



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

Testimony (for 9/17 BOE meeting)

Heather M. <hnmoselle@gmail.com>

Fri, Sep 11, 2020 at 11:25 AM

To: Testimony.BOE@boe.hawaii.gov

- Heather Moselle, Hickam Elementary Parent
- General Business Mtg 9/17
- Acellus agenda item
- Oppose the use of Acellus in Hawaii public education

Please see attached letter and petition opposing Acellus in Hawaii public schools, and please include it in my testimony to the BOE (there should be roughly 119 pages).

Respectfully,

Heather Moselle



Opposing Acellus Petition.pdf

370K

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

Letter: Greetings,

We ask the HIDOE to remove the Acellus program from Hawaii public education. The program lacks rigor, was not created by educators with legitimate credentials, and is riddled with racists and sexist content, spanning across grade levels. Acellus has publicly acknowledged that much of the content which parents and teachers have filmed/screenshot was present in their curriculum, asserting that they have since updated their lessons. However, it is not the job of citizens, parents, and educators (who are in the midst of adapting to distance learning amid a pandemic) to vet the Acellus curriculum. If the "HIDOE Controversial Content Concern Form" had been created and used by officials at HIDOE during the curriculum vetting process, perhaps the Acellus program never would have ended up in front of our children in the first place. This is not the responsibility of the public, though they have spoken loudly, with dozens of BOE testimony submissions demanding Acellus be removed, as well as over 2,500 signatures on this petition. There are now numerous petitions across the nation, and entire districts in other states have removed Acellus from their schools (see links in petition update for national and local media coverage).

Hawaii children should be provided a well-vetted and legitimate option for distance learning, or be allowed to re-enroll in their local school's distance learning option (i.e., joining a class, with a local teacher). Many parents were forced to make a choice on the Acellus learning option versus hybrid learning, committing to use the program through the first quarter, sight unseen. We request, from the DOE, the same measure of flexibility and understanding amid the pandemic, that parents and educators have offered to them, as we have adapted to changes coming from the HIDOE, week-by-week. By law, the right to a Free Appropriate Public Education (FAPE) is an educational entitlement of all students in the United States. It is understandable, amid a pandemic, that perhaps the HIDOE was rushed to find a solution. It is understandable that short-comings may have accidentally been overlooked. What is unbelievable, unconscionable, is the HIDOE's continued defense of this program and their refusal to remove it, despite outcry from educators and parents across the nation. We humbly ask the BOE and Governor Ige to override the DOE if they refuse

to course-correct by removing this program, for the sake of our children's education.

Signatures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Name	Location	Date
Aslin Sauer	Pasadena, MD	2020-09-11
Anai Lopez	Waco, TX	2020-09-11
Michal Estrela	Pomona, CA	2020-09-11
Emily Zatylny	Bothell, WA	2020-09-11
Danyel Bailey	Barrington, RI	2020-09-11



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

Testimony

Heather M. <hnmoselle@gmail.com>

Sun, Sep 13, 2020 at 7:07 PM

To: testimony.boe@boe.hawaii.gov

- Heather Moselle
- Agenda item: Acellus
- Oppose Acellus use in HI public education

To the Board of Education members:

Thank you for the opportunity to share information through public testimony regarding the opposition of the use of Acellus in Hawaii public education. Thank you, additionally, for your service to our community during this challenging time.

Please see and include in my testimony the attached comments. from those who signed the Opposing Acellus for Hawaii Public Education petition. Most of the signatures are from Hawaii residents, though there have been supporters from all over the nation.

Respectfully,

Heather Moselle



petition_comments 9132020.pdf
154K

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

Letter: Greetings,

We ask the HIDOE to remove the Acellus program from Hawaii public education. The program lacks rigor, was not created by educators with legitimate credentials, and is riddled with racist and sexist content, spanning across grade levels. Acellus has publicly acknowledged that much of the content which parents and teachers have filmed/screenshot was present in their curriculum, asserting that they have since updated their lessons. However, it is not the job of citizens, parents, and educators (who are in the midst of adapting to distance learning amid a pandemic) to vet the Acellus curriculum. If the "HIDOE Controversial Content Concern Form" had been created and used by officials at HIDOE during the curriculum vetting process, perhaps the Acellus program never would have ended up in front of our children in the first place. This is not the responsibility of the public, though they have spoken loudly, with dozens of BOE testimony submissions demanding Acellus be removed, as well as over 2,500 signatures on this petition. There are now numerous petitions across the nation, and entire districts in other states have removed Acellus from their schools (see links in petition update for national and local media coverage).

Hawaii children should be provided a well-vetted and legitimate option for distance learning, or be allowed to re-enroll in their local school's distance learning option (i.e., joining a class, with a local teacher). Many parents were forced to make a choice on the Acellus learning option versus hybrid learning, committing to use the program through the first quarter, sight unseen. We request, from the DOE, the same measure of flexibility and understanding amid the pandemic, that parents and educators have offered to them, as we have adapted to changes coming from the HIDOE, week-by-week. By law, the right to a Free Appropriate Public Education (FAPE) is an educational entitlement of all students in the United States. It is understandable, amid a pandemic, that perhaps the HIDOE was rushed to find a solution. It is understandable that short-comings may have accidentally been overlooked. What is unbelievable, unconscionable, is the HIDOE's continued defense of this program and their refusal to remove it, despite outcry from educators and parents across the nation. We humbly ask the BOE and Governor Ige to override the DOE if they refuse

to course-correct by removing this program, for the sake of our children's education.

Comments

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Name	Location	Date	Comment
			important part of history. Very disrespectful to the Hawaiian community. Something we no longer will tolerate. We shouldn't face have to be second class citizen in our own native land."



Testimony for the meeting on September 17, 2020

To: testimony.BOE@boe.hawaii.gov

Fri, Sep 11, 2020 at 6:50 PM

Hello,

I would like to submit anonymous testimony in regards to discussion item B, Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year.

