



Testimony

Jeanne Iwashita <jeanne.iwashita@k12.hi.us>
To: Testimony.BOE@boe.hawaii.gov

Sun, Jun 14, 2020 at 4:59 PM

To Whom it May Concern

I would like to submit my comments and concerns regarding school opening in August. I am a speech language pathologist for Leeward District.

I support students returning to on-campus learning in August, especially for grades K-6.

- a. our Covid19 infection rate is very low. I do not feel that there is a significant risk of infection at this time. Of course, as we open our economy, we need to continue to monitor infection rates.
- b. in order for our economy to improve, people need to go back to work. Our schools are both places of learning and child care.
- c. distance learning has not been successful for most of our students and staff.

Concerns and suggestions:

1. classroom size and social distancing: current guidelines state that students need to be 3' apart. This is not possible in any of our classrooms due to classroom size. This can be addressed by using "admin" teaching staff, such as resource teachers, data coaches, curriculum coordinators, etc. to teach students. In addition, library workrooms, cafeterias, auditoriums, and gyms can be converted to classrooms.

2. Sanitation: schools are dirty places. There needs to be constant sanitation of the classrooms, which means more supplies, such as hand sanitizer, clorox wipes, hand soap, paper towels, kleenex, etc. Students should be instructed to wash hands upon entering classrooms and throughout the day. Parents should not be expected to provide these supplies, since they are not readily available in stores.

3. PPE: Masks should be mandatory on campus for all students able to wear them. Masks should be available to students who do not have access to them from home. In the classroom, teachers, educational aides, and related service providers should be provided with sturdy face shields. Face shields enable students to see their teacher's face while protecting both teacher and students. Multiple, sturdy face shields should be provided.

4. Illnesses: what will be the policy if a student or staff member gets ill either with Covid19 or some other illness? Since Covid19 can be transmitted by a person who is asymptomatic

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4. Illnesses: What will be the policy when a student or staff member is ill either due to Covid19 or some other illness? What will be the guidelines for sending a student home? Will classrooms be quarantined if a student or staff member contracts Covid19? What will be the procedures for returning to school?

5. Special Education has even more concerns:

- a. Preschool classes are large. The state needs to provide additional staff to decrease the number of students in each class. There needs to be more educational aides. They can help to sanitize students, supplies, and classrooms and to help socially distance students.
- b. In the state guidelines it stated that students would stay within a group throughout the school day. This would violate many student's Least Restrictive Environments. Many of our students are in inclusion classes, but some are in resource classes, which means that the student spends part of their time in a general education classroom and part of the time in a special education classroom. This would not be possible with "staying in your group". Resource students would need to be moved into inclusion classrooms with more support, which means additional staff in the form of teachers and/or educational aides. Our students who are in our Fully Self-contained Classrooms, usually attend a small part of their day in their general education classrooms. In many cases, it is not possible for them to learn in an inclusion classroom due to their individual needs. Either some type of accommodation would need to be developed or their IEP would need to be revised.
- c. compensatory education: all special education students need to be evaluated for regression of skills and compensatory education will need to be provided. This means more staff and more funds.
- d. Service Time: If students do not return to campus full time, will service providers have to provide all service minutes on the IEP? It would be difficult to provide services to students on campus and do distance learning at the same time for the service providers.

5. Distance Learning:

- a. internet access and computers needs to be available for all students. If the student does not have access, it needs to be provided at no cost.
- b. internet access for staff members providing distance education from their homes needs to be provided by the state. Employees should not have to pay for internet service to do their jobs.
- c. curriculum: during the school closure in the spring, teachers and related service providers were expected to provide and develop learning opportunities for their students. If distance learning continues, staff should not be expected to develop or pay for curriculum and developing online activities.
- d. most students do not learn adequately from distance learning. This should be considered a temporary solution.
- e. most parents of K-6th grade work outside of their homes. As stated previously, our schools are both places of learning and child care for our students. If the parents are to work, they need access to child care.

6. Furloughs and pay cuts:

- A. furloughs should be avoided if possible:
 - i. furloughs decrease student's access to education
 - ii. furloughs decrease parents' access to child care

- B. furloughs and pay cuts will adversely impact our staff and economy:
- i. Recruitment will be even more difficult. HIDOE has severe shortages of teachers and related service providers, furloughs and pay cuts will deter most from applying to work in our very expensive state.
 - ii. Staff numbers will decrease due to staff leaving the profession. If staff cannot afford to live in Hawai'i, they will leave the profession, move, or retire, further increasing our staff shortages.
 - iii. furloughs and pay cuts will bankrupt many of our workers. Many of our staff live paycheck to paycheck due to the high cost of living and low wages in the DOE.
 - iv. Furloughs and pay cuts will impact the ability of our staff to contribute to the economy. With the proposed 20-40% pay cuts, none will be able to spend except to survive. All revenue sources must be used prior to cutting pay. Please contact the unions, they have developed a list of revenue sources.

Thank you for reading my testimony.
Jeanne Iwashita, CCC-SLP
Speech Language Pathologist
Leeward School District
Kalei'opu'u Elementary School

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June 5, 2020

Catherine Payne
Chairperson, Board of Education
State of Hawaii
P.O. BOX 2360
Honolulu, Hawai'i 96804

BOARD OF DIRECTORS

Chairperson

Michael W. Beasley, Esq.

Subject: Testimony on Re-opening Public Schools in Hawaii.

BOARD MEMBERS

Ethan Cooper
Alvin Pauole
Herb Lee, Jr.

Aloha, my name is Herb Lee, Jr. and I am the President & CEO of the Pacific American Foundation (PAF), a non-profit 501c3 organization in Hawaii since 1993.

ADMINISTRATION

President & CEO

Herb Lee Jr.

Chief Financial Officer

Louis F. Perez II

General Counsel

Ethan Cooper

PAF has been a partner with the Department of Education for over two decades developing rigorous culturally relevant curricula in all core academic areas including the training of over 6,000 teachers since the year 2000. We currently have established nine 21st Century Community Learning Centers in Title 1 schools k-12 on the windward side of O'ahu including a Charter school, a Hawaiian immersion school and an Alternative Learning school. We are very honored to compliment the regular school day with out of school time support in academic tutoring, community enrichment, family engagement, Nā Hopena A'o and broad community partnerships.

Pacific American Foundation
C/O Bay View Golf Park
45-285 Kāne'ohe, Bay Drive,
#102 Kāne'ohe, HI 96744

Phone: (808) 664-3027
www.thepaf.org

Our premise in the establishment of these 21st Century Centers is a mindset that the “***Community IS the Classroom.***” ‘A’ohe pau ka ‘ike I ka halau ho’okahi. All knowledge is not learned in one school. More than ever this pandemic challenge has provided an unprecedented opportunity to further solidify relationships between families, community partners, students and our traditional schools.

Whether we know it or not, we have entered into a new era of understanding that learning can occur anywhere, any time and anyplace. How do we prepare ourselves for this new reality? The solution to re-opening schools needs to dynamically include all opportunities to embrace the resources of ones’ community to support, facilitate and empower a holistic approach because the traditional school day has changed. Health and safety are the new priorities before we even begin to think about the delivery of rigorous and inspiring education strategies and practice.

Relationships, relevance and rigor in that order is the age-old formula that we need to strive to attain as part of the re-opening. We have all the “puzzle pieces” to creatively merge and re-integrate partnerships with all in school and out of school programs, with non-profits, business and cultural sites that have for years supported students to learn within the context of where they live.

Blended learning is part of the new normal. In these past few months, we have seen some remarkable achievements when professional teachers, families, students and community partners come together with one purpose to mālama our beloved communities. Virtual learning has provided our teams with new challenges that to date have been well received by students. We too are learning and striving to make it even better! I believe that virtual learning is becoming the “new bridges” to learning that will enhance real time learning in school and at community sites. Making sure that every child has access to distance learning is imperative.

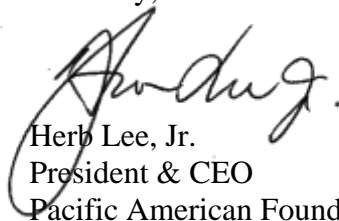
Re-opening should embrace and build upon this mindset and accomplishment and set a new agenda for learning that can propel us to new heights of achievement based on a love of learning. Hawaii is the greatest community classroom on the planet and it is time we embrace that and set a new level of expectation for a more holistic approach and community involvement in the practice of education. Learning inside and outside have equal benefits and should be a continued choice for all learners.

Finally, let’s not look at this time as a negative, but as an opportunity to be intentional and pro-active to emerge into a new educational mindset that can help drive an equally prosperous new economy. The pieces and the successes are right in front of us. It is time we make it count for all of us!

Mahalo for the opportunity to share and be a part of the solution going forward.

If there are any further questions, please feel free to contact me at herblee@thepaf.org or call me at 808 927-5646.

Sincerely,

A handwritten signature in black ink, appearing to read "Herb Lee, Jr.", is positioned above the printed name and title.

Herb Lee, Jr.
President & CEO
Pacific American Foundation



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

Testimony On the Reopening of Schools

Dyson Chee <cheedyson@gmail.com>
To: Testimony.BOE@boe.hawaii.gov

Tue, Jun 16, 2020 at 7:04 PM

Aloha Chair Payne, Vice Chair De Lima, and Members of the BOE,

My name is Dyson Chee and I am a recently graduated high schooler living in Honolulu. I am writing to you to express my support for Action Item D, Board Action on Superintendent evaluation system process for the 2020-2021 school year and Superintendent job description. I believe that education equity is critical in solving many problems within Hawaii, such as the school to prison pipeline and teacher retention. I am also testifying to urge the Hawaii DOE to build on its current Guidance For Reopening Schools in order to add specificity. Schools and families need clear guidance in these times of uncertainty.

