; and targeting Hawaii parents in Acellus weekly video messages for simply shedding light on this content.

I believe the DOE should consider amending its Oct. 12th communication to reflect that families and teachers may choose to stop using Acellus immediately, as the current language of the letter leaves too much to interpretation by principals. Already parents are communicating that they've approached their principals about being let out of Acellus after the circulation of this communication, and are being told that the transition from Acellus will not take effect until Fall 2021. Moreover, other parents may not feel comfortable asking their schools to be let out of the Acellus program in the absence of clear language that ensures they will not lose access to distance learning.

Second, in the interest of transparency and rebuilding public trust, I believe the DOE should release the most recent draft findings from the Office of Curriculum and Instructional Design (OCID) and the Department's Civil Rights Compliance Branch. The review was conducted in the public interest to evaluate the Acellus program for quality, rigor, and its compliance with civil rights, and it was determined that the program should be discontinued. The content of this review should be public information, as parents should have access to the same information about their children's curricula as they would in a physical classroom.

Third, while the BOE proposal makes clear that the use of Acellus should be terminated by the end of the school year, this language is not in the Oct. 12th letter sent to families from the Superintendent. Instead, the Oct. 12th letter states that the DOE review team recommended Acellus "be discontinued as a primary curriculum resource" and that they would be working with schools that use Acellus to identify and leverage content found acceptable. After speaking with a number of parents and educators, there is still a

lack of clarity around what this 'phasing out' process will look like, and when it will happen. I believe that in the interest of clarity and transparency, the DOE should provide further information about how and when it will be phasing out Acellus, including a date for terminating use of all products provided by this vendor. This information should be communicated clearly to families in a timely manner.

Finally, I believe that in an effort to restore public trust around curriculum selection, the DOE should provide further information on its revised process for evaluating outside curricula going forward. Like many other parents and educators, I think our focus should be on using our local teachers expertise, and utilizing local resources for developing distance learning and/or online content going forward. The money spent on this program could have/should have been used to develop locally designed curricula. This is a wonderful opportunity for professional development and perhaps to invite multiple teams of local teachers to design curricula in the hopes that the best will rise to the top. To date there has been a lack of transparency around how Acellus ended up in so many schools as their primary delivery platform for distance learning despite negative reviews by the DOE's own curriculum specialists months ago. Rather than provide a clear answer, we are left deciphering oblique language around whether or not Acellus was "adopted" by the DOE. This is a distraction. The DOE's new vetting process is a matter of public concern and therefore should be transparent going forward so as to avoid another expensive and harmful mistake that our children are paying the price for.

Thank you for reading, and for all your efforts regarding this issue.

Aloha,

Greg Puppione

Honolulu, Hawai'i



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony In Support of Action Item B

1 message

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**Adrienne Robillard** <adrienne.robillard@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Tue, Oct 13, 2020 at 12:51 PM

Aloha Board of Education Members,

I'm writing in support of Action Item B: discontinuing the use of Acellus in all Hawaii public schools by the end of the 2020-2021 school year and providing immediate accommodations for families who wish to stop using this program now.

Mahalo Chair Payne and members of the Board for drafting this proposal and for acknowledging the many problems with this platform that parents and educators have documented. First, I fully support the language in the proposal that recommends all families be allowed to discontinue use of Acellus effective immediately and be provided alternatives to learning regardless of whether or not they are choosing full distance learning. I'm the parent of a 7th grader and a 5th grader in DOE schools who both began the year using Acellus for full-distance learning and our family has experienced firsthand the negative effects of this software.

There is ample evidence of discriminatory content documented by parents and teachers to warrant concerns about racial discrimination, the separation of church and state, and equal protection in the Acellus curricula. Even if there is some select Acellus content Superintendent Kishimoto considers "acceptable," a broken clock is right twice a day. The presence of some non-discriminatory content does not justify the continued use of our children as test cases and free labor for Acellus, as the company continues a series of deeply unethical practices including scrubbing content and then denying its existence; paying for faux news sites to promote its poor platform throughout the state; and targeting Hawaii parents in Acellus' weekly video messages for simply shedding light on this content.

I urge the DOE to consider amending its Oct. 12th communication to reflect that families and teachers may choose to stop using Acellus immediately, as current language in the superintendent's letter leaves too much open to interpretation by principals. Parents have already communicated that they've approached their principals about their children stopping the use of Acellus after the circulation of this letter and are being told that the transition from Acellus will not take effect until Fall 2021. Moreover, other parents may not feel comfortable asking their schools to be let out of the Acellus program in the absence of clear language that ensures they will not lose access to distance learning.

Second, in the interest of transparency and rebuilding public trust, I believe the DOE should release the most recent draft findings from the Office of Curriculum and Instructional Design (OCID) and the Department's Civil Rights Compliance Branch. The review was conducted in the public interest to evaluate the Acellus program for quality, rigor, and its compliance with civil rights, and it was determined that the program should be discontinued. The content of this review should be public information, as parents should have access to the same information about their children's curricula as they would in a physical classroom.

Third, while the BOE proposal makes clear that the use of Acellus should be terminated by the end of the school year, this language is not in the Oct. 12th letter sent to families from the Superintendent. Instead, the Oct. 12th letter states that the DOE review team recommended Acellus "be discontinued as a primary curriculum resource" and that they would be working with schools that use Acellus to identify and leverage content found acceptable. After speaking with a number of parents and educators, there is still a lack of clarity around what this 'phasing out' process will look like, and when it will happen. In the interest of clarity and transparency, the DOE should provide further information about how and when it will be phasing out Acellus, including a date for terminating use of all products provided by this vendor. This information should be communicated clearly to families in a timely manner.

Finally, I believe that in an effort to restore public trust around curriculum selection, the DOE should provide further information on its revised process for evaluating outside curricula going forward. Like many other parents and educators, I think our focus should be on using our local teachers' expertise and utilizing local resources for developing distance learning and/or online content going forward. To date there has been a lack of transparency around how Acellus ended up in so many schools as a primary delivery platform for distance learning despite negative reviews by the DOE's own curriculum specialists months ago. Rather than provide a clear answer, we are left deciphering oblique language around whether or not Acellus was "adopted" by the DOE. This is a distraction. The DOE's new vetting process is a matter of public concern and therefore should be transparent going forward so as to avoid another expensive and harmful mistake that our children are paying the price for.

10/13/2020

Dell Marketing LP Mail - Testimony In Support of Action Item B

Mahalo for your time and consideration,

Adrienne Robillard



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

**BOE written testimony Acellus termination**

1 message

**Joe Belisario** <joe@hawaiidesigngroup.com>  
 To: testimony.boe@boe.hawaii.gov

Tue, Oct 13, 2020 at 1:50 PM

Greetings,

I am a grandfather or 7 & 9 year old attending Kahakai Elementary, Kona Hawaii, the only dual complex in the state. The complexes are designated between East and West of the Big Island. I mention this as a matter of fact as within the 40 year resident I have observed the disparity of funding, CIP, and other Island related projects.

The disparity is simply Hilo vs Kona or East vs West. The disparity between East and West is again being seen in the disparity of the one school district with two complexes. In addition the disparity on the west side also has significant disparity.

In short the student and teacher should not be tied to the reopening of tourism or commercial retail, there should be one plan and that plan should remain in place as an Emergency Temporary Norm until such time a valid cure or vaccine is discovered, vetted for safety and available to the entire state.

The following are my emails to Senator Dru Kanuha and his legislative assistant on the general matter of Acellus and the situation at Kahakai elementary school. please accept this email as my testimony to the BOE and forward to the State leadership.

Aloha Senator Kanuha,

Joe Belisario here, we worked on the Kona Inn Farmers market a few years ago.

I have been made aware of information You may be able to assist.

basically: and I apologize if you know this

1. HSTA per news reports: Majority of Teachers do not want in classroom one on one learning.
2. Big Island although one state school district, we are divided into "" complexes" East and West.
3. I spoke with the principal and Vice principal at Kahakai Elementary and she stated the following:
  - (i) Their school choose blended learning and standalone Acellus
  - (ii) at some point the State mandated all to be online 100%. The result at their school:
    - (a) Acellus standalone no teacher interaction ("A" synchronous) would remain as is, The Blended changed to a (synchronous) program. The Synchronous model is an online 100% interactive zoom type program.
    - (b) for reasons still unknown this shift to the synchronous program was not made aware to A-Synchronous Acellus participants, I was made aware that Acellus students are allowed to switch to the Synchronous program,
    - (c) If the State reinstates the "in person" blended program program all students enrolled in the 100% synchronous are locked into the blended in person model putting the kids back into the classroom, reviving the in person contact concerns from parents and the highly publicized HSTA resistance to in person learning.
4. For me as a PAPA, It would seem that a 100% synchronous online program would solve the issue of parents and HSTA's concern over covid transmission in person in the classroom. And I expressed that to the vice principal in charge of the Acellus program, Ms. Jessica Dalke, Ms. Dalke made me aware that there exist a percentage of teachers that are actually AGAINST online learning. (news to me)



After some discussion the teachers that are anti online, are teachers that are not tech savvy, I assume the more senior and ranking seniority teachers.

After some thought I suggested a possible solution:

(i) Staff the teachers that need it, with a tech savvy assistant in class to assist in the production and execution of a synchronous 100% online model, i.e. zoom or google meet. This model can be used throughout the school year or until the teacher is on the job trained to function on his or her own.

(ii) Having a 100% interactive online class will address covid transmission concerns in the classroom significantly. protecting two of our most precious resources, Teachers and our kids. This could be the norm until such a time when covid known transmission is FULLY understood and stop the inconsistency of the stop and go current State policies as it pertains to the schools

5. This sounds simple, But Ms. Dalke stated that the HSTA as whole will be involved and their members will have to agree. (out of my realm) and IF this proposal gets that far our state representative may be needed to floor anything.

6.Ms.Dalke finds the idea intriguing and is willing to have a talk story with you. I would hope that your position as Senator, you may be able to begin a conversation on the possibilities and find a way forward.

In closing, in my personal opinion, Josh green, and ER frontline workers with full PPE protocols in place are being infected and dying. This suggests to me that frontline PP&E protocols may be insufficient for unknown and yet to be discovered transmission variables.

Maybe the CARES act funding can be spent on something that we can hang our hat on for a long term temporary norm.

Jessica Dalke, Kahalai Elementary Vice Principal [REDACTED]

ps. I started drawing plans with a pencil, paper and a T-square, I had to make the transition to computer assisted drafting or CAD. A very complicated software. my pencil and paper are now a mouse and screen. I knew the pain. I had my first zoom meeting this past July, a little scary, but today I am totally proficient with zoom and other meeting software. I'm confident your teachers have the same apprehension about technology as I did with zoom. with a little support they can cross over. And who knows this may be a model for the entire state.

I also support the tech deficient teachers and their service to our kids, However is it fair that the safety and education of our keiki be outweighed by a fraction of teachers?

**Joe Belisario** <joe@hawaiidesigngroup.com>

Mon, Oct 12, 3:37 PM (22 hours ago)

to senkanuha

Aloha,

I spoke with Iokepa on the acellus 100% vs. v blended program (which is now 100%) issue at Kahakai elementary

In addition to the new report this morning on Acellus, I received this letter via class dojo, (see attached)

We had an option to switch to the blended program, However if we switched to blended and students were called back to school under the blended program i person schedule, We could not switch back to 100% online.

Frankly with the current growing cluster from the University of the nation and the unsubstantiated claims they went from the airport directly to Target and or Walmart before quarantine on campus Puts Kona Kids and citizens at risk.

Since the blended kids are 100 percent online, leave them there, and allow Acellus kids in.

I'm seeing too many examples of our state government trying to save the tourism economy in tiers. What I see is a yoyo between tiers in the near future, bad for everyone.

But we can leave the kids and teacher out of this yoyo with 100% online learning.

As to childcare, the kids are home and parents are dealing with it, helping them! with CARES act funds and beef up child care/ covid/learning models. until this governor stops playing russian roulette

Mahalo

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### ***Special Announcement :***

Hawaii Design Group LLC has begun construction of our new stand alone facility located just above Kailua Kona. The Facility will be LEED certified and have operational sustainable components such, permaculture, onsite fish and vermicast worming production, edible landscaping, Solar and Wind generation, Power storage capability in concert with or without netzero option. And of course HDG will be able to integrate the same features into your personalized Residential & Commercial design needs.

Completion date estimated 2021

### ***Joe Belisario***

Senior Planning Consultant

President,  
HAWAII DESIGN GROUP  
Post Office Box 4112  
Kailua-Kona, Hawaii 96745

  
[hawaii.designgroup.com](http://hawaii.designgroup.com)  
[joe@hawaii.designgroup.com](mailto:joe@hawaii.designgroup.com)

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Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony

1 message

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**Lahela Barcenilla** <lahelab@gmail.com>

Tue, Oct 13, 2020 at 2:16 PM

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

Aloha kakou,

I am writing in support of Action Item B: discontinuing the use of Acellus in all Hawaii public schools by the end of the 2020-2021 school year, and providing immediate accommodations for families who wish to stop using this program.

Thank you Chair Payne and members of the Board for drafting this proposal, and for acknowledging the many problems with this platform that parents and educators have been documenting over the last few weeks.

I fully support the language in the proposal that recommends all families be allowed to discontinue use of Acellus effectively immediately and be provided alternatives to learning regardless of whether or not they are choosing full distance learning.

There is ample evidence of discriminatory content documented by parents and teachers to warrant concerns about racial discrimination, the separation of church and state, and equal protection in the Acellus curricula. Even if there is some select Acellus content Superintendent Kishimoto considers "acceptable," we know a broken clock is right twice a day. The presence of some non-discriminatory content does not justify the ongoing use of our children as test cases and free labor for Acellus, as the company continues a series of deeply unethical practices including scrubbing content and then denying its existence; paying for faux news sites to promote its poor platform throughout the state; and targeting Hawaii parents in Acellus weekly video messages for simply shedding light on this content.

I believe the DOE should consider amending its Oct. 12th communication to reflect that families and teachers may choose to stop using Acellus immediately, as the current language of the letter leaves too much to interpretation by principals. Already parents are communicating that they've approached their principals about being let out of Acellus after the circulation of this communication, and are being told that the transition from Acellus will not take effect until Fall 2021. Moreover, other parents may not feel comfortable asking their schools to be let out of the Acellus program in the absence of clear language that ensures they will not lose access to distance learning.

Second, in the interest of transparency and rebuilding public trust, I believe the DOE should release the most recent draft findings from the Office of Curriculum and Instructional Design (OCID) and the Department's Civil Rights Compliance Branch. The review was conducted in the public interest to evaluate the Acellus program for quality, rigor, and its compliance with civil rights, and it was determined that the program should be discontinued. The content of this review should be public information, as parents should have access to the same information about their children's curricula as they would in a physical classroom.

Third, while the BOE proposal makes clear that the use of Acellus should be terminated by the end of the school year, this language is not in the Oct. 12th letter sent to families from the Superintendent. Instead, the Oct. 12th letter states that the DOE review team recommended Acellus "be discontinued as a primary curriculum resource" and that they would be working with schools that use Acellus to identify and leverage content found acceptable. After speaking with a number of parents and educators, there is still a lack of clarity around what this 'phasing out' process will look like, and when it will happen. I believe that in the interest of clarity and transparency, the DOE should provide further information about how and when it will be phasing out Acellus, including a date for terminating use of all products provided by this vendor. This information should be communicated clearly to families in a timely manner.

Finally, I believe that in an effort to restore public trust around curriculum selection, the DOE should provide further information on its revised process for evaluating outside curricula going forward. Like many other parents and educators, I think our focus should be on using our local teachers expertise, and utilizing local resources for developing distance learning and/or online content going forward. To date there has been a lack of transparency around how Acellus ended up in so many schools as their primary delivery platform for distance learning despite negative reviews by the DOE's own curriculum specialists months ago. Rather than provide a clear answer, we are left deciphering oblique language around whether or not Acellus was "adopted" by the DOE. This is a distraction. The DOE's new vetting process is a matter of public concern and therefore should be transparent going forward so as to avoid another expensive and harmful mistake that our children are paying the price for.

Thank you for reading, and for all your efforts regarding this issue.

10/13/2020

Dell Marketing LP Mail - Testimony

Raquel Barcenilla



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony for 10/15/20 BOE meeting**

1 message

**Kristen Teranishi** <kteranis@gmail.com>

Tue, Oct 13, 2020 at 2:32 PM

To: testimony.boe@boe.hawaii.gov

Dear BOE,

Please accept this testimony for the 10/15/20 BOE meeting.

I'm writing to ask that you please ensure that correct steps are taken to address possible Legionella Pneumophila contamination/growth in the water systems in schools which have been out of service due to COVID-19. As a mother of a child who will be returning to in-person learning at a public elementary school in Honolulu, I worry that checks and removal of Legionella could easily be overlooked. Schools across the country have found Legionella (which can be deadly) in water systems that have not been used for periods of time. The pathogen can make its way into A/C and other systems and create biofilms that need special treatment and not simple flushing. The CDC includes Legionella testing and management as an important part of re-opening after COVID closures. Though our teachers/staff have been coming to campus, there are undeniably certain water systems (e.g., A/C's, water fountains) even within those campuses that need to be checked/addressed. Thank you for your time and for your ear in my plea for you to ensure that Legionella is addressed in the re-opening plans for our schools.

Mahalo,

Kristen Teranishi



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Haiku Elementary School**

1 message

**Nalanipo Sawyer** <nalanipo@hawaii.edu>

Tue, Oct 13, 2020 at 2:43 PM

To: Christina.Kishimoto@k12.hi.us

Cc: BOE.Hawaii@boe.hawaii.gov, catherine.payne@boe.hawaii.gov, testimony.boe@boe.hawaii.gov, kenneth.uemura@boe.hawaii.gov, shanty.asher@boe.hawaii.gov, kaimana.barcarse@boe.hawaii.gov, margaret.cox@boe.hawaii.gov, lynn.fallin@boe.hawaii.gov, kili.namauu@boe.hawaii.gov, dwight.takeno@boe.hawaii.gov, bruce.voss@boe.hawaii.gov, phyllis.unebasami@k12.hi.us, lisa\_ann.silva@k12.hi.us, claudia.asato-onaga@k12.hi.us

To whom it may concern,

Haiku School students, parents, staff, and community are requesting an immediate change in their school administration. We deserve a principal who will respect the school community as well as understand and support the history of our school.

We support the DOE's advice that "Human relationships and capacity building within students, teachers, and the wider school community is at the heart of the school leader's work." We do not see clear evidence or capability of this being achievable under the current administration at Haiku School.

The current procedure of end-of-the-year summative evaluation is an obsolete rear view mirror type of practice that must be changed. A comprehensive and systematic evaluation system cannot wait until the end of the year and must include what a school administrator does day in and day out.

Because of this we, the undersigned, deserve and request a principal who will make reasoned, thoughtful decisions for the benefit of the school community and who will encourage community participation and support of the school NOW.

Without the strong, supportive, and encouraging leadership that is required at this time, the school community demands a change in leadership. We believe there is a clear failure by Ms. Walker to show she is able to lead in the following areas for our school: Professional Growth and Learning, School Planning and Progress, School Culture, Professional Qualities and Instructional Leadership, and Stakeholder Support and Engagement.

Under the direction of Ms. Walker, our campus has undergone unacceptable changes, as evidenced by the following and more:

- Lack of communication between school and community, but more importantly with the students and staff
- Low student and staff morale
- Loss of community support and partnerships
- High number of parental concerns and complaints
- Loss of students enrolled due to administrative decisions and lack of communication
- Failure to recognize the needs of students and community and to respond to situations with empathy
- Inability to respond to various forms of communication in a timely manner

-Unable to respond to requests for a efficient, consistent, and effective learning environment

We, the parents, alumni, students and community of Haiku Elementary School, demand that the Hawaii State Department of Education and Hawaii State Board of Education immediately remove and replace Ms. Karen Walker as the principal at Haiku Elementary School.

“Leadership is second only to teaching, among school influences on student success.” - The Wallace Foundation

The above passage is taken word for word off a petition that has just begun to circulate around the Northshore of Maui, regarding Haiku Elementary School. Within a week, this petition has made its way around our community purely by word-of-mouth. Each signature on this petition is directly connected to Haiku School and is an immediate part of our close knit community. Every person who signed it agrees that the current administration is not an acceptable fit for Haiku School. To be clear, we are not asking for mediation as the administration's actions have undermined the trust and support of our community and long time benefactors who give countless hours and funds to our school. The petition includes names and comments from both community members, alumni, guardians, parents, and staff of Haiku School. We are all deeply concerned about the lack of communication, lack of respect, and inability to connect with our deeply rooted community values. Many of us: students, parents, teachers, and staff feel neglected, ignored, and that our concerns are not important, in a time when communication and trust building are paramount to successful leadership. Many of us do not feel safe teaching, and/or sending our children to school when the responsibility to keep them safe lies in the hands of the current administration. We have seen a decline in enrollment that is tied directly to the administration, (not Covid or other reasons).

Please deeply take into consideration the many comments, a handful of which are being forwarded to you word for word directly from our petition, which express the frustration that we have with this administration. We also want to establish a pattern using a few comments we have received unsolicited from people who have heard about our petition and wanted to express their past experiences with Karen Walker, when she was Vice Principal at Baldwin High School. After the overwhelming support we have received from representatives of our Haiku community, we are not willing to let this go until a new administration is put in place.

Attached to this letter is a sampling of over 50 comments out of more than 200 that we have received thus far from people who have signed the attached petition. We have 400+ individuals who have signed their names supporting positive change for Haiku School, while the student population of the school is around 380. Please take the time to read each comment as well as look over the petition, which cites the specific reasons the majority of our school community feels the need to strongly voice their concerns and wishes for such a drastic request with regards to our current administration.

We've always believed that Haiku School is truly the little school with the big heart. Although we have had different administrators in the past five years we have held strong to this truism and maintained the community's support and trust. It's one of the things that makes our school so amazing! Our school has dedicated teachers, a strong PTA, a Foundation, and support from numerous benefactors. One of our annual fundraisers, the Ha'iku Ho'olaule'a and Flower Festival, partners with upstanding community groups to host an event which draws over 7,000 people, gathered together to support our school and the Haiku community. We have partnered with the private sector to start a Foundation to secure funding for needs outside of our DOE budget. We were able to install water fountains and repaint our school, using Foundation funds, in order to not lean on the DOE for support. Our generous benefactors believe in the greatness that pours from our school and the community that stands behind it. These relationships have been built, in part, by past principals, who recognized the value of working together with the community. They are now in disarray due to the lack of understanding and effort put forth by the current administration to learn who we are and what we do.

The majority of the people have gone through the correct channels in voicing their concerns. They have been told, by district representatives, that public outcry will not play into the removal of a principal. At this time we are citing specific reasons why a removal is needed, and we are requesting your attention to this matter and consideration for further investigation and action to be taken.

The recent changeover in administration at Haiku School for the 2020-2021 school year has been unacceptable to the community. We are strongly requesting an immediate change and urging the Department of Education and Board of Education to look into this matter immediately.

Sincerely,

The 400 plus people in Haiku who have voiced their concerns as of October 12th, 2020

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**8 attachments**

 **A Change of Leadership at Haiku Elementary School.pdf**  
291K

 **Petition Comments.pdf**  
64K

 **Parent letter 1.pdf**  
41K

 **Parent letter 3.pdf**  
1732K

 **Letter to Ms. Dimino.pdf**  
16K

 **Paula Daian testimony - Mrs Nakahashi.pdf**  
564K

 **Parent letter 2.pdf**  
458K

 **BOE letter.pdf**  
28K





# A Change of Leadership at Haiku Elementary School

Haiku School students, parents, staff, and community are requesting an immediate change in their school administration. We deserve a principal who will respect the school community as well as understand and support the history of our school.

We support the DOEs advice that "Human relationships and capacity building within students, teachers, and the wider school community is at the heart of the school leader’s work." We do not see clear evidence or capability of this being achievable under the current administration at Haiku School.

The current procedure of end-of-the-year summative evaluation is an obsolete rear view mirror type of practice that must be changed. A comprehensive and systematic evaluation system cannot wait until the end of the year and must include what a school administrator does day in and day out.

Because of this we, the undersigned, deserve and request a principal who will make reasoned, thoughtful decisions for the benefit of the school community and who will encourage community participation and support of the school NOW.