I have taught at the same school in the [REDACTED] district for 19 years. The school I work at has had multiple positive COVID positive test results and a few potential cases.

As far as I know, teachers that have requested telework either through submitting the Telework Agreement Form, or filling out RA-1 and RA-3 forms from the Civil Rights Compliance Branch have been denied telework. One of our administrators has been teleworking for over a week. Teachers are not being treated equally. I am deemed high risk and was denied telework, I have since reapplied and am waiting for a response. I was also denied telework when having to quarantine for one day due to a household member awaiting COVID test results. I have two family members that teach at public schools in other districts who have been granted telework. There is a clear lack of consistency when granting telework.

Due to the lack of transparency and communication, many staff members found out about the number of positive COVID cases and potential COVID cases from watching the news. An email was sent to the staff by the principal after it was reported on the news about the number COVID cases on campus. On August 15, 2020 there was a potential COVID case identified on campus. Many staff members found out that this case was positive through the news. As of this writing, staff have not been informed regarding the results of the potential COVID cases.

The protocols set forth by the Department of Education have not been followed, especially the protocol regarding having a positive COVID-19 case on campus. Part of this protocol was a campus closure for twenty-one days. The protocol was part of the mandatory training required of all educators by the Department of Education and was located in the HIDOE Pandemic Contagious Virus Plan. The protocol was also referenced in the report from the Office of the Auditor. I noticed on Tuesday, September 8, 2020 the HIDOE Pandemic Contagious Virus Plan was no longer available on the internet. I was told by my principal that the plan is being updated and will be available by September 11, 2020. I write this testimony on September 11, 2020 and the updated plan is still not published. I was told by my principal to refer to the "HIDOE Return to Learn: School Reopening Plan Health and Safety Handbook." Although this was part of the mandatory training, the handbook was revised on September 4, 2020. No notification to all staff members was made regarding the revision of the handbook. Also there was no notification made in terms of which plan/handbook was being implemented by the schools. The first case the staff at my school was made aware of was communicated to the staff on September 1, 2020, three days prior to the revision of the handbook. I know of a school whose teachers are teleworking for two weeks due to one positive case on campus. There is a clear lack of consistency on which protocols are being followed from school to school.

Staff members reported that the office at the school was professionally cleaned on the afternoon of September 1, 2020. The principal did not offer any explanation as to the reason for the cleaning. I

have since found out, through the news, that there was a positive COVID case and is the reason the office was cleaned. The air conditioning in the office is on for a majority of the day and there are teacher reports that not all office staff have been seen with masks on. Staff housed in the office have been visiting classrooms before and after the office was professionally cleaned.

On Tuesday, September 8, 2020 two of the classrooms on campus were shut down, the teachers in those classes were not on campus, the educational assistants in those classes were not on campus and the students in those classes were not on campus. On Wednesday, September 9, 2020 both classes opened up, only for one of them to be shut down on Thursday, September 10, 2020. Teachers reported seeing a professional cleaning crew in one of the classes on Thursday, September 10, 2020. No notification was sent to all staff in regards to the reasons these classes were shut down or why one was professionally cleaned.

I have done my due diligence by following the chain of command. I have notified the Superintendent, Deputy Superintendent and Complex Area Superintendent in my district and have not received any responses.

Due to the lack of transparency, communication and the following of important protocols, the school I work at is not safe for all staff members and students. As of this writing, the school is still operating as normal and no teacher is teleworking.

Thank you.



TESTIMONY

Emily P. <emilyplicka@gmail.com>
To: testimony.boe@boe.hawaii.gov

Fri, Sep 11, 2020 at 9:00 PM

I oppose Acellus and want to go on the record as mandating that it be pulled from Hawaii DOE.

I cite the many news articles, parents' articulate proof of Acellus's inappropriate content which includes sexually suggestive content (Sweetie Lips as one example), racist content (so many parent examples of this exist and Acellus claimed them, removed it, and then Billings back peddled and said it wasn't Acellus' curriculum to begin with which is completely false), inappropriate content (G is for Gun, Duck runs so fast because he is always running away from the police to the forest where he is safe, and other grooming content), its drill and regurgitate outdated pedagogy, the precedent set by several other ENTIRE school districts around the country in states including California, Ohio, and others to drop Acellus because it is not up to standards, Acellus' non-accreditation for use in the way it is being used, it's targeted audience becomes vulnerable children whose parents work several jobs and are unable to sit nearby and vet each and every lesson that may have surprising questionable and inappropriate content, and Roger Billings' unprofessional handling of the situation, lying about content, misrepresenting his own credentials and those of many of his teachers (bogus PhDs from his self-made unaccredited university) and his refusing to vet and update his own content.

I am also angry that the Hawaii DOE is putting the burden on parents to vet the curriculum—a job the DOE is PAID to do by TAXPAYERS, and a job that the parent curriculum company, Acellus by Roger Billings, refuses to do as well.

I am angry that my TAX DOLLARS are being misused on curriculum that reinforces, teaches, and forces children to regurgitate a racist whitewashed history of Hawaii in order to receive a passing grade for that history lesson.

I call on the DOE to stop passing the buck, and instead do the honorable thing and make a swift and decisive decision to do what is right by the children of Hawaii and pull Acellus from state curriculum and choose better curriculum. Better curriculum DOES exist, curriculum that is more rigorously vetted, backed by sound educational standards, and affiliated with accredited UNIVERSITIES and educational experts who are credentialed and proud to be affiliated with these higher quality alternatives.