Mahalo for taking the time to read my testimony,
Dyson Chee



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

6.18.20 meeting

Leanne Dunn <leanne.m.dunn@gmail.com>

Tue, Jun 16, 2020 at 9:01 PM

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

Dear Board of Educators,

As a teacher at Makawao School in upcountry Maui entering into my ninth year I know this school year will be unlike any other. I realize that there are many difficult decisions to make and I humbly ask that teachers are used to do what we do best- to teach and given time to process our new roles through online platforms. I am not a tech guru by any means however I can use technology to teach learning along the way. I try my best except throwing me into using several different platforms with minimal training doesn't allow me to work at my highest level.

As educators, we need time to process and understand what our new roles will be. I will do anything for my students and I greatly appreciate the board supporting us as we were deeply concerned when Ige suggested cuts for teachers. As a part of the summer learning team at my school, we met for 5 hours on Monday planning, creating instructional groupings & a skeleton of what we plan to implement. Today I worked for 3 hours on resources to help our students and ourselves realize the new reality of distance learning within the classroom. This was after a 1.5 hour training. For 3 hours in the afternoon I participated in an online STEAM class I'm taking for audit to improve my ability to teach a unit on energy entirely through an online platform.

The rest of the week I'll continue to prepare my classroom, student accounts and material for them to return in small groups on Friday. I'm estimating I will have spent around 20 hours by the end of the week. I am receiving 6 hours of paid prep time for the week. As educators we go above and beyond for our students regardless of financial compensation. This time spent on online platforms, collaboration and developing lessons takes even longer than what it would take me in the standard classroom setting. I know you have our best interests at heart and I realize there are difficult decisions to be made during this time. Please help us by understanding we're trying to swim afloat to best help our students.

I appreciate your consideration and I have absolute trust that the decisions made will be in our best interest.

Leanne Dunn

Makawao Elementary, grade 1

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david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

June 18, 2020

Hawaii Board of Education
General Business Meeting
Catherine Payne, Chair
Brian De Lima, Vice Chair

Aloha Chair Payne, Vice Chair De Lima, and Members,

1) HawaiiKidsCAN strongly supports Action Item D, Board Action on Superintendent evaluation system process for the 2020-2021 school year and Superintendent job description.

When the Hawaii Department of Education (DOE) and Board of Education (BOE) approved the joint 2017-2020 strategic plan, which was the product of much feedback from local education stakeholders, including students, parents, educators, and community partners, they set forth a message that “our belief in the ability and potential of each and every child in our public schools led the BOE and DOE to set clear statewide standards linked to high expectations for all students.”

In the years that followed, there have been some clear highlights, including a significant jump in third grade literacy, career and technical education concentrators, and the percentage of students with special education services who are included in general education classrooms. At the same time, critically important indicators such as chronic absenteeism, academic achievement, the achievement gap, high school graduation, and college-going graduates have hardly moved in this time or gone backward. Given that 1,288 days have passed since the plan was approved and today’s BOE meeting, this is extremely concerning. Just we would want our students to set ambitious goals and create clear plans to reach them, so should we hold this standard for our system and leaders.

As HawaiiKidsCAN has testified before, we believe there needs to be much greater attention and reflection on how to move the needle for kids and families around these indicators. For example, the BOE’s data retreat in November helped to illuminate the current status of our system’s data, but community members were left without a strong sense of what actions need to be taken to change the trajectory of these indicators, and how current DOE strategies are connected to this progress.

We agree with BOE Chairperson Payne’s assessment that linking the status of the strategic plan indicators to the superintendent’s evaluation “provides an opportunity to discuss system-wide progress and targets and connect them to discussions regarding the work Superintendent is

doing and prioritizing. These discussions can be used to focus the Superintendent's future work and priorities." We know our teachers and schools are already overworked and under-resourced, so keeping a laser focus on achieving these goals is a powerful way to ensure alignment from schools to leadership, and policymakers to community partners.

2) We support with comments Action Item F, Board Action on Board Resolution directing the Department of Education to prepare for the reopening of public schools for the 2020-2021 school year amid the COVID-19 global pandemic; urging school communities to Give Hope, Act with Kindness, and Work toward Togetherness; and authorizing Board Members to represent the Board of Education in mid-term bargaining of collective bargaining agreements.

With just six weeks to go before the start of the 2020-2021 school year, lots of important details still need to be worked out to ensure students are able to safely learn. The DOE's [Guidance For Reopening Schools](#) provides some basic clarity for the time being, and Superintendent Kishimoto's webinar did a good job of capturing the challenges of the months following school campus closures. We also found the DOE's June 1 report (<http://www.hawaiipublicschools.org/DOE%20Forms/SR-144SD1Report.pdf>) to the legislature to be helpful.

Looking ahead, our strong recommendation is for the DOE to build on this document and work so far to add much greater detail and specificity. Since we cannot fully predict our future health situation, we think it is urgently important to plan for the worst and provide clear, simple, and consistent guidance to schools and families well in advance of the school year.

Schools in countries such as Israel, Singapore, China, and South Korea offer a cautionary tale to Hawaii as our state begins to open to business and tourism, as schools reopened due to low COVID-19 rates and had to quickly shut down again with schools serving as hotbeds for hundreds of new infections. States like Virginia (http://www.doe.virginia.gov/support/health_medical/covid-19/recover-redesign-restart-2020.pdf) and Florida (<http://www.fldoe.org/core/fileparse.php/19861/urlt/FLDOEReopeningCARESAct.pdf>) have already produced comprehensive state plans that set a shared vision for safe reopening.

HawaiiKidsCAN supports the resolution presented to the BOE for approval, and we would urge that the comprehensive plan that this resolution requires from Superintendent Kishimoto by July 1 should include the following elements:

- **Prepare for new shutdown:** The plan should operate under the assumption that a new wave of COVID-19 cases is highly likely in the fall semester due to the resurgence of tourism. Our schools should know exactly how to handle this situation and react with minimal chaos and confusion. Because of this assumption, schools must use their first several weeks of school wisely to ensure students, parents, and educators are trained and supported for high quality distance learning.

- **Roadmap to close digital divide:** The plan should provide a clear and measurable roadmap to ensuring all students have access to digital learning. This includes a school-by-school accounting for the specific technology supports still needed by students and families, including devices, internet access, and supports. This roadmap should identify how the DOE can work directly with community partners to close gaps in access.
- **Clarity and focus:** Given the immense and unique challenge facing our schools this upcoming school year, the DOE should be intentional about encouraging schools to not recreate a traditional school design in a distance format. For example, Jal Mehta, a professor at Harvard's Graduate School of Education, said the crisis offers an opportunity to fundamentally rethink how we educate students going forward. Since teachers' in-person time with students will likely be limited, perhaps schools should concentrate on a few subjects in greater depth, while pruning away breadth in others, sort of like a college major.
- **Assessment and differentiation:** We would strongly encourage the DOE's plan to include detailed guidance around assessment and differentiation. While these appear to be school level responsibilities in the tri-level system, states like Texas have launched free, optional end-of-year (EOY) assessments that schools and parents can choose to administer. As experts such as Michael Horn (<https://inservice.ascd.org/when-schools-reopen-assess-closely-and-differentiate-intensely/>) have highlighted, schools will need help working through which competencies—academic, as well as social and emotional—are most critical for students to have mastered. Not every single academic standard will matter—far from it. Standards that are prerequisites for future learning and advancement will matter more, for example, as will those that have particular resonance in a community or context.

Mahalo for the opportunity to testify,

David Miyashiro
 Founding Executive Director, HawaiiKidsCAN



To: Members of the Hawaii State Board of Education

From: Alex Harris, Vice President for Programs

Date: June 17, 2020

RE: Item IV D: Action on Superintendent evaluation system process for 2020-2021 School Year and Superintendent job description

RE: Item IV. F: Board Action on Board Resolution directing the Department of Education to prepare for the reopening of public schools for the 2020-2021 school year amid the COVID-19 global pandemic.

Regarding Item IV D, we **support** the proposed changes in the Superintendent evaluation, which adds the component of strategic plan indicator targets to the evaluation. The Superintendent is responsible and accountable for the state system; therefore, evaluating this position should be tied to the performance of the entire system.

Making this adjustment also brings the evaluation design in line with that of teachers, school principals and complex area superintendents who are all partially judged based on student learning and educational performance.

Beyond linking to the Superintendent's evaluation, we urge the Board to clearly identify those priority initiatives that are expected to drive progress on specific indicators of the Strategic Plan.

Regarding item IV F, we **support** the proposed Resolution directing the Department of Education to prepare for the reopening of public schools for the 2020-2021 year. We think that the Resolution provides a good first step guideline.

We are particularly encouraged by the Board of Education's expectation to:

- 1) Provide clear guidance to school leaders, educators, parents and students about the precise health and safety requirements;
- 2) Make significant inroads to eliminate the digital divide, including both devices and connectivity; and,

- 3) Set systemwide direction that allows some educators and students to remain partially or wholly virtual while permitting other students – especially those that are younger and/or most vulnerable– to attend school in-person. We note that vulnerability should be defined as those significantly behind in meeting grade-level academic content standards. We also note that learning expectations should be the same for all students, based on the academic content standards already adopted by the Board that align with college and career ready expectations.

Equity considerations demand that these actions not be left to individual schools and regions to figure out. The statewide system must lead in areas where systemwide action is needed. Schools can then adjust for their local context and must implement immediately.

We encourage the Board of Education to include three additional expectations in the Resolution:

- 1) Develop a data system to track whether students are actually using the devices and connectivity to engage in meaningful learning;
- 2) Design and execute an aggressive, systemwide instructional training strategy for all teachers that is tiered by need and helps teachers to use a curated set of digital tools and the right instructional strategies to engage and connect with students virtually; and,
- 3) Begin the school year by assessing all students against the academic content standards they are expected to know so that learning progress and gaps are clear. This will be a tremendous aid to teachers, allowing them to adjust instruction accordingly.

Finally, we encourage the Board of Education to insist on mandatory progress reporting at each Board meeting, just as the Board of Education did with the high number of teachers on departmental leave several years ago.

We were all caught unprepared by the pandemic this past spring; the same cannot be the case this fall. States like [Virginia](#) and [Florida](#) already offer comprehensive plans for how to safely reopen schools, as does this [roadmap](#) from Chiefs for Change. We must do the same. Mahalo for your leadership.