Without strong, supportive, and encouraging leadership that is required at this time, the school community demands a change in leadership. We believe there is a clear failure by Ms. Walker to show she is able to lead in the following areas for our school: Professional Growth and Learning, School Planning and Progress, School Culture, Professional Qualities and Instructional Leadership, and Stakeholder Support and Engagement. Under the direction of Ms. Walker, our campus has undergone unacceptable changes, as evidenced by the following and more:

- Lack of communication between school and community, but more importantly with the students and staff
- Low student and staff morale
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- High number of parental concerns and complaints
- Loss of students enrolled due to administrative decisions and lack of communication
- Failure to recognize the needs of students and community and to respond to situations with empathy
- Inability to respond to various forms of communication in a timely manner
- Unable to respond to requests for a efficient, consistent, and effective learning environment

We, the parents, alumni, students and community of Haiku Elementary School, demand that the Hawaii State of Department of Education and Hawaii State Board of Education immediately remove and replace Ms. Karen Walker as the principal at Haiku Elementary School.

“Leadership is second only to teaching, among school influences on student success.” - The Wallace Foundation

\* Required

By adding your name you are supporting this petition: \*

Your answer

Are you a parent of a current Haiku student? \*

- ☐ Yes
- ☐ No
- ☐ Other: \_\_\_\_\_

Comments

Your answer

Submit

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Haiku Comments (highlighted in blue/yellow)

1. I agree 1000% with these statements and have been a part of haiku elementary school for 4 years, have volunteered on several committees and donated many hours to various fundraising and community events at the school. We deserve better and will speak up for the sake of our children's education, teachers quality of life at school and the future of the Haiku community. As a community we need leadership that reflects our values of Aloha. I am very disappointed in the current principal, in light of covid, the principal should be over communicating. I have had a child at haiku school for the past 5 years, this will be the 4th principal and she is the least communicative, this with a pandemic.
2. I am largely disappointed and frustrated with the principal Mrs Walker. From the start she had shown little to zero effort in communication, support, clarity or respect for parents, students and teachers. I am this close to pulling my daughter out of school due to this chaos and insecurity the new Admin has created in an extremely short period of time.
3. New administration needed! I am hanai mom to a student in Ms.Nakahashi's class, and also to another recent Haiku School alumni. We were thrilled when we saw who was to be. her teacher this year, Mrs. Nakahashi is lovely and has decades of a good reputation and is the teacher parents hope that their keiki will get. My daughter was very upset to hear that her teacher was not going to be there this week (and maybe longer, or forever), she adores Ms Nakahashi! This principal has not even introduced herself to parents, and there has been no communication except for negative communication, a personal email telling us not to send pre packaged snacks (bought at Costco) for the kids. Haiku School used to have great communication with weekly calls and blasts informing parents what was happening. Now nothing. Haiku School has been great and had a great reputation, please don't let that go downhill, our keiki and community deserve better.
4. I attended Haiku School from Kindergarten thru 8th grade in the 50's and am very disappointed with the current administration.

5. Change is imperative for students, parents, teacher's, administrators, and the Haiku Community to move forward towards a successful working relationship. I communicated with the new principal via email 3 times and received only 1 response. I got no acknowledgement of my emailed 4149 form. Luckily the school office called to check in because they didn't know if our son was enrolled. Office personal took it into their own hands to make sure my form was signed and submitted following proper protocol, even though it was the principal's responsibility.
6. As parents and children we all know that bullying is unacceptable.. So why should It ever be tolerated from the principle of the school? This is not okay and I will be pulling my child out of haiku school if the HDOE does not handle this matter immediately.. principal Karen Walker must go..
7. Haiku has a strict no bullying policy, that applies to the administration as well, Haiku school has always been loving, supportive in any matter. Since Mrs Walker took over, as hectic as this pandemic is already. She fails and shows no interest to improve the sense of support to children and parents at this time. My son and Grand daughters did attend the school
8. The appalling behavior and actions by Ms Walkers is unacceptable period! My husband and I are not surprised! After over a month of trying to get ahold of Ms Walker she communicated with us last week. She proved to be rude, apathetic, unkind and disconnected from the views, ideals and unique mixed culture of the students of Haiku school. How is it even possible that she was hired! Who needs to be held responsible for hiring her! Was she the only applicant? Does the DOE think so little of our unique school with a big heart, or was the DOE trying to rip that heart out of Haiku School? If it wasn't for Mrs Nakahashi our son would not be participating in Haiku school we would have enrolled him in a private school! Our hearts are saddened, we want Mrs. Nakahashi back and Ms Walker out! — —Amanda Szpunar (mother of 3 Haiku elementary students over the last 25 years)

9. I totally agree. She has not responded to numerous request to have a Town Hall / Back to School night to introduce herself to parents, supporters and our community. Lacks communication which is key to leadership.
10. Ms. Walker has not shown the required leadership to inspire the staff and students of Haiku Elementary School. She has the right to freedom of speech. I believe the best thing for the school, the children, the teachers, the staff and for the community, in order to move forward would be for Principal Karen Walker to be formally replaced at Ha'iku Elementary School.
11. I strongly support the petition for a change in the administration! Let's do the best for the children, our future. They deserve it
12. We need change.
13. I have tried multiple to reach mrs walker with no success . Last year I felt connected through weekly voicemails and emails with school updates by principal. This year I feel so disconnected and lost . There's needs to be better leadership. I live in Haiku. I am a concerned grandparent. Justice 4 Mrs. Nakahashi. We need a change in leadership. We need a change in leadership. Change in leadership
14. Principal Karen Walker not a good example of proper etiquette and good manners
15. We need good leadership. Not someone who can't control there behavior and making staff and teacher feel less than.
16. The school needs someone who is going to communicate with students, parents, staff, and community. You don't come into a school and try to change the Ohana feeling of the school. Haiku is a very tight nit community everyone is treats everyone with respect. It's family here. Mrs. Nakahashi was my first grade teacher, and one of my best teachers ever! Today, I am an attorney and I practice civil rights law. Although I do not have all of the facts, the information provided by teachers and staff at Ha'iku schools paints a picture of a hostile working environment, created by the current principal. I respectfully request that the DOE conduct an independent third party investigation. If the facts support a finding that the Principal created a hostile work environment, then the DOE is required by law to take immediate corrective action. Effective Teachers make a difference in the

lives of children each and every day, and are essential to student success! Teachers, and most especially Mrs. Nakahashi, deserve support, not intimidation and a hostile work environment. Thank you for your consideration.

17. I 100% support this petition and strongly encourage members of the DOE to do better when evaluating and selecting someone to fill such a vital role in the community of Haiku. Please put in the effort to provide our children and teachers with the support they need and deserve. My son and Grand daughters did attend the school
18. Very disappointed in Ms. Walkers leadership as a principal in Haiku' school! What she has done, is Wrong on so many levels!!! I WHOLEHEARTEDLY support the decision of REMOVING MS. Walker immediately!!!!
19. I do not believe this principal has the students health, safety and well-being in mind. She failed to respond to a written request concerning my child being at risk staying home with no one but his sister to watch him while I work. She has shown a lack of knowledge regarding COVID 19, allowing teachers to wear face shields without a mask while children are standing next to them, and failed to wear her own mask during a short meeting with me, continuously taking it on and off then finally holding it a few inches in front of her mouth. Which I found to be lazy and rude. Tomorrow is the start of fall break and I still have not heard whether or not second quarter will remain 100% distance learning. What's going on!?!
20. I completely agree with this statement and support it .....I support this petition
21. During these unprecedented times clear communication and appropriate support for families, teachers and children is paramount to success. I strongly support this petition. "respect our people students staff that no principal is not from here so Don't try and rule our community. Our children and teachers DESERVE A GOOD UNDERSTANDING PASSIONATE TO KNOW BETTER. OUR TEACHERS NOW BETTER THEN U THINK HOW OIR CHILDREN LEARNS IS THE POINT"
22. She needs to go! No Aloha! Get her out of our Haiku! Listen to the Community. she obviously made a huge impact on our keiki.

23. Haiku has a strict no bullying policy, that applies to the administration as well. Haiku has a strict no bullying policy, that applies to the administration as well
24. I am a former DOE teacher and have worked under a principal that picked on teachers that wouldn't stand up to him. Principals are rarely evaluated on a regular basis because teachers fear retaliation. Want a supportive leader at haiku school
25. I understand the frustration as I worked for the DOE for over 15 years. The harshness and lack of empathy an administrator demonstrates really has and impact on the happiness and quality of education their teachers can provide. If teachers and staff are unhappy, the quality of education declines and unfortunately our keiki suffer. Correction is needed Aloha! My son had Mrs. Nakahashi as a teacher in 2018. Our whole ohana loves her very much. Please listen to the people! Ke Akua Pu! Mahalo! I know her personally and her passion and love that she has for her students. I am a member iof the haiku community What her and the VP has done is destroy a school a community and district. After my children graduated. My love for the school continued and support. But if walker remains principal. I will no longer support the school. After my children graduated. My love for the school continued and support. But if walker remains principal. I will no longer support the school. I do not see how there will be any mending of the toxic relationship created by this new Administration without an immediate change in leadership at Haiku School. The students are questioning the principal's ethics, as are the parents, along with the staff. If this is how she plans to run a school with lack of communication, lack of protocols in place when school started, and a manipulative personality that turns conversations between parents and teachers often; we cannot survive the school year without high turnover of staff and students. Haiku School deserves better immediately.
26. Change is necessary immediately
27. Ms. Walker should be removed. It is an important factor that the Leadership will work in the morale of "Do as I do, Not DO as I Say."

28. Get Walker out!!!! I am a former Haiku Elementary School Student. I strongly agree that our children need a better, more Humble & caring Principle!
29. An elementary school should not have leadership like this. It needs supportive community environment.
30. The letter said it all. I agree with letter. Unfortunately for all concerned, after such an act of disrespect to such a beloved teacher, the appalling lack of transparency on the part of the current administration has irreparably broken the trust of staff, parents and students alike. Watching this play out "from a distance" and through the eyes of our family has been painful and concerning. We urge that this letter be given thoughtful consideration. Broken trust is difficult to repair and Ha'iku School deserves positive action to restore balance and harmony in the school community.
31. Do the right thing for the community!
32. Focus on what will benefit the students. Admin. who doesn't work well with staff and doesn't take advantage of learning from a veteran teacher/staff member? I've seen it before! The students of Haiku Elem. deserve Admin/Educators to be unified. Former student
33. Haiku school has gone through many changes in the past 40 years. The current principle has been a bad change. Please replace Mrs. Walker.
34. Alumni. I attended Haiku school and in the past have expressed my desire to send my daughters there. Under the current leadership I wouldn't feel safe joining the Haiku School community or send my children there. Please listen to the voices of the people. I'm a community member of Haiku as well as a parent of students who attended Haiku Elementary also some of my grandchildren. In the past few administration has not provided a leadership, professionalisms and communication with the school and community. This has greatly affected the school faculty, students, morale and the Haiku Community. Again, the

State has treated the community of Haiku like 2nd class State citizens in the type of administrators that is placed in our community school.

35. Mrs. Nakahashi is a legendary teacher and is a rare priceless gem to the education system in Hawai'i. Do not allow new administration to take advantage of their power and create an abusive environment for students, parents, & teachers. Who suffers the most from this?...the children who need a proper education. By having this principal, you are obviously depriving students. If you have protestors at an elementary school, you better bring things back to the way they were. Mahalo Piha. I support this petition. This administration has caused irreparable harm to the relationship with staff/community. Monica has the warmth of a mom, the experience of lifelong teaching, and the patience and caring to go the extra mile. Teaching is her life and her students feel it. Treasure her commitment. She deserves awards! For shame that she is being persecuted. Stand down new principal. You are out of line. Listen to the community. Apologize and make amends!
36. very unhappy with treatment of our ohana of teachers
37. Very lack of Communication skills. Last school year we used to get a phone call by the principal to tell us what was going on every week.
38. No communication with parents after multiple attempts
39. As a former PTA president, I'm appalled at the disconnect of the admin and community. This is what always made haiku elementary great. They lost it somewhere along the line.
40. This principal has done more harm than good. Regardless of her intentions her actions have created negative consequences for everyone at Haiku School, especially the students and families. Its very apparent she's not prioritizing the best interests for the entire Haiku Elementary School community.



41. I agree that Principal Walker should not be the Principal of Haiku School and should be replaced. We need a Principal who is able to communicate to all and is Culturally Competent, which she is not as evidence by her past and present actions.
42. I'm a community member of Haiku as well as a parent of students who attended Haiku Elementary also some of my grandchildren. In the past few administration has not provided a leadership, professionalisms and communication with the school and community. This has greatly affected the school faculty, students, morale and the Haiku Community. Again, the State has treated the community of Haiku like 2nd class State citizens in the type of administrators that is placed in our community school.
43. I support this petition. This administration has caused irreparable harm to the relationship with staff/community.
44. very unhappy with treatment of our ohana of teachers
45. Very lack of Communication skills. Last school year we used to get a phone call by the principal to tell us what was going on every week.
46. No communication with parents after multiple attempts
47. The integrity and spirit of Haiku School MUST be adhered to. The principle must go.
48. As a former PTA president, I'm appalled at the disconnect of the admin and community. This is what always made haiku elementary great. They lost it somewhere along the line.
49. My husband and brother in law was a student there as well as 3 out of our 5 kids I was a constant volunteer and donated to the school on multiple occasions. I do not like what I hear and see that is going on
50. This principal has done more harm than good. Regardless of her intentions her actions have created negative consequences for everyone at Haiku School, especially the students and families. Its very apparent she's not prioritizing the best interests for the entire Haiku Elementary School community.

51. We are alumni. I have two young adults that went to Haiku School and Haiku School was the amazing foundation for their education. This is not the same school we love. Please listen to our voices and concerns
52. I'm a fellow teacher and this situation wasn't handled well at all. Mrs. Nakahashi, and the community, deserve much more respect than they are being given.
53. Please remove the current P and VP
54. Ms. Walker has failed our students, our teachers and our community.
55. Let it be noted that this decision goes beyond the situation with Mrs. Nakahashi. We have been mistreated, and misled by the leadership at the school, specifically Principal Walker. Students that need help are not getting help. Parents that need guidance are not getting guidance. Families that need support are not getting support. Being the new person on staff, I'd expect the principal to work WITH her staff and the community, instead of against it. For this reason, although I don't like recommending removing someone from their position, I cannot see how our children will benefit under the leadership of Karen Walker

Baldwin Comments (highlighted in green)

56. We had her as a Vice Principal at Baldwin High school last year for my son and we had a very difficult time with her in our meetings. We got her off his case & then had productive meetings
57. Two of my granddaughters were intimidated and shamed in front of their peers when Ms. Walker was one the Vice-Principals at Baldwin High School. As a Vice-Principal at Baldwin High School, Ms. Walker failed to recognize the needs of students and community and to respond to situations with empathy. Her actions at Baldwin High School and at Haiku Elementary School clearly demonstrates that Ms. Walker has a history of abusing her position of power by intimidation of staff and students. It is

also evident that Ms. Walker does not understand the unique culture we have in our Maui communities and is therefore incapable of strong, supportive, and encouraging leadership. I support this petition to immediately remove and replace Ms. Karen Walker as principal of Haiku Elementary School.

58. Former co-worker of principal when she was a VP at Baldwin (signed petition in support)

Aloha e Ms. Kathleen Dimino,

I am a parent of a kindergartner in Mrs. Nakahashi's class.

First of all, I would like to share my disappointment with the school administration. Although I understand that this school year is different than any other, I was very disappointed with the level of communication provided to parents. My kindergartner is my oldest child and this is my first year going through the Department of Education system. I enrolled my child within the summer and did not receive any information regarding his classroom or teacher. I called the school on Aug 6 and was told that information would be shared shortly. Then, I called again on Aug 10 and was told that teachers will be reaching out to us on Aug 11.

I never received any information about lunch procedures (payment, how it works, ect.), handbook, school policy, safety protocols (not-related to COVID such as disciplinary, fire, evacuation and lockdown procedures, ect.), map of the school, student ID#, classroom location, etc...

I wanted to give the administration time to set-in this school year and hoped that communication will get better. But after hearing that Mrs. Nakahashi has been removed from the classroom from a friend who texted me that was not acceptable. As a parent with a child directly impacted by the current situation, I should have been learning about this situation from school administrators when it happened. As well as future communication about how Mrs. Nakahashi's class would have been handled while she is on leave. Due to the lack of communication from the school administration, I had to personally walk my son to school to check-in at the office and ensure that he would remain with his classroom/bubble. This is a pandemic time. While I am supporting his face-to-face attendance, I need to know that the temporary change of personnel is not affecting his well-being. Students should have been a priority. I am not looking forward to my son going through the string of new faces and substitute teachers with an incoherent curriculum.

I hear so much negative feedback from other parents who have their Kindergartner in distance learning and I am so grateful for Mrs. Nakahashi coming to school each day and holding face-to-face teaching during this time of pandemic.

I received a call from her on Aug 11 where she introduced herself and took time to answer my questions. She has since been always in contact with me to share safety protocols, changes to the classroom routines, and my student well-being. She has always been responsive.

On the first day of school, she gave parents a folder full of information regarding her classroom management. She shared information that helped me as a parent be connected to my child's school education. I no longer felt disconnected. Mrs. Nakahashi is the reason why I have been so patient with the school administration.

She also enforces safety protocols, handwashing, and mask-wearing. I remember my child saying that they cannot share markers at school to not share bacteria. As a parent, I felt at-ease dropping off my child to Mrs. Nakahashi's classroom each day.

He is happy, safe, loves going to school, and in the past 5 weeks has made so much progress. He writes and colors now in his free time which he rarely did. I know that this is a direct result of Mrs. Nakahashi's teaching. She cares for each individual student, and this is the type of teachers that we need especially for kindergarten.

I support Mrs. Nakahashi and hope that she will return to her classroom soon. Schools need teachers who put students as their top priority and she is definitely one of them.

Me ka ha'aha'a  
Vaiana Nakamitsu

Dear Kathleen,

My husband and I are absolutely appalled to hear about what has happened to Mrs. Nakahashi. She is the heart of Ha'ikū Elementary School and the way she is being treated is horrendous.

My daughter was in her kindergarten class last year, and started crying when we told her that her beloved teacher would no longer be teaching at her school. How can we expect her and her peers to properly learn at a school that treats their teachers in this unacceptable manner!? 40 plus years and she is escorted off the school grounds like a criminal! This school and the administration can do better to treat a person who is at HIGH RISK for getting COVID-19, but who still RISKED THEIR OWN LIFE in the middle of a pandemic to educate young children who can not even begin to fully comprehend social distancing. THAT SHOULD SPEAK TO HER HIGH CHARACTER RIGHT THERE. SHE IS RISKING HER LIFE TO TEACH CHILDREN BECAUSE THIS IS NOT HER JOB THIS IS HER PURPOSE. SHAME ON THE ADMINISTRATION!

Many other parents feel the same and you will loose tax payer funding for a school that honestly does not get enough funding as it is. Do not under estimate the Ha'ikū Community. This principle is not the right fit for this school and it will continue to be an uphill battle if you do not find a replacement. Regardless of the outcome of Mrs. Nakahashi the principle is not the right fit.

Mrs. Nakahashi is the sweetest, most caring and most gifted teacher I have ever met. The impact she has on her students, their families and this community is unparalleled to anything I have ever experienced with another teacher. When the school year abruptly ended on March 20th due to COVID-19 and the students were unable to return with no plan or assistance from the the DOE, Mrs. Nakahashi did not skip a beat and ensured that my daughter and her classmates were set up for success to end the year. She was in constant communication with me and the other parents keeping us all on track. She instilled confidence in me and my husband to be able to continue educating my daughter at home in the middle of the most stressful time, not only on Maui but in the world. What type of guidance did we receive from the DOE? NOTHING, NO GUIDANCE, NO HELP, NO INFORMATION ON HOW TO TEACH OUR KIDS AT HOME. All of our guidance came from Mrs. Nakahashi who selflessly gave her wisdom, time and patience.

This is an absolute disgrace and needs to be made right immediately.  
The Ha'ikū Community will not stop until a proper decision is made.

BRING BACK THE HEART OF HAIKU ELEMENTARY SCHOOL

Sincerely,

Todd and Nadia Bernardy

*Nadia Bernardy*  
*Todd Bernardy*

September 28th, 2020

Dear Ms. Dimino

I would like to express my frustration with your pick for principal at Haiku School. I am an alumna of Haiku School. I have two children, former students who went from K-5 at Haiku School as well as a 5th grader currently. I have been involved on the SCC board, the PTA as an officer, as well as volunteered countless hours to many of the family events and fundraisers. I do not approve of Karen Walker as the principal of Haiku School. I believe that a job that is this important to our children, our parents, our teachers and our community requires careful consideration before hiring as well as interim status checks during the first few months on the job to make sure that the decision is the right one. I want to insist that we do that now. We need to evaluate her time with us this far and determine whether she is now or will ever be an acceptable fit for our school and our community. I do understand that any new incoming principal will face challenges and make mistakes. Here is some feedback for you to consider.

These are challenging times for us all. We, as parents, are stressed with employment, school, bills, and all the while doing the best we can for our families health and safety. We demand a principal who realizes that and makes the extra effort to alleviate our concerns at school. We do not need one who makes things worse. Demanding this is not unreasonable nor unrealistic. We demand a principal who listens and responds to our issues with care, consideration and respect. Instead we, as parents, are left with unanswered emails, unreturned phone calls and questions building up that either are left unresolved or ignored by Karen Walker. We demand a principal who, if they make a mistake will have the humility and decency to admit the mistake and seek to correct it both in the moment and in the future. We do not need a principal who digs her heels in the ground, grits her teeth and posts a half hearted apology via email. We need a principal who understands that the demographic in Haiku does not mean that posting to the school website means communicating with the parents. We need a principal who will consider the advice given to her and act on it should it be reasonable and in the best interest of all parties concerned. After two months of having our school run to the ground, in terms of morale, in terms of a feeling of safety and careful consideration for these challenging times put on families, we need a principal who is not Karen Walker.

Respectfully,

Nalanipo Sawyer

To: D.O.E, Complex Area Superintendent and State of Hawaii Board of education

Date: 09/28/2020

From: Paula Daian, Haiku school parent and PTA member since 2015

To whom it May Concern,

I am writing this letter in regards to the events that occurred at Haiku Elementary school last week with my daughters kindergarten teachers, Mrs Monica Nakahashi.

Mrs Nakahashi has been teaching at Haiku Elementary school for many generations. Our community is proud to have such a loving person and amazin teacher in our school, specially with our small kindergarten children's transitioning an important millstone in their young lives. A smooth transition to school lays the groundwork for later success and can make a significant impact on a child's later success. Mrs Nakahashi touched the life of so many of us and over generations she was aware that transition to school is such an important time in children's and families lives .

I first met Mrs Nakahashi in 2015 when she was the kindergarten teacher of my oldest daughter (Ayla Daian) and upon my special request I was lucky to have the opportunity to have her as my second daughter teacher (Mayli Hack) in 2017. Mrs Nakahashi is one of the **best teacher** I ever met in my life. Her commitment to our community, her passion towards teaching and the unconditional love she give our Keikis every day, is something really amazing. Since the moment I met her I knew she was incredible women and we instantly became good friends. I witness many years of her passion towards teaching and how much love and support she gave our children. I witnessed her tears, every time one of her students left or moved away. I witnessed her unconditional support and prayers, for each kid and each family that needed support in difficult times. I witnessed her laugh and sense of humor, that brought so many smiles in her classroom. I always saw how much joy and how fortunate our kids were to have Mrs Nakahashi in their lives. She understood children more than anybody I ever met. I remember one day she told me how kids have a special way to express their feelings, how you need to learn to read "between lines" when they want to express their true feelings. That is how I can better describe her, as someone that can read children hearts!

Every time my daughters had a problem at school or for some reason they felt sad, they knew that Mrs Nakahashi was there for them. They knew that they could stop by her class at recess and they could unconditionally count on her. When they felt lonely at school Mrs Nakahashi gave them a big warm hug, when they felt sad Mrs Nakahashi always made them laugh . She was always there for my daughters, the some way she was always there for so many other kids during her over 30 years career. As parents we were blessed to have such a teacher at Haiku school.

On 2017 my family went through some personal difficult times while my second daughter was her student. Mrs Nakahashi opened her heart to my whole family. I could feel our pain in her heart and I saw our tears in her eyes. She welcomed us to her home and introduced us to her amazing big family and since then we celebrate thanksgiving together every year. I experienced first handed the real "Aloha Spirit" of a



traditional Hawaiian family. Today, my family is feeling her pain in our heart and we have her tears in our eyes. We feel so much pain from the way she was treated. Our community is in shocked at such disrespect and "luck of aloha" from the new principal.