Emily Plicka
Hauula

Sent from my iPhone



Testimony for September Board Meeting

Katherine (Katie) Jagger <katie.m.jagger@gmail.com>
To: testimony.BOE@boe.hawaii.gov

Sat, Sep 12, 2020 at 10:29 AM

Dear Board,

I am writing testimony in anticipation of the next BOE meeting in regards to the reopening of schools. This is what I wrote Senator Mercado-Kim regarding the senate testimony of AS Armstrong and Dr. Kishimoto ob Sept. 11. I'd like it to also be my testimony to the Board:

Senator,

Thank you for your suggestion of the pods at yesterday's hearing. I watched the entire meeting yesterday.

As I'm sure you've realized by now, what our top DOE administrators say in testimonies may not be what is happening at individual schools. In no way am I implying that AS Armstrong and Dr. Kishimoto are lying. However, I am saying that they sit at the top of a large bureaucracy, and they have passed a lot of their policies down without monitoring their implementation. I'm shocked by how much autonomy is given to individuals schools when it comes to COVID-19.

I appreciate you listening to teachers and continuing to advocate for us. Continue to so do. Continue to believe what we are saying. We are the ones living out these policies and procedures in real time.

Respectfully,

Katie Jagger, Special Education Teacher
Pearl Harbor Kai Elementary School

Sent from my iPhone



Testimony - board meeting

Valerie Simmons <waifongsimmons@gmail.com>

Sat, Sep 12, 2020 at 11:06 AM

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

Cc: Gmail <waifongsimmons@gmail.com>, "Rosenlee, Corey" <CRosenlee@hsta.org>, "Jansen, Justin" <jjansen@hsta.org>

Valerie Simmons

Lehua Elementary

Grade 1 teacher

Sept. 12, 2020

Thank you board members for being so thorough and comprehensive in your dealing and questioning regarding the return to school. We really feel that you "have our backs."

1. SPED students in school – as they are a part of the gen ed population in the regular ed school day, they should also be learning from home. Despite the small number of SPED students on our campus, we still reported positive cases. What will happen when they all return after fall break?
2. RECOMMEND: Distance learning at least till end of semester.
3. TRANSPARENCY FOR COVID POSITIVE CASES. Understandably there are privacy restrictions. But we could at least find out the building to which it was confined. Because we could get no answer back to our questions, teachers and students called in sick until they could get some answers.
4. Re: telework – we are not being given the option and are being denied, when requested. Reason: it will cause dissension, there has been no discussion offered by admin
5. Re: Subs – we were told to request subs, though there are not students in the class. Reason: they will be used for something else. We have seen subs, but they have nothing to do as students are at home. Subs should be servicing students but are they?
6. Re: non-classroom teachers – lucky teachers get to show up to collect their pay. We have made suggestions on how they could help, but have seen no addressing of the suggestions.
7. Who will manage the distance learning students when teachers return to face to face instruction? We are being told that we would. So, when would this happen? Will there be a shortened school day to accommodate DL students?
8. What decree, law or other mandates that a SPED (or ELL) must be on campus all day everyday? As far as has been determined, all students should be given equal opportunity to learn. When has this changed? Please point me to the law.

Thank you for your consideration.



Testimony BOE 9/17 meeting

Adrienne Robillard <adrienne.robillard@gmail.com>

Sat, Sep 12, 2020 at 4:16 PM

To: Testimony.BOE@boe.hawaii.gov

**-Adrienne Robillard, Maunawili Elementary and Kailua Intermediate School Parent, Lecturer at
Windward Community College
-General Business Mtg 9/17
-Acellus agenda item
-Oppose the use of Acellus in all Hawaii public schools**

Dear Board of Education,

Mahalo for your service to our community.

I urge you to remove Acellus Learning Accelerator from Hawai'i's schools. On the first day of full distance learning my 5th grade son was asked a question about Osama Bin Laden within the Acellus platform. One of the multiple choice answers was 'Towelban.' He asked me about it and I took a photo and contacted our school principal. I was told that the Acellus Learning Accelerator is WASC accredited (untrue), the DOE has been using it for years (not a valid reason to continue), and criticisms stem from a social media campaign (no evidence of this campaign exists). Not only was the 'Towelban' answer choice racist, but there was no applicable context for this question. During the same assessment my son was asked who Ronald Reagan was married to. How is Reagan's marital history relevant to the 5th grade curriculum? For your reference, I'm attaching screenshots that I personally documented to this email.

These were the first of many red flags. Acellus Learning Accelerator is dull, lacks rigor, and is devoid of quality content. I teach English at Windward Community College, early college English at Kailua High and Castle High. As a public educator, parent and community member, I urge the leadership of the BOE to act now to proactively remove this program across 100% of Hawai'i's public schools. The Bay Area's [Alameda Unified](#) School District's BOE proactively decided to remove Acellus within the first week of school. It is one of many school districts to act swiftly to best serve the needs of its students. [The NY Times](#) has covered the action taken by districts over growing concern with Acellus. Hawai'i's DOE is going on week 5 of the school year here, precious time that students are losing to Acellus so that committees in the DOE can 'review' Acellus while time is being given to the vendor, who only stands to profit, to remove 'questionable' content. Acellus cannot be trusted. The time to act on behalf of Hawai'i's students is now.

Students who are assigned Acellus Learning Accelerator are being robbed of a quality education, are being taught misinformation, and are not being offered an equitable education to those who didn't choose 'full distance' education. After two frustrating weeks on Acellus we switched our son out of the full distance program, which he finished by 10 a.m. daily. In the blended model he is using textbooks and workbooks provided by his Maunawili Elementary 5th grade teacher and he is interacting with his DOE teachers throughout the day, from 8-2. We see the projects he is working on, he is engaged in human interactions, and he is not staring at the screen answering multiple choice questions following video 'lessons' delivered by recordings. He is learning using vetted, 5th grade curriculum and is being taught by talented DOE teachers. As a member of the School Community Council at Maunawili, I reviewed the school's educational plan in detail during the 2019-2020 school year, and nothing in Acellus aligns with it. Spending time on Acellus Learning Accelerator is like memorizing Trivial Pursuit questions, but worse: many of the questions and answers are incorrect in content, context, spelling and punctuation. This has been documented firsthand by many concerned parents and educators here in Hawai'i. What kind of standard is this inferior content setting for our children?