June 18, 2020

Dear Chair Payne and Members of the Board,

RE: Item IV D: Action on Superintendent evaluation system process for 2020-2021 School Year and Superintendent job description

RE: Item IV F: Board Action on Board Resolution direction the Department of Education to prepare for the reopening of public schools for the 2020-2021 school year amid the COVID-19 global pandemic.

Regarding Item IV D, we support the proposed changes in the Superintendent evaluation, which adds the component of strategic plan indicator targets to the evaluation. The Superintendent is responsible and accountable for the state system; therefore, her evaluation should be tied to the performance of the entire system. Additionally, it is our understanding that the principals and complex area superintendents' performance evaluations are based on strategic plan indicators so there should be consistency across the system.

Regarding Item IV F, we support the proposed Resolution directing the Department of Education to prepare for the reopening of public schools for the 2020-2021 year. We think that the Resolution is a good first step guideline.

We are concerned about the first priority of health and safety. The one pager "Guidance for Reopening of Schools"¹ issued by the Hawai'i Department of Education (DOE), Hawai'i State Charter School Commission and the Hawai'i Association of Independent Schools gives general guidance for health and safety, but it is not specific enough for schools to know how to implement and monitor sufficiently to ensure health and safety for all. The standards for schools should be **sufficiently detailed, clear and consistent** for everyone to understand and know what to expect. We also believe that these standards, or at least some minimum set of standards, should be applied to **all schools** throughout the state system. If there is not a standard followed by all schools, there will be inconsistency across schools, and it will cause confusion for everyone, especially for parents and community members.

What are the detailed procedures and protocols for schools to follow?

At the school drop off...
In the classroom...

¹ <http://www.hawaiipublicschools.org/DOE%20Forms/2020-21-Reopening-Schools-Guidance.pdf>

At meals...
Catching the school bus...
In the school bus...
Out of the classroom...
If a child feels sick...
If there is a confirmed case...

Because we feel that more clarity is needed regarding health and safety, we propose an amendment to Lines 251-253 (underlined language added) to address expectations regarding the level of detail:

“Specific, clear, and sufficiently detailed school-level requirements for ensuring clean and sanitary facilities and the health and safety of students and school personnel, as directed by the Department of Health guidance;”

We also have questions about the content in the one-page guidance as some of the points differ from guidance of the state and the counties. For example, the Hawai'i Department of Health (DOH) advises that we should avoid close contact with people (social distancing), and keep distance from other people (at least 6 feet or 2 arms length.)² However, in the one-page guidance it states, “maintain a distance of at least 3 feet between seats, including group tables.” Is the appropriate guidance, 3 feet or 6 feet?

Regarding the wearing of masks, DOH guidance from their website states, “cloth masks may be used by healthy people to cover their mouth and nose and help reduce the spread of disease in the community.” From the City and County of Honolulu, it states, “Mayor Caldwell and the CDC strongly recommend wearing non-medical face covering while in all public places.”³ However, in the one-page guidance it states, “face coverings must be worn when *outside* the classroom, especially when physical distancing is difficult.” Does this mean students do not have to wear masks inside the classroom?

Regarding temperature taking, the Hawai'i Department of Transportation requires thermal screening at the airport for everyone traveling. This means that the state believes temperature taking is an important step to help minimize the risk of spreading the Coronavirus. However, for the schools, the one-page guidance in the Health Rooms sections says only that “every school must have thermal scanners or a way of measuring body temperature.” Does this mean that body temperature taking will only be done in the health room, and not when a child arrives at school or is in a classroom?

Sincerely,

Cheri Nakamura
HE'E Coalition Director

² <https://hawaiicovid19.com/guidance-for-everyone/>

³ <https://www.oneoahu.org/faqs>

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

BAYADA

*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

*Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

YMCA of Honolulu

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

Corey Rosenlee
President

Osa Tui, Jr.
Vice President

Logan Okita
Secretary-Treasurer

Wilbert Holck
Executive Director

TESTIMONY BEFORE THE BOARD OF EDUCATION
THURSDAY, JUNE 18, 2020

ANDREA ESHELMAN
DEPUTY EXECUTIVE DIRECTOR
HAWAII STATE TEACHERS ASSOCIATION

Dear Chair Payne and Members of the Board,

The coronavirus pandemic has brought unprecedented challenges to our schools, our economy, and our families. In these challenging times, our educators have gone to extraordinary lengths to ensure some continuity of education for all students, and to support students who depend on schools as a source of stability in uncertain times.

The overnight transition to distance learning placed additional challenges upon our schools and educators to meet students' needs, especially students who were impacted by the digital divide, lacking computers, internet access, and/or with parents and guardians who could not support their technological and other learning needs.

COVID-19 has further magnified factors external to the classroom, such as racial and economic disparities, which significantly impede teachers' effectiveness and student achievement. Despite the challenges, Hawaii State Teachers Association (HSTA) members remain fully committed to meeting student needs during COVID-19 ensuring our colleagues and students are healthy, safe, and thriving in their teaching and learning environment.

The relationship between the HSTA and HDOE is critical to a successful 2020–21 school year. As Superintendent Christina Kishimoto indicated at the previous Board of Education (BOE) meeting, I have been meeting on a weekly basis with Deputy Superintendent Phyllis Unebasami, Assistant Superintendent Cindy Covell, and others to engage in continuous problem solving, consultation, and bargaining related to Hawaii State Department of Education's (HDOE) COVID-19 response.

For the last month, HSTA has submitted to the HDOE robust lists of questions around reopening with little-to-no specific or formal response. We have also repeatedly requested bargaining and can report that we will meet for the first time to discuss reopening of schools next Monday, June 22.

Our work over the next couple of weeks is critical. Teachers' working conditions are students' learning conditions and we must engage in impact bargaining related to schools reopening. This is especially important as the BOE resolution directs the superintendent to issue information and comprehensive guidance on numerous items by July 1. Many if not all of the items listed in the resolution have collective bargaining implications. They will likely require significant changes or modifications to the

working conditions and the HSTA Collective Bargaining Agreement. We need to reach an agreement on necessary changes prior to the superintendent making any announcement.

HSTA fully supports a focus on the three principles: “Give Hope, Act with Kindness, and Working Toward Togetherness.” While all are important, none will occur if confusion, anxiety, and worry continue to permeate the education community. Teachers have felt left out throughout this pandemic, and internal communication, new policies and information from the superintendent to front-line employees continue to be a struggle. The official release of information frequently goes through multiple layers of leadership (assistant superintendents, complex area superintendents, principals, department heads), causing misunderstanding and further confusion. We encourage the BOE and HIDOE to continue to improve internal communication so information is clear and unambiguous. Interactive webinars, like the joint HSTA-HIDOE webinar on special education that took place in April, are well-received and helpful for all employees. More of that type of communication needs to be done.

HSTA also applauds the BOE’s priorities of (1) health and safety of our students and staff, (2) students most vulnerable to school closures and disruptions to learning, (3) in-person instruction, and (4) student access to devices and connectivity.

Specific to priority 1, we agree that the HIDOE and BOE must rely on a designated expert source of information on COVID-19. HSTA also recognizes that the U.S. Centers for Disease Control and Prevention (CDC) and Hawaii Department of Health (DOH) are reliable sources, and that the HIDOE should look to the DOH for “timely, accurate, and up-to-date advice and guidance.” However, the HIDOE’s one-page guidance on reopening of schools is inadequate and vague. Other state departments of education have already issued 50 pages or more of guidance on schools reopening.

The statement related to physical distancing is confusing at best. The guidance says to “maintain a distance of at least 3 feet between seats, including group tables. At least 6 feet of distance should be maintained if students are seated facing each other.” Further, the current guidance for summer programming requires “6 ft apart.” Over the last two weeks, HSTA has repeatedly requested clarity on the new three-foot standard for physical distancing. To date, we have been told nothing in writing has been provided by DOH. We also searched the CDC and DOH websites and found nothing that would indicate that three feet is a safe physical distancing practice.

Specific to priorities 2 and 3, we absolutely support efforts to address students who are most vulnerable and seeking opportunities for in-person instruction. However, Hawaii’s public schools do not have enough classroom space to allow for the necessary and proper physical distancing needed during the COVID-19 pandemic.

Without clarity of procedures, protocols, and instructional models, parents and employees will not feel safe returning to work and school. A recent nationwide poll by USA Today shows that one in five teachers is unlikely to return to the classroom next school year and 30 percent of parents are “very likely” to seek at-home learning options for school year 2020–21.

HSTA strongly supports the BOE’s directive that the Department of Education “provide instructional models and clear guidance to families that allow parents or guardians who do not feel comfortable sending their children to a school campus to keep their children at home”. This is in line with similar statements by the superintendent and will help to reduce the total number of students on a physical

campus this fall. It is also very important we provide 100 percent distance learning options for students who have health conditions that place them at high risk.

Specific to priority 4, HSTA urges the BOE to consider that difficulties with device access and connectivity are not limited to students. Multiple teachers said outdated and broken equipment prevented them from performing their best work during the recent school closures. Teachers reported that the computers they were issued did not meet the standards needed to properly run Webex or Google Meet without video and/or audio lags. In some cases, teachers reported their computers did not have webcams at all. Multiple teachers said they had to resort to using their own personal equipment to supplement what the HDOE issued, and/or purchase equipment such as additional monitors, keyboards, and web cameras.

HSTA appreciates the BOE's directive that pertinent professional development is provided to teachers and staff. However, we fear the current number of days without students prior to the start of the school year may not be enough to provide the necessary training for health and safety protocols and changes in the delivery of instruction.

Related to training, the HSTA asks that the BOE consider the significant time needed for planning and collaboration to address curriculum changes and student-learning loss. Teachers who are care coordinators of students with special needs also need time to facilitate assessments and lead conversations on possible compensatory services for students.

In closing, HSTA remains committed to taking these critical next steps. We look forward to meeting with the department and members of the BOE in the coming weeks to complete the mid-term negotiations necessary to reopen our schools in a safe and timely manner.

Thank you for your time and consideration.