Mrs Nakahashi is a formidable woman and she deserves to end her amazing career with respect and dignity (when the right times for her retirement comes). She still has a lot of love and a lot of knowledge to share with our children and our entire community adores her. Miss Nakahashi is consider a legend at Haiku School and all the parents, kids, teacher and community members want Miss Nakahashi back at her classroom. We want to see her dancing hula every end of the year, we want to see her at the school events with her big family and we want to see her teaching and loving her children. Couple of weeks ago she told me how blessed she felt to be around her kids again, after so many months of virtual learning (COVID-19)

I also want to express my disappointment in this letter. As a member of this community I noticed a big general discontent towards the new Principal, Karen Walker. Our school community is too precious and beautiful to allow an "outsider" that doesn't understand or connect with our core values. Since Principal Karen Walker arrived to our school in August she didn't really manage to connect with the parents, students and teachers and she couldn't understand the main values guiding our community. Many parents felt the new principal luck of support and communication. I was surprised to learn that teachers are feeling scare of the new principal and they don't feel safe at school. It is clear that if teachers and staff feel unsafe, the school environment becomes emotionally unhealthy for our young children. While we are all going though difficult times during this pandemic and our lives are disrupted by Covid-19, it is very important that the children are in a environment were they feel love, support and have strong values so they can feel safe during this hard time.

Couple of weeks ago I decided to remove my daughters from school because I didn't like the new principal and as weeks pass by I understood many other parents did the some as well. I want my daughters to be in a loving environment where everyone feels safe and supported. I don't know what is Principal Walker history or curriculum but I am certain that she is not good fit for our community. Our community is strongly standing up to support Miss Nakahashi and the rest of the teachers. The community is also standing up to keep our school environment healthy and safe.

As a parent and as a member of Haiku community I am requesting a replacement of Principal Karen Walker and Vice Principal Linda Marrs as it is affecting the social health and well being of our school. Please authorize the immediate return of Mrs Nakahashi to her class, Haiku School need her back in campus.

I will be available to offer more information, testimony and further assistance in regards to this matter.

Sincerely,

Paula Daian

  
[REDACTED], [info@pauladaian.com](mailto:info@pauladaian.com)



Ms. Kathleen Dimino:

These are extraordinary times.

We are all living, working, learning, surviving within an almost Biblical event none of us have ever experienced in our lifetime. The governmental departments and agencies of Hawaii Nei are desperately working together to overcome the challenges imposed by this pandemic. Together. Success can only be achieved by working together: mutual support, sacrifice, trust, consensus, communication, and respect. These efforts need to be coordinated by leadership up to the task.

This is not the time to learn how to communicate, or how to groom compassion, or how to grow the respect of a community. In these challenging times we need administrators who have leadership skills not training wheels.

The student, teacher, parent, administrator, graduate Ohana of Haiku Elementary School has a longstanding reputation for generosity, volunteerism, and commitment to our rural community values. This commitment is built on communication, trust, and belief in the long term academic goals of the Department of Education.

Recent administrative actions and decisions at Haiku Elementary since the much delayed start of the school year, have been marred by a lack of communication, disrespect for our community values, and a total absence of trust. Going forward into a highly uncertain academic future, this present administration has irrevocably lost the respect, trust, and confidence of the Haiku community.

We fear that our childrens' education is in peril.

We know that the Department of Education is capable of better management.

We trust you to take these observations to heart.

We know the Department of Education is better than this.

Please do the right thing.

Respectfully Yours

grandparents of an enrolled 3rd grade student

cc:

To whom it may concern-

Thank you for your time and attention during this unprecedented year. I am contacting you as a current and past parent of thirteen years at Haiku Elementary School on Maui. From the start we have been very involved parents at the school, helping from being room parents to chairing fundraising events. Our community is so deeply involved and supportive of our school, we host community events hosting over 7,000 community members all fundraising for our students. Throughout our time at the school we have seen and been supported by five principals. We truly can't begin to imagine the scope and responsibilities that administration holds, but can appreciate when they are an integral part of our community. Our school Ohana has continued to serve Haiku through its core group of dedicated teachers, parents, students, and alumni while welcoming administrators into the mix as they have come and gone. It's a testament to this core group, I believe, that work together to uplift our students and support them.

We have recently undergone massive amounts of upheaval at our school under the new direction of incoming principal Karen Walker and VP Linda Marrs, who began in July 2020. While I can certainly respect the need to follow protocol when dealing with staff issues, the actions before and after the removal of a (beloved) staff member have been inexcusable. I believe that true healing needs to take place in our community and we do not have the tools, experience, or expertise under the current administration to do so. In fact, after recent sign waving at our school, attended by over 200 community members, there were no further efforts from our principal to address the issue, attend community events, or engage with our community.

We are requesting a change of leadership at our school, and asking for your help in securing this in order for our students to become the life long learners we know they are capable of being.

Communication has been almost non existent from Principal Walker in a time of confusion, simple suggestions were ignored, safety issues were not thought through, and many other issues have occurred. We have shared our concerns with our CAS, and believe to be at a disadvantage because of other issues occurring at Haiku at the same time with staff members. We are requesting a replacement administrative group that has nothing to do with the leave of the long time staff member. We are requesting help and consideration because of the current administration's inabilities, and believe they are incapable of being able to bridge our community together again, a lack of leadership qualities, and ineffective communication to people in a timely manner.

After looking at the categories that new principals are evaluated on, it's clear from a parent view point that real interest should be taken by the DOE and BOE on what exactly is happening at our school, and perhaps after listening to our community, students, teachers and staff- an intervention higher than our Complex Area Superintendent is needed. I urge you to follow up on this matter and take it as a serious request.

Thank you for your time-

Jonathan Davis

Haiku, Maui

[REDACTED]



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony**

1 message

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**frank konaboys.com** <frank@konaboys.com>

Tue, Oct 13, 2020 at 2:58 PM

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

I am writing in support of action item B. I feel that parents should be able to opt out of the use of a Acellus as a part of the distance learning curriculum effective immediately. It is tragic that this program was ever included in our children's curriculum and immediate action needs to be taken to ensure that parents, teachers and students can cease using the program immediately without penalty.

Thank you Chair Payne and members of the Board for addressing this issue and supporting the very valid concerns of the community in ending the use of Acellus in the Hawaii School System.

Mahalo

Frank Carpenter

Kona Boys

gear for island life

shop.808.328.1234

shack.808.329.2345

[www.konaboys.com](http://www.konaboys.com)



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony

1 message

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**Audra Merfeld-Langston** <audramerfeld@gmail.com>

Tue, Oct 13, 2020 at 4:08 PM

To: Testimony.BOE@boe.hawaii.gov

I support Chair Payne's motion to discontinue Acellus in Hawaii public schools and to immediately provide accommodations for families who wish to stop using this program. No children should be forced to continue using this highly problematic "learning" platform that is doing much more harm than good.

Acellus is entirely unacceptable for use in public schools because of the racist, sexist, and other inappropriate content it contains, because of the religious indoctrination elements it contains, and because of its overall lack of grade-appropriate rigor.

Kids deserve a real education. Acellus has demonstrated that it cannot provide that. Please discontinue its use in Hawaii public schools.

Kids deserve better.

Audra Merfeld-Langston





Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**No more acellus**

1 message

**Ali Rabin** <rabin.alison@gmail.com>

Tue, Oct 13, 2020 at 4:19 PM

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

Good afternoon,

I urge you to remove Acellus from the Hawaii education plan for distance learning.

My fourth grade son has said things like, "please mom don't make me do this, it's dumbing me down." Some days he just let's the language arts videos run and he has his (Second grade) brother fill in the remedial answers.

He's also pointed out many inappropriate questions on the program, like the following spelling practice:

"The heavy boy warped the swing set."

I feel as though it's a waste of screen time. Our children are already being asked to be on screens far too much during this time. Let's make it enriching and meaningful... not just an outdated, inappropriate placeholder.

Thank you always to ALL educators,

Ali Rabin

Mother of 2

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Ali Rabin R(S) 74322

eXp Realty

[rabin.alison@gmail.com](mailto:rabin.alison@gmail.com)

808 896 2944



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Support for Action Item B

1 message

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**Cheri Souza** <cyhonda@hawaii.edu>  
To: Testimony.BOE@boe.hawaii.gov

Tue, Oct 13, 2020 at 4:46 PM

I am writing in support of Action Item B: discontinuing the use of Acellus in all Hawaii public schools by the end of the 2020-2021 school year, and providing immediate accommodations for families who wish to stop using this program.

Thank you Chair Payne and members of the Board for drafting this proposal, and for acknowledging the many problems with this platform that parents and educators have been documenting over the last few weeks.

First, I fully support the language in the proposal that recommends all families be allowed to discontinue use of Acellus effectively immediately and be provided alternatives to learning regardless of whether or not they are choosing full distance learning.

There is ample evidence of discriminatory content documented by parents and teachers to warrant concerns about racial discrimination, the separation of church and state, and equal protection in the Acellus curricula. Even if there is some select Acellus content Superintendent Kishimoto considers "acceptable," we know a broken clock is right twice a day. The presence of some non-discriminatory content does not justify the ongoing use of our children as test cases and free labor for Acellus, as the company continues a series of deeply unethical practices including scrubbing content and then denying its existence; paying for faux news sites to promote its poor platform throughout the state; and targeting Hawaii parents in Acellus weekly video messages for simply shedding light on this content.

I believe the DOE should consider amending its Oct. 12th communication to reflect that families and teachers may choose to stop using Acellus immediately, as the current language of the letter leaves too much to interpretation by principals. Already parents are communicating that they've approached their principals about being let out of Acellus after the circulation of this communication, and are being told that the transition from Acellus will not take effect until Fall 2021. Moreover, other parents may not feel comfortable asking their schools to be let out of the Acellus program in the absence of clear language that ensures they will not lose access to distance learning.

Second, in the interest in of transparency and rebuilding public trust, I believe the DOE should release the most recent draft findings from the Office of Curriculum and Instructional Design (OCID) and the Department's Civil Rights Compliance Branch. The review was conducted in the public interest to evaluate the Acellus program for quality, rigor, and its compliance with civil rights, and it was determined that the program should be discontinued. The content of this review should be public information, as parents should have access to the same information about their children's curricula as they would in a physical classroom.

Third, while the BOE proposal makes clear that the use of Acellus should be terminated by the end of the school year, this language is not in the Oct. 12th letter sent to families from the Superintendent. Instead, the Oct. 12th letter states that the DOE review team recommended Acellus "be discontinued as a primary curriculum resource" and that they would be working with schools that use Acellus to identify and leverage content found acceptable. After speaking with a number of parents and educators, there is still a lack of clarity around what this 'phasing out' process will look like, and when it will happen. I believe that in the interest of clarity and transparency, the DOE should provide further information about how and when it will be phasing out Acellus, including a date for terminating use of all products provided by this vendor. This information should be communicated clearly to families in a timely manner.

Finally, I believe that in an effort to restore public trust around curriculum selection, the DOE should provide further information on its revised process for evaluating outside curricula going forward. Like many other parents and educators, I think our focus should be on using our local teachers expertise, and utilizing local resources for developing distance learning and/or online content going forward. To date there has been a lack of transparency around how Acellus ended up in so many schools as their primary delivery platform for distance learning despite negative reviews by the DOE's own curriculum specialists months ago. Rather than provide a clear answer, we are left deciphering oblique language around whether or not Acellus was "adopted" by the DOE. This is a distraction. The DOE's new vetting process is a matter of public concern and therefore should be transparent going forward so as to avoid another expensive and harmful mistake that our children are paying the price for.

Thank you for reading, and for all your efforts regarding this issue.





Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Parent testimony**

1 message

**Amanda Sunio** <amandajoy808@yahoo.com>

Tue, Oct 13, 2020 at 5:41 PM

Reply-To: Amanda Joy Sunio &lt;amandajoy808@yahoo.com&gt;

To: testimony.boe@boe.hawaii.gov

I am writing this letter in hopes that you will consider allowing the children that are currently with the Acellus program to finish out the school year.

I have three children currently in Acellus. My daughter is in 7th, my son is in 9th and my oldest daughter is a senior. All of my children enjoy Acellus very much, and have improved greatly in comparison with previous years in the public school system.

My son was in special Ed for multiple classes last year. I was concerned with him moving into high school that it would be harder for him or he would not understand it. I am happy to say he is holding a 4.0! He has blown me away this year with the knowledge he has learned with this program. The ability for him to pause and write down the information coming at him at his own pace has helped his learning tremendously!

My youngest daughter who has ADHD struggled in school year after year prior to Acellus. She too is holding a 4.0 and now enjoying school. She is retaining the information she is learning and doesn't fight to do it.

I understand that some parents think the program is "dated". However it is proven that each child learns differently. What works for some may not work for all. Our family doesn't feel comfortable sending our kids to school because of COVID, which is why we opted in for Acellus. Please do not take away the program that is keeping my kids not only happy but healthy. Please allow the parents the choice to pull their children out if they should choose. Allow us, as their parents to decide if it's working or not. All of my children have made great strides this year. Having 3 children holding a 4.0 GPA is a great reflection on how hard they have worked. Please don't take that away from them.

Sincerely a concerned proud mother of 3

[Sent from Yahoo Mail for iPhone](#)

Amanda Sunio



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

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## testimony

1 message

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**H B** <hbooth2000@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Tue, Oct 13, 2020 at 7:23 PM

Aloha,

I support Chair Payne's motion to discontinue Acellus' at home learning platform from use in Hawaii.

Mahalo,  
Henry Boothe



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Parent Testimony in the Acellus Program**

1 message

**Myrah Kawasaki** <maix3@ymail.com>

Tue, Oct 13, 2020 at 7:27 PM

To: Testimony.BOE@boe.hawaii.gov

Cc: Elton Kinoshita &lt;elton.kinoshita@k12.hi.us&gt;, Kristin Hera &lt;kristin.hera@k12.hi.us&gt;

Aloha,

My name is Myrah Kawasaki, I am a parent of an 8th grader who was struggling with the distance learning on Google classes. My son would get frustrated and angry with having to sit in Google Classes from 8am - 1:50pm as he would say "Mom , I am not learning anything. It is literally just the teacher talking and me not paying attention." As a result, my normally conscientious son ended up lacking focus, motivation and the desire to go to class online anymore and learn. As you can imagine this caused our relationship to have a strain as he felt that I was "forcing" him to participate in something that from his perspective was a waste of time. As a parent it is my job to make sure that he had all the tools to be successful and to advocate for the best education possible. So, I sought feedback from other parents and expressed my frustration. Another parent told me how well their child was doing on Acellus and how all 3 of her children were getting improved grades than when they were in regular school. I made a call to the principal and he expressed that he believed my son would benefit from the Acellus program as he had already successfully taken a similar class online in the summer. We commenced Acellus shortly afterwards and I'm happy to say that my previously frustrated son is THRIVING! He is exceeding all expectations and loving this new approach to his education. My only regret is that I wish I knew about Acellus earlier in his school life as I believe that there are simple challenges that could have been avoided. There's no turning back for us now . I was very surprised to hear that there has been some negative feedback about the content of the Acellus program. Our family is a firm believer in Acellus and have always found the content to be positive, truthful, objective and above all extremely education. I have full confidence that Acellus education teaches and reflects the values that my family and I share.

Mahalo,

Myrah Kawasaki



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony**

1 message

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**Erin Atacador** <trevino\_09@hotmail.com>

Tue, Oct 13, 2020 at 7:49 PM

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

From: Erin Atacador- Parent  
Attn: General Business Meeting  
Re: Acellus Program  
Position: Support

To whom it may concern,


I am a parent of a 5th Grader at Lanai High & Elementary and have elected to participate in the Acellus distant learning program for the 2020-2021 school year. The Acellus program has been very beneficial to our household in ensuring our son is receiving adequate education during this challenging time.

The Lanai High & Elementary staff have done an outstanding job in offering support through navigating the program and how it works best for our child.

I ask that you please consider continuing to offer the Acellus program to students in The Hawaii public schools system.

If you have any questions, please do not hesitate to reach out to me.

Mahalo,  
Erin Atacador

  
Sent from my iPhone



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony - Discontinue use of Acellus Immediately

1 message

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**John A Starmer** <eucidaris@gmail.com>

Tue, Oct 13, 2020 at 10:08 PM

To: testimony.boe@boe.hawaii.gov

I am writing in support of Action Item B: discontinuing the use of Acellus in all Hawaii public schools by the end of the 2020-2021 school year, and providing immediate accommodations for families who wish to stop using this program. Thank you Chair Payne and members of the Board for drafting this proposal, and for acknowledging the many problems with this platform that parents and educators have been documenting over the last few weeks.

First, I fully support the language in the proposal that recommends all families be allowed to discontinue use of Acellus effectively immediately and be provided alternatives to learning regardless of whether or not they are choosing full distance learning.

There is ample evidence of discriminatory content documented by parents and teachers to warrant concerns about racial discrimination, the separation of church and state, and equal protection in the Acellus curricula. Even if there is some select Acellus content Superintendent Kishimoto considers "acceptable," we know a broken clock is right twice a day. The presence of some non-discriminatory content does not justify the ongoing use of our children as test cases and free labor for Acellus, as the company continues a series of deeply unethical practices including scrubbing content and then denying its existence; paying for faux news sites to promote its poor platform throughout the state; and targeting Hawaii parents in Acellus weekly video messages for simply shedding light on this content.

I believe the DOE should consider amending its Oct. 12th communication to reflect that families and teachers may choose to stop using Acellus immediately, as the current language of the letter leaves too much to interpretation by principals. Already parents are communicating that they've approached their principals about being let out of Acellus after the circulation of this communication, and are being told that the transition from Acellus will not take effect until Fall 2021. Moreover, other parents may not feel comfortable asking their schools to be let out of the Acellus program in the absence of clear language that ensures they will not lose access to distance learning.

Second, in the interest of transparency and rebuilding public trust, I believe the DOE should release the most recent draft findings from the Office of Curriculum and Instructional Design (OCID) and the Department's Civil Rights Compliance Branch. The review was conducted in the public interest to evaluate the Acellus program for quality, rigor, and its compliance with civil rights, and it was determined that the program should be discontinued. The content of this review should be public information, as parents should have access to the same information about their children's curricula as they would in a physical classroom.

Third, while the BOE proposal makes clear that the use of Acellus should be terminated by the end of the school year, this language is not in the Oct. 12th letter sent to families from the Superintendent. Instead, the Oct. 12th letter states that the DOE review team recommended Acellus "be discontinued as a primary curriculum resource" and that they would be working with schools that use Acellus to identify and leverage content found acceptable. After speaking with a number of parents and educators, there is still a lack of clarity around what this 'phasing out' process will look like, and when it will happen. I believe that in the interest of clarity and transparency, the DOE should provide further information about how and when it will be phasing out Acellus, including a date for terminating use of all products provided by this vendor. This information should be communicated clearly to families in a timely manner.

Finally, I believe that in an effort to restore public trust around curriculum selection, the DOE should provide further information on its revised process for evaluating outside curricula going forward. Like many other parents and educators, I think our focus should be on using our local teachers expertise, and utilizing local resources for developing distance learning and/or online content going forward. To date there has been a lack of transparency around how Acellus ended up in so many schools as their primary delivery platform for distance learning despite negative reviews by the DOE's own curriculum specialists months ago. Rather than provide a clear answer, we are left deciphering oblique language around whether or not Acellus was "adopted" by the DOE. This is a distraction. The DOE's new vetting process is a matter of public concern and therefore should be transparent going forward so as to avoid another expensive and harmful mistake that our children are paying the price for.

Thank you for reading, and for all your efforts regarding this issue.



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

## Testimony

1 message

**Paige Kemerer** <paigekemerer@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Wed, Oct 14, 2020 at 12:16 AM

General Business Meeting  
Agenda VB: Acellus

My name is Paige Kemerer and I am a 3rd grade teacher at Kapaa Elementary School. I want to share my support for the decision to discontinue the use of the Acellus Learning Accelerator program but I also urge the BOE and DOE to switch to another program before the end of the school year. My school is using Acellus for full distance learners and to supplement instruction for all students. After only 3 weeks of using the program, I decided to stop due to the lack of quality, sexism, and inappropriate content I found on the program. However my school and many others are still using Acellus and I don't think waiting until the end of the school year to stop is what is best for our students. Schools should stop using Acellus immediately because there are too many concerns for it to be considered a useful and quality learning tool.

I have found the 3rd grade curriculum to be greatly lacking in rigor, depth and overall quality. I found factual mistakes in the curriculum and while Acellus did fix the mistakes I found, it is not my job to be a fact checker for the program nor am I able to check everything as I am plenty busy with my teaching duties. I also found that Acellus only covers the standards at a surface level and doesn't cover enough content or contain enough practice to build understanding. The program consists only of videos and multiple choice questions. In just 6 hours on Acellus, my students covered 7-8% of the curriculum which is supposed to last the whole school year. How can Acellus be providing enough of an education if students can work through it so quickly?

Even more concerning to me than the lack of rigor and quality was inappropriate material and sexism which I found on Acellus. I discovered a picture of beer in the 3rd grade social studies curriculum to represent St. Patrick's Day and a few other images that are not appropriate in any 3rd grade curriculum. I also found "hidden sexism" deeply embedded in the language arts, math, and social studies curriculum. In problems, girls are described as pretty and depicted doing domestic chores like baking or washing dishes. Boys are described as smart or brave and depicted playing sports and doing outside activities. Boys are shown in many careers and leadership positions but girls are shown in far fewer of these roles. I fear this sends a harmful message about the roles and worth of both genders. I shared these concerns with Acellus and while they agreed to change Congressmen to members of Congress, they ignored all of the other problems I shared that contain harmful gender stereotypes or are sexist.

I have included many examples of these concerning problems. Unfortunately, the sexism I found isn't limited to one problem set but rather I found it across multiple subjects in the 3rd grade curriculum. This gender stereotyped language hurts all of our students regardless of their gender. A curriculum should never harm students and I fear Acellus does. I applaud the BOE for proposing to discontinue Acellus by the end of the school year but I urge the BOE to stop the use of Acellus in our schools immediately. Our students deserve better. Let's do what is best for our students and stop using a poor and harmful curriculum.

 **Acellus 3rd Grade Language Arts**

 **Acellus 3rd Grade Social Studies**

 **Acellus 3rd Grade Math**



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony - No to Acellus

1 message

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**Zan Timtim** <zanzibar722@gmail.com>

Wed, Oct 14, 2020 at 7:15 AM

To: testimony.BOE@boe.hawaii.gov

Aloha,

I am writing in support of Action Item B: discontinuing the use of Acellus in all Hawaii public schools by the end of the 2020-2021 school year, and providing immediate accommodations for families who wish to stop using this program.

Thank you Chair Payne and members of the Board for drafting this proposal, and for acknowledging the many problems with this platform that parents and educators have been documenting over the last few weeks.

First, I fully support the language in the proposal that recommends all families be allowed to discontinue use of Acellus effectively immediately and be provided alternatives to learning regardless of whether or not they are choosing full distance learning.

There is ample evidence of discriminatory content documented by parents and teachers to warrant concerns about racial discrimination, the separation of church and state, and equal protection in the Acellus curricula. Even if there is some select Acellus content Superintendent Kishimoto considers "acceptable," we know a broken clock is right twice a day. The presence of some non-discriminatory content does not justify the ongoing use of our children as test cases and free labor for Acellus, as the company continues a series of deeply unethical practices including scrubbing content and then denying its existence; paying for faux news sites to promote its poor platform throughout the state; and targeting Hawaii parents in Acellus weekly video messages for simply shedding light on this content.

I believe the DOE should consider amending its Oct. 12th communication to reflect that families and teachers may choose to stop using Acellus immediately, as the current language of the letter leaves too much to interpretation by principals. Already parents are communicating that they've approached their principals about being let out of Acellus after the circulation of this communication, and are being told that the transition from Acellus will not take effect until Fall 2021. Moreover, other parents may not feel comfortable asking their schools to be let out of the Acellus program in the absence of clear language that ensures they will not lose access to distance learning.

Second, in the interest of transparency and rebuilding public trust, I believe the DOE should release the most recent draft findings from the Office of Curriculum and Instructional Design (OCID) and the Department's Civil Rights Compliance Branch. The review was conducted in the public interest to evaluate the Acellus program for quality, rigor, and its compliance with civil rights, and it was determined that the program should be discontinued. The content of this review should be public information, as parents should have access to the same information about their children's curricula as they would in a physical classroom.

Third, while the BOE proposal makes clear that the use of Acellus should be terminated by the end of the school year, this language is not in the Oct. 12th letter sent to families from the Superintendent. Instead, the Oct. 12th letter states that the DOE review team recommended Acellus "be discontinued as a primary curriculum resource" and that they would be working with schools that use Acellus to identify and leverage content found acceptable. After speaking with a number of parents and educators, there is still a lack of clarity around what this 'phasing out' process will look like, and when it will happen. I believe that in the interest of clarity and transparency, the DOE should provide further information about how and when it will be phasing out Acellus, including a date for terminating use of all products provided by this vendor. This information should be communicated clearly to families in a timely manner.