My daughter was assigned Acellus for all subjects at Kailua Intermediate School in the full distance learning program. While taking an assessment she encountered a racist question about the names of Japan's islands (screenshot attached), which I alerted the principal to. Acellus Learning Accelerator's 7th grade health unit asked my daughter how much alcohol her liver could process in an hour (screenshot attached). How is that information relevant to a 7th grader? What is that content teaching a 12-year-old? The first week of school we completed a Form 4140 and withdrew our daughter from Kailua Intermediate. At the time, it was the only alternative to spending 7th grade answering multiple choice questions and watching dull video shorts on Acellus, all of the content of dubious credibility and low quality.

On August 27th, Kailua Intermediate announced it was proactively shifting all full distance learners into classes with real DOE teachers and we re-enrolled our daughter. It was a rocky start to the year going from Acellus Learning Accelerator to

home schooling and then to KIS for blended distance learning, but our daughter is happy attending KIS remotely with peers and learning from the talented teachers who are experts in their fields. With distance learning continuing for an indeterminate time due to this pandemic, shifting all students off of Acellus and into the blended classrooms is smart, shows forethought, and offers an equitable education to all. I commend Principal La Boy and VP Tanaka at KIS.

I took all of the attached screenshots myself directly from 5th and 7th grade material served to my children on Acellus Learning Accelerator. The [DOE has posted](#) the following on its Acellus FAQ page: "So far, the Department has been unable to confirm these screenshots and instructional videos are actually a part of today's Acellus course materials." Dozens, if not hundreds, of pieces of evidence exist and have not been requested from the DOE from parents like myself. The evidence exists in the email inboxes of the principals who parents like myself have been communicating with. The DOE could have accessed this hard evidence weeks ago. Meanwhile, Acellus has publicly announced it is removing the flagged content, as if the company should be applauded for covering its tracks. The time to switch all students off Acellus is now. The alternatives - Edgenuity, Edmentum, Arizona State University Prep Digital and Florida Virtual Schools - exist and have been acknowledged by the DOE. Why is the DOE waiting? **A mind is a terrible thing to waste.**

Distance learning is a hurdle and there are so many unknowns during Covid-19. As our trusted BOE, I urge you to act now to remove Acellus from all Hawai'i's public schools; the students of Hawai'i are relying on you to act on their behalf. Do not leave their minds and their futures in the hands of an unaccredited and untrustworthy purveyor.

Thank you for your time.

Sincerely,

Adrienne Robillard

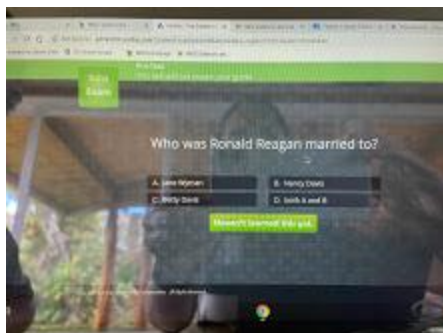
4 attachments



7thgrade_Alcohol_Question.png
912K



7thgradeAcellus_Japan.png
1074K



5thgrade_Ron_Reagan.jpeg
3253K

5thgrade_OsamaBinLaden.jpeg



2437K

How much alcohol can your liver process per hour?

A. 1 drink

B. 2 drinks

C. 3 drinks

D. 4 drinks

Haven't learned this yet.

Pre-Test

This test will not impact your grade.

What are the names of the four islands that make up Japan?

- A. Honolulu, Hickok, Achoo, and Bleshu
- B. Hokkaido, Honshu, Shikoku, and Kyushu
- C. Shiatsu, Sushi, Haiku, and Kimono

Haven't learned this yet.

Status
Exam

Pre-Test

This test will not impact your grade.

Who was Ronald Reagan married to?

A. Jane Wyman

B. Nancy Davis

C. Betty Davis

D. both A and B

Haven't learned this yet.

Osama Bin Laden was the leader of what terrorist group?

A. Islamic Jihad Union

B. Al Qaeda (in Afghanistan)

C. Muslim Brotherhood

D. Towelban

Haven't learned this yet.





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

Testimony for the Board of Education for meeting on September 17, 2020

Sat, Sep 12, 2020 at 5:43 PM

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

To the Board of Education,

I would like to submit an anonymous testimony in regards to the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year. The school I work at has had multiple positive COVID test results, a few potential cases, and a death.

As far as I know, teachers that have requested telework either through submitting the Telework Agreement Form, or filling out RA-1 and RA-3 forms from the Civil Rights Compliance Branch have been denied telework. One of our administrators has been teleworking for over a week. Teachers are not being treated equally. I have two family members that teach at public schools in other districts who have been granted telework. There is a clear lack of consistency when granting telework.

Due to the lack of transparency and communication, many staff members found out about the number of positive COVID cases and potential COVID cases from watching the news. An email was sent to the staff by the principal after it was reported on the news about the number of COVID cases on campus. On August 15, 2020 there was a potential COVID case identified on campus. Many staff members found out that this case was positive through the news. As of this writing, staff have not been informed regarding the results of the potential COVID cases.