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

Opening schools

kaira resch <kaira_r@yahoo.com>
To: testimony.boe@boe.hawaii.gov

Wed, Jun 17, 2020 at 10:50 PM

Schools must be opened. Teach outside! Project based. Ask for help putting up shade structures we can do this... no more online learning. My kids learned 0. So much effort on everyone's part for nothing.

Kaira



Testimony BOE

Mic-key Likesit <earthbaby14@gmail.com>
To: testimony.boe@boe.hawaii.gov

Thu, Jun 18, 2020 at 7:52 AM

This is a testimony/comment in support for part time class instruction for school year 2020-2021.

We have experience in both public school and homeschooling. I am a parent and we have 3 children that will be school age for year 2020-2021.

Currently, we believe a part time instruction at school and part time at home makes sense for various reasons.

Health:

One of the most significant thing we notice about our child when we compare homeschool and public school is the amount of times they get sick. It seems almost impossible to keep them from catching something especially during the cold and flu season when attending school. Our son once endured a 7 week long cold-after-cold with 2 ear infections when attending school. Just as the stay-home order was effective to keep people from getting sick, homeschool avoided those colds, since he would be only taking a few classes throughout the week with other children.

Managing colds while not exceeding the 10 day absence limit is also the reason why most children are sent back to school prematurely, infecting more children. Modification to that attendance policy will be a must regardless of full time or part time school, in order for families to be able have children recover completely at home without ramifications.

If the school days are part time, class work will still be available to the child as they recover from their cold, yet stay home in order to keep others safe.

Our biggest concern with the current affairs and timing is that ultimately, our children will be the first test group to re-enter society in full function. This is a huge concern and possibly with irreversible unforgivable results.

Academics:

Learning in a home environment can have its benefits and challenges. For a healthy family, the benefits will well exceed the challenges, as families stay together more and be more involved with each other. Our child who has completed elementary years with both public and homeschool is now an honors student and has consistently tested 2-4 grades above grade level - not due to any giftedness but because of child-centered learning. The stay-home forced many parents to face their own child and their progress first-hand. Though findings may have been frustrating, many find it a blessing to know now, rather than later when the issues are chronic.

Not all parents may like to "teach" but that's not the discussion here as instruction and curriculum is provided by the school. Education starts at home regardless of schooling availabilities.

Avoiding The One Size Fits All:

The biggest challenge with public school is how to cater to all. But if we continue to base our models on how to cater to all as a blanket, we will not be resolving any issues and be evolving from the past. This is obviously an astounding moment public education can reform once again. A real partnership between schooling and parents can be born, bringing education home while tying it with society.

Problem with the blanket approach demonstrated in current policies such as the no child left behind is that children who are not in a compromised situation must stay stagnant to meet the extreme needs of individuals cases and students in need.

A student in need is a severe, abnormal situation. Rather than the school taking the catering to all approach, these children need individual attention and support. The blanket approach disserves everyone involved, especially the children that are in need, as it normalizes diverse situations, even if the situation is deemed unsafe or unsupportive for the child. That means, that child ultimately does not get help from anywhere, just to return to a home where they are unsafe.

We have spoken to many faculty and DOE members in the past regarding helping children in need of support due to situations at home. The responses we got were simply that "they cannot help everyone" "it's like that for many," and it's already "too bad to do anything." But that's wrong. These are growing children and a new future. Having a system that has already given up on them due to their geographical location is exactly another reason why these children will have to grow up believing that no other way of life exists. Right now can be a moment where the system faces its own issues and addresses them, no longer brushing it under the rug. The dust being brushed are children, not rubbish.

For the children in need, it's not good enough if school is just a place to run away to for 6 hours of the day, which is the best it's providing with the current model and mentality of these Hawaii schools. If class time as a whole is part time, students who need extra help or resources should have access to more help. School should remain open and accessible to students that are in need. Schools and teachers can now cater to students in compromised situations individually, like having full time classes available.

Problems with the current proposed plan:

- Masks & true distancing does not seem realistic.

- No field trips takes away an important part of the curriculum. This may be remedied with part time class time but will not be acceptable if children are in class full time. Also, if there are no field trips, anyway for the DOE to reallocate the funds, even make some subscriptions to places like museums, etc paid for all students?

This may be a complex matter but given the current affairs, full time class does not feel safe. As a parent and community member, we wish to see thoughtful policies and evolved way of planning from DOE, which ultimately dictates our children's lives.

Maria Price

Parent & Community Member



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

Oppose the wearing of masks

Jamie Toyofuku <jmtoyofuku@gmail.com>
To: testimony.boe@boe.hawaii.gov

Thu, Jun 18, 2020 at 8:14 AM

Aloha,

I am writing to oppose the requirement of children wearing face masks all day in school. My 2 year old could barely keep her mask on for 5 minutes. I don't think it is safer nor healthy to wear a mask for the length of the school day, because it would cause oxygen levels to drop significantly even within the first 20 minutes. Please consider my testimony.

Mahalo,

JamieToyofuku



Testimony BOE June 18 meeting reopen schools safely

Genesis S. Young <scyoung@mind.net>
To: testimony.boe@boe.hawaii.gov

Thu, Jun 18, 2020 at 9:05 AM

Aloha Honorable Board of Education members

I am Dr. S. Young and I work as the director of the Network for Nonviolent Communication, a nonprofit organization. We are working here on Maui in the schools to bring **trauma informed practices and restorative practices and nonviolent communication** to all the schools. We train the staff and work with the students and have been working at Iao intermediate school for more than 3 years now with increasing numbers of peer mediations being done with decreasing discipline referrals.

We want to help restart and reopen our schools in a trauma informed manner because the pandemic and the racial conflicts that are going on in our world are very stressful and this is indeed **a collective trauma** which needs to be dealt with at the start of school and before in order to **meet the psychological needs** of staff and students alike and allow them to be ready to learn and ready to teach. Using a restorative practices and trauma informed model as discussed in my attachments I believe this is an ideal time to come back to school in a supportive and compassionate way.

This will make things easier and can be accomplished, as discussed, with small alterations in the way things are done that will be supportive and not difficult to implement immediately.

In order to reopen schools, we **need to address the emotional and psychological needs** of both adults and children when they first come back on campus. For children to learn, they must feel safe. For teachers and professionals to teach and provide the children with what they need, they need to feel safe.

We know psychologically that when **people feel unsafe and stressed, it adversely affects their ability** to learn, to concentrate, their memory, attention, self-esteem, their relationships with others and their ability to control their behaviors.

We need **time for children and adults to adjust to the new situation** on campuses before we start teaching academics. We need to help them process their reactions to being back at school, to the new reality of life at school, and to all that has happened.

Summary

Greet all students in a restorative manner; continue to do this all year.

For 2 weeks, the students begin each day by sitting in circle in order to re-create community and debrief the pandemic.

Continue daily check-in circles throughout the year.

Create respect agreements in all classrooms collaboratively in circle, using them as a living document all year.

Have a buddy system in place so that every child has an adult buddy for relationship and safety.

Have a Rest and Restore area for staff and students outdoors. Staff it with staff/volunteers trained to support, keeping this available all year, every year. This is where kids with challenging behavior go first – rest and regulate, then empathy first.

Recreate your mindset to restorative relationships school wide. Make safety, trauma-invested, restorative justice, universal needs consciousness, growth mindset, equity, and relational ecology the core principles.

Genesis S. Young MD CM FRCSc Director Network for NVC 808 866-0833 info@nvcnextgen.org

7 attachments



trauma info for BOE HI letterhead final.docx
289K



COLLECTIVE TRAUMA AND COVID 19 PANDEMIC phases.docx
435K



Fair Process IIRP intro.docx
16K



combined student questions pandemic letterhead 2020 nvc.docx
274K



trauma universal precautions.docx
275K



RestorativeJusticeFactSheet.pdf
241K



Mindfulness Activities for the Classroom.docx
290K

To the Board of Education on reopening schools

-Trauma response team and Department of Education – Recommendations for return to school to meet the psychological needs of students and staff from Collective Trauma with the Pandemic.

In order to reopen schools, we need to address the emotional and psychological needs of both adults and children when they first come back on campus. For children to learn, they must feel safe. For teachers and professionals to teach and provide the children with what they need, they need to feel safe. We know psychologically that when people feel unsafe and stressed, it adversely affects their ability to learn, to concentrate, their memory, attention, self-esteem, their relationships with others and their ability to control their behaviors. We need time for children and adults to adjust to the new situation on campuses before we start teaching academics. We need to help them process their reactions to being back at school, to the new reality of life at school, and to all that has happened.

First priority is Safety

This is accomplished by continuing social distancing, mask wearing, handwashing, staying home if you're sick, covering your coughs and sneezes, and preventing congregation of persons.

Greeting and Welcoming on Arrival

Greeting all staff and students on arrival (socially distanced for now) at school is a simple trauma informed and psychologically relevant permanent new practice that helps. The Principal and staff nurse can be first to arrive to begin and coordinate the process. We will need to create new routines that are socially distanced, and these new routines will need to be communicated. So, let's do this in a welcoming and trauma informed way to meet the psychological needs of all, at the same time.

Reasons for greeting everyone -

- reestablishing community and relationships
- communicating that you care and that this place is safe



- asking brief screening questions for physical and mental health. Temperatures may be done, but do not rule out infection and are less effective than screening questions and may produce a false sense of security and require equipment not available currently. See **Hawaii state Department of Health, health/safety guidance for reopening schools under the section called “screening with a script for possible use.”**
- allows tagging of those with apparent excess stress for follow-up same day by counselors/designated support giver.
- helps to calm the nervous system by helping students feel welcomed and reassured. Seeing familiar faces, feeling support, and getting questions answered all contribute to being ready to learn.
- establishes a procedure supporting community building and the importance of relationships and the message that the administration and teachers and the DOE care.
- allows for the distribution of masks, initial handwashing, and communication of new protocols. Please ensure that the setup is not medical or clinical or prisonlike, but **welcoming** and done ideally in the open air at the entrance of the school (and provide sun/rain protection structures as needed).