Finally, I believe that in an effort to restore public trust around curriculum selection, the DOE should provide further information on its revised process for evaluating outside curricula going forward. Like many other parents and educators, I think our focus should be on using our local teachers expertise, and utilizing local resources for developing distance learning and/or online content going forward. To date there has been a lack of transparency around how Acellus ended up in so many schools as their primary delivery platform for distance learning despite negative reviews by the DOE's own curriculum specialists months ago. Rather than provide a clear answer, we are left deciphering oblique language around whether or not Acellus was "adopted" by the DOE. This is a

10/14/2020

Dell Marketing LP Mail - Testimony - No to Acellus

distraction. The DOE's new vetting process is a matter of public concern and therefore should be transparent going forward so as to avoid another expensive and harmful mistake that our children are paying the price for. Thank you for reading, and for all your efforts regarding this issue.

Zan Timtim  
Parent





Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Acellus positive review**

1 message

**tatiana gomides** <coachtaty@hotmail.com>

Wed, Oct 14, 2020 at 7:51 AM

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

My name is Tatiana Gomides Santos and I have 3 biological children and guardianship of 2 children that just moved in with us from Brazil who are my brother in laws children. We beg you to not cancel acellus, this program saved our lives and I only have great things to say about it.

When distance learning started we decided to try the hybrid program but only to see my home falling apart. With 2 children special needs and a 2nd grader who can't fully read yet. I had to make the decision to stop working to help my children. 12 different Webex meetings, school work turned in in different formats and programs, 10 tabs open in each child's computer. I was falling apart and so were my kids, they had headaches, anxiety, daily tears, and they were still not able to complete all the work by 2pm.

My kids were taking naps after school that they never did before because this was draining them and they were cranky and didn't want to do anything for the rest of the day.

My 8th grader (Daniel Gomides Santos) was not showing up to his meetings and he had many missing grades. I pulled him out first and started acellus. He was able to finish all his core classes by 10 am, he was talking at dinner table about what he had learned each day. He was excited about his grades, and so happy with the program.

By the end of 1st quarter I decided to do a trial with acellus for my 2nd (Alice Santos )and 5th grader(Sophia Santos, learning disability). The girls were doing great, the grades were really good, they were able to manage the program independently and they were done by 9 am.

When my niece and nephew arrived I decided to get them on acellus as well because I knew how hard it was going to be for them to do distance learning since they were studying in Brazil for 8 yrs.

I have to say that I wouldn't be able to manage 5 kids in distance learning. Acellus is the perfect program for big families. The kids are learning so much and the information sticks. The math, science and coding program is amazing and my kids are thriving. They have been doing so much better than they Did with face to face school. My kids are happier and so are we.

Canceling this program will result in so much hardship for our family and I beg you to Give families the option to use this program. Distance learning does not work, Webex meetings are not effective, our kids need a program that they can manage independently that is engaging them with short videos and most of all, they can't be on screens all day doing work. We need acellus as an option.

All the examples of acellus that were shared as negative were fixed. The cons are so minimal compared to the pros. We vote for acellus to stay.

Tatiana Gomides Santos  
240 molehulehu Street  
Kahului  
3477717053

Sent from my iPhone



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony Acellus Program-Parent**

1 message

**Rachelle G** <arbag\_813@hotmail.com>

Wed, Oct 14, 2020 at 7:54 AM

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

Good evening Board of Education,

We are writing today in support of the Acellus distant learning program. Due to the pandemic we decided it would be beneficial for not only our children's health but also their safety to learn through Acellus. Of course as a parent there is always skepticisms in any unknown area of any child's education, but as my children furthered their learning through Acellus I've seen an improvement in their education and a drive and focus I haven't seen while they were physically in school.

Our son has ADHA and is also on the ASD spectrum we as parents were worried as to how he would be able to handle an education environment were he'll have to learn on his own without peers around him. He is flourishing, learning and his grades have improved tremendously from his previous years in school. He is able to focus on the subject without any distractions. When I come home for lunch he can tell me what his learned in detail. He wasn't able to tell us this when he was in school. Proud and happy!

We know there have been controversy about some of the courses being taught through Acellus about being biased. But we all grew up learning a bias education as well. If and when my children come into this bias history lesson or which ever course. As parents this can be a beneficial tool to have an open discussion to teach our children what the true history is. They will be able to speak for themselves and have their own understanding. Educate, your kids from wrong to right.

We support to continue to use the Acellus program for education. Please, do not cancel this educational tool which my children are thriving in.

Mahalo for you time,  
Concerned Parent

Sent from my iPhone



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony**

1 message

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**Betsey Strauss** <betseyann05@yahoo.com>  
To: testimony.boe@boe.hawaii.gov

Wed, Oct 14, 2020 at 8:29 AM

Aloha,

I am writing in support of discontinuing the use of Acellus in all Hawaii public schools by the end of the 2020-2021 school year, and providing immediate accommodations for families who wish to stop using this program.

It remains unclear how long it will take to fully phase out Acellus and parents would like to know what the plan is. In the interest of all, DOE should allow parents to opt out of the program immediately.

Mahalo,

Betsey Strauss



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**testimony**

1 message

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**Karrie Smith** <karriemsmith@gmail.com>  
To: testimony.boe@boe.hawaii.gov

Wed, Oct 14, 2020 at 9:20 AM

I am writing in support of Action Item B: discontinuing the use of Acellus in all Hawaii public schools by the end of the 2020-2021 school year, and providing immediate accommodations for families who wish to stop using this program.

Thank you Chair Payne and members of the Board for drafting this proposal, and for acknowledging the many problems with this platform that parents and educators have been documenting over the last few weeks.

First, I fully support the language in the proposal that recommends all families be allowed to discontinue use of Acellus effectively immediately and be provided alternatives to learning regardless of whether or not they are choosing full distance learning.

There is ample evidence of discriminatory content documented by parents and teachers to warrant concerns about racial discrimination, the separation of church and state, and equal protection in the Acellus curricula. Even if there is some select Acellus content Superintendent Kishimoto considers "acceptable," we know a broken clock is right twice a day. The presence of some non-discriminatory content does not justify the ongoing use of our children as test cases and free labor for Acellus, as the company continues a series of deeply unethical practices including scrubbing content and then denying its existence; paying for faux news sites to promote its poor platform throughout the state; and targeting Hawaii parents in Acellus weekly video messages for simply shedding light on this content.

I believe the DOE should consider amending its Oct. 12th communication to reflect that families and teachers may choose to stop using Acellus immediately, as the current language of the letter leaves too much to interpretation by principals. Already parents are communicating that they've approached their principals about being let out of Acellus after the circulation of this communication, and are being told that the transition from Acellus will not take effect until Fall 2021. Moreover, other parents may not feel comfortable asking their schools to be let out of the Acellus program in the absence of clear language that ensures they will not lose access to distance learning.

Second, in the interest of transparency and rebuilding public trust, I believe the DOE should release the most recent draft findings from the Office of Curriculum and Instructional Design (OCID) and the Department's Civil Rights Compliance Branch. The review was conducted in the public interest to evaluate the Acellus program for quality, rigor, and its compliance with civil rights, and it was determined that the program should be discontinued. The content of this review should be public information, as parents should have access to the same information about their children's curricula as they would in a physical classroom.

Third, while the BOE proposal makes clear that the use of Acellus should be terminated by the end of the school year, this language is not in the Oct. 12th letter sent to families from the Superintendent. Instead, the Oct. 12th letter states that the DOE review team recommended Acellus "be discontinued as a primary curriculum resource" and that they would be working with schools that use Acellus to identify and leverage content found acceptable. After speaking with a number of parents and educators, there is still a lack of clarity around what this 'phasing out' process will look like, and when it will happen. I believe that

in the interest of clarity and transparency, the DOE should provide further information about how and when it will be phasing out Acellus, including a date for terminating use of all products provided by this vendor. This information should be communicated clearly to families in a timely manner.

Finally, I believe that in an effort to restore public trust around curriculum selection, the DOE should provide further information on its revised process for evaluating outside curricula going forward. Like many other parents and educators, I think our focus should be on using our local teachers expertise, and utilizing local resources for developing distance learning and/or online content going forward. To date there has been a lack of transparency around how Acellus ended up in so many schools as their primary delivery platform for distance learning despite negative reviews by the DOE's own curriculum specialists months ago. Rather than provide a clear answer, we are left deciphering oblique language around whether or not Acellus was "adopted" by the DOE. This is a distraction. The DOE's new vetting process is a matter of public concern and therefore should be transparent going forward so as to avoid another expensive and harmful mistake that our children are paying the price for.

Thank you for reading, and for all your efforts regarding this issue.



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony - 10.15.20 GBM**

1 message

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**David Miyashiro** <david.miyashiro@hawaiikidscan.org>  
To: Testimony BOE <testimony.boe@boe.hawaii.gov>


Wed, Oct 14, 2020 at 9:44 AM

Aloha,

Please see attached testimony.

Mahalo,

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**David Miyashiro**  
Founding Executive Director  
P.O. Box 450  
Kailua, HI 96734Aloha United Way designation number: 81140  
EIN Number: 27-3069592[www.hawaiikidscan.org](http://www.hawaiikidscan.org) | [Twitter](#) [Facebook](#) [Instagram](#)**HawaiiKidsCAN testimony - 10.15.20 GBM.pdf**  
94K

October 15, 2020

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

Aloha Chairperson Payne, Vice Chairperson Uemura, and Members,

**HawaiiKidsCAN supports the revisions proposed for Action Item C) Board Action on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year: revisions to metrics, new metrics, and new metric categories (Personnel; Student Transportation and Food Service; and Confidence, Communications, and Guidance).**

The proposed revisions are much-needed and will enable parents and the broader public to better understand and track the performance of our schools and school system. These revisions will provide greater transparency and opportunities for strategic planning around issues HawaiiKidsCAN has testified on for months, including attendance, digital equity, and monitoring learning loss.

We offer the following recommendations for consideration:

1. **Clarity around attendance definitions** - HawaiiKidsCAN has repeatedly called for clear, transparent, and consistent policies around attendance. We have heard from teachers that a low bar has been set at some schools, where students are expected merely need to log on to distance learning platforms for a few minutes to be marked “present,” or fill out a form in the morning. We encourage transparency around how various schools are defining quality attendance, creating categories of definition that run on a spectrum from signing into a form to being on-camera and meaningfully contributing to distance learning lessons. It is far too easy for students to be marked “present” and still fall through the cracks and be disengaged. This transparency would allow the BOE to better conduct “apples to apples” analysis, showing which schools are successfully engaging students using specific definitions for attendance. We would encourage the

creation of a data dashboard that could enable parents and the public to make those comparisons, as well as see how school attendance rates compare to the same times the prior year.

2. **More reporting on learning loss** – We are extremely concerned about the loss of learning this year, building on a disrupted end of last school year. We encourage an aggressive approach to tracking potential learning loss, and the use of quarterly grades. However, it may be helpful data to be further disaggregated to track student attainment of D and C grades. While technically passing grades, we would be alarmed if a large percentage of students are barely passing. We would also recommend the universal screener reporting be done as frequently as possible, or at least quarterly.
3. **Stronger reporting on access to supports** – We appreciate the greater specificity added by Chairperson Payne for these metrics, which addresses the concerns on which HawaiiKidsCAN has previously testified. We urge greater specificity around reporting for school support of vulnerable students, as a school may offer on campus supports but students may not have the transportation to participate. Instead, we would urge a more granular look at how many students are actively engaged with learning, which gets back to our continued concerns over attendance reporting, as quality reporting here would illuminate if students are actually able to access supports.

While reporting is an important foundational need, we are curious how the BOE is thinking about interventions in the event the data reported is extremely concerning. This includes but is not limited to making up for lost instructional days by eliminating the spring break and institute days, or extending the school year by three weeks. There may be other creative approaches to deploy, including partnerships with community organizations to help make up lost learning by using weekends. This is an unprecedented crisis, which requires putting all options on the table to do right by students.

Mahalo for the opportunity to testify,

David Miyashiro  
Executive Director  
HawaiiKidsCAN





Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony**

1 message

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**Sean Oliva** <soliva88@gmail.com>

Wed, Oct 14, 2020 at 9:45 AM

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

Hello,

Thank you for taking the time to read my testimony. I am a mother of a tenth grader at Lana'i High and Elm. School.

I looked very carefully into all the issues against the Acellus program. I sat with my son many days as he worked through his classes. We are extremely pleased with the way the program is run. My son is learning and retaining his lessons. He is doing extremely well, and enjoys all of his classes.

I chose to commit to the Acellus for the entire school year, and that should still remain my choice! I want my son to be able to continue with the Acellus program. Please don't take away all that he has been working hard to achieve during these difficult times! Our children should not have to deal with the added stress that changing the online program will cause. Please consider keeping the Acellus for the High School students!

Sincerely,  
Lucy Oliva



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

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## TESTIMONY OCTOBER 15, 2020

1 message

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**Susan Pcola-Davis** <Supcola@hawaii.rr.com>  
To: testimony.boe@boe.hawaii.gov

Wed, Oct 14, 2020 at 10:01 AM

mAHALO

*Susan A. Pcola-Davis*



**October 15 written testimony.docx**  
22K

- Susan A. Pcola-Davis
- Meeting: October 15, 2020 General Business Meeting (full Board)

Opening:

I take offence to the way Board Member Voss and Cox behaved at the last meeting. It was typical of bullying and grand standing. Just repeating yourselves over and over, was not explaining why it was that you were dissenting. Just because you said so, both of you continue to wear other board members down. Mr. Voss, just because you have legal background, does not mean you know it all.

Highly suggest there be Parliamentarian present at all board meetings.

**SUPPORT:** *(see additional comments below)*

**ACTION ITEM B:** Board Action on **Acellus** Learning Accelerator distance learning program ("Acellus"): program review, phase out in all schools by the end of 2020-2021 school year, and other learning options for families.

**SUPPORT:** *(see additional comments below)*

**ACTION ITEM C:** Board Action on **metrics** to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year: revisions to metrics, new metrics, and new metric categories (Personnel; Student Transportation and Food Service; and Confidence, Communications, and Guidance)

#### **ADDITIONAL COMMENTS ON ACTION ITEM B:**

**ACTION ITEM B:** Board Action on Acellus Learning Accelerator distance learning program ("Acellus"): program review, phase out in all schools by the end of 2020-2021 school year, and other learning options for families.

The letter from the Superintendent to the families that is posted on the DOE website is again another document that is confusing and left to a lot of interpretation. The DOE needs to get concise and specific so they can be held accountable.

If schools want to discontinue Acellus now, they should allow students to switch immediately. If they have students currently using it, it will be up to them to continue or engage in another form of distance learning offered by the school.

Unfortunately, this leaves many students in the dark.

#### **QUESTIONS FOR THE SCHOOLS**

- If the STUDENTS opt to switch, how will they integrate into their classroom after using Acellus?
- Can STUDENTS just start distance learning with their teachers and classmates?

## **THE DOE MESSED UP, PLAIN AND SIMPLE**

- ❖ **YES, AN APOLOGETIC LETTER, WITHOUT EXCUSES, IS REQUIRED. The current letter is not an apology.**
- ❖ The Superintendent stated that the staff didn't want to switch to another distance learning approach. This flaunted the DOE's disregard for supporting distance learning.
- ❖ Using the pandemic as an excuse for "not vetting" the platform, is not acceptable.
- ❖ There were several months that contingency plans could have avoided this pitfall. I suggest that time was not used very well.
- ❖ Only when the BOE requested a deliverable, did it appear.
- ❖ "The Return to Learn" plan was full of holes and appeared to be thrown together.
- ❖ The Health and Safety portion is still not effective.
- ❖ Having to "act quickly" without gauging the consequences of their actions caused this malady.
- ❖ I BELIEVE THAT THE DOE did not act responsibly because they foresaw students returning to the schools on August 4, 2020 and did not require any change to plans.

Finally, I will be surprised if a thorough review will be presented. Like many documents owed to the BOE, DOE just acts like they forgot and only presents it when asked over and over to produce.

- The Department stated that a completed review, reported findings, and provision of their final recommendations and next steps by the **start of the second quarter.**"
- Was it received?

## **ADDITIONAL COMMENTS ON ACTION ITEM C:**

**ACTION ITEM C:** Board Action on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year: revisions to metrics, new metrics, and new Service; and Confidence, Communications, and Guidance)

### **Areas of Concern in the Metrics:**

**1. The utilization of the Department of Health, to provide guidance on properly ventilating classrooms. The DOH has failed the DOE numerous times and has lost public trust.**

- a. Using engineers from OSHA would be far more valuable than the DOH.
- b. OSHA has the expertise involving air circulation, not the DOH. Please reconsider where the guidance is going to come from.
- c. DOH already failed in providing metrics for Safety and Health in the early stages of the pandemic and even recently proposing measures that were not satisfactory nor in line with the CDC.

2. Create an additional metric relating to teachers that are teaching in person and online with students **AT THE SAME TIME**. If these teachers were provided better technology to do this “dance” it would be better for the students and the teachers. Some have purchased their own cameras and other hardware to make this a more effective learning environment.

- a. Please come up with something that can allow the public to understand that if we go to **HYBRID**, this will be the same thing their students will receive.
- b. Teachers are doing double time and double duty. A true image of their commitment to our children.
- c. This is the unseen and unaddressed issue that has not really surfaced.

I have just finished reading this document. I have to commend Chair Payne for her determination to collect data that is meaningful and useful. The GAP Metrics are so important to know if the DOE is on track to closing a gap. I am glad to read that the “old” metrics can be deleted.

What a remarkable effort it took to generate this document. I also commend the Chair for her outstanding leadership and patience during this time. Other Board members need to learn from her example.

The use of **confidential surveys** conducted by the Board will be most valuable in gathering data that cannot be misconstrued. The Board is considered separate from the DOE and suggests that there will be high integrity and analysis from an unbiased source. As long as the BOE remains unbiased, the public trust can be rebuilt.

**Disaggregation** of the data will tell the true story of where the Hawaii school system is succeeding or failing. It will be easier to pinpoint areas of need by breaking down the data.

It’s also important to agree that additional measures may be necessary upon the data that is received from these metrics.



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**HE'E Testimony of Action Item V. C. Reopening Metrics**

1 message

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**Cheri Nakamura** <cheri.nakamura@gmail.com>  
To: testimony.boe@boe.hawaii.gov

Wed, Oct 14, 2020 at 10:10 AM

Aloha,  
Please find attached HE'E Coalition's testimony for Action Item V. C. Reopening Metrics.

Best regards,  
Cheri Nakamura  
HE'E Coalition

**HE'E Testimony BOE Meeting FINAL 10 15 2020.pdf**  
289K



October 15, 2020

Dear Chair Payne and Members of the Board of Education,

C. Board Action on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year: revisions to metrics, new metrics, and new metric categories (Personnel; Student Transportation and Food Service; and Confidence, Communications, and Guidance)

We support the BOE's proposed revisions to the DOE's July 23, 2020 metrics to monitor and evaluate the Department's plan for reopening schools for the 2020-2021 school year. We agree with the following elements of the revisions:

1. convert existing metrics into a gap structure,
2. disaggregate existing metrics; and
3. add metrics to cover areas of concern that have been raised over the past couple of months

While the Coalition supports all of the proposed BOE revisions, we would like to focus specifically on the the disaggregation of existing metrics in the section "students most vulnerable to school closures and disruptions to learning." In addition to disaggregating by elementary, middle and high schools and by subject matter, we also recommend **disaggregating by student subgroup**, specifically by economically disadvantaged, English learner, and students receiving special education services.

We believe that this data is already being collected through the longitudinal data system (LDS) and the student information system (Infinite Campus) and therefore, we assume that the information regarding subgroups should readily be available and not be burdensome to schools. **If not readily available, DOE should take steps to gather such information.** In the short run, it is particularly important to gather academic progress information about elementary schools, and in particular, focusing on 3<sup>rd</sup> grade English Language Arts (ELA) data; this is the most critical metric for our system to know whether students are on track for achieving the system's college, career, and citizenship goals.

**Obtaining this data/information in such a detailed and granular way is critical, and it is the first step to be able to know how we can plan and execute strategically and efficiently allocate resources to ensure equity in our education system.**

### Background

HE`E Coalition provided testimony at the September 17, 2020 BOE General Business Meeting advocating that shifting the DOE's proposed data to a "gap" perspective would be a better way of capturing where the needs were for the system.

#### DOE Reopening Metrics:

- DOE's proposed metrics do not provide an accurate picture of where the needs are. We feel a better way of looking at data would be to shift to a "gap" perspective.
- Shifting the metrics to measure gaps would require collection of data establishing current status and data establishing overall need.
- If we establish what the goals and gaps are, we can focus on closing them. For example, in the case of devices, if our goal is 100% access for all students, and we currently have 80% of our students with devices, then our device gap is 20% of our students. With this clear and objective metric, the system can focus and systematically work towards closing this gap to zero.

We are extremely appreciative of the BOE for aligning with our view.

### Metrics for Students Most Vulnerable to School Closures and Disruptions to Learning

While are supportive of all the BOE's proposed revisions, we would like to comment specifically on the metrics for students most vulnerable to school closures and disruptions to learning. HE`E has consistently advocated for equity in education and support for our high-needs students, and we have insisted on data transparency particularly for these students. As such, we respectfully suggest that subgroup data, specifically a breakdown between non-high needs and high needs students (broken down further into low SES, EL and SPED) be included in some of the metrics. We highlight the particular metrics in the below table. We are assuming that the data is readily available through the longitudinal data system (LDS) or the state's student information system Infinite Campus, and therefore, will not be much of a burden to the schools.



We are extremely supportive of the recommendation of looking at students' grades for elementary middle and high school students. This will give us an indication of whether students are keeping up with content areas while school is in progress, and not have to wait until one summative assessment at the end of the year.

<b>Elementary Quarterly Grades (Standards Based)</b>	Elementary ELA/Math Gap	<b>Subgroup Disaggregation</b>	Data Source	Reporting
ELA/Math	(Total number of elementary students) – (Number of elementary students meeting proficiency* in ELA/Math)	<b>ELA/Math Gap broken down by:</b> <ul style="list-style-type: none"> <li>• <b>Non-High Needs</b></li> <li>• <b>High Needs</b> <ul style="list-style-type: none"> <li>○ <b>Low SES*</b></li> <li>○ <b>EL</b></li> <li>○ <b>SPED</b></li> </ul> </li> </ul>	Longitudinal Data System (LDS)	<ul style="list-style-type: none"> <li>• Frequency <ul style="list-style-type: none"> <li>○ Quarterly</li> </ul> </li> <li>• Region <ul style="list-style-type: none"> <li>○ School</li> <li>○ Complex</li> <li>○ Complex area</li> <li>○ Statewide</li> </ul> </li> </ul>
<b>Middle School and High Quarterly Grades</b>	Middle and High ELA/Math/Science/Social Studies Gap	<b>Subgroup Disaggregation</b>	Data Source	Reporting
ELA/Math/Science/Social Studies	(Total number of middle/high school students enrolled in ELA/Math/Science/Social Studies)- (number of middle/high school students receiving a passing grade in ELA/Math/Science/Social Studies at the end of each quarter)	<b>ELA Gap broken down by:</b> <ul style="list-style-type: none"> <li>• <b>Non-High Needs</b></li> <li>• <b>High Needs</b> <ul style="list-style-type: none"> <li>○ <b>Low SES</b></li> <li>○ <b>EL</b></li> <li>○ <b>SPED</b></li> </ul> </li> </ul>	Longitudinal Data System (LDS)	<ul style="list-style-type: none"> <li>• Frequency <ul style="list-style-type: none"> <li>○ Quarterly</li> </ul> </li> <li>• Region <ul style="list-style-type: none"> <li>○ School</li> <li>○ Complex</li> <li>○ Complex area</li> <li>○ Statewide</li> </ul> </li> </ul>

\*receiving Meets with Excellence (ME) or Meets with Proficiency (MP) in ELA and Math

\* **SES=low socio-economic status**

For attendance, rather than breaking the metric into two, “high-risk attendance” and “vulnerable student high-risk attendance,” we suggest breaking down by elementary, middle and high school students and by subgroup.