The protocols set forth by the Department of Education have not been followed, especially the protocol regarding having a positive COVID-19 case on campus. Part of this protocol was a campus closure for twenty-one days. The protocol was part of the mandatory training required of all educators by the Department of Education and was located in the HDOE Pandemic Contagious Virus Plan. The protocol was also referenced in the report from the Office of the Auditor. I noticed on Tuesday, September 8, 2020, the HDOE Pandemic Contagious Virus Plan was no longer available on the internet. I was told by my principal that the plan is being updated and will be available by September 11, 2020. I write this testimony on September 11, 2020 and the updated plan is still not published. I was told by my principal to refer to the "HDOE Return to Learn: School Reopening Plan Health and Safety Handbook." Although this was part of the mandatory training, the handbook was revised on September 4, 2020. No notification to all staff members was made regarding the revision of the handbook. Also there was no notification made in terms of which plan/handbook was being implemented by the schools. The first case the staff at my school was made aware of was communicated to the staff on September 1, 2020, three days prior to the revision of the handbook. I know of a school whose teachers are teleworking for two weeks due to one positive case on campus. There is a clear lack of consistency on which protocols are being followed from school to school.

Staff members reported that the office at the school was professionally cleaned on the afternoon of September 1, 2020. The principal did not offer any explanation as to the reason for the cleaning. I have since found out, through the news, that there was a positive COVID case and is the reason the office was cleaned. The air conditioning in the office is on for a majority of the day, the doors were closed, and there were teacher reports that not all office staff have been seen with masks on and the office staff clerks were not 6 feet apart. In addition to this, staff housed in the office have been visiting classrooms before and after the office was professionally cleaned.

On Tuesday, September 8, 2020 two of the classrooms on campus were shut down, the teachers in those classes were not on campus, the educational assistants in those classes were not on campus and the students in those classes were not on campus. On Wednesday, September 9, 2020 both classes opened up, only for one of them to be shut down again on Thursday, September 10, 2020. Everyone in the classroom were sent home except the teacher who was seen walking around the campus with the principal. Teachers reported seeing a professional cleaning crew in one of the classes on Thursday, September 10, 2020. No notification was sent to all staff in regards to the reasons these classes were shut down or why one was professionally cleaned.

Due to the lack of transparency, communication and the following of important protocols, the school I work at is not safe for staff members and students. As of this writing, the school is still operating as normal and no teacher is teleworking.

Thank you.



Testimony for general business meeting Sept. 17

Anita Soldwisch <soldanita968@gmail.com>
To: Testimony.BOE@boe.hawaii.gov

Sun, Sep 13, 2020 at 10:39 AM

Agenda Item VI-c Strongly Oppose

Aloha Vice-Chair Uemura and members of the Board of Education:

Subject matter experts reviewed Acellus and stated the modules are non-rigorous. Our special education students in the first grade placed at the college level on the placement test. Does the Board of Education approve the continued use of a non-rigorous curriculum? This means, a Hawaii high school diploma is worth nothing. The DOE claims they have been using this for years for credit recovery. The integrity of the Hawaii BOE diploma is compromised when students are awarded credits after completing an Acellus course. Only in Hawaii.

Complex Area Superintendents recommended Acellus to schools. When parents expressed opposition, these leaders hid, left it to principals to handle. Now that Acellus will not refund our money, CASs are saying "you're on your own". Where is the leadership?

The DOE has a dedicated civil rights office, isn't it the role of the civil rights office to provide quality guidance to the leaders in the DOE? Having five schools pull the program and the rest of the state continue does not demonstrate equity. Superintendent and the DOE uses buzzwords only. Where is the leadership?

In Superintendent's unapproved promise plan, she uses the term equity yet the use of Acellus that has racist material is still being used influencing students around the state. She is using all the right buzzwords, but her actions say otherwise and unfortunately, no one cares enough to take a stand. To inform the parents to report offensive material and it will be removed is irresponsible. Let's expose kids to offensive material, IF you complain, we will remove it. Where is the leadership?

The Superintendent has already broken her promise. There is no need to approve the broken promise plan, no one in the DOE has courage, ethics, morals, or care for students. Systemic racism exists because you cannot educate our children properly. Where is the leadership?

Doing a comprehensive review after students have been exposed is too late. The leaders in the DOE are irresponsible and do not care about their culpability.

Mahalo,
Anita Soldwisch



Testimony: Sept. 17 GBM Action item V.b

Warren Hyde <whyde808@yahoo.com>

Sun, Sep 13, 2020 at 12:58 PM

To: "Testimony.BOE@boe.hawaii.gov" <Testimony.BOE@boe.hawaii.gov>

Opposition: Action item V. B: Delegate authority to complex area superintendents ("CASs") to grant interim approval for waivers from statute, Board policy, and Department of Education ("Department") regulations as requested by an SCC within the CAS's geographic jurisdiction. In addition, the proposal contemplates the Board delegating authority to the SCC Exception Review Committee to grant interim approval for waivers from collective bargaining agreement ("CBA") provisions as requested by any SCC.

Aloha Chairwoman Payne, Vice-Chair Uemura, and BOE members,

I testify today in opposition of action item V.B., delegating authority to CAS to grant interim approval for waivers from statute, Board policy, and the DOE regulations as requested by an SCC within the CAS's geographic jurisdiction.

Please make public how you will thoroughly train your CASs on statute, Board policy, and DOE regulations. There is little confidence that your CASs are knowledgeable in any of the mentioned governance and you are relying on their current capacity to interpret and make decisions on waivers. In their current state, the CASs have struggled with applying good decision making in response to the pandemic, curriculum decisions (i.e. Acellus), and basic decision making in response to principals, teachers, and parents. Delegating this authority will create added pressure, faulty decision making, and exacerbate the inconsistent decision making that is pervasive throughout the Department.

Secondly, please make public how you will ensure the CAS's interpretation of SCC legislation is applied properly.

Third, please make public how you will ensure accountability in delegating this authority to CASs.

Over the last few years, the Board has struggled with understanding it's authority and duties in procedural tasks such as voting, recommendations, taking action on revisions, etc. Superintendent Kishimoto has been a poor model for her CASs in publicly pointing blame and deflecting responsibility.