Structurally the schedule may need to change to accommodate this. If doing staggered arrivals, that requires some planning and scheduling also. But **the importance of this single step** cannot be overemphasized, as this new greeting structure begins and helps with the healing and ultimately getting everyone ready to teach and learn.

Buddy system

Every child will be assigned a staff/admin buddy who checks in with them, even for just a minute every day.

Relationships are at the core of building community and to ensure safety and health and the best learning, and so this is intended to build that relationship and ensure safety.

Rest and Restoration Area

Please establish an area potentially called **the rest and restoration area (R&R area)** that is socially distanced and perhaps outside with shade and rain protection for staff and students. This would be an established school routine for when staff and/or students feel overwhelmed and need a break, and when students exhibit challenging behaviors which prevent them being able to learn, which may well be a trauma-related or stress-related behavior. This would be staffed full-time by trained personnel, possibly either staff or volunteers. This is an essential place/sanctuary for the psychological needs of students and staff, particularly with the current stress in the world.

Depending on the age of the youth, various activities to allow the nervous system to calm when triggered would be provided, and the staff person can also coach in breathing and other mindfulness techniques to come back to calm as the first priority. For example, this may include a music station with multiple headphones and a good selection of music and an art station to simply draw your issue and a meditation corner. The staff would be capable of appropriate talk which would involve reflective listening and empathizing as the 1st line, followed by the use of CPS (collaborative proactive solutions – Ross Greene) and restorative justice/ restorative dialogue and nonviolent communication techniques. Once ready to learn or teach or work again, then appropriate communication and return to school is facilitated.

Classroom arrival/Circle Set up

While greeting the students, they should be informed where to go and then proceed there where the room must be open and **the teacher can greet the students and get them ready for their first morning circle**. This would be socially distanced and the youth would be in masks ideally when indoors. Handwashing, surface cleaning, mask wearing, and socially distancing routines will be discussed as part of the first circle.

A **preschool preparation letter** can be sent to the parents to share with the youth, if desired and practical. This would review the planned new routines to ensure safety as further preparation for the students and to reassure the parents.

Please refer to the **attached circle questions** to begin the day, and use age-appropriate questions by modifying as needed. We strongly suggest **the continuation or implementation of the use of circles** in schools at the start of the day and potentially as the standard classroom setup so there's less moving around of students. Having the kids sitting in circle facilitates discussion and learning and allows social distancing, and there wouldn't be any projects or activities where the students are sitting in close groups. Facilitating the circles and using this format is easy. We are advocating their use to meet the psychosocial needs of the classroom and school community because the format creates equity and connection, and everyone has the opportunity to be heard from and have a voice and collaborate. The circle allows a talking stick to be used and passed around the circle in order to give everyone the chance to speak and share. An imaginary talking stick can be used until the need for this high level of no contact is no longer necessary. The **concept of a talking stick**, however, is still critical as a way to have equity and teach respect and have more order because only the person with the talking stick is the person talking. A flashlight can be used as the talking stick to shine a light at the feet of the person talking and then moved around the circle if desired, and alternatively a ball can be passed with the students' feet around the circle. The talking stick concept can be suspended when a school lesson is being taught and we are not sharing or working on collaborating to solve or discuss an issue.

A **circle centerpiece of significance**, made by the students over time and placed on a tray that can be relocated easily is also a great option that contributes to community building and can be an activity done together as part of the healing and bonding and releasing the past potentially.



Our vision is to bring peace in our world by cultivating NVC for all of the Next Generation.



A half-day training in circle use can be provided and it is basically not too difficult and can be done with minimal training and instruction. Support is available from our organization, and I recommend the **book “Circle Forward” by Kay Pranis** be available to all schools.

Note that the **classes can also be taught in circle** so there would be little need to move around. It would be more connecting if the circle was not done from behind desks, but the chairs could be in front of the desk and then put behind the desk when it's time to use the desk with the set up remaining in the circle structure.

Overall Circle Plan (see attached circle questions):

To meet psychological needs and prevent posttraumatic maladjustment and issues

The first need is for some gentle community building type of questions in the circle, followed by some exploration of how they are feeling about the pandemic/protests, including some questions to allow the expression of grief, followed by questions that explore the positive side of the pandemic and racial conflicts in the world.

Respect Agreements after the Initial Circle

We recommend creating classroom **Respect Agreements** by continuing discussion in circle format about how everyone would feel safe, facilitating everyone to create the guidelines, with guidance and input from the teacher, and in a **collaborative**- power with (not power over or power under or disempowered) point of view. This is the beginning of a **respect agreement** for the classroom that would be collaboratively created over the first week and then posted. Once posted, it will be reviewed at least weekly and as needed, and is not a fixed document but a fluid classroom aide to be revisited as needed, and not used as a set of punishment rules but as a collaborative agreement respecting staff and students and the environment altogether.

We can and want to teach the use and implementation of respect agreements and how that's different from classroom rules. A half-day training on respect agreements is offered and advised.

Initial Focus on Social and Emotional Needs and Learning

The first 2 weeks of school, focus should be on social and emotional needs of staff and students with no pressure for academic achievement or academic goals because you cannot learn if you are not emotionally and socially able to learn. If you are triggered, anxious, fearful, upset, or more worried about safety and the virus, you can't learn because you can't focus. You cannot take in new information, and you'd be easily distracted or set off. **Being ready to learn** requires some healing from this pandemic collective stress, and we cannot heal by ignoring it, as it will come out in challenging behaviors and an inability to learn. It will **be more efficient in the long run to teach social emotional skills and build**

resilience and community and relationships now and as a **new paradigm and plan for the future** for all schools in the state. The concept of a restorative school is no longer new and should be implemented everywhere now, as it's the perfect time and the need is acute. It is urgent that we deal with these feelings and needs and help build resilience for staff and students alike. A key part of this is **giving students more voice** by asking for **collaboration** in creating the new way of being in schools. It has been shown that by using **Restorative Practices/Justice** and by being **Trauma Informed**, that **discipline issues decrease and scores and success increase!**

Summary

Greet all students in a restorative manner; continue to do this all year.

For 2 weeks, the students begin each day by sitting in circle in order to re-create community and debrief the pandemic.

Continue daily check-in circles throughout the year.

Create respect agreements in all classrooms collaboratively in circle, using them as a living document all year.

Have a buddy system in place so that every child has an adult buddy for relationship and safety.

Have a Rest and Restore area for staff and students outdoors. Staff it with staff/volunteers trained to support, keeping this available all year, every year. This is where kids with challenging behavior go first – rest and regulate, then empathy first.

Recreate your mindset to restorative relationships school wide. Make safety, trauma-invested, restorative justice, universal needs consciousness, growth mindset, equity, and relational ecology the core principles.

Circle questions – daily – middle school (simplify for younger)

For middle school age, break up the sessions into small daily circles of about 30 minutes.

Post pandemic stress circle questions (Number 1):

What was your favorite thing you did while you were away from school?

How do you feel about being back (for example: mad, sad, glad, scared, other feelings)?

What do you need to feel safe now?

What is one good thing that you learned since you've been gone from school?

Post pandemic stress circle questions (Number 2):



Our vision is to bring peace in our world by cultivating NVC for all of the Next Generation.



How are you right now, and what is your favorite song?

What you think about this pandemic we're having? How dangerous do you think this virus is?

What did you lose, or what did you miss during this pandemic and your time away from school?

What did you learn about yourself while away and at home?

Post pandemic stress circle questions (Number 3):

How are you today, and what is your favorite food?

How do you understand the racial protests in the world?

What are your biggest fears with all that's going on in the world racially?

What are some of the positive things you see with all these protests?

Post pandemic stress circle questions (Number 4):

What's up for you right now, and what is your favorite sport or hobby?

What are some of the challenges for you in your life?

What are you hoping for?

What are the good things that have come out of the protests or the pandemic?

Post pandemic stress circle questions (Number 5):

How are you right now, and what is your passion? What do you really love?

How are you feeling right now (list the feelings if needed)?

What are you seeing that is really important to you in life now as compared to before you left school?

What might be the silver lining or positive larger meaning in the pandemic experience? Or the protests?

These questions are designed so that the first question is easy and builds connection and community. Then the second question generally is about how they are feeling about something, and the third question is more about how they're feeling about something more specifically than the second question, and making sure we touch on the pandemic and the protests and any grief that might be coming up and losses from that point of view. The final question (or two questions sometimes) is about what they've learned and the positive things coming out of these "bad" things that have been happening and what they might have learned, looking at the silver linings and looking at it with positivity, trying to see things through a different point of view, and how even bad things can be things that we learn from and that we grow from and that can be good in some way. This will help to build resilience.

Question number three had a focus on racism and the protests, as this has also been a stressor and may be extremely confusing for children who may not necessarily understand race at all and the ramifications of that. So be prepared to provide support with some discussion after the circle, not before, please. Let them explore first, and share without interruption and without judgment what they are feeling and thinking.

And then give some clear comments about how they are safe with the pandemic and with the racial protests, and tell them a little bit about pandemic precautions and the very low risk of dying so that they understand those things. Teach them a little bit about race and how the world discriminates, and that each of them should learn to know their racial identity and be proud of it. Help them to understand that racism is not acceptable but is fairly pervasive, and that's why there are the protests - to make changes for a better world.

Once again, make note of any individual who may possibly need further counseling and support. Get back to that the same day. Have a system of referral for these persons in place.

Before school starts- staff circle/administrative circle/combined circle

Greet and don't just screen all arriving staff.

Focus on **social and emotional** issues and **relationships** primarily to start with, and as a new lens for all schools to maximize learning and success and have the fewest discipline issues.

Use **circle technology** to meet with the staff before school starts, and **take the time** to heal and to come together. Please set up in circle with a centerpiece and a talking stick. (For now, something that can be passed with the staff's feet is safest, or a light being aimed on their feet and moved around the circle sequentially). Please focus on listening and hearing from all the staff and administration.

Begin with a moment of **mindfulness**. Please see the attached mindfulness list of possibilities. Anyone can lead this, and it can change from meeting to meeting. This is an important one to two minutes for everyone individually and as community. This builds resilience and supports self care and helps the psychological needs from this pandemic stress.