<b>High-risk Attendance</b>	High-risk Attendance Gap	<b>Subgroup Disaggregation</b>	Data Source	Reporting
	(Total number of elementary/middle and high school students) - (number of elementary/middle and high-school students who have missed less than 8.3% of the instructional days that have passed in the school year)	<b>High-risk Attendance Gap broken down by:</b> <ul style="list-style-type: none"> <li>• <b>Non-High Needs</b></li> <li>• <b>High Needs</b> <ul style="list-style-type: none"> <li>○ <b>Low SES</b></li> <li>○ <b>EL</b></li> <li>○ <b>SPED</b></li> </ul> </li> </ul>	Infinite Campus	<ul style="list-style-type: none"> <li>• Frequency <ul style="list-style-type: none"> <li>○ Quarterly</li> </ul> </li> <li>• Region <ul style="list-style-type: none"> <li>○ School</li> <li>○ Complex</li> <li>○ Complex area</li> <li>Statewide</li> </ul> </li> </ul>

We are also very supportive of the suggested on-track reporting for elementary middle and high using the universal screener data for elementary and middle school students and the high school on-track data. Again, if we can ascertain if students are on track during the year, rather than waiting for a summative assessment at the end of the year, then we can focus on providing the needed supports in a timely manner.

<b>Elementary and Middle Universal Screeners and High School On-Track</b>				
Elementary/Middle	ELA/Math Elementary/Middle Grade Level Gap	<b>Subgroup Disaggregation</b>	Data Source	Reporting
	(Total number of elementary/middle students who have taken an ELA/Math universal screener) – (number of elementary/middle students meeting grade level using universal screened ELA/Math results)	<b>ELA Elementary Grade Level Gap broken down by:</b> <ul style="list-style-type: none"> <li>• <b>Non-High Needs</b></li> <li>• <b>High Needs</b> <ul style="list-style-type: none"> <li>○ <b>Low SES</b></li> <li>○ <b>EL</b></li> <li>○ <b>SPED</b></li> </ul> </li> </ul>	LDS	<ul style="list-style-type: none"> <li>• Frequency <ul style="list-style-type: none"> <li>○ Annually</li> </ul> </li> <li>• Region <ul style="list-style-type: none"> <li>○ School</li> <li>○ Complex</li> <li>○ Complex area</li> <li>○ Statewide</li> </ul> </li> </ul>
High (9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> and 12 <sup>th</sup> grade, respectively)	High School Graduation Gap	<b>Subgroup Disaggregation</b>	Data Source	Reporting
	(Total number of high school students) – (Total number of high-school students on-track to graduate)	<b>High School Graduation Gap broken down by:</b> <ul style="list-style-type: none"> <li>• <b>Non-High Needs</b></li> <li>• <b>High Needs</b> <ul style="list-style-type: none"> <li>○ <b>Low SES</b></li> <li>○ <b>EL</b></li> <li>○ <b>SPED</b></li> </ul> </li> </ul>	LDS	<ul style="list-style-type: none"> <li>• Frequency <ul style="list-style-type: none"> <li>○ Annually</li> </ul> </li> <li>• Region <ul style="list-style-type: none"> <li>○ School</li> <li>○ Complex</li> <li>○ Complex area</li> <li>Statewide</li> </ul> </li> </ul>

If our assumption is incorrect and collecting this data is too time consuming for schools, we would like to focus data that is more strategic to the system, which we believe is the elementary school data. The reason is if students fall behind in elementary school, particularly in early literacy, they will struggle throughout their educational years. Therefore, we believe should have a system-wide strategic focus the elementary years. The tables below show the elementary metrics we suggest.

<b>Elementary Quarterly Grades (Standards Based)</b>	Elementary ELA/Math Gap	<b>Subgroup Disaggregation</b>	Data Source	Reporting
ELA/Math	(Total number of elementary students) – (Number of elementary students meeting proficiency in ELA/Math)	<b>ELA/Math Gap broken down by:</b> <ul style="list-style-type: none"> <li>• <b>Non-High Needs</b></li> <li>• <b>High Needs</b> <ul style="list-style-type: none"> <li>○ <b>Low SES</b></li> <li>○ <b>EL</b></li> <li>○ <b>SPED</b></li> </ul> </li> </ul>	Longitudinal Data System (LDS)	<ul style="list-style-type: none"> <li>• Frequency <ul style="list-style-type: none"> <li>○ Quarterly</li> </ul> </li> <li>• Region <ul style="list-style-type: none"> <li>○ School</li> <li>○ Complex</li> <li>○ Complex area</li> <li>○ Statewide</li> </ul> </li> </ul>
<b>Elementary Universal Screeners and High School On-Track</b>				
Elementary	ELA/Math Elementary	<b>Subgroup Disaggregation</b>	Data Source	Reporting
	(Total number of elementary students who have taken an ELA/Math universal screener) – (number of elementary students meeting grade level using universal screened ELA/Math results)	<b>ELA Elementary Grade Level Gap broken down by:</b> <ul style="list-style-type: none"> <li>• <b>Non-High Needs</b></li> <li>• <b>High Needs</b> <ul style="list-style-type: none"> <li>○ <b>Low SES</b></li> <li>○ <b>EL</b></li> <li>○ <b>SPED</b></li> </ul> </li> </ul>	LDS	<ul style="list-style-type: none"> <li>• Frequency <ul style="list-style-type: none"> <li>○ Annually</li> </ul> </li> <li>• Region <ul style="list-style-type: none"> <li>○ School</li> <li>○ Complex</li> <li>○ Complex area</li> <li>○ Statewide</li> </ul> </li> </ul>

If collecting data for all grades of elementary schools is too burdensome, we suggest that the metric be narrowed to 3<sup>rd</sup> grade. Research shows third graders who are not reading at grade level are among the most vulnerable to drop out of school later.<sup>1</sup> The below table shows the suggested 3<sup>rd</sup> grade metrics. We chose the universal screener data, because it is the best indicator that demonstrates if students are on track. We understand that all elementary schools utilize their universal screeners three times a year (beginning, middle and end of year), so we feel it is prudent for the BOE to see all of these results.

<b>Elementary Universal Screeners and High School On-Track</b>				
Elementary	3 <sup>rd</sup> Grade ELA Elementary	<b>Subgroup Disaggregation</b>	Data Source	Reporting
	(Total number of elementary students who have taken an 3 <sup>rd</sup> Grade ELA universal screener) – (number of elementary students meeting 3 <sup>rd</sup> grade level using universal screened ELA results)	<b>ELA Elementary Grade Level Gap broken down by:</b> <ul style="list-style-type: none"> <li>• <b>Non-High Needs</b></li> <li>• <b>High Needs</b> <ul style="list-style-type: none"> <li>○ <b>Low SES</b></li> <li>○ <b>EL</b></li> <li>○ <b>SPED</b></li> </ul> </li> </ul>	LDS	<ul style="list-style-type: none"> <li>• Frequency <ul style="list-style-type: none"> <li>○ 3x a year</li> </ul> </li> <li>• Region <ul style="list-style-type: none"> <li>○ School</li> <li>○ Complex</li> <li>○ Complex area</li> <li>○ Statewide</li> </ul> </li> </ul>

<sup>1</sup> <https://www.ncsl.org/research/education/pre-kindergarten-third-grade-literacy.aspx>

Finally, we noticed that there is a vital data point that is missing from this data set, which is “student participation,” whether a student is engaged online in their learning or is interacting with their teachers. We assume that the LDS system or Infinite Campus is currently not able to capture this information. As we feel that distance learning will continue to be an integral component of our education system, we suggest that the DOE move towards adopting a common learning management system (LMS) so that essential information like student participation and even attendance can be collected in a systematic and timely manner.

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.*



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Acellus testimony LHES**

1 message

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**Daniel ODriscoll** <daniel\_and\_jenn@yahoo.com>  
To: testimony.boe@boe.hawaii.gov

Wed, Oct 14, 2020 at 10:11 AM

Aloha BOE and DOE members,

I currently have two middle schoolers (6th and 8th) doing the distance learning program. I can not express enough the wonderful benefits that this program has brought to my children! For us this program functions far more efficiently than traditional face to face school. My children have been able to pace themselves through the course work and develop time management skills as well as how to be an independent learner and thinker. We can have school time mixed with family time breaks that create a more even balance through out the day to accomplish our tasks. The ability to watch the teaching segments again has been helpful for them on the subjects that they need to improve on and because they can go back and take notes from a section they later identify to be important. As a parent it is helpful for me because I can watch the content they were taught whereas face to face I have no idea how my child does the "space math" they brought home because that's not the way I was taught. This program has also allowed me to be able to keep track of their grades, monitor their time spent on a section, and they can't hide assignments or simply not do them because they need it to progress. We have had an overall positive experience with this and it's something I truly didn't expect because I don't like a lot of change and so this whole pandemic thing really threw us off our game but it's been a real comfort to be able to learn through this new avenue and hope to continue to be able to do so.

Sent from my iPhone



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**TESTIMONY**

1 message

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**Michelle Kanehe-Hudson** <kanehe@gmail.com>  
To: testimony.boe@boe.hawaii.gov

Wed, Oct 14, 2020 at 10:28 AM

Aloha Board of Education,

I am writing in support of Action Item B: discontinuing the use of Acellus in all Hawaii public schools by the end of the 2020-2021 school year, and providing immediate accommodations for families who wish to stop using this program.

Also, I believe that in an effort to restore public trust around curriculum selection, the DOE should provide further information on its revised process for evaluating outside curricula going forward. Like many other parents and educators, I think our focus should be on using our local teaching community and resources for developing distance learning and/or online content going forward. To date, there has been a lack of transparency around how Acellus ended up in so many schools as their primary delivery platform for distance learning despite negative reviews by the DOE's own curriculum specialists months ago.

Mahalo to the Board and particularly Chairperson Payne for advocating for our keiki and demanding action and change.

Michelle Kanehe-Hudson  
Mom of a Kinder & 1st grader



**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](mailto:spin@doh.hawaii.gov)  
October 15, 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 metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year: revisions to metrics, new metrics, and new metric categories

Dear Chair Payne and Members of the Board,

The Special Education Advisory Council (SEAC) is in agreement with the Board's proposed plan to revise existing school reopening metrics and add new metrics to monitor and evaluate the Department's progress in meeting key priorities set by the Board. We concur with the focus on closing gaps in academic achievement, access to devices and connectivity, health & safety, the delivery of school transportation & food services, and the confidence of families and the Board in the Department's ability to meet the needs of students in the context of the current pandemic.

SEAC is most appreciative of the Board's ongoing commitment to meet the needs of students most vulnerable to disruptions in learning. At the same time, we believe that the proposed metrics related to these students need more specificity to ensure that students with disabilities are not disproportionately harmed by the current constraints on the delivery of individualized educational supports. Here are our recommendations:

**Recommendation 1: Disaggregate quarterly grades for students in all grades by key student subgroups. If disaggregation for all high needs subgroups is burdensome to schools, prioritize at a minimum the reporting of academic performance for students with disabilities.**

Rationale: Students with disabilities have long been the lowest performing subgroup in academic achievement in the areas of math, ELA and science. The achievement gap between students with IEPs and students without high needs is larger than with any other subgroup, and it has not gotten smaller despite public attention to the disparity over the last decade. Historically, when the performance of students with disabilities is pooled into a high needs subgroup which also includes English Learners and students who are economically challenged, the overall performance of the





pooled group masks the reality that students with IEPs are significantly underperforming the other two groups.

SEAC believes that academic performance data for students with disabilities is readily available to schools and complexes given the IDEA requirement to provide quarterly reports on IEP goals. Additionally, schools have been advised to hold IEP meetings for all students during the 1st Quarter in order to assess whether students experienced skill(s) loss during school closures. That IEP review requires gathering available academic performance data.

**Recommendation 2: Disaggregate the High-risk Attendance Gap Formula and the Vulnerable Student High-risk Attendance Gap Formula to include specific attendance data for students with IEPs.**

Rationale: Students with disabilities have had the highest rate of chronic absenteeism (about 24%) as reflected in Strategic Plan data over the past five years. While some students with disabilities are being served through in-person instruction on campus (making it much easier to document attendance), SEAC believes that population of students on campus is reflective of students with more significant disabilities as well as preschool children. The majority of students with IEPs are students with milder disabilities like learning disabilities, speech delays, emotional disabilities, etc. who are more likely to be included in general education classrooms. We believe that the Board's **in-person learning metric** will reveal that they are not consistently on campus to receive support. These same students are likely to struggle with distance learning without the same level of specially designed instruction as they traditionally receive on a school campus and are at higher risk of poor attendance with online learning activities.

SEAC is aware that the Board considered disaggregating data for students with disabilities and is encouraging the Department to do so. However, SEAC strongly holds that making this data part of the Department's accountability to the Board will highlight disparities in a more timely manner and help to redirect resources to the students who are in greatest need of them to succeed academically.

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 Quinan  
Chair

  
Ivalée Sinclair  
Legislative Committee Chair

Aloha Chair Catherine Payne and Members of the Board,

I am writing in regards to Action Item B regarding Board Action on Acellus Learning Accelerator. I contacted the DOE on Monday, October 12 as soon as the memo from Superintendent Kishimoto came out to specify whether or not schools will be obligated to allow families to opt back in to the face-to-face option as opposed to staying with Acellus or be giving another learning option that is not the face-to-face option and the DOE told me over the phone (October 12<sup>th</sup>) that it's going to be the school's decision. This means that the school will be given the option to NOT allow families to opt back into the face-to-face curriculum. I then called my school to allow us to join back with the regular face-to-face children and follow their reopening plan for Quarter 2 and they WILL NOT ALLOW us to join the face-to-face children even though it's only been one day since Quarter 2 started. This is the teacher-led curriculum that my children deserve. If we don't want to be distance learners anymore and want to join back to the regular classroom, the principal WILL NOT ALLOW us back in. Why can't they let us back into the teacher led curriculum?

I urge the Board to confirm with the Superintendent that families are given the right to immediately leave Acellus and allow us to opt back into the face-to face option with our schools. By the end of this week, October 16, we would have already lost one week of Quarter 2 instruction. We already lost Quarter 1 in this Acellus program and leaving my kids in this program for the rest of the Quarter will make them regress EVEN MORE! Please take us off this program now, not at the end of the Quarter 2. Now that we know the Acellus curriculum is not suitable, I want my children to immediately leave this curriculum and be given the curriculum that they deserve, the curriculum that the teachers are already teaching the face-to-face children. Thank you for your time.



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony

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**Alexandra Obra** <alexandra.obra@k12.hi.us>

Wed, Oct 14, 2020 at 11:12 AM

To: Testimony.BOE@boe.hawaii.gov

Hi!

We are submitting Testimony for the BOE Meeting 10/15.

Agenda Item: [Board Action on Acellus Learning Accelerator distance learning program \("Acellus"\): program review, phase out in all schools by the end of 2020-2021 school year, and other learning options for families](#)

Name: Eliza Elkington, Sunset Beach Elementary School Principal &amp; Alexandra Obra, Waiāhole Elementary School Principal

Thank You!

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'Ike aku, 'ike mai, kokua aku kokua mai; pela iho la ka nohana 'oha

"Recognize others, be recognized, help others, be helped, such is a family relationship"

Mary Kawena Pukui

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**BOE Testimony 10-14-20.pdf**

76K

**Item testifying on:** Board Action on Acellus Learning Accelerator distance learning program ("Acellus"): program review, phase out in all schools by the end of 2020-2021 school year, and other learning options for families

Dear Board of Education Chairperson Catherine Payne and B.O.E Members,

***Sunset Beach Elementary School***

From day one, I saw red flags emerge with Acellus. From an animated pig blushing about how she got her name "Sweetie Lips" to a politically biased question about Ronald Regan where the correct answer was "He gave Americans hope during a difficult time," to an animated duck whose main goal in life is to run away from the police. But what could I do? We had already invested so much time and energy training teachers and students and parents on how to use Acellus, not to mention the fact that we had already paid for the program. As a brand new principal, I kept thinking, wasn't Acellus vetted by the Department of Education? Couldn't I trust that the vetting process done by our state leaders was reliable? Maybe I was overreacting.

Then came the letters from parents. Each day my inbox would be flooded with more and more emails about why we should drop the program, about what a travesty it was for our kids to learn from such a sub par program. A petition even showed up in my inbox with over 100 signatures attached asking us to drop Acellus.

We spent months of hard work with my teachers and staff reviewing lessons for appropriateness of content and coming up with plans to supplement the program to increase the rigor. Frankly, this was not something we were prepared to have to do with any online program- we trusted that Acellus would deliver a solid, standards based curriculum, and it did not. Having to work through this while in the midst of trying to run a school during a pandemic has been the single most challenging thing I have ever done as a school leader. After one of our most heated faculty meetings, our Vice Principal who has worked at the school for over 15 years cried as she told me she has never seen such divisiveness among the staff. I cannot tell you how much conflict Acellus has caused among our parents, our teachers, and even our students. It has been devastating for me to navigate as a new principal.

After countless collaborative meetings, we finally negotiated a plan of how to use the program. Grades K-2 would use it as a supplemental program only- almost all families and teachers in those lower grades have now opted **not** to use it. We continue to use Acellus for Grades 3-6, but we gave families the option to choose alternate programs if they wished to. Now that the board is proposing that we phase out of using it, I fear even more families will opt out. And with these decisions, our school has lost over \$16,000 dollars that we paid out for a sub-par online curriculum filled with inappropriate content that was not rigorous and not aligned to Common Core standards.

***Waiāhole Elementary School***

Today, I am submitting testimony on behalf of Waiāhole Elementary School teachers, staff and community. I am frustrated with the lack of foresight that the Hawai'i Department of Education has shown with the vetting of Acellus. We are currently transitioning to in-person instruction, and in addition to these challenges, we now also have to phase out Acellus and transition to

another unknown, online program. How did we get to this point, and how can we trust that the Department of Education will make sound decisions in vetting online programs moving forward?

As a small school, we do not have the resources to squander. Yet, this is exactly what happened when I invested \$9,000 on Acellus. How will we recoup these losses for our community? Who is responsible? How was Acellus not properly vetted from the beginning? Decision makers at the Department of Education have failed our students, teachers and the Waiāhole community.

Our communities entrust their children to us. As principals, we want to help our students and families successfully navigate online learning. Decisions should not be made in haste, and the Department of Education needs to be held accountable. Our state leaders have failed us, and we must demand that they do better in the future.

We respectfully ask B.O.E members to consider the following four items:

1. Individual school site visits from state leaders to deliver a sincere apology to schools who were affected by this unnecessary turmoil that was caused by the improper vetting of Acellus.
2. A dedicated effort from the state legal team to work diligently with Acellus to issue refunds to schools as requested.
3. A commitment from state leaders that they will create a transparent, detailed vetting process which includes feedback from teachers, administrators, students, and parents in vetting educational programs that are presented to schools as viable options.
4. A commitment from state leaders to include principals, who are on the front lines of this work, when decisions like this are made.

Thank you for your time.

Sincerely,

*eliza elkington*

Eilza Elkington  
Sunset Beach Elementary School  
Principal

*Alexandra Obra*

Alexandra Obra  
Waiāhole Elementary School  
Principal



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony for 10/15 meeting**

1 message

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**Piper Selden** <piperselden@gmail.com>  
To: testimony.boe@boe.hawaii.gov

Wed, Oct 14, 2020 at 11:36 AM

Aloha Board of Education,

I would like to add my name to the long list of parents and educators who think the Acellus Learning Accelerator should be removed from State of Hawaii public schools. I come to this decision as both a teacher and a parent who raised two children in Hawaii public schools. The pervasive racist, sexist, and otherwise inappropriate content found in Acellus Learning Accelerator are the primary reasons I think the program should be discontinued.

Considering that our state has a teacher shortage, perhaps qualified educators can be used to review and/or put together appropriate, place-based programs for students instead of using an ill-suited, out-of-state program. Food for thought.

Submitted respectfully,

**Piper Selden**  
Writer and Educator

"We write to taste life twice, in the moment and in retrospect." --Anais Nin



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony**

1 message

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**Elton Kinoshita** <elton.kinoshita@k12.hi.us>  
To: Testimony.BOE@boe.hawaii.gov

Wed, Oct 14, 2020 at 11:52 AM

Elton Kinoshita, Principal, Lana'i High & Elementary School  
General Business Meeting  
Acellus Learning Accelerator

Dear Board of Education members,

I am in support of the Acellus program. While I realize that the proposal allows Acellus to be used through the remainder of the year, I am submitting testimony in the event that the discussion moves toward a phase out prior to the end of school year 2020-21.

My support focuses on two points. First, I support my stakeholders who are most affected by a decision to discontinue the use of Acellus—my students and parents. Here on Lana'i, we have been greatly encouraged with the direction of the DOE related to School Design and Student Voice. Both initiatives are empowering. Decisions made at the Board level, or even at the State Leadership level that remove decision making by schools and its stakeholders runs contrary to School Design and Student Voice. I have confidence that my parents and students are able to make well founded decisions that greatly impact them. After providing them with the findings of the Acellus Internal Review Panel to consider and to weigh against their own experiences with the program, families should be allowed to determine the best course to take for their students.

Second, with approximately 170 high school students, we struggle to offer the diversity of courses that larger schools can provide. Among our students pursuing academic honors and STEM honors certificates, there are four seniors who selected an Acellus math course as their fourth required math credit in partial fulfillment of the honors certificate requirement. These students were assured that their Acellus math courses were acceptable as their fourth math credit. If they are not allowed to complete their Acellus math courses they could lose the opportunity to earn this distinction.

Please allow schools and stakeholders to decide whether to continue using Acellus for this school year. Thank you.

Sincerely,  
Elton Kinoshita  
Principal

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Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony for 10/15 meeting

1 message

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**Renee Adams** <adamsrk@hawaii.edu>  
To: Testimony.BOE@boe.hawaii.gov

Wed, Oct 14, 2020 at 12:00 PM

I am writing in partial support of Action Item **B**:

*Board Action on Acellus Learning Accelerator distance learning program ("Acellus"): program review, phase out in all schools by the end of 2020-2021 school year, and other learning options for families*

*"Moved to direct the Superintendent to (1) issue a letter to families using Acellus that acknowledges that the Department's selection of the program as a platform for distance learning was done in haste without appropriate vetting, (2) phase out Acellus in all schools by the end of the 2020-2021 school year, and (3) allow any family who wants to stop using Acellus to switch to another learning option at any time."*

Thank you Chair Payne and members of the Board for drafting this proposal, and for acknowledging the many problems with this platform that parents and educators have been documenting over the last few weeks.

First, I fully support the language in the proposal that recommends all families be allowed to discontinue use of Acellus effectively immediately and be provided alternatives to learning regardless of whether or not they are choosing full distance learning.

I believe the DOE should consider amending its Oct. 12th communication to reflect that families and teachers may choose to stop using Acellus immediately, as the current language of the letter leaves too much to interpretation by principals. Already parents are communicating that they've approached their principals about being let out of Acellus after the circulation of this communication, and are being told that the transition from Acellus will not take effect until Fall 2021. Moreover, other parents may not feel comfortable asking their schools to be let out of the Acellus program in the absence of clear language that ensures they will not lose access to distance learning.

Second, in the interest of transparency and rebuilding public trust, I believe the DOE should release the most recent draft findings from the Office of Curriculum and Instructional Design (OCID) and the Department's Civil Rights Compliance Branch. The review was conducted in the public interest to evaluate the Acellus program for quality, rigor, and its compliance with civil rights, and it was determined that the program should be discontinued. The content of this review should be public information, as parents should have access to the same information about their children's curricula as they would in a physical classroom.

Third, while the BOE proposal makes clear that the use of Acellus should be terminated by the end of the school year, this language is not in the Oct. 12th letter sent to families from the Superintendent. Instead, the Oct. 12th letter states that the DOE review team recommended Acellus "be discontinued as a primary curriculum resource" and that they would be working with schools that use Acellus to identify and leverage content found acceptable. There is still a lack of clarity around what this 'phasing out' process will look like, and when it will happen. I believe that in the interest of clarity and transparency, the DOE should provide further information about how and



when it will be phasing out Acellus, including a date for terminating use of all products provided by this vendor. This information should be communicated clearly to families in a timely manner.

Finally, I believe that in an effort to restore public trust around curriculum selection, the DOE should provide further information on its revised process for evaluating outside curricula going forward. Like many other parents and educators, I think our focus should be on using our local teachers expertise, and utilizing local resources for developing distance learning and/or online content going forward.

At Kalama Intermediate, where one third of the student body opted for Acellus, teachers were led to believe that they may use Acellus until the end of the school year. Once that was announced, it was decided that no further discussion about Acellus is warranted until planning for SY21-22.

If Acellus has been declared inappropriate, especially for the reasons stated above, why would ANY school be allowed to continue using this curriculum for ANY student? It is certainly a violation of FAPE for students under IDEA, and a shirking of responsibility on the part of administrators and teachers at any school. One Kalama administrator even suggested "why don't we go back to using Keystone packets, we still have access to that, or how about the paper packets?"