What assurances are you providing the public with in terms of consistent, equitable, and ethical decision making keeping students at the heart of decisions instead of adult conveniences?

Thank you for the opportunity to testify.

Best regards,

Warren Hyde



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

Board

Trisha Gushikuma <trishatg6769@gmail.com>

Sun, Sep 13, 2020 at 7:43 PM

To: testimony.boe@boe.hawaii.gov

Dear Board of Education Hawaii,

I am a parent of two in the DOE program. I am still highly concerned of all students returning to school during the COVID pandemic. Yes numbers are slowing declining but it is still a dangerous and fast spreading virus that is hitting close to everyone's homes and hearts. I plea to you the Board Members to continue to keep the children home on online/virtual learning. We need to keep children and staff safe.

Sincerely,

Trisha

Trisha

Sent from my iPhone



Please open schools

Dawn Pitre Poiani <dawn@pitreart.com>

Sun, Sep 13, 2020 at 9:30 PM

To: testimony.boe@boe.hawaii.gov

Dear BOE and stake holders,

While there are risks to schools opening, I can assure you that online distance learning is not working. I know 100% it is not working for me and it is not working for most of my friends too. I have three boys; two are in fourth grade and one in seventh grade. I spend from 8am - 3pm battling with my kids to get back in class or tutoring them because they totally did not pay attention to the assignment. I spend hours after school basically catching them up with what they missed. One of my sons has headaches everyday from looking at a screen all day. Screen exposure at these levels are not proven to be safe for children. My children miss school. They miss seeing other children and they really miss learning in person. I need to work as well. I can work 10 or 15 minutes here and there, but I am also falling behind just as much as my children are. I understand the risks, but there are risks driving my children to school, there are risks with the flu every year, there are risks to cancer (I lost my nephew and two friends in one week to cancer) Life is risky. You know what is really risky, are all the children that are left alone because their parents have to work. All the children that are becoming depressed because they are lonely and need friends in person, all the children that live in violent households that don't get a break from it, all the children that are hungry and go to bed without a meal, all the children that can't learn from a screen. This is risky too. Open schools back up. Have a virtual learning option available for those high risk teachers and students, and let everyone else learn in person.

Thank you for the considerations,
Dawn Poiani



TESTIMONY Opposing Acellus for DOE Virtual learning Students

Poli'ahu Dulay <wpoliah76@gmail.com>

Mon, Sep 14, 2020 at 10:50 AM

To: Testimony.BOE@boe.hawaii.gov

I OPPOSE the requirement for public schools to require Acellus for students participating in the Virtual learning program.

As a parent of children who attend both Mililani Waena Elementary and Mililani Middle School. I have contacted my child's teacher, but unfortunately the Mililani Middle school couldn't provide an authorized alternative social studies platform that would allow my daughter to continue as a 100% virtual student because of my concern for the racist and religious content.

I have also attached the response I received from the Mililani Middle School vice principal who is only providing the alternative of registering my child for their hybrid program.

As a result of the pandemic situation, we should not be forced to enroll my child into the Mililani Middle School's hybrid program in order to obtain a passing grade for 1st quarter because of the Department of Education's action of requiring a program which directly violates the Hawaii Board of Education Policy 2230

"No religious instruction shall be given in any public school by any employee of the Department of Education during the regular school day."

As virtual learning is part of my child's regular school day, Any religious teaching the required Acellus program is in direct violation of the above listed policy.

I have attached my daughter's testimony.

Thank you,
Whitney Dulay
wpoliah76@gmail.com



testimony.pdf

17K

September 10, 2020

Hawaii State Board of Education
P.O. Box 2360
Honolulu, HI 96804
Phone: (808) 586-3334
Fax: (808) 586- 3433
BOE.Hawaii@boe.hawaii.gov

RE: OPPOSED to the Required Acellus Program for 100% Virtual Students

Dear Hawaii State Board of Education,

I'm a student in Mililani Middle School, 8th grade, Blue Track. I know I'm just a 13 year old teenager but hear me out, because of the corona outbreak I'm of the many that has been chosen to do 100% online learning. Just like my siblings, one of the program requirements is Acellus. I have recently heard about the creator being racist, building on that the last monday of August (8/31/20) I was doing my Social Studies Acellus watching a video "Why Exploration" This video was about why the European people wanted to see the world. Those reasons were god, curiosity, glory, and wealth. Then they went on more specifically, the lady in the video was saying how they wanted to spread their beliefs about god, the christion ways. Also explained the other reasons.

As said in the video:

For God

Bartolomeu Dias:

"To serve God and His Majesty, to give light to those who were in darkness, and to grow rich as all men desire to do."

Now I don't really know but I think this is from one of those christian bible books. Me and my family are not christian and we don't believe in god we believe in many Hawaiian gods and goddesses, I'm not saying it's wrong to believe in that but we don't. Now I know that but I don't want my siblings (that is in First grade, Third grade, and Fifth grade) getting the wrong idea that we need to know or be Christian. This is not my only concern about Acellus, by the looks of the videos it looks outdated. Not just the racism and the outdated content, but just a reminder not all students can learn the same way. I can't really learn from Acellus, but just an idea I can learn from Khan Academy plus it's more updated.

I'm also concerned about the learning techniques for 100% learners, I only have to do Acellus and my teacher right now is a librarian. The first day of school I found out the hybrid learners have meetings with their core teachers every 45 minutes, then they go straight to their elective meetings or whatever the elective teacher wants them to do. The 100% learners will not be doing the same things as hybrid learners, as one of the teachers said, us 100% online learners will be taken off our google core classrooms. Not only that, a week after my elective (The

classes I chose and wanted to do) teachers took me off their google classrooms, because I'm a 100% online and doing Acellus. Now I feel like we are not important like the hybrid kids, we are stuck with ghetto teachers and outdated websites. In my head I'm thinking we should get the equal attention as the hybrides, webex meetings, google classrooms, and electives. Why I think this, once they get a vaccine out and the covid cases under control we are all going back to school. The hybrid kids are going to know the assignments and the 100% learners are going to be way behind, we are going to fail the next test and our grades are going to drop. I have a feeling the parents and maybe the students are going to blame it on who? The school, DOE, and most of all the government.