Always begin **with a check in as the first round**, stating your name. If there are new people, then everyone states their role and then how they are, either 1 to 10 or your weather pattern.

Then proceed through the **post pandemic circle questions**, using at least one from each category and using them in the order they are provided. Starting with, community building and working into feelings then grief, then the positives at the end. See attached.

Then hear from people as to **what they want going forward this year at their school** and bring out your flipchart or whiteboard to begin **to record these ideas and reflecting**, so that everyone is heard. Do this **in circle**, not popcorn, to ensure that everyone has their chance to be heard, for **full equity**

The principal and or the facilitator should reflect each comment that you hear in brief and by listing them on a whiteboard as people share to catch the essence; otherwise, if you try to get down to

business as usual and don't listen and reflect, then the issues and emotions are going to come out anyway and slow down the meeting and the planning for the structural and academic needs. Please do not talk at them but **listen**. It is critical and a new good paradigm shift. I encourage using the techniques of nonviolent communication and restorative practices in particular and the restorative justice technique of **Fair Process**. Fair process ensures that all are heard and that there is feedback, and that the authority remains with those in charge. See attached.

Then make **Respect Agreements** among the staff and administration, or do this in a separate series of circles and make it clear that this is what we want as a staff and administration, and stress the importance of **relationships**.

Then and only then, present some of the **structural and academic information** and leave lots of room for questions, comments and feedback, and be willing to be open and flexible while maintaining your authority.

Rationale in brief

This pandemic and the racial protesting are stressful.

Stress when major and prolonged can overwhelm our nervous system and our coping.

Our nervous system when overwhelmed retreats to **fight/fight/freeze physiology**.

Fight/fight/freeze physiology means that our brains are living in the rapid response survival area of the downstairs brain/limbic system/lizard brain which is not connected to higher brain functions.

Higher brain functions of problem-solving/moral reasoning and social interaction and judgment are off-line, and we are more emotional with much less regulation, particularly if you have previous trauma and/or have not developed resiliency in your upstairs or higher brain functions.

In brief, you are hijacked by your emotions.

You are **not ready to learn or ready to teach** as you are paying more attention to the possible threats and being hypervigilant and/or anxious and/or scared and/or in grief with sadness and anger and possibly worse, with dissociation or substance abuse/suicidal thoughts.

The **psychological needs of human beings**, both students and staff, require that **time** be given for the expression of emotions and people's needs and their grief to release it and work through it. Otherwise, it is suppressed and does not go away, but comes out anyway in unwanted ways in students and staff. In order to decrease the posttraumatic symptoms and have the best chance of good coping and resilience, we recommend the use of these circles and the circle questions first^t, right at the start. In fact, we are doing these now, using videoconferencing to help with our collective healing from this collective trauma.

Trauma invested care is a set of universal guidelines and a way of being that recognizes the possible trauma and the emotional state people may be in and approaches people with kindness, love, and calmness and with an attitude of "What happened to you?" and "Let's connect," and "We are in this together."



There has been loss for all of us from the loss of life to the loss of freedom and feeling of safety.

This means that most of us are in **grief** to some degree and in varying stages of grief. We should be gentle and compassionate with each other as our behaviors may be coming out of grief. See attached.

Resilience comes from our perceptions which lead to our coping strategies; so, the questions that explore the positive meaning in the pandemic and racial protests build resilience.

The **intention is to diminish posttraumatic symptoms** and harmful coping strategies such as substance abuse and depression/anxiety and suicide. There is tremendous power just discussing and expressing in circle rather than by drinking or other dissociative or escape mechanisms, and you don't have to be a therapist to facilitate; all you need is your human kindness and compassion.

This is not therapy and can be done by anyone to hold that space for the students and for each other.

Knowledge of the **phases of collective trauma** and the stages of grief are helpful, as all people are not in the same stage, and this helps to explain and understand why people may be reacting emotionally or behaving and acting out in ways that are challenging. See attached.

Knowledge of **racism and equity** and understanding of privilege and oppression and bias create a safer baseline from which to hold each other and our students with the greatest compassion and safety and understanding. Hawaii has been devastated by infectious disease in its history, and awareness of the cultural pain, memory and probable epigenetic tags creating transgenerational trauma is important.

The **DOE Hā breath framework** is supported by these recommendations because it strengthens sense of belonging in the schools through relationship building and focuses on well-being within the trauma informed/invested point of view. It will build and is rooted in excellence because trauma-informed and restorative justice, increase measures of success in schools. See attached. Included in the restorative framework is a strong restorative justice focus which strengthens the sense of responsibility. Holding each other with **Aloha** in its full sense, is trauma invested, and The Spirit of Aloha is necessary and central.

Change is difficult, but this is where we are now. **Embracing change is the heart of resilience**, and we can move forward with our "new normal " to have an improved school community.

Genesis Young MD, Director Network for Nonviolent Communication 501[c] 3.

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The trauma informed school by Sporeleder & Forbes

Treating the trauma survivor, an essential guide to trauma informed care by Clark et al.

Everyday SEL in Elementary school by Philibert



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Fostering resilient learners; strategies for creating a trauma- sensitive classroom by Kristin Souers and Pete Hall and their 2nd book Relationship, responsibility and regulation;n trauma invested practices for fostering resilient learners

John Hopkins Guide to psychological 1st aid by Everly & Lating

From crisis to recovery and crisis intervention training for disaster workers by George Doherty

Trauma, PTSD, grief and loss by Mike Dubi, Patrick Powell and Eric Gentry

Joe Brummer's book pending

Treating traumatic stress in children and adolescents, resilience, attachment, self-regulation, competency by Margaret Blaustein and Kristine Kinniburgh

Restorative practices handbook by IIRP

Restorative justice little book by Howard Zehr

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Tia Hartsock Webinar

Hā program DOE website



Our vision is to bring peace in our world by cultivating *NVC* for all of the Next Generation.



Hawaii state Department of Health; health/safety guidance for reopening schools.

Genesis S. Young MD, Director of network for nonviolent communication 501[c]3

COLLECTIVE TRAUMA AND COVID 19 PANDEMIC

These **DISASTER STAGES** are spread out and happening simultaneously because of the ongoing infection.

There are many emotions related to all of these stages.

The **Predisaster Phase** has a lot of fear and insecurity and loss of control

There is denial and shock initially in the **Impact Phase** and survival.

Then In the **Heroic Phase** we all pull together and rise up and we shall overcome and we are performing altruistic deeds and we have difficulty judging or seeing the risks/truth.

Then there's the **Honeymoon Phase** and there's a sense of community when everything is trying to pull together and seems like it will pull together and is characterized by hope and optimism

This then gives way to the **Disillusionment Phase**. And then this becomes more like discouragement as our needs are not being met completely or in a timely way. People are feeling exhausted and may be escaping to substance abuse and so on.

The **Reconstruction Phase** is long and there is grief continuing and work on recovery and rebuilding and coping and with this pandemic we are dealing with reopening the society with feelings of frustration and restriction and anger and rebellion and ongoing uncertainty which is complicating the grief and economic losses and ongoing fear for our safety.

The **stress is higher** because we continually are in the heroic and honeymoon and disillusionment and reconstruction phase at the same time creating increased stress and confusion and difficulty coping.

With youth this can show up not only as being emotional but as acting out in challenging behaviors and regression to an earlier stage of development and irrational and often unexpressed fears.

Almost every emotion and behavior and maladaptive coping behaviors are going to show up. **The remedy is to talk about it and work through it together and get help for those who are having more serious psychological issues.** We must focus on what is happening to people and their resultant behaviors and coping strategies and not looking at it as what's wrong with them or punishing what appears to be bad behavior which is just an attempt to cope.

The 2 graphs below have a lot in common in the stages/phases we can work through but both graphs have the same tendency for us as humans to bounce around between the different stages and emotions and perceptions but with the tendency and trend to move towards resolution as we work through these.

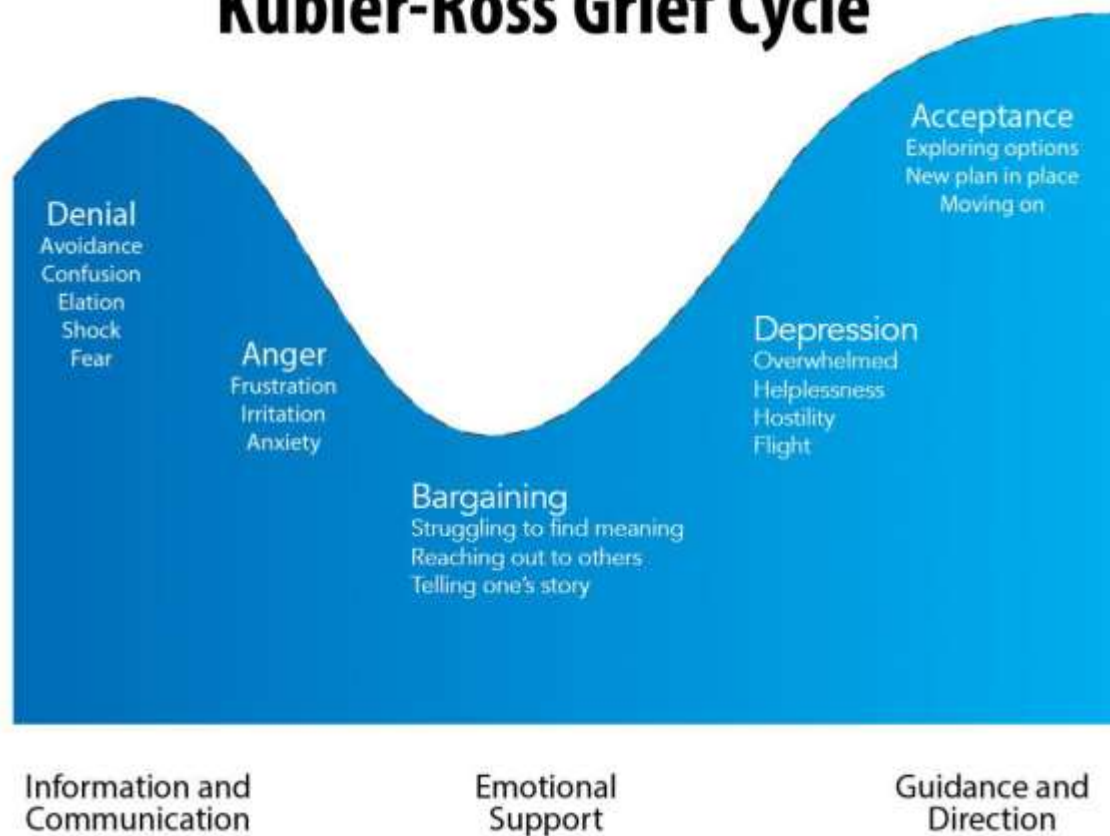
The hope is by seeing these stages that we will all be more compassionate towards each other because when someone's angry or someone's exhibiting challenging and difficult behavior if we keep these stressors in the back of our mind we will hopefully be more **compassionate and understanding** and come from that place of kindness and shared experiences that we are having currently.