Now that EVERY teacher at Kalama is online, with a google classroom and a minimal presence for every class via google meet, it is an ideal time for this intermediate school to drop Acellus and have all their students re-enter Kalama's online program, which will continue to at least the end of the quarter. Yes, it would be a big shift for many teachers, yet Kalama teachers have learned a LOT about online teaching and learning in the first quarter, and if they use this quarter to bring back the rest of its students, it stands to be ready for an even stronger second semester.

Otherwise, how can Kalama or any school justify continuation of Acellus? FYI, during the summer, students who fail all four core areas systematically make these up in 4-6 weeks of summer schools. One parent said she is putting her son on Acellus (at the beginning of the year) because he can finish all his coursework quickly and have the second quarter free.

Taking the easy, rather than the ethical path is what led to this unfortunate situation. Please give me ONE solid reason for allowing ANY student to remain on Acellus after December, 2020. And this directive "not being under the purview of the BOE is NOT a reason for more definitive actions.

Unless the board STANDS FIRM ON DIRECTING SCHOOLS TO DISCONTINUE THE USE OF ACELLUS ASAP, OR BY THE END OF THE FIRST SEMESTER, what was the value of vetting the curriculum to begin with?

Thank you for reading, and for all your efforts regarding this issue.

Renee Adams

[adamsrk@hawaii.edu](mailto:adamsrk@hawaii.edu)





Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony regarding Acellus

1 message

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**S415-Evelyn Hera** <s415-evelyn.hera@k12.hi.us>

Wed, Oct 14, 2020 at 12:16 PM

To: Testimony.BOE@boe.hawaii.gov

Aloha, my name is Evelyn Hera. I am a student using Acellus this 2020/2021 school year. I am writing this testimony for a general business meeting about board action on Acellus learning accelerator distance learning program. I support keeping Acellus until the end of the school year and not taking it out sooner because I would like to finish all of the work I started without having to be taken out and put into a new distance learning program. I chose Acellus at the beginning of the year because I thought it would be better for me and it would actually make a better impact on learning new content for me. If Acellus were to be taken out sooner, it would complicate many things and make students very upset because they just got finished with quarter one. If we would have to be transferred to a new program but our credits aren't able to be transferred, it would mean we would have to start all over again and we would be behind from the other students that don't have to be put through this. I wouldn't want to be rushed to catch up to where the other students are now because it wouldn't teach me anything. It would just be words and problems going through my head and right back out. So I support having Acellus stay until the school year ends. Mahalo!

This is a student email account managed by Hawaii Department Of Education School District. The contents of this email are governed by the laws of the state and the board policies of the school district.



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony concerning Acellus

1 message

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**S415-Annika Padilla** <s415-annika.padilla@k12.hi.us>  
To: Testimony.BOE@boe.hawaii.gov

Wed, Oct 14, 2020 at 12:23 PM

To whom it may concern,

Hi, my name is Annika Padilla and I am a student currently enrolled in the Acellus program. In regard to a general business meeting about board action on Acellus learning accelerator distance learning program, I am writing a testimony. I oppose taking Acellus out of schools before this school year ends and support carrying this program out until the end of the school year. I think Acellus is a very organized program that I've adapted to. When we started using this program, I adjusted to it very quickly. I like Acellus because I always know what assignments I need to get done, and how much I've accomplished. Another reason I like this program is because it lets us work ahead. Instead of only being able to do the assignments for one day, I can start on my work for the next day or so. It is very efficient for me because I get to do other tasks throughout the day as long as I've finished my assignments. I've learned to like online classes. This program in particular lets me work anytime I please and I don't have to sit at my computer for hours straight; I can take breaks in between classes. If we were to stop using Acellus in the middle of the school year and start a whole new program, it would be very confusing and take a lot of unnecessary work. Starting all over would put us way behind in our classes and all the work we did so far would be in vain. I hope we can keep using the Acellus program because my classmates and I have worked really hard and have gotten used to learning the Acellus way. It is much different from the way I learned at school, but I think it is much more convenient for us students because it gives us time for ourselves and motivates us to manage our time well and to create a balance between schoolwork and personal activities. Thank you!

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Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony for 10/15 BOE General Business Meeting

1 message

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**Rep. Linda Ichiyama** <repichiyama@capitol.hawaii.gov>

Wed, Oct 14, 2020 at 12:26 PM

To: "Testimony.BOE@boe.hawaii.gov" &lt;Testimony.BOE@boe.hawaii.gov&gt;

Cc: "Rep. Lauren Matsumoto" &lt;repmatsumoto@capitol.hawaii.gov&gt;, Lauren Matsumoto &lt;laurenkmatsumoto@gmail.com&gt;, "Sen. Roz Baker" &lt;senbaker@capitol.hawaii.gov&gt;, "Sen. Laura Thielen" &lt;senthlielen@capitol.hawaii.gov&gt;, Sheldon Galdeira &lt;s.galdeira@capitol.hawaii.gov&gt;, Sarah Frank &lt;s.frank@capitol.hawaii.gov&gt;, Mary Kate Murray &lt;m.murray@capitol.hawaii.gov&gt;, Jennifer Barra &lt;j.barra@capitol.hawaii.gov&gt;

Please find attached testimony on behalf of the Hawaii Women's Legislative Caucus for the BOE General Business Meeting on 10/15, in support of Agenda item V.B (Accellus Learning Accelerator).

Please contact my office with any questions.

Thank you,

Linda Ichiyama

Sent from [Mail](#) for Windows 10

**2020.10.14 WLC testimony to BOE re Accellus.pdf**  
425K



HAWAII STATE LEGISLATURE  
STATE CAPITOL  
HONOLULU, HAWAII 96813

WOMEN'S LEGISLATIVE  
CAUCUS

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**TO:** Catherine Payne, Chairperson  
Hawaii State Board of Education  
**FROM:** Hawai'i Women's Legislative Caucus  
**DATE:** October 15, 2020  
**RE:** Board Action on Accellus Learning Accelerator

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The Hawai'i Women's Legislative Caucus (WLC) is a bipartisan group of all female members in the State House and Senate, advocating for women, girls and families in Hawai'i. The WLC strongly supports the recommendations made by Board of Education Chair Catherine Payne to (1) discontinue use of the Accellus Learning Accelerator distance learning program (Accellus) and (2) to allow families using Accellus to switch immediately to another learning option. The WLC respectfully requests the Board phase out the use of Accellus by December 2020, rather than waiting for the end of the 2020-2021 school year.

Concerned families and teachers statewide have expressed dissatisfaction and outrage over inappropriate content, stereotypes and sexism in the Accellus program. One parent shared with us the title of an Accellus lesson: "Even Moms Need Math". Other examples submitted in prior testimony to the Board include inaccurate references to Sen. Daniel Inouye and Queen Liliuokalani. The lack of women in careers and leadership roles throughout the Accellus program is especially concerning because of the subtle message that it sends to our students.

We appreciate the Department of Education's acknowledgement of its poor vetting of Accellus and the decision to phase out the program. However, waiting another semester to do so is a disservice to our students and teachers. The Department has several other online learning programs that could be used in place of Accellus; no rationale has been provided as to why schools cannot switch to one of these other programs at the end of the fall semester. Indeed, several public elementary schools have already done so. We urge the Board to end the use of Accellus in Hawaii public schools no later than December 2020.

Thank you for the opportunity to submit testimony in support of discontinuation of the Accellus program.



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

## Testimony

1 message

**Jacquelyn McCandless** <jacquelyn.mccandless@k12.hi.us>  
 To: testimony.BOE@boe.hawaii.gov

Wed, Oct 14, 2020 at 12:28 PM

- Jacquelyn McCandless, Principal at Maui Waena Intermediate School, Department of Education and parent of two students (one is a high school sophomore and one home schooled 5th grade student)
- General Business Meeting
- Action Item B
- Position: Oppose the elimination of Acellus

As the Maui Waena Intermediate School Principal, I hold my students, and school community near to my heart. I am very particular about utilizing rigorous curriculum and coaching our teachers to engage students more fully to raise student achievement and our SBA scores have reflected that improvement.

While the Acellus program is not perfect, nor is any online platform. I do believe that almost any curriculum poses some type of problem or lack- especially when one goes in with eyes that are tainted/biased. I do not fault the team that created the report about Acellus, but I do believe that they went in looking for the faults. That said, here is recent information that I have shared with my CAS.

At Maui Waena, when families requested to opt-in for distance learning (prior to the district wide DL decision) every family who requested our Group D (always virtual program) spoke with an administrator who explained what program we would be using and how it would be used. They were also told that there will be a teacher who will monitor their child's progress and take attendance. Supplemental assignments are not provided. When a student is rushing, struggling, doing poorly or "flying" through, we are able to see that information because the system provides an alert. In response, we are able to address these concerns by increasing or decreasing the rigor. The monitoring teachers have office hours that are available to students and students can seek assistance during this time. Students and families may also email the monitoring teacher at any time. Administration also has access to each of the google classrooms set up for each Acellus grade level and Acellus classroom set ups.

We also allow families to move out of Group D Acellus to Blended Groups A/B at every quarter. At the end of quarter one, approximately 50 students moved out of Group D. That left approximately 420 students of our 1100 students in Group D Acellus.

In regards to the biases and inappropriate material mentioned in the Acellus report, we have had only three families who have shared a concern. In all three cases, an administrator viewed the material and allowed the lesson to be skipped and each family was happy with the outcome. Two concerns were about the reference made to the bible. Another reference was the word Jews and upon review the word used was Jewish. We have not had any more concerns regarding inappropriate material.

We have had at least a dozen or so families call or email us thanking us for the use of Acellus because it really supports their child's learning and supports the families' needs.

Regarding your concerns around rigor:

Acellus is also intuitive for struggling learners where additional lessons are automatically provided to help the learner in skills he/she may be missing.

### 6th grade- 143 students

At this time, there are no students whose rigor has been lowered for any subjects. There are two students we are currently awaiting parent response in order to raise the rigor - one in math and the other in ELA.

### 7th grade- 173 students

ELA-	decreased 6	increased 16
MA-	4	19
Sci-	4	16
S.S.-	6	9

We have one male student who has finished the ELA unit in 5 weeks. When I look at his current iReady Scores, his Reading scores for Vocab is late Gr. 7, Comprehension: literature is Grade 8 and Comprehension: Informational Text is late Grade 7. His 6th grade report card showed all As.

So he's a high achieving student outside of Acellus, as a result we are looking at providing him with higher level academics.

**8th grade- 156 students**

ELA-decreased.	17	increased	43
SCI-	24		36
SS-	25		26
MA/ALGEBRA	37		25.

Because of the newness to most of us for using it as a class, we started off without electives, but we have now begun using electives for those students who need more. We offer the following elective classes through Acellus and student is allowed to choose the elective:

Personal Finance  
Middle School Geography  
Middle School Health  
Middle School Spanish  
Theatre  
Social Emotional Learning  
French  
German  
Electronics and Coding  
Intro to Java  
Investigating Careers  
College and Career Readiness

I hope this information provides a well-rounded picture of how Acellus is used at Maui Waena and how students are impacted by the level of rigor provided by Acellus.

Thank you for your time and consideration.

--

Mahalo,  
Jacquelyn McCandless  
Principal  
Maui Waena Intermediate School

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Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony

1 message

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**Jeremy Moselle** <jtmoselle@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Wed, Oct 14, 2020 at 12:41 PM

Jeremy Moselle; Parent

GBM 10/15

I am writing in SUPPORT of Action Item B: discontinuing the use of Acellus in all Hawaii public schools by the end of the 2020-2021 school year, and providing immediate accommodations for families who wish to stop using this program.

Thank you Chair Payne and members of the Board for drafting this proposal, and for acknowledging the many problems with this platform that parents and educators have been documenting over the last few weeks.

First, I fully support the language in the proposal that recommends all families be allowed to discontinue use of Acellus effectively immediately and be provided alternatives to learning regardless of whether or not they are choosing full distance learning.

There is ample evidence of discriminatory content documented by parents and teachers to warrant concerns about racial discrimination, the separation of church and state, and equal protection in the Acellus curricula. Even if there is some select Acellus content Superintendent Kishimoto considers "acceptable," we know a broken clock is right twice a day. The presence of some non-discriminatory content does not justify the ongoing use of our children as test cases and free labor for Acellus, as the company continues a series of deeply unethical practices including scrubbing content and then denying its existence; paying for faux news sites to promote its poor platform throughout the state; and targeting Hawaii parents in Acellus weekly video messages for simply shedding light on this content.

I believe the DOE should consider amending its Oct. 12th communication to reflect that families and teachers may choose to stop using Acellus immediately, as the current language of the letter leaves too much to interpretation by principals. Already parents are communicating that they've approached their principals about being let out of Acellus after the circulation of this communication, and are being told that the transition from Acellus will not take effect until Fall 2021. Moreover, other parents may not feel comfortable asking their schools to be let out of the Acellus program in the absence of clear language that ensures they will not lose access to distance learning.

Second, in the interest of transparency and rebuilding public trust, I believe the DOE should release the most recent draft findings from the Office of Curriculum and Instructional Design (OCID) and the Department's Civil Rights Compliance Branch. The review was conducted in the public interest to evaluate the Acellus program for quality, rigor, and its compliance with civil rights, and it was determined that the program should be discontinued. The content of this review should be public information, as parents should have access to the same information about their children's curricula as they would in a physical classroom.

Third, while the BOE proposal makes clear that the use of Acellus should be terminated by the end of the school year, this language is not in the Oct. 12th letter sent to families from the Superintendent. Instead, the Oct. 12th letter states that the DOE review team recommended Acellus "be discontinued as a primary curriculum resource" and that they would be working with schools that use Acellus to identify and leverage content found acceptable. After speaking with a number of parents and educators, there is still a lack of clarity around what this 'phasing out' process will look like, and when it will happen. I believe that in the interest of clarity and transparency, the DOE should provide further information about how and when it will be phasing out Acellus, including a date for

terminating use of all products provided by this vendor. This information should be communicated clearly to families in a timely manner.

Finally, I believe that in an effort to restore public trust around curriculum selection, the DOE should provide further information on its revised process for evaluating outside curricula going forward. Like many other parents and educators, I think our focus should be on using our local teachers expertise, and utilizing local resources for developing distance learning and/or online content going forward. To date there has been a lack of transparency around how Acellus ended up in so many schools as their primary delivery platform for distance learning despite negative reviews by the DOE's own curriculum specialists months ago. Rather than provide a clear answer, we are left deciphering oblique language around whether or not Acellus was "adopted" by the DOE. This is a distraction. The DOE's new vetting process is a matter of public concern and therefore should be transparent going forward so as to avoid another expensive and harmful mistake that our children are paying the price for.

Thank you for reading, and for all your efforts regarding this issue.

-Jeremy Moselle



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony regarding Acellus

1 message

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**S415-Samantha Villa** <s415-samantha.villa@k12.hi.us>  
To: Testimony.BOE@boe.hawaii.gov

Wed, Oct 14, 2020 at 12:42 PM

Aloha, I am a student who goes to Lanai High and Elementary School. My name is Samantha A. Villa and I am a Sophomore (10th grade) this school year. I am writing this testimony for a general business meeting about the program Acellus. I would like to keep Acellus for the whole school year for several reasons. I have been doing Acellus ever since the school year started. Acellus helped me gain more knowledge throughout the first quarter and the beginning of the second quarter, and it shocks me how all of the sudden there's a possibility of stopping Acellus. Hearing that news got me to think about what would happen to me and all the other students taking this program as well. I find stopping Acellus very unfair because I have been using this program since the beginning and feel like the whole process of joining the online distance learning will be very confusing. I wouldn't like to join the school's online distance learning in the middle of the school year and I, myself along with other students will be behind with the work. It would be very difficult to catch up on all the work and to get used to a new school system. Another reason is that our credits won't be transferred, and I find that unfair after the many hours and days of completing the assignments. There will be many complications for the students who are taking Acellus and then having to transfer into the school's online distance learning. Overall I want to maintain and support the Acellus program until the end of this school year (2020-2021).

Mahalo, Samantha A. Villa

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Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony regarding use of Acellus curriculum**

1 message

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**Kristin Hera** <kristin.hera@k12.hi.us>  
To: Testimony.BOE@boe.hawaii.gov

Wed, Oct 14, 2020 at 12:48 PM

Good afternoon,

I am submitting testimony for the general business meeting scheduled to be held on October 15, 2020 regarding the agenda item Acellus Learning Accelerator. I am a staff member at Lanai High and Elementary and also a parent of two students using the Acellus program. I support the use of Acellus through the end of this school year 2021 because pushing our school to discontinue the program sooner would have a negative impact on our school and my own children. As the school registrar, I have been working with the families that chose to do the 100% distance learning from the start. We currently have over 80 students using this program, grades K through 12, which is more than 10% of our student population. The overall opinion of the program from our families is positive. Even when other schools on Oahu were dropping Acellus, our families chose to stay. Pushing these students back into the classroom/blended learning set up at this point would create a hardship for the students as they would need to get caught up on all of the quarter 1 curriculum that was delivered by our teachers on campus. Also, in some of our elementary grades, our classrooms do not physically have the space to accommodate the return of these students while maintaining a 6 foot distance between desks. Alternatively, moving all of the students to another distance learning curriculum would also be very unfair as, again, the students would be forced to lose the work that they have completed and start all over again.

On a personal note, one of my daughters is on Acellus for her entire curriculum. She chose this option as she wanted the consistency that it offered. Compared to our blended learning students that started with face-to-face classes only two days a week, and asynchronous learning 3 days a week, she wanted to have a consistent routine of classes everyday. She is happy with the selection of classes that she is taking and is challenged by the content. She is taking electives that our small school is not able to offer and is learning a lot about subjects that she had previously not been exposed to. Pulling her out of this program now would be a great disappointment to her.

My other daughter is a senior taking an upper level math class to fulfill the requirements for both the academic honors certificate and the STEM certificate. At the start of the year, she was placed on the waitlist for the dual credit class Math 103 (through UHMC) and it seemed that she would not be able to fulfill the certificate requirements. When we were told by the DOE that the upper level Acellus math courses were acceptable alternatives, she jumped at the chance to take the class. Forcing her to leave this program now would mean that she would no longer qualify for the honors certificates.

I strongly support allowing students to finish the year on Acellus, if their families so choose. Families had every reason to believe that this was a well-vetted program that the DOE was offering. I do still believe that, despite its flaws, this is a worthwhile curriculum for our students. I do not believe that the students and families should bear the burden of a decision that the DOE is now calling a mistake. Let the students finish this year while the DOE finds a better alternative for next year.

Kristin Hera  
Registrar  
Lanai High & Elementary School  
(808) 565-7900

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**Testimony**

1 message

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**Lucy Oliva** <cklucy@icloud.com>  
To: testimony.boe@boe.hawaii.gov

Wed, Oct 14, 2020 at 1:00 PM

Hello,

I am a tenth grade student from Lānai High and Elementary School. Considering I am a student using the Acellus program it should be me and my parents choice whether I choose to continue with the program or not. It shouldn't be where I have to be forced into another program. I don't want to have to restart my entire school year and lose all the work I have already accomplished. I haven't missed a single day of school, and don't want to have to redo a full quarter. I am learning a lot from my classes, I even conversed with someone in Spanish. I've memorized most of the terminology in my Medical Terminology class. I enjoy the Acellus Program. Please allow me to continue the education that I committed to earlier this school year.

-Oliva, Ckristian



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony**

1 message

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**Sean Oliva** <soliva@pulamalanai.com>

Wed, Oct 14, 2020 at 1:06 PM

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

I'm told the D.O.E is planning to discontinue the Acellus program due to large amounts of controversy. Why not leave the choice of the child and their parents to decide. As far as our child is concerned he has no issues with the classes he's taking up to this point.

Sean

Sent from my iPhone



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Fw: testimony for BOE meeting October 15, 2020, 1:30 p.m., item V.C.**

1 message

**Lynn Otaguro** <lmotaguro@yahoo.com>

Wed, Oct 14, 2020 at 1:25 PM

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

To Board staff:

I am sorry. My earlier submission had the wrong date for the meeting.

Thank you,  
Lynn Otaguro

----- Forwarded Message -----

**From:** Lynn Otaguro <lmotaguro@yahoo.com>**To:** [testimony.boe@boe.hawaii.gov](mailto:testimony.boe@boe.hawaii.gov) <[testimony.boe@boe.hawaii.gov](mailto:testimony.boe@boe.hawaii.gov)>**Sent:** Wednesday, October 14, 2020, 01:08:39 PM HST**Subject:** Re: testimony for BOE meeting October 14, 2020, 1:30 p.m., item V.C.

October 14, 2020

Board of Education  
State of Hawaii**Regarding BOE Agenda, October 15, 2020, 1:30 p.m., item V. C.**

Board Action on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year: revisions to metrics, new metrics, and new metric categories (Personnel; Student Transportation and Food Service; and Confidence, Communications, and Guidance)

Honorable Chair Payne and members of the Board:

I want to again thank you for all of your work in the reopening of our schools. I appreciate the many hours of preparation, listening, and keeping track of the hundreds of details that will determine whether our schools are prepared to safely reopen for face to face instruction.

I am writing in support of Chair Payne's recommendations on metrics to monitor and evaluate the DOE's plan for reopening schools.

With the reopening of tourism and the likely increase in positive cases in our communities, I agree with this Board that health and safety considerations must be paramount. I ask that this Board demonstrate its commitment to health and safety by continuing to monitor the DOE's compliance with previous Board directives and continuing to push the DOE to keep working on procedures to address any outstanding health and safety concerns. These include:

**1. Having the DOH explain and look at its Learning Model Parameters which remain out of sync and incomplete.** The DOH needs to explain how it determined its Learning Model Parameters, which appear to be out of sync with the parameters of other school districts and are

inconsistent with other authorities, including the CDC. While these parameters are just one criteria for transitioning to in person instruction, it is concerning that they are so different from other accepted metrics. This article discusses the metrics: [DOE 'Return to Learn' numbers don't add up | Hawaii Tech](#).

**Public health considerations.** In addition, because our schools do not exist in a vacuum and are an integral part of the community, it is important that among the considerations for transition to in person instruction, public health parameters such the **availability of staffed hospital capacity across the state** be considered. For instance, while a school complex on Kauai may have a lower infection rate, if Oahu's hospitals are overwhelmed, the lack of staffed hospital capacity will impact whether it is safe for in person instruction.

**2. Effective, timely contact tracing and follow up with all people involved.**

If our contact tracing efforts are not fully in place and effective, when cases come into the schools, infection could spread within the school and into the community. News reports have indicated that the DOE and DOH are not yet in agreement on who is responsible for contact tracing and how it will occur. An established contact tracing program with adequate resources to follow up with the cases and contacts needs to be in place for face to face instruction to be implemented responsibly and safely.

**3. Increased communication with and training for school administrators on COVID-19,** including the handling of cases/contacts, the application of HIPAA and FERPA, and understanding of the virus (infectious period; how it is spread; risk factors that exist with time spent together, limited ventilation, and shared air/space; how contact tracing works; etc. so that the implications of actions taken or not taken can be fully appreciated). As one example, in September, some administrators were using HIPAA and FERPA as reasons not to pursue or share the details about a COVID-19 infection, which can impair the ability of teachers, staff, and a school to respond effectively to limit the spread of the disease.

**4. Written clearance for return to school for COVID-19 cases and contacts.** With its latest draft of the Health and Safety Guidelines, the DOE has made clearer some of the procedures for a COVID positive case or COVID contact to return to school. However, concerns still remain as there is no requirement for a written clearance. This is needed because teachers and staff may not know the facts involved with the COVID case or contact and therefore, would be unable to determine whether the individual meets the criteria for return to class. Some form of written verification would greatly improve communication and response.

**5. Improved communication with and among school administration, teachers, and staff.** There should be a requirement that affected teachers and staff be consulted, and then notified of steps taken when there is a case or contact in their class. Teachers and staff also should be informed of the ongoing status of a case or contact and the date on which students are allowed to return to class, prior to their return. Strong communication practices will help to prevent misunderstandings and create better response.

**6. Clarification and possible amendment of the kinds of situations reported on the DOE COVID-19 website.** Close contacts who are on campus do not appear to be reported, but they impact schools and their operations. Complete data is important for policy makers and for community understanding and support.



**7. Written documentation that the schools that have opened for face to face instruction have demonstrated that they can adequately implement COVID-19 mitigation strategies prior to reopening to in person instruction.** This includes addressing matters of **mask wearing, social distancing, and ventilation** – and the practices and steps instituted to ensure safety.