My Aunty Lani is the teacher and principle of a charter school. I heard the teachers had all summer to do the lesson plans and materials. I think they should have thought of the students that are not only going back to school but the ones that are not going to school at all. Also speaking of not going to school, the hybrid kids haven't gone to school yet so minus well have us on the same page as them. Now think about it and No all of this is not what my parents told me to write, I wrote it.

Here is one last thing, if Mililani Middle School and their teachers don't give me 100%, then I won't give you 100%.

Sincerely,

100% Virtual 8th Grader
Mililani Middle School



Testimony in opposition of Acellus

Spencer Gill <spencergill918@gmail.com>

Mon, Sep 14, 2020 at 12:05 PM

To: Testimony.BOE@boe.hawaii.gov

Dear Vice Chair Uemura and members of the BOE,

Thank you for the opportunity to testify regarding discussion item VI.c.

My wife is a teacher in the district of Honolulu. Her principal informed her the complex area superintendent recommended the use of Acellus, therefore, she created her plans during the first few weeks of school.

When she was made aware of the offensive and racist content, she knew she couldn't go forward with this and was frustrated with the directions she was provided. She spoke to her principal and when her principal looked into the matter, my wife was told the school already paid for Acellus and the complex area superintendent was hands off in helping schools get refunded.

What is puzzling is, schools are being directed or may be choosing to continue with Acellus because they paid for it. Complex area superintendents and principals are missing the moral and ethical point. This is not about money, this is about systemic racism. If our own school system is not part of the solution, stop claiming equity.

Leaders in the DOE need to wake up and be leaders.

Again, I appreciate the opportunity to testify.

Best,

Spencer Gill



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

Testimony- Oppose the use of Acellus in Hawaii Public Schools

Betsey Strauss <betseyann05@yahoo.com>
To: testimony.boe@boe.hawaii.gov

Mon, Sep 14, 2020 at 1:08 PM

Aloha,

I am the parent of two children at Maunawili Elementary School, in grades 3rd and 5th, and am extremely disappointed and concerned that Acellus continues to be used throughout Hawaii. The program isn't accredited, the "teachers" on it have fake credentials from a unaccredited institute, and it is not a trustworthy learning curriculum for our students by any means. Parents should be involved in the decision making regarding its use in our schools, as we have witnessed first hand how low quality it is.

The lessons and questions provided by Acellus have not only proven to include inappropriate content, but also inaccurate, and having little or no value. The content is random, outdated and awkward. The questions and answers also demonstrate examples of indoctrination, which has no place in public school learning. I've attached two examples of what I saw from my third grader's Social Studies pretest she took her first week of distance learning. Neither question is relevant to third grade learning and there is no value to the questions or answer choices.

Thankfully both of my daughters' teachers have decided to no longer use Acellus for their lessons, but our school continues to offer it for full distance learners, as many schools still are. Acellus should not be used at any school in our state.

Though Acellus claims it will be removing inappropriate content, the curriculum and coursework should have been fully screened by DOE and schools before it was presented to keiki. Parents should not be expected to look over the shoulder of our keiki to have to flag racist, sexist, misogynistic and inaccurate content that Acellus has already demonstrated that it contains. The fact that any of this material was within the curriculum in the first place makes the entire program untrustworthy and an unacceptable learning platform for our students.

Some schools in Hawaii have decided to dump Acellus after hearing concerns from parents and mainland districts are dropping Acellus before their students have even started it. It is time for Hawaii to make the right decision and remove Acellus statewide. Distance learning is challenging enough without having the added concern of terrible learning curriculum.

I understand the difficulties that have been faced regarding distance learning, budgets, ever changing direction from our elected leaders and union representatives, but simply settling on inept curriculum is detrimental to our children's development.

I strongly urge you to consider dropping the use of Acellus in Hawaii's public schools.

Mahalo,

Betsey Strauss

Status
Exam

Pre-Test
This test will not impact your grade.



The National Anthem
is a _____ song
that should
always be respected.

- A. boring
- B. special
- C. silly

Haven't learned this yet.

Reagan met his wife and had his children in _____.



A

California

B

Mexico

Haven't learned this yet.



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

Hana SpEd teacher

Greg Lind Jr <koaligg@icloud.com>
To: testimony.BOE@boe.hawaii.gov

Mon, Sep 14, 2020 at 6:48 PM

Help!!! I'm a SpEd teacher in Hana. We are FULL TIME face to face 5 days a week!!! I'm in 6 different classrooms!!! Families are NOT social distancing, but I am. With the exception of when I go to work. Then I am exposed to at least 100 kids a day. Some struggle to wear a mask, the most unacceptable part is the adults NOT wearing masks. I'm scared. I've sent home sick kids, I've been forced to attend meetings that are not socially distanced. I'm afraid for my elderly in-laws, my dad with diabetes. I'm afraid every day. And you know how much "large scale testing" has gone on in Hana in the last 4 months? ZERO. AND NOW IM FORCED BACK INTO MULTIPLE CLASSROOMS.

Gina Lind
Hana High and Elementary

G&G Lind 🐶



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

Testimony

Michelle Lindsay Lewis <mlindsaylewis@gmail.com>

Mon, Sep 14, 2020 at 7:05 PM

To: testimony.BOE@boe.hawaii.gov

Every single person at my school that applied to telework was denied. The support staff rarely wear their masks correctly. Some teachers take their masks off to cough. Its ridiculous. If the adults can't follow the rules, how can we expect the students to?