Typical Phases of Disaster



Zunin & Myers

Kübler-Ross Grief Cycle



Defining Restorative

Fair Process

When authorities do things with people, whether reactively—to deal with crisis—or proactively, the results are better. This fundamental thesis was evident in a Harvard Business Review article about the concept of fair process producing effective outcomes in business organizations (Kim & Mauborgne, 2003). The central idea of fair process is that “...individuals are most likely to trust and cooperate freely with systems—whether they themselves win or lose by those systems—when fair process is observed” (Kim & Mauborgne, 2003).

The three principles of fair process are:

- *Engagement* — involving individuals in decisions that affect them by listening to their views and genuinely taking their opinions into account
- *Explanation* — explaining the reasoning behind a decision to everyone who has been involved or who is affected by it
- *Expectation clarity* — making sure that everyone clearly understands a decision and what is expected of them in the future (Kim & Mauborgne, 1997)

Fair process demonstrates the restorative with domain of the social discipline window. It relates to how leaders handle their authority in all kinds of professions and roles: from parents and teachers to managers and administrators. The fundamental hypothesis of restorative practices embodies fair process by asserting that "people are happier, more cooperative and productive, and more likely to make positive changes in behavior when those in authority do things **with** them, rather than **to** them or **for** them."

From IIRP



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Questions for post Virus Circles with Students

What did you miss about school?

What are you liking about being back?

What did you not miss?

What was it like for you during the pandemic?

How did you Feel?

What were some challenges?

What were your biggest fears?

What were your losses?

What are you thinking now? What are you feeling?

What did you realize from the experience that is really important to you?

What did you realize from the experience that you thought was important but is not to the extent you thought it was before?

What were some ways that your life became easier?

What did you learn about yourself?

How are some ways you showed up that you are proud of?

How are you viewing the Future?

What “silver lining” (or positive larger meaning) do you see in this pandemic experience?

2020 adapted in part from Jessica Dancingheart by Genesis Young

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UNIVERSAL PRECAUTIONS IN TRAUMA INFORMED CARE

- CLEAR AND CONSISTENT STRUCTURE AND **ROUTINES** IN THE CLASSROOM
- ELIMINATE **TRIGGERS** SUCH AS LOUD NOISES AND SUDDEN CHANGES
- HAVE **CONSENT** FOR PHYSICAL TOUCH
- **LOVING AND NURTURING** ENVIRONMENT
- FOCUS ON **RELATIONSHIPS**
- **COLLABORATION** AND **CONSEQUENCES** NOT PUNISHMENT

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Restorative Justice Fact Sheet

Case example: Denver Public Schools¹

“The Denver Public Schools Restorative Justice Project was implemented to positively and effectively address the growing number of out-of-school suspensions in the district. In the 2004-2005 school year, this number approached 15,000 across the district, a number that has not been seen since.”

The report from 2008-2009 (the fourth year of the program) show these results, comparing the first quarter and the last quarter of the 2008-2009 school year:

A near **60% reduction**
in tardies per student.

An almost **90%**
decrease in office

A near **50% reduction**
in absences per student

An almost **90% decrease**
in suspensions.

Students self-reported:
52% increase in their
stress-management skills.
43% increase in
interpersonal skills.
47% increase in
adaptability.
49% increase in overall
emotional quotient.

“In 2008-2009, **220 cases**
referred for restorative justice
interventions were known to be
in lieu of out-of-school
suspension;
An additional **11 cases** had
reduced length of suspension
due to participation in the RJ
process.”

1. All data from “DPS Restorative Justice Project: Year Three” Year End Report, 2008-2009, prepared and submitted to Denver Public Schools by Myriam L. Baker, Ph.D., *Outcomes, Inc.*. Found online at <http://www.restorativejusticecolorado.org/restorative-justice-in-schools.html>.

Restorative Justice Fact Sheet

Case Example: West Philadelphia High School²

“West Philadelphia High School, widely known as one of Philadelphia’s most dangerous and high-risk schools, on the state’s ‘Persistently Dangerous Schools’ list for six years running, [saw] positive results with restorative practices less than one school year into implementation.”

These statistics compare incidents in 2006-2007 to incidents 2007-2008 (the first year of implementation).

Assaults on
teachers/admin
decreased 76%.

Disorderly conduct
decreased 72%.

Dangerous acts
decreased 52% in the first
year, with an additional 45%
decrease in the second year.

Assaults on students
decreased 60%.

25% decrease in number
of students suspended one time.

20% decrease in number
of students suspended two times.

40% decrease in number
of students suspended more than
three times.

“I think the turning
moment—and I could
see it in the students’
faces—is when they
realized they had a
say. . . that they were
going to be listened to,
they would have input.”

2. Data from these sources: *Improving School Climate: Findings from Schools Implementing Restorative Practices*, by the International Institute of Restorative Justice, 2009, <http://www.iirp.edu/pdf/IIRP-Improving-School-Climate.pdf>; SaferSanerSchools™ at www.safer sanerschools.org; and Restorative Justice online at www.restorativejustice.org/RJOB/westphil.

Restorative Justice Fact Sheet

Case Example: Palisades High School and Middle School, PA³

“Palisades High School was the first International Institute for Restorative Practices (IIRP) SaferSanerSchools pilot school . . . the principal [at the time] said that before the program was introduced . . . the level of caring and respect among many students had declined.”

“Restorative practices was introduced at Palisades Middle School (PALMS) in Fall 2000. Previously the school climate was discourteous and disrespectful and altercations were common. PALMS principal Edward Baumgartner said ‘We were suspending 200 students a year for everything from disrespect to not making up gym.’”

Palisades High School

Administrative detentions decreased 60% in the fourth year compared to the first year.

Number of **incidents decreased 40%** in the third year compared to the first year.

Number of **out-of-school-suspensions decreased 38%** in the fourth year compared to the first year.

Number of **referrals to the student office decreased 34%** in the fourth year compared to the third year.

Palisades Middle School

Disciplinary referrals to the PALMS office decreased 43% in a year.

“I used to be one of these black and white, law and order guys. Kids had to be held accountable and the only way to do that was to kick them out of school—to show the other kids that you’re the boss. That doesn’t work. I didn’t solve problems; I just postponed them until they got to high school. Restorative practices works. We now fix and solve problems.”

3. Data from *Improving School Climate: Findings from Schools Implementing Restorative Practices*, by the International Institute of Restorative Justice, 2009, <http://www.iirp.edu/pdf/IIRP-Improving-School-Climate.pdf>.

Restorative Justice Fact Sheet



Mindfulness Activities for the Classroom

Introduction to Mindfulness

To practice mindfulness means to intentionally bring your attention to the present moment, without judgement. Through mindfulness we can tune in to our emotions, bodily sensations, and our environment, anything we are sensing in the present moment. Mindfulness is a powerful tool that can reduce stress, calm our emotions, and build skills for self-awareness and self-regulation. Bringing mindfulness in the classroom is a wonderful way to calm the environment and bring your students' focus back to the present moment, getting them ready to learn. There are so many different ways to practice mindfulness, it can even **mean just taking a few deep breaths**. We hope that the short mindfulness activities below will be useful for creating a calm and effective classroom environment that will set your students up for success!

Mindfulness Activities

1. **Hands on your head, heart, feet on the floor:**
 - a. Have students place their hands on their heads, one hand on their forehead and one hand on the back of their heads, and take a breath.
 - b. Hand on your hearts: take a break and connect to how you are feeling
 - c. Feet on the floor: Take a breath and bring your awareness to your feet and feel them rooting through the floor to the earth to feel grounded.
2. **Mindful Hand Awareness Exercise** (Esposito). Grasp your hands tightly for five seconds, then release and notice how your hands feel. Keep your attention focused on the feeling for as long as you can. This is a wonderful exercise for getting out of your head and into your physical awareness.
3. **5, 4, 3, 2, 1 Mindfulness Activity** (Dearborn & Sturgeon): Before starting this exercise, pay attention to your breathing. Slow, deep, long breaths can help you maintain a sense of calm or help you return to a calmer state. Once you find your breath, go through the following steps to help ground yourself:
 - 5: Acknowledge **FIVE** things you see around you.
 - 4: Acknowledge **FOUR** things you can touch around you.
 - 3: Acknowledge **THREE** things you hear. This could be any external sound.
 - 2: Acknowledge **TWO** things you can smell.
 - 1: Acknowledge **ONE** thing you can taste.
4. **Take a Stress Pause: STOP** (Phillibert).