**Strong, science-based health and safety requirements that are clearly communicated and faithfully implemented will not only improve safety, but also will improve the trust in our system by school staff and the families and communities served.** Trust that the DOE and the schools are prepared affects other criteria discussed in the Chair's memo, including student enrollment and attendance and staff and teacher retention and recruitment (employee satisfaction). Families have been discussing having their children miss school or withdrawing them altogether because of concerns about health and safety. Even teachers who earlier supported in person instruction have been confronted with situations that are now making them consider a break in service or earlier retirement.

As has become increasingly clear during this pandemic, we are all interconnected. The decisions made and actions taken in one community or in one sector of our economy affects the others. With tourism set to reopen with a 1-test protocol, we can expect an increase of COVID-19 cases in our communities and greater likelihood that the disease will come into our schools. Oversight of the preparations and the implementation of health and safety requirements become even more crucial for keeping our schools as safe places and preventing further community spread. With the above additions, please support Chair Payne's recommendations. Thank you again for your work on these important matters.

Sincerely,  
Lynn Otaguro  
Oahu, Hawaii



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Acellus program support from a Mother of a 10th Grader**

1 message

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**Shawna Brizzolara** <brizzolara.shawna@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Wed, Oct 14, 2020 at 1:15 PM

Dear BOE,

My daughter, My husband and I are in support of the fantastic Acellus program. It has been a good comprehensive program for our honor student daughter currently at Kalaheo High School. The program was used throughout the summer school (algebra 2) and for the 100% virtual program this year. It provides plenty of support if a topic needs further explanation and enough repetition needed to learn. As far as any politically or social correctness we have not encountered inappropriate material. We are very sensitive to racial slurs and intolerant of bigotry and my daughter is very sensitive to "ists" as she calls it (racist, fatist, whateverist that categorizes someone). Upon asking her if she encountered questionable material in her social studies she said no. So, if parents are finding these things in the earlier grades then they need to be corrected just as our old text books needed correcting but it doesn't mean we have to discard the program.

I am very disappointed that there was no pole to see how many kids and parents like the program and believe me I went through the whole math program with my daughter this summer and know it is a good program

I hope this makes it to you on time for presentation to the board tomorrow in support of Acellus!

**Shawna S Brizzolara, MD FACOG, clinical faculty UH JABSOM**



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

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## Testimony

1 message

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**Rosenlee, Corey** <CRosenlee@hsta.org>

Wed, Oct 14, 2020 at 1:40 PM

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

Corey Rosenlee

HSTA

Thank you.



**BOE TESTIMONY OPENING SCHOOLS OCT16 Metrics.docx**  
404K



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Executive Director

## TESTIMONY BEFORE THE STATE OF HAWAII BOARD OF EDUCATION

THURSDAY, OCTOBER 15, 2020

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

AGENDA ITEM: C. Board Action on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year: revisions to metrics, new metrics, and new metric categories (Personnel; Student Transportation and Food Service; and Confidence, Communications, and Guidance)

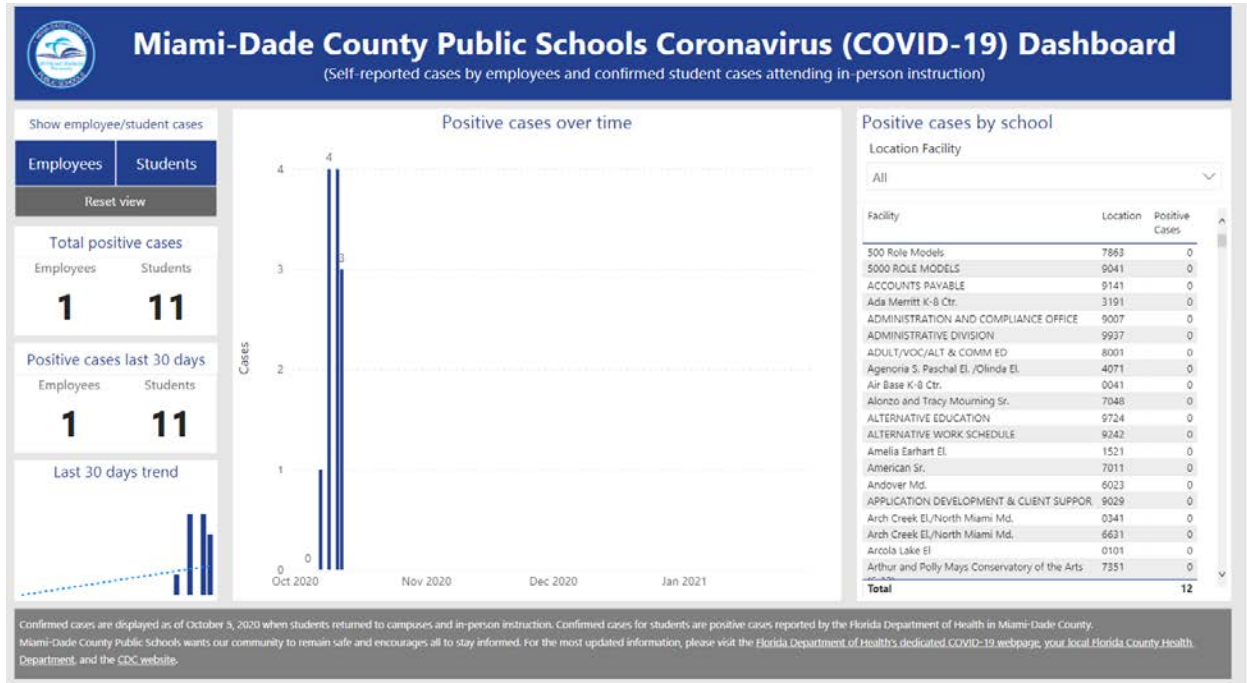
To Chair Payne and Members of the Board of Education:

The Hawaii State Teachers Association appreciates and supports the addition of metrics to monitor the Department of Education's comprehensive plan for reopening schools for the 2020-2021 school year. HSTA supports the metric which includes a "confidential survey of all Department employees run by Board Office regarding whether employees feel that they are supported by the Department." HSTA would ask that the BOE direct the DOE to release the complete results of a survey that the DOE is currently administering to teachers across the state. These different data points will help inform the department's future decision making.

HSTA would ask that the BOE include additional metrics including:

- Telework by complex area, to include how many teachers have applied for telework and how many teachers have been approved and been denied. This would give data to see if the DOE is judiciously applying the BOE's directive that telework should be granted and that denials should be in writing.
- Types of vulnerable students (FSC, SPED, ELL, etc.) attending in person learning by school. Currently there is no data on the types of vulnerable students on campus
- The number of students currently attending in-person classes. This should include what was done for quarter 1, and what the school plans to do for quarter 2.
- A weekly update of covid cases by school aggregated for employees and students. Florida, in each county, has provided a dashboard by school, that also looks at trends. An example is attached.

Knowing the amount of students and teachers on campus and the number of cases on campus will help the BOE track the correlation between these data points.





Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony

1 message

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**William Grondahl** <william.grondahl@campbell.k12.hi.us>  
To: testimony.boe@boe.hawaii.gov

Wed, Oct 14, 2020 at 1:57 PM

Hello, my name is William Grondahl. I am a student at James Campbell High School. I am e-mailing regarding Action Item C. Board Action on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year: revisions to metrics, new metrics, and new metric categories (Personnel; Student Transportation and Food Service; and Confidence, Communications, and Guidance) We should not return to school because of the covid-19 spread, the cleanliness, and the parents.

The covid-19 spread is my top reason because of how easily covid could spread, even if we bring only a few students back. There are cases where people in schools got covid for coming back to school, and a lot of positive cases. This means that if we go back, even with division, we may still get positive cases from the school. There are also cases where bringing people back may also weaken them, since some people may have covid and go anyway. This could also affect spread since people could go to school and infect others. Now, the cleanliness of schools...

The cleanliness of schools may also affect us in the school. Sometimes, people will sit down, and someplace wont be cleaned for a few hours. This doesn't help us since we could get an infection from sitting down on a place that was sat down on multiple times, by multiple people. We may also have dirty doorknobs, which can spread infection. This is bad, since when people touch doorknobs and get infected, the infection spreads. Now, I talk about the childrens parents.

Basically, the parents may affect us. I know a lot of people that will keep their kids at home. This isn't technically bad if re-opening schools is a requirement, but it may affect attendance and such. This is bad for students that need to go to school physically, but cant since parents wont allow it. Also, we have the fact that parents could get the virus from the kids if people go to schools. If school opens, kid get covid, then the parents will catch covid from the kid, which is very bad. Now, my conclusion.

Kids should not go back to school this quarter because of the current ongoing events. We need to be safe and effective in these conditions, and let us get our cases down in hawaii.

**Item testifying on:** Board Action on Acellus Learning Accelerator distance learning program ("Acellus"): program review, phase out in all schools by the end of 2020-2021 school year, and other learning options for families

Dear Board of Education Chairperson Catherine Payne and B.O.E Members,

***Sunset Beach Elementary School***

From day one, I saw red flags emerge with Acellus. From an animated pig blushing about how she got her name "Sweetie Lips" to a politically biased question about Ronald Regan where the correct answer was "He gave Americans hope during a difficult time," to an animated duck whose main goal in life is to run away from the police. But what could I do? We had already invested so much time and energy training teachers and students and parents on how to use Acellus, not to mention the fact that we had already paid for the program. As a brand new principal, I kept thinking, wasn't Acellus vetted by the Department of Education? Couldn't I trust that the vetting process done by our state leaders was reliable? Maybe I was overreacting.

Then came the letters from parents. Each day my inbox would be flooded with more and more emails about why we should drop the program, about what a travesty it was for our kids to learn from such a sub par curriculum. A petition even showed up in my inbox with over 41 SBES family signatures attached asking us to drop Acellus.

With so many complaints, we once again had to review our decision to utilize Acellus. We trusted that Acellus would deliver a solid, standards based curriculum, and it did not. Because we recognized that Acellus was lacking in rigor, the teachers and staff at Sunset Beach spent countless hours reviewing lessons for appropriateness of content and creating plans to supplement the program to increase the rigor. We also recognized the fact that many of our families were overwhelmed and unable to assist their children with distance learning. Acellus has filled a need for those families. After one of our most heated faculty meetings, one of our staff members who has worked at the school for over 15 years cried as she told me she has never seen such divisiveness among the staff. I cannot tell you how much conflict Acellus has caused among our parents, our teachers, and even our students. It has been devastating for me to navigate as a new principal. While I should have been focusing on the safety and wellbeing of my staff and students, my time was instead consumed by navigating Acellus concerns.

After countless collaborative meetings, we finally negotiated a plan of how to use the program. Grades K-2 would use it as a supplemental program only- almost all families and teachers in those lower grades have now opted **not** to use it. We continue to use Acellus for Grades 3-6, but we gave families the option to choose alternate programs if they wished to. Teachers and students alike have invested time and energy into this program and how to supplement it successfully, and with these decisions that the board is proposing that we phase out of using Acellus, I fear even more families will opt out and teacher morale will yet again be compromised. Our school has now lost over \$16,000 dollars that we paid out for a sub-par online curriculum that contained inappropriate content, was not rigorous, and was not aligned to Common Core standards. All of this could have been avoided with proper vetting of the program.

### ***Waiāhole Elementary School***

Today, I am submitting testimony on behalf of Waiāhole Elementary School teachers, staff and community. I am frustrated with the lack of foresight that the Hawai'i Department of Education has shown with the vetting of Acellus. We are currently transitioning to in-person instruction, and in addition to these challenges, we now also have to phase out Acellus and transition to another unknown, online program. How did we get to this point, and how can we trust that the Department of Education will make sound decisions in vetting online programs moving forward?

As a small school, we do not have the resources to squander. Yet, this is exactly what happened when I invested \$9,000 on Acellus. How will we recoup these losses for our community? Who is responsible? How was Acellus not properly vetted from the beginning? Decision makers at the Department of Education have failed our students, teachers and the Waiāhole community.

### ***Joint Summary***

Our communities entrust their children to us. As principals, we want to help our students and families successfully navigate online learning. We respectfully ask the B.O.E. members to consider the following recommendations as we navigate the crisis of the pandemic together for our students, families and communities.

1. A dedicated effort from the state legal team to work diligently with Acellus to issue refunds to schools as requested.
2. A commitment from state leaders that moving forward, they will create a transparent, detailed vetting process which includes feedback from teachers, administrators, students, and parents in vetting educational programs that are presented to schools as viable options.
3. A commitment from state leaders to include principals, who are on the front lines of this work, when decisions like this are made.

Thank you for your time.

Sincerely,

*eliza elkington*

Eilza Elkington  
Sunset Beach Elementary School  
Principal

*Alexandra Obra*

Alexandra Obra  
Waiāhole Elementary School  
Principal



**Item testifying on:** Board Action on Acellus Learning Accelerator distance learning program ("Acellus"): program review, phase out in all schools by the end of 2020-2021 school year, and other learning options for families

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Thank you for your time.

Sincerely,

*eliza elkington*

Eilza Elkington  
Sunset Beach Elementary School  
Principal

*Alexandra Obra*

Alexandra Obra  
Waiāhole Elementary School  
Principal



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**Testimony (sorry so late)**

1 message

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**Joseph Passantino** <joseph.passantino@k12.hi.us>  
To: Testimony.BOE@boe.hawaii.gov

Wed, Oct 14, 2020 at 4:05 PM

Joseph Passantino

Principal of Ali'iolani

General Business - Student Achievement

Agenda item : Aceullus

Position : comment in support of continued program use

Thank you Chairperson Payne and Board of Education members,

My name is Joe Passantino and I am the proud Principal of Ali'iolani in the heart of Kaimuki. We are a small school with an enrollment of 240 students. We purchased the Acellus program after we were given the option of the ASU program and the Acesullus program. We were under the impression that the state vetted this program by the information they gave us and they have been using the program for years. We know that no program is flawless but knew in this challenging time that it could support our instruction and allow our students more learning opportunities.

It is very disappointing that the BOE now tells us that we need to stop using this program. The timing could not be more challenging for us at the school level. It is also sad to say that we would not be given a refund or any other type of compensation; it would be a loss of a program and our money. As a small school our budget is small based on our enrollment, when we spend money we really have to have whole school conversations because everything we buy must directly impact what we do for the good of the school. The purchase of this program was no different. We had intense conversations and made the investment to support our students.

In closing, I wanted to share something from our distance learning teacher. Our teacher has the most impactful relationship with this program as she supports 45 distance learners with the Acellus program, i-Ready, and her daily hourly grade level lessons everyday.

What she told me was profound and I wanted to share with you. You have heard from parents, students, and upset members of our school communities about the program, but please try to understand and accept this point of view. She felt that students could retain more content from Acellus than they do in a live classroom, since students don't have to wait for other kids to "get it." Acellus special lessons if done correctly are pretty good to illustrate concepts and ask kids to do higher level thinking along with personalizing instruction.

In closing, I am asking to consider for schools to be given the option to finish the year with this program as a tool on our campuses. We will have conversations with our families and figure out what we need to do on a case to case level, but losing a program and our invested money should not be an option especially in these times.

Thank you for your time.

This is a staff email account managed by Hawaii Department Of Education School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.





Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**TESTIMONY for Board General Meeting Agenda Item V.C**

1 message

**Wayne Tanaka** <waynet@oha.org>

Wed, Oct 14, 2020 at 6:13 PM

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

Aloha,

Please find attached the administrative testimony of the Office of Hawaiian Affairs, regarding item V.C. on the Board's General Business Meeting agenda for October 15, 2020, including our prior testimony from the August 20, 2020 board meeting as an attachment

Mahalo nui,

Wayne Tanaka

Public Policy Manager

Office of Hawaiian Affairs

(808)594-1945

[waynet@oha.org](mailto:waynet@oha.org)

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**2 attachments****OHA Testimony to BOE School Reopening Concerns 081820.pdf**

268K

**OHA Testimony BOE School Reopening Metrics 101520.pdf**

253K



Testimony of Sylvia M. Hussey, Ed.D.  
Ka Pouhana, Chief Executive Officer

Hawai'i State Board of Education  
General Business Meeting

AGENDA ITEM V.C.: BOARD ACTION ON METRICS TO MONITOR AND EVALUATE  
THE DEPARTMENT OF EDUCATION'S COMPREHENSIVE PLAN FOR REOPENING  
SCHOOLS FOR THE 2020-2021 SCHOOL YEAR: REVISIONS TO METRICS, NEW  
METRICS, AND NEW METRIC CATEGORIES (PERSONNEL; STUDENT  
TRANSPORTATION AND FOOD SERVICE; AND CONFIDENCE, COMMUNICATIONS  
AND GUIDANCE)

October 15, 2020

1:30 p.m.

Virtual Meeting

The Administration of the Office of Hawaiian Affairs (OHA) offers the following **COMMENTS** regarding the adopted and proposed revised and new metrics for the Department of Education's (DOE's) school reopening plan for the 2020-2021 school year. **OHA appreciates the revised metrics and evaluation measures put forth to monitor the reopening of schools, which may provide critical information relevant to an assessment of our schools' ability to reopen safely and in the best interest of our students, and recommends that the Board of Education (BOE) allow for further considerations above and beyond these metrics in any school reopening decisions, consistent with OHA's previous recommendations. In addition, OHA further supports the adoption of certain disaggregated metrics, including for "vulnerable" student subgroups; such additional and disaggregated metrics may be critical to identifying the varying ways in which the DOE's mission may be better fulfilled as schools reopen, particularly with respect to Native Hawaiians, other Pacific Islanders, and other students who may have unique and otherwise potentially overlooked needs.**

OHA is the constitutionally-established body responsible for protecting and promoting the rights of Native Hawaiians.<sup>1</sup> In its last strategic plan, OHA adopted **Ho'ona'auao** as one of its strategic priorities, which focused on maximizing the choices of life and work via Native Hawaiians gaining knowledge and exceling in educational opportunities at all levels. OHA's 2020+ Strategic Plan continues to incorporate **Educational Pathways** as a strategic direction, based on strategic foundations of 'Ohana, Mo'omeheu, and 'Āina. As such, OHA has been and continues to be a consistent and ardent advocate for education policies that address the needs of Native Hawaiians and the

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<sup>1</sup> HAW. CONST. ART. XII SEC. 5; Haw. Rev. Stat. ("HRS") § 10-3.

Hawai'i State Board of Education Agenda Item V.C.  
Revised and New Metrics for the Reopening of Schools for the 2020-2021 School Year  
greater community. With our kuleana in mind, OHA offers the following comments on the subject agenda item.

**1. Adopted and proposed revised metrics can inform an assessment of conditions and criteria for school reopening, but data should be supplemented by additional information and consultation as necessary to evaluate where, when, and how schools should reopen for in-person student instruction.**

As detailed in the attached, previous testimony, **the COVID-19 pandemic (SARS-CoV-2 virus) and the potential spread of the SARS-CoV-2 virus in our schools and in the community is a matter of significant concern to Native Hawaiians.**<sup>2</sup> Native Hawaiian students represent the single largest ethnic group with 46,800 DOE students, comprising 26.0% of the total student body,<sup>3</sup> and Native Hawaiians generally have higher risk factors with regards to impacts from the pandemic: for example, Native Hawaiians are more likely to live in crowded, multigenerational households<sup>4</sup> where isolation of exposed or COVID-19 positive students from elderly or vulnerable family members can be extremely difficult; Native Hawaiian families experience economic-related impacts resulting from the COVID-19 pandemic<sup>5</sup>; Native Hawaiians are also more likely to suffer from co-morbidities known to increase the risk of serious illness resulting from COVID-19.<sup>6</sup> **Accordingly, OHA previously recommended that an assessment of certain conditions and criteria take place prior to any planned reopening of our public schools for in-person instruction, to ensure that our schools will in fact be prepared to reopen safely and in the best interests of students and all stakeholders. These included:**

- A consideration of the effectiveness and success of county, state, national, and international strategies to control the spread of COVID-19 overall, and whether there may be an increased risk of danger based on testing data trends and anticipated events, such as the resumption of tourism and military training exercises;

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<sup>2</sup> See Sylvia M. Hussey, Ed.D., Testimony to the Hawai'i State Board of Education, Agenda Item .A: UPDATE ON IMPLEMENTATION OF BOARD RESOLUTION ADOPTED ON JUNE 18, 2020, DIRECTING THE DEPARTMENT OF EDUCATION TO PREPARE FOR THE REOPENING OF THE 2020-2021 SCHOOL YEAR AMID THE COVID-19 GLOBAL PANDEMIC, FOCUSING ON CONCERNS REGARDING: HEALTH AND SAFETY, DISTANCE LEARNING, PERSONNEL, FOOD SERVICE, STUDENT TRANSPORTATION, RECONCILING MULTIPLE GUIDANCE DOCUMENTS AND COLLECTIVE BARGAINING AGREEMENTS, AND COMMUNICATION (August 20, 2020), attached.

<sup>3</sup> Office of Hawaiian Affairs, A Native Hawaiian Focus on the Hawai'i Public School System, SY2015 (2017), available at <https://19of32x2yl33s8o4xza0gf14-wpengine.netdna-ssl.com/wp-content/uploads/A-Native-Hawaiian-Focus-on-the-Hawaii-Public-School-System.pdf>.

<sup>4</sup> 24.8% of Native Hawaiian households, compared to 9.6% of state households include more than two generations or an unrelated individual. SMS, HAWAII HOUSING PLANNING STUDY 34 (2016), available at [https://dbedt.hawaii.gov/hhfdc/files/2017/03/State\\_HHPS2016\\_Report\\_031317\\_final.pdf](https://dbedt.hawaii.gov/hhfdc/files/2017/03/State_HHPS2016_Report_031317_final.pdf).

<sup>5</sup> Office of Hawaiian Affairs, Issue Brief: COVID-19 and Native Hawaiian Communities: Native Hawaiians Over-Represented in COVID-19 At-Risk Populations (2019), available at [https://19of32x2yl33s8o4xza0gf14-wpengine.netdna-ssl.com/wp-content/uploads/Issue-Brief.-Covid-19\\_corrected.pdf](https://19of32x2yl33s8o4xza0gf14-wpengine.netdna-ssl.com/wp-content/uploads/Issue-Brief.-Covid-19_corrected.pdf) ("Native Hawaiians are at greater risk of suffering financial hardship from the negative economic conditions that are likely to result from the spread of COVID.").

<sup>6</sup> *Id.*

Hawai'i State Board of Education Agenda Item V.C.  
Revised and New Metrics for the Reopening of Schools for the 2020-2021 School Year

- Whether there has been sufficient time to fully explore, develop, and implement reopening plan protocols, guidelines, and alternatives, including through the sharing of ideas, experiences, and resources between public and charter schools;
- Whether plans that will adequately inform teachers, staff, students, and families of all protocols and guidelines intended to keep all school stakeholders safe have been fully developed and implemented, including through direct or proactive outreach to families with language or cultural barriers or economic or other challenges;
- Whether distance learning training for educators, and distance learning support, access, and other resources for families, has been sufficient to meet the educational needs of students and their families following distance and hybrid learning models, to ensure students are not disadvantaged when school reopens;
- Whether plans have been specifically and sufficiently tailored to ensure the health and safety of schools' special education students and teachers in face-to-face instruction settings; and
- Whether there has been adequate consultation regarding the above and other matters with education and health stakeholders representing those communities most vulnerable to the impacts of COVID-19, including Native Hawaiian and other Pacific Islander groups such as the Native Hawaiian Pacific Islander COVID-19 Response, Recovery, and Resilience Team.<sup>7</sup>

**OHA recognizes and appreciates that the adopted and proposed revised metrics may facilitate the collection of data relevant to an assessment of the certain conditions and criteria listed above, such as the proposed "PPE gap," "social distance gap," "ventilation gap," "device gap," "connectivity gap," and "distance learning for vulnerable student gap," among others. OHA does note, however, that data on these gaps may need to be supplemented by additional information to provide a more comprehensive assessment of the above conditions and criteria in evaluating the potential reopening of schools.**

For example, for the "health and safety" category, the PPE, social distance, and ventilation gaps may be a critical part of assessing schools' development and implementation of reopening plan protocols and guidelines, particularly given that known precautions like physically distancing and ventilation are key to reducing the spread of the SARS-CoV-2 virus. However, even the closure of such gaps may not reflect the sufficient satisfaction of health and safety concerns and considerations, such as adequate communication of safety protocols and responsibilities to families and staff – which OHA maintains should remain part of any assessment of schools' ability to reopen safely.

**Accordingly, OHA recommends that the BOE ensure that an evaluation of school "health and safety" not be limited solely to these metrics, and further recommends that the DOE**

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<sup>7</sup> NHPI Hawai'i COVID-19, <http://papaolalokahi.org/nhpi-hawaii-covid19-3r.html>, last accessed July 28, 2020.



**continue to consult with the Department of Health on relevant metrics and other criteria to consider and assess in evaluating the sufficiency of schools' plans to reopen – particularly due to the novelty of the virus and as more information is learned as to how to maintain a healthy and safe school environment.** Again, OHA commends the PPE, social distancing, and ventilation metrics as they are proposed as individual measures, and recommends that these metrics be considered in combination or in totality with all other relevant considerations when evaluating whether, where, and how schools should reopen for in-person student instruction.

**2. Disaggregated data and additional metric subgroups for “vulnerable” students can provide information and data critical to fulfilling the DOE’s mission for all students, including Native Hawaiians, Pacific Islanders, and others who may have unique and otherwise overlooked needs.**

With regards to the metrics under the “students most vulnerable to school closures and disruptions to learning” category, we agree with Chair Payne’s proposed metric with disaggregating by level and subject. Further, we agree with the Hui for Excellence in Education’s (HE'E) recommendation to also disaggregate data by “vulnerable” student subgroups of those who are economically disadvantaged, English learners, and receiving special education services.<sup>8</sup> As described above and in our previously submitted testimonies, Native Hawaiian students may also be considered “vulnerable” in multiple instances, having socio-economic status as well as housing challenges that may exacerbate the impacts of the COVID-19 pandemic; being overrepresented with regards to absenteeism; more limited access to home devices and internet;<sup>9</sup> historically lower rates of reading and math proficiency; and being overrepresented in special education.<sup>10</sup> Disaggregated data for student subgroups under the metrics for “students most vulnerable to school closures and disruptions to learning,” and for all metrics relating to “vulnerable” student populations (i.e. connectivity, distance learning for vulnerable students, etc.) may be critical to informing the investment of resources and the development of further strategies and plans to ensure that schools are best meeting the DOE’s mission for all students – including a disproportionate number of Native Hawaiians as well as other students who may have unique and otherwise overlooked needs, prior to, during, and after the reopening of schools.

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<sup>8</sup> OHA also supports Chair Payne's suggestion that, “Although not explicitly listed here, the Department should analyze disaggregated data by student subgroup, such as EL, socioeconomically disadvantaged, and special needs students.”

<sup>9</sup> Office of Hawaiian Affairs, Issue Brief: COVID-19 and Native Hawaiian Communities: Native Hawaiians Over-Represented in COVID-19 At-Risk Populations (2019), available at [https://19of32x2yl33s8o4xza0gf14-wpengine.netdna-ssl.com/wp-content/uploads/Issue-Brief.-Covid-19\\_corrected.pdf](https://19of32x2yl33s8o4xza0gf14-wpengine.netdna-ssl.com/wp-content/uploads/Issue-Brief.-Covid-19_corrected.pdf).

<sup>10</sup> DOE data from 2018 do indicate that Native Hawaiians students are overrepresented in special education, with 35.9% of students in special education being Native Hawaiian compared to 24.9% of the total student body. Hawai'i State Department of Education Office of Strategy, Innovation and Performance, Assessment and Accountability Branch, OHA\_RequestOEC15-16\_16-17\_17-18rpt (2019) (unpublished data).

**Thus, to the extent practicable, OHA also urges the consideration of collecting, analyzing, and reporting disaggregated race and ethnicity data, including separate data for Native Hawaiians, and for other Pacific Islanders, for the aforementioned “vulnerable” subgroups and for other metrics relevant to student outcomes, resources, and experiences.** Again, such data may be critical to informing the targeted investment of resources, strategies, and policies that can ensure that the needs of all students are better met by our schools prior to, during, and after any reopening.

Similarly, OHA further supports, to the extent applicable, the disaggregation of data in other adopted and proposed categories, including the categories concerning “in-person instruction,” “access to connectivity and devices,” and “student transportation and food service.” Specifically, to the extent practicable and applicable, OHA recommends that the BOE and DOE consider disaggregating the metrics within these categories by race/ethnicity, low socioeconomic status, English learners, and receiving special education services. Such disaggregated data may provide critical insights that can inform targeted additional investments or strategies for Native Hawaiian and vulnerable students, now or in the future.

**In conclusion, OHA respectfully urges the Board to ensure that any school reopening comprehensively considers all factors relevant to the criteria and conditions previously suggested by OHA, including but not limited to relevant adopted and revised metrics; to build upon the adopted and proposed revised metrics to provide disaggregated data for vulnerable subgroups to best inform strategic decision-making, and ensure the best educational and developmental experiences for all of our keiki and haumāna; and to consider additional metrics, with disaggregated Native Hawaiian data, that may inform educational investments and strategies now and in the future.**

Mahalo nui for the opportunity to provide our comments and for your consideration of this matter.



Testimony of Sylvia M. Hussey, Ed.D.  
Ka Pouhana, Chief Executive Officer

Hawai'i State Board of Education  
General Business Meeting

AGENDA ITEM V.A: UPDATE ON IMPLEMENTATION OF BOARD RESOLUTION ADOPTED ON JUNE 18, 2020, DIRECTING THE DEPARTMENT OF EDUCATION TO PREPARE FOR THE REOPENING OF THE 2020-2021 SCHOOL YEAR AMID THE COVID-19 GLOBAL PANDEMIC, FOCUSING ON CONCERNS REGARDING: HEALTH AND SAFETY, DISTANCE LEARNING, PERSONNEL, FOOD SERVICE, STUDENT TRANSPORTATION, RECONCILING MULTIPLE GUIDANCE DOCUMENTS AND COLLECTIVE BARGAINING AGREEMENTS, AND COMMUNICATION

August 20, 2020

1:30 p.m.

Virtual Meeting

The Administration of the Office of Hawaiian Affairs (OHA) offers the following **COMMENTS** regarding the planned discussion under Agenda Item V.A. OHA appreciates this agenda item's detailed summary of concerns raised by school administrators and others regarding the status of school reopenings, including with respect to the health and safety of students in our public school system, and greatly appreciates the Board of Education's (BOE's) anticipated discussion of these concerns. Given the number of outstanding and critical concerns reflected in this agenda item, **OHA does respectfully reiterate and urge the Board of Education's (BOE's) reconsideration of OHA's prior recommendation, to ensure that any planned reopening of our public schools for face-to-face instruction be subject to a prior assessment of certain conditions and criteria, to ensure that our schools will in fact be prepared to reopen safely and in the best interests of students and all stakeholders.**

In a letter to Governor Ige, Superintendent Kishimoto, and BOE Chair Payne dated August 14, 2020, OHA reiterated its recommendation, previously made to the BOE, that any reopening of our schools for face-to-face instruction be subject to a prior assessment of conditions and criteria, to ensure that our schools will in fact be prepared to reopen safely and in the best interests of students and all stakeholders. In its letter and in its testimony, OHA included a specific list of conditions and criteria for recommended assessment, including items of particular salience to the Native Hawaiian and Pacific Islander community. These conditions and criteria included the following (additional notes as provided in the August 14, 2020 letter are included):

- **Impact of the Current Spread of COVID-19 in Communities.** A consideration of the effectiveness and success of county, state, national, and international strategies to control the spread of COVID-19 overall, and whether there may be an increased risk

of danger based on testing data trends and anticipated events (such as the resumption of tourism and the commencement of large-scale multinational military training exercises), as evaluated by public health experts.

***Multi-Community/Sector Considerations.*** OHA notes the following considerations: the current surge in COVID-19 cases on O‘ahu, including correctional institutions, homeless populations and NHPI communities; county by county strategies and responses; the prevalence and resurgence of the disease in the United States and abroad, including Pacific countries that have had previous success in controlling the pandemic; the commencement of the Rim of the Pacific military exercises; the reinstatement of the interisland travel quarantine period; and deferred resumption of transpacific travel; provide multiple data points for risk assessment of the ripple impacts of outbreak(s) of COVID-19 in our public school system.

- **Preparation of Adaptive Reopening Protocols.** Whether there has been sufficient time to fully explore, develop, and implement reopening plan protocols, guidelines, and alternatives, including through the sharing of ideas, experiences, and resources between public and charter schools.

***Leveraging Multiple Sources of Insights and Learning.*** OHA notes that school reopening strategies have continued to change and that further models, lessons, and considerations, including those from the continent<sup>i</sup> and within the ranks of our public school teachers and other stakeholders, may further inform the development of strategies that can maximize the safety of the public school community as well as enhance the educational experience of all students.

***Clarification of Contact Tracing Protocols.*** OHA notes that recent revelations about the state’s lack of sufficient contact tracing capacity,<sup>ii</sup> and a continued lack of clarity regarding schools’ contact tracing and other protocols in the event of a COVID-19 infection or outbreak, significantly heighten these concerns.

- **Communication, Outreach and ‘Ohana Support Efforts to Address and Close Equity Gaps.** Whether plans that will adequately inform teachers, staff, students, and families of all protocols and guidelines intended to keep all school stakeholders safe have been fully developed and implemented, including through direct or proactive outreach to families with language or cultural barriers or economic or other challenges.

***Communication.*** Notably, OHA staff could not find linguistically accessible information specific to school reopenings on relevant Department of Education websites<sup>iii</sup> and is not aware of any coordinated effort to provide outreach or services to limited English proficient community members as otherwise required under the Hawai‘i Language Access Law.<sup>iv</sup>

**Outreach.** OHA is also not aware of any coordinated effort to ensure that all public school families have been appropriately informed of school reopening plans and their responsibilities under those plans.

**‘Ohana Supports.** Under each school’s reopening plan, families may have significant responsibilities including ensuring that their children understand and are able to comply with applicable hygiene, mask, and social distancing requirements; reporting positive cases within their households to relevant school officials; and refraining from sending children to school if they or any family member exhibits signs of illness, despite work or other obligations; among others.

- **State of Remote Learning Environments.** Whether remote learning training for educators and support and other resources for families has been made sufficiently available to meet the educational needs of teachers, students, and families following distance and hybrid learning models, to ensure they are not disadvantaged when school reopens.<sup>v</sup>

**Enabling Remote Learning Environments.** OHA staff have been informed by teacher representatives that the availability of remote learning devices and resources is not consistent across schools, and that there may still be shortages in needed devices for families without access to technology and infrastructure necessary to participate in distance learning.

- **Health and Safety of Learning Environments for Special Education Students and Teachers.** Whether plans have been specifically and sufficiently tailored to ensure the health and safety of schools’ special education students and teachers in face-to-face instruction settings.

**Native Hawaiian Overrepresentation, Special Education, Student Developmental Needs.** OHA recognizes that DOE data from 2018 do indicate that Native Hawaiian students are overrepresented in special education, with 35.9% of students in special education being Native Hawaiian compared to 24.9% of the total student body;<sup>vi</sup> OHA further recognizes the concerns voiced by many regarding special education students’ unique developmental needs for face-to-face interaction, and the difficulties they may experience during any school closure.<sup>vii</sup>

**Special Education Students, Higher Risk.** However, OHA also notes that some special education students may be at a potentially higher risk of being exposed to or infected by COVID-19,<sup>viii</sup> and that schools must first and foremost be prepared to address the health and safety needs of their special education students and their families, including on a case-by-case basis as may be necessary.

- **Community Consultation and Engagement.** Whether there has been adequate consultation regarding the above and other matters with education and health stakeholders representing those communities most vulnerable to the impacts of COVID-19, including Native Hawaiian and other Pacific Islander groups such as the Native Hawaiian Pacific Islander (NHPI) COVID-19 Response, Recovery, and Resilience Team;<sup>ix</sup>

***Community Based Communication and Consultation.*** OHA is not aware of any coordinated broad, statewide effort to consult with or otherwise provide outreach to NHPI stakeholders, including with regards to the development and delivery of linguistically- and culturally-accessible resources and informational materials for students and communities as a whole.

**OHA believes that the long list of outstanding health and safety, communication, distance learning, and other concerns provided under this agenda item only reinforces the need to conduct an assessment of the above conditions and criteria, as a requirement prior to any school reopening for face-to-face instruction.** These include the listed concerns regarding the need for: health and safety guidelines, requirements, and clear protocols for staff, students, and families; additional training and safety resources for teachers; distance learning support and resources for families and teachers; and better and more timely communication between DOE leadership, school administrators, and staff. OHA notes that an assessment of additional conditions and criteria, including with regards to the sufficiency and implementation of plans for safe student transportation, food services, and staffing/personnel may also be warranted, based on the listed concerns. OHA also further notes that the list of concerns under this agenda item may not reflect all of those covered in OHA’s list of conditions and criteria for assessment, including those concerning the current spread and potential ripple impact of COVID-19 in the larger community, the development and implementation of adaptive learning protocols, the safety of special education students’ in-person learning environment, and community stakeholder consultation and engagement. OHA believes that an assessment of these latter conditions and criteria are nonetheless critical to ensuring the safe reopening of our schools for all students and stakeholders, including Native Hawaiians and Pacific Islanders in particular.

In summary, in light of the myriad and significant concerns that are listed under this agenda item, OHA respectfully urges the BOE to again consider requiring an assessment of certain conditions and criteria – including but not limited to those OHA has previously recommended – prior to any reopening of our public schools for face-to-face instruction.

Mahalo nui for the opportunity to testify on this matter.

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<sup>i</sup> Results from recent school reopenings on the continent suggest that there may be significant “lessons learned” from studying their reopening models. For example, 1,293 students, teachers, and staff are now under quarantine in Georgia, after schools reopened in early August; other jurisdictions likewise each experienced dozens of COVID-19 cases within weeks of their schools’ reopening. See Richard Fausset, *1,193 Quarantined for Covid. Is this a Successful School Reopening?*, NEW YORK TIMES, August 12, 2020, available at

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<https://www.nytimes.com/2020/08/12/us/georgia-school-coronavirus.html>; Kevin Dupuy, *17 coronavirus cases linked to outbreaks at Louisiana schools*, WWL TV, August 13, 2020, available at <https://www.wwltv.com/article/news/health/coronavirus/17-coronavirus-cases-linked-to-outbreaks-at-louisiana-schools/289-32f774e3-6a5b-4e46-9715-0697b465a174> (17 cases reported in the first 9 days after schools reopened, as well as 85 cases related to 24 different outbreaks at child daycares); Alexandra Kelly, *Mississippi schools see new coronavirus cases as they reopen*, THE HILL, August 13, 2020, available at <https://thehill.com/changing-america/well-being/medical-advances/511892-mississippi-schools-see-new-coronavirus-cases-as> (22 separate outbreaks reported 10 days after schools reopened); Meghan Mangrum, *These Tennessee school districts are already reporting COVID-19 cases after reopening*, NASHVILLE TENNESSEAN, August 9, 2020, available at <https://www.tennessean.com/story/news/education/2020/08/05/tennessee-school-districts-reported-coronavirus-cases/3296529001/> (97 confirmed cases and hundreds of quarantined students and teachers within three weeks of schools reopening).

<sup>ii</sup> Stewart Yerton, *Hawai'i's Contact Tracing Effort Falls Short of National Standards*, HONOLULU CIVIL BEAT, August 12, 2020, available at <https://www.civilbeat.org/2020/08/hawaiis-contact-tracing-effort-falls-short-of-national-standards/>.

<sup>iii</sup> See Hawai'i Department of Education, HIDOE COVID-19 Information and Updates, <http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/COVID-19-Information-Updates.aspx> (last accessed August 14, 2020) (no apparent information regarding DOE back-to-school plans, parent/family responsibilities under such plans, or any other DOE-specific materials in languages other than English); Hawai'i Department of Education, Online Learning Tools, <http://www.hawaiipublicschools.org/ParentsAndStudents/SupportForStudents/OnlineLearningTools/Pages/home.aspx> (last accessed August 14, 2020).

<sup>iv</sup> HRS Chapter § 321C.

<sup>v</sup> OHA notes that Native Hawaiian students may need additional support for the implementation of proposed distance and hybrid learning plans, as 9.5% of Native Hawaiian households do not have a computer in their homes and 18.4% do not have internet access, compared to 8.4% and 14.3% of the total State population, respectively. U.S. Census Bureau, Selected Population Profile in the United States, 2017 American Community Survey 1-Year Estimates (2018), retrieved March 19, 2020.

<sup>vi</sup> Hawai'i State Department of Education Office of Strategy, Innovation and Performance, Assessment and Accountability Branch, OHA\_RequestOEC15-16\_16-17\_17-18rpt (2019) (unpublished data).

<sup>vii</sup> Megan Moseley, *Hawaii mothers say distance learning is failing their special needs children*, HONOLULU STAR ADVERTISER, May 10, 2020, available at <https://www.staradvertiser.com/2020/05/10/hawaii-news/hawaii-mothers-say-distance-learning-is-failing-their-special-needs-children/>.

<sup>viii</sup> See, e.g., Margaret A. Turk, MD, et al., *Intellectual and developmental disability and COVID-19 case-fatality trends: TriNetX analysis*, Disability and Health Journal, Vol. 12, Issue 3, July 2020, available at <https://www.sciencedirect.com/science/article/pii/S1936657420300674> ("COVID-19 appears to present a greater risk to people with IDD [intellectual and developmental disabilities], especially at younger ages."); see also National Public Radio, *People With Intellectual Disabilities and Autism Die of COVID-19 at a Higher Rate*, June 9, 2020, available at <https://www.npr.org/2020/06/09/872401607/covid-19-infections-and-deaths-are-higher-among-those-with-intellectual-disabili>.

<sup>ix</sup> NHPI Hawai'i COVID-19, <http://papaolalokahi.org/nhpi-hawaii-covid19-3r.html>, last accessed July 28, 2020.



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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**testimony: in favor of Acellus**

1 message

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**C Renna** <2carabella@gmail.com>  
To: testimony.BOE@boe.hawaii.gov

Wed, Oct 14, 2020 at 6:25 PM

Aloha Board members,

Acellus is like an old text book - in need of updating, but still valuable if that's the resource on your shelf. Acellus even offers a "teachable moment" in pop culture history when comparing what was acceptable in the "the old days" to what's going on now.

Yes, several of the presentations need a cosmetic overhaul; but the content, in many cases, is still the same. Our teachers review courses prior to assignment, my principal tried to find where in the program courses of concern were when parents contacted her; my understanding of items the public has brought forth is that they are youtube clips, no longer courses in the current Acellus program, but also not erasable from the endless internet.

Some praises: the teacher tools embedded into the program are awesome, motivated students are delightfully exploring subjects not previously available to them (like archeology), students have the option of revisiting content in text and video format if they missed something (rather than becoming loss in face to face lectures).

Personally, I'd like to see it loaded with Universal Design for Learning accommodations, but instead of making a huge ordeal about it, I contact Acellus directly and encourage them to do it. In my humble opinion, concerned individuals should be encouraged to do the same.

Although I'm very excited so many parents have taken a great interest in their child's education, I'm very worried that allowing parents to pick curriculum content and the tools necessary to teach, will set a precedent I don't want to be a part of. Honestly and directly, I don't tell them how to do their jobs or what tools to use, and I don't want them doing the same for me. I do however, welcome discussing concerns and I find it's usually an issue of misunderstanding the lesson's intention.

In closure, I believe we are reacting to a touch of mob mentality, doused with a load of misunderstanding, during a highly emotional time. Kindly consider using this opportunity as a teachable moment by having a knowledgeable user (not the teacher who spoke about it on the news the other night) screen share it at a board meeting and demonstrate all of its merits. And as previously mentioned, please continue to encourage folks to pressure Acellus to modernize their presentation and embed universal design supports.

Many thanks,  
Cara R





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

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## Testimony V.B

1 message

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**Amy Perruso** <amyperruso@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Wed, Oct 14, 2020 at 10:29 PM

In support, with additional comments.



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**HOUSE OF REPRESENTATIVES**

STATE OF HAWAII  
STATE CAPITOL  
HONOLULU, HAWAII 96813

**October 14, 2020**

**TO:** Hawai'i State Department of Education, Civil Rights Compliance Branch

**FROM:** Rep. Amy Perruso, Hawai'i State House of Representatives

**RE:** Acellus Review

Aloha,

Recently, both Hawai'i State Board of Education Chairperson Catherine Payne and HIDOE Superintendent Christina Kishimoto announced plans to phase out the Acellus curriculum for remote learning by the end of the school year. In announcing their intentions, Chair Payne and Superintendent Kishimoto made reference to a review of Acellus that was conducted by the HIDOE's Civil Rights Compliance Branch.

I am writing to you today to ask that your review be made available to the general public. A great deal of concern has been raised by community members about Acellus's curriculum, which many teachers, parents, and students have found to include sexist, racist, and historically inaccurate content. As the public continues to engage with the HIDOE about repercussions surrounding the Acellus platform and how to prevent similar programs from being implemented in the future, it is important for HIDOE officials to provide complete information about what it discovered in reviewing the program's materials and how complaints from community members were addressed.

Furthermore, I urge you not to view the phasing out of the Acellus digital learning platform as the conclusion this matter, but rather an opportunity to engage with teachers, parents, and community members about ways to ensure that all of Hawai'i's learning programs are culturally sensitive and socially affirming. As a former teacher, I believe that the best way to improve the quality of our school's educational offerings, both now and in the future, is to empower our state's own educational community to develop curricula and materials, rather than relying on questionable external companies to do that job for us.

Sincerely,

*Amy Perruso*

D-46 (Wahiawā, Whitmore Village, Launani Valley)



Testimony BOE &lt;testimony.boe@boe.hawaii.gov&gt;

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## Testimony

1 message

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**Grace TN** <minaetsubaki@gmail.com>

Thu, Oct 15, 2020 at 9:46 AM

To: "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

I am writing in support of Action Item B: discontinuing the use of Acellus in all Hawaii public schools by the end of the 2020-2021 school year, and providing immediate accommodations for families who wish to stop using this program.

Thank you Chair Payne and members of the Board for drafting this proposal, and for acknowledging the many problems with this platform that parents and educators have been documenting over the last few weeks.

First, I fully support the language in the proposal that recommends all families be allowed to discontinue use of Acellus effectively immediately and be provided alternatives to learning regardless of whether or not they are choosing full distance learning.

There is ample evidence of discriminatory content documented by parents and teachers to warrant concerns about racial discrimination, the separation of church and state, and equal protection in the Acellus curricula. Even if there is some select Acellus content Superintendent Kishimoto considers "acceptable," we know a broken clock is right twice a day. The presence of some non-discriminatory content does not justify the ongoing use of our children as test cases and free labor for Acellus, as the company continues a series of deeply unethical practices including scrubbing content and then denying its existence; paying for faux news sites to promote its poor platform throughout the state; and targeting Hawaii parents in Acellus weekly video messages for simply shedding light on this content.

I believe the DOE should consider amending its Oct. 12th communication to reflect that families and teachers may choose to stop using Acellus immediately, as the current language of the letter leaves too much to interpretation by principals. Already parents are communicating that they've approached their principals about being let out of Acellus after the circulation of this communication, and are being told that the transition from Acellus will not take effect until Fall 2021. Moreover, other parents may not feel comfortable asking their schools to be let out of the Acellus program in the absence of clear language that ensures they will not lose access to distance learning.

Second, in the interest of transparency and rebuilding public trust, I believe the DOE should release the most recent draft findings from the Office of Curriculum and Instructional Design (OCID) and the Department's Civil Rights Compliance Branch. The review was conducted in the public interest to evaluate the Acellus program for quality, rigor, and its compliance with civil rights, and it was determined that the program should be discontinued. The content of this review should be public information, as parents should have access to the same information about their children's curricula as they would in a physical classroom.

Third, while the BOE proposal makes clear that the use of Acellus should be terminated by the end of the school year, this language is not in the Oct. 12th letter sent to families from the Superintendent. Instead, the Oct. 12th letter states that the DOE review team recommended Acellus "be discontinued as a primary curriculum resource" and that they would be working with schools that use Acellus to identify and leverage content found acceptable. After speaking with a number of parents and educators, there is still a lack of clarity around what this 'phasing out' process will look like, and when it will happen. I believe that in the interest of clarity and transparency, the DOE should provide further information about how and when it will be phasing out Acellus, including a date for terminating use of all products provided by this vendor. This information should be communicated clearly to families in a timely manner.

Finally, I believe that in an effort to restore public trust around curriculum selection, the DOE should provide further information on its revised process for evaluating outside curricula going forward. Like many other parents and educators, I think our focus should be on using our local teachers expertise, and utilizing local resources for developing distance learning and/or online content going forward. To date there has been a lack of transparency around how Acellus ended up in so many schools as their primary delivery platform for distance learning despite negative reviews by the DOE's own curriculum specialists months ago. Rather than provide a clear answer, we are left deciphering oblique language around whether or not Acellus was "adopted" by the DOE. This is a distraction. The DOE's new vetting process is a matter of public concern and therefore should be transparent going forward so as to avoid another expensive and harmful mistake that our children are paying the price for.

Thank you for reading, and for all your efforts regarding this issue.