Stand up and breathe. Feel your connection to the earth.
Tune in to your body. Lower your gaze. Scan your body and notice physical sensations or emotions. Discharge any unpleasant sensations, emotions or feelings on the out breath. Notice any pleasant ones and let them fill you up on the in breath.
Observe. Lift your eyes and take in your surroundings. Observe something in your environment that is pleasant and be grateful for it and its beauty.
Possibility. Ask yourself what is possible or what is new or what is a forward step.
5. **Breathing Hands/Five Finger Meditation** (Bergstrom):

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- a. Spread one hand out like a star.
 - b. Use the index finger on your other hand to trace the outline of your star hand.
 - c. Take a deep breath in as you move to the top of your thumb.
 - d. Breathe out as you move down between your thumb and first finger.
 - e. Take another breath in as you move to the top of your first finger.
 - f. Breathe out as you move down between your first and second finger.
 - g. Repeat until you have taken five slow, deep breaths.
6. **Body Scan (Altman):** Take a moment to bring your attention to various parts of your body, move them around, tense your muscles, and then relax them. You may want to move from head to toes, or toes to head. A good scan could be head, shoulders, arms, hands, legs, feet, toes, whole body.
7. **Heat Breathing (Hart & Hodson)**
 - a. Think of something you are grateful for or something that makes you smile.
 - b. Sit comfortably, close your eyes and relax.
 - c. Take 5 slow, deep breaths
 - d. Place your hands on the center of your chest
 - e. Think of the thing that makes you smile and breathe in the smiling, grateful energy. Breath this feeling into the area under your hands.
 - f. Take five more deep breaths.
8. **Tekubi Furi/Hand Shaking (Hart & Hodson):**
 - a. Stand with your feet side by side, shoulder-width apart, with your weight mostly on the balls of your feet. Keep knees slightly bent and relaxed.
 - b. With your arms at your sides, let your hands shake very quickly. Let the motion cause your heels to bounce slightly up and down. Continue for about 20 seconds.
 - c. Stop shaking, stand and notice the sensation for a moment.
9. **Six second pause (Hart & Hodson):** Use this exercise to engage your thinking brain; to calm stress or strong emotions, or to wake up the brain. Try the following:
 - a. Count to 6 in a foreign language
 - b. Name 6 pets you have known
 - c. Feel 6 breaths of air filling your lungs and imagine what it looks like.
 - d. Remember the names of 6 of the 7 dwarves.
10. **GLAD (Phillibert):** GLAD is an acronym for ways of finding joy and balance. Use the acronym for a moment of reflection on the positive aspects of life that often go unnoticed.

G: *Gratitude*, what are you thankful for today?
L: One new thing you *learned* today
A: One small *accomplishment* you did today
D: One thing of delight that *touched* you today

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11. Focus on listening

ring a bell gong or Tibetan bowl and asked them to listen to the sound from the beginning through the middle and to the end

have a song that you always play when you want their attention that stops at a predictable spot

if online and or need energizing put on a song and invite them to have a little 1 minute dance followed by 15 seconds focusing on the body and grounding back into their body into the earth and to the room ready to learn

12. Self connection exercise

do a guided meditation and visualization (spoken slowly and pause for space after each area of the body and after each request to allow them to experience) start by asking them if they are willing to close their eyes and focus on 1st how their body is feeling starting at the top and feeling your headand down to your neck and shoulders down your arms to your hands back up to your shouldersto your back and in your chestand how it feels to breatheand down to your stomach..... Is it settled or a little upset.....and moving down to your root and hips feeling the chair you are sitting on Then moving into our legs feeling the bones and the muscles and the joints..... And moving down to your feet feeling with your feet and now just feeling the totality of your bodyrelaxing and accepting what is..... And now, going to how you are feeling emotionally maybe feeling, anxious or upset or happy or thankfulnotice how these feelings can change just as your observing them just watch your emotions

and now notice you are having some thoughts, and watch themand let them gowatching your thoughts coming and going

allow yourself to be just who you are right now in this moment, which is the only moment -- observing and accepting yourself fully

and as you are feeling ready, open your eyes and come back to the room, Ready for what's next.

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

Re Haiku School (Public) & Carden School (private)

Paul WEB <paulgotelweb@gmail.com>
To: testimony.boe@boe.hawaii.gov

Thu, Jun 18, 2020 at 9:55 AM

Dear Sir /Madam

RE : FALL 2020 SCHOOL REOPENING

I am Writing to share my ideas about school reopening on Maui County , as I have a 10 year old Daughter going into 5 grade and a 13 yr old Son going into 8th Grade , both into there graduation years from Elementary and Middle school respectively, and have been concerned about some of the rumors I've heard about reducing education and schooling to such a degree that would Impact both there education but also a very important aspect of emotional and social development that I believe is not being taken fully into consideration at this time of extreme fear and to my mind Over reaction to the health dynamic here on maui which is honestly been one of the safest it's ever been .

All the best ,
Paul Gotel
(Lifecoach / Author / DJ)

The BIG U - A Guide to Self Revolution - (Amazon)
The BIG U Talk Show / Podcast ,
The 4 Corners of Love - Decoding the Structure of relationships- Workshops
✱ INNERPOWER Coaching ,
EXSTATIC ❤ HEART free dance events ,
& DIVA ❤ DEVA Productions

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June 18, 2020

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

RE: IV. B. Board Action on Approving for Public Hearing Draft
Amendments to Hawaii Administrative Rules, Chapter 8-27,
Transportation of Students

IV. F. Board Action on Board Resolution directing the Department to
prepare for the reopening of schools for the 2020-21 School Year

Dear Chair Payne and Members of the Board,

The Special Education Advisory Council (SEAC) appreciates this
opportunity to offer comments on two Board agenda items:

Amending Administrative Rules for Student Transportation

SEAC is in full support of proposed amendments to Chapter 8-27
that require the Department to provide free transportation to and from
school for students with disabilities who require transportation as a
related service to benefit from their educational program provided at a
public charter school. The amendments also mandate the Department
to provide transportation services to those students with disabilities who
have been placed programmatically at a school other than their home
school. These transportation services should have already been in place
for all IDEA and Section 504 students who require them. However, the
Office of Special Education Programs found that they have not been
provided consistently to students with disabilities across the state, and
in particular, to students residing in rural areas and attending charter
schools.

Board of Education Resolution Regarding the Reopening of Schools

SEAC is appreciative of the Board's thoughtful and timely draft
resolution offering broad guidance to the Department regarding the
re-opening of schools for SY 20-21. We fully support encouraging all
stakeholders to embrace the three principles--giving hope, acting with
kindness and working toward togetherness. These same principles
have long been espoused by SEAC as the foundation for family-school



partnerships.

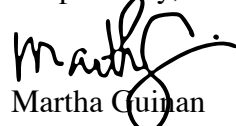
SEAC is also in full support of the Board's priorities for delivering services to Hawaii's public school students. The first priority--maintaining the health and safety of students and staff--takes precedence over all others. It is extremely important for the Department to adopt standards for health and safety in the context of COVID-19, as well as clear and detailed guidelines on how to successfully achieve these standards. These guidelines must include how to adapt procedures to meet the unique needs of student subgroups, like students with chronic health conditions and students whose households are transient. School autonomy must take a backseat to ensuring safe practices are consistently applied in every school. Likewise, schools must have equal access to the supplies and PPE that will protect students, faculty and families.

With schools reopening a little more than six weeks away, we urge the Department to publish its guidelines and distribute them to all stakeholders within the next week or two. Uncertainty has led to fear and indecision amongst families on whether to send their children back to in-person learning in the classroom. It will be difficult for schools to anticipate the demand for in-person instruction until families have confidence in the ability of each school to keep students safe and healthy.

SEAC supports the Board's recommendation that the Hawaii Department of Health be the primary source of updated information in order to minimize confusion regarding best practices for maintaining safe schools and communities. These practices will no doubt change over time as new information becomes available, requiring a robust effort on the part of the Department to provide timely updates to families and staff.

SEAC offers its support in the Department's endeavors, including the dissemination of information to families of students with disabilities. Please let us know how we may be of assistance.

Respectfully,


Martha Guinan
Chair


Ivalee Sinclair
Legislative Committee Chair



Testimony

Jennifer Masutani <jm202@hawaii.edu>
To: testimony.boe@boe.hawaii.gov

Thu, Jun 18, 2020 at 12:24 PM

Hi,
Please see below for the testimony from the Hawai'i Afterschool Alliance for the June 18, 2020 General Business Meeting with a comment regarding agenda item F.
Mahalo,
Jenn Masutani
Program Director, Hawai'i Afterschool Alliance

--

Aloha Chair Payne and Members of the Board of Education,

As the Board of Education continues to develop plans for reopening schools, we urge you to encourage schools to reach out to their afterschool partners who are eager to serve our students and families. With the possibilities of staggered schedules and varying school hours, the lines between out-of-school time and in-school time will become blurrier and more fluid, making it even more important to collaborate with afterschool partners to ensure students don't fall through the cracks.

Here are four ways afterschool programs can support student success:

- **More time for engaged learning** – Afterschool programs can engage students with additional learning time to make up for learning loss and support distance learning.
- **Help students feel and heal** – At afterschool programs, youth have the opportunities to develop positive relationships with caring adults and mentors and receive social-emotional learning supports that allow students to be ready to learn. Afterschool is also a safe space for kids to be exposed to new experiences and spark new interests in fun and engaging ways.
- **Sustain connections to families** – Not only does afterschool programs allow families to return to work, but they can support schools' family engagement efforts by connecting families to food, health, economic and other types of resources.
- **Address inequities that are likely worsening** – Afterschool programs reach and serve a significant number of young people from low-income families and diverse backgrounds, and can serve the students who might not have the same level of family support at home to help them with distance learning.

To ensure that afterschool programs can innovatively and safely adapt to each school's unique reopening plan, we ask that the Board consider the following recommendations as we "work toward togetherness":

- Invite afterschool programs to planning discussions, involving them early so they can identify the best ways to share resources and facilities.
- Collaborate with parents, teachers, students, and community organizations to support needs-assessment gathering.
- Establish a thoughtful distribution of resources between schools and afterschool programs to help alleviate budget constraints and ensure students' academic, social and emotional needs are met.

Students are ready to be fully engaged in academic, social, and physical spaces again, and parents (including many Hawai'i teachers) need to return to work to keep our economy strong. It's more important than ever for school time and out-of-school time to work together as true partners. Together we can build a more coordinated, streamlined, cost-effective model of service across the full school and work day. The best part is, our students will benefit the most.

Thank you for the opportunity to provide testimony.

Sincerely,

Paula Adams, Executive Director
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Hawai'i Afterschool Alliance