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

Testimony

Kimberlee Baldridge <baldridgek23@gmail.com>
To: testimony.BOE@boe.hawaii.gov

Mon, Sep 14, 2020 at 7:08 PM

I work at Kihei Charter and they are doing a great job. The parents of my students as well as myself are ready to go back to in class. My school has been loaning out our computers for students to use, printing out worksheets and even providing families with hot spots. I am grateful for all that my school has done.



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

Distance Lessons Testimony

David Brown <hidbro@gmail.com>

Mon, Sep 14, 2020 at 7:12 PM

To: testimony.BOE@boe.hawaii.gov

Dear Leaders,

I teach 5th grade special education. This is my 36th year of teaching in public schools.

If the state says it's too dangerous to gather in groups, bars, sporting events, etc then it's too dangerous to have teachers in close contact with students all day long.

Distance Teaching until "normal" school days return!

Thank you.

David Brown

KAM III

Lahaina

Sent from my iPhone



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

Testimony

Brittany Nakawatase <nakawataseb@knights.k12.hi.us>

Mon, Sep 14, 2020 at 7:23 PM

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

We should have the right to telework! It needs to be school wide. Right now it's case by case and it's not fair when one school is able to telework and another is denied by their principal! If the state says to stay at home and work from home why aren't we complying with that. It makes no sense if we are able to work from home and are capable of giving instruction without distractions why not let us be the responsible professionals that the DOE hired us for and let us do our jobs. We need to continue with distance learning until there is a cure and we are safe to be face to face with students again. Please hear us out and let us work from home like the rest of the state.



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

Email the BOE for changes to keep our schools safe

Lillian Shaw <lilshaw168@gmail.com>

Mon, Sep 14, 2020 at 7:38 PM

To: testimony.boe@boe.hawaii.gov

I am a special ed math teacher at Kawananako middle school. Our school is preparing face to face instruction for our sped students.

Last week I put in my application for Telework program and got denied by our principal.

In my application I stated the benefit for DOE was no need to hire substitute teacher when I got sick.

My principal, Victor's reason for denial was I can use my sick leave if I got sick from my students with COVID.

I am 64 years old. I am in the category of high risk as a senior. I really think all teachers should have the options to teach either from school or from home. My concern is my health. If I die, who is going to pay our mortgage? Who is going to take care of my stage Four lung cancer husband?

All private school teachers are mandated to teach from home. And all public school teachers have to teach from school. What a double standard system do we have?

Please help!

Sent from my iPhone

Begin forwarded message:

From: Hawaii State Teachers Association <info@hsta.org>

Date: September 14, 2020 at 6:31:15 PM HST

To: lilshaw168@gmail.com

Subject: Email the BOE for changes to keep our schools safe

Reply-To: Hawaii State Teachers Association <info@hsta.org>

Tell the BOE what's really going on at your school

Please share your story before the Hawaii State Board of Education (BOE) [holds its next meeting this Thursday, Sept. 17, at 1:30 p.m.](#)

We want to inform board members about the real conditions occurring in our schools during the coronavirus pandemic, especially with regards to:

- Schools where all teachers are being unilaterally denied telework when requested, and
- Conditions in classrooms with in-person instruction, particularly those involving special education and fully self-contained (FSC) educators.

If you feel comfortable sharing your name, school, and testimony publicly, please email testimony.BOE@boe.hawaii.gov by noon on Wednesday, Sept. 16.

Include the word "Testimony" in the subject line and at the top of the email, explain that you are testifying on discussion item VI, B: [Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.](#)

We can help you stay anonymous

All testimony submitted to the BOE becomes public record and [is posted on the board's website](#). This may include your full name and the email address you used to send in your testimony. If you want to share your story while

remaining anonymous, [please use this form](#) and we will submit testimony on your behalf.

Please note in the form if you are comfortable with a fellow HSTA member sharing portions of your testimony at the board meeting while keeping your identity and school or worksite confidential.

[**Submit anonymous testimony as soon as possible**](#)

Mahalo for all your hard work and dedication. We appreciate your passion and perseverance, and we stand behind you for a safe and successful school year.

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Our mailing address is:

Hawaii State Teachers Association

[1200 Ala Kapuna Street](#)

[Honolulu HI 96819](#)

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Testimony

Bo Frank <radfordrams@hotmail.com>

Mon, Sep 14, 2020 at 8:24 PM

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

Aloha BOE,

My name is Bo Frank, I am a teacher at Radford high school. I am testifying on discussion item VI, B: **Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.**

We cannot risk the lives of our students and teachers. Going back to in person classes before it is safe would be a crime! When we have scientific metrics in place that establish measurable standards for safety, which allow you to hold BOE meetings in person is the only time that you should allow students and teachers to return to in person learning. If it isn't safe for your board meetings to happen in person it isn't safe for students and teachers to be interacting in person.

Teachers and students are finally getting proficient at distance learning to switch things up at quarters end will force us to pivot again in the middle of a semester and waste time relearning the hybrid model. Let us get through the semester, re-evaluate Covid numbers and decide to continue distance learning or make the switch to hybrid for the second semester! Please learn from other states mistakes that have caused student and teacher infections and community spread by opening schools amid a global pandemic!

As for PPE, I have one bottle of hand sanitizer, one bottle of disinfectant, one mask and one face shield. Those supplies would be gone in a week if students were to return to school in person. Then what?

I have been teaching for over 20 years and I have honestly never worked as hard as I am currently trying to get three different classes that I teach online, functioning proficiently. I would love to return to the comfort of in-person learning but the bottom line is that it isn't safe and we cannot guarantee that we can provide a safe environment in a global pandemic, that is impossible. The health and safety of our students and teachers needs to be your number one priority!

Mahalo,

Bo Frank

Sent from my iPhone



Testimony

Cindy <cindy.l.fong@gmail.com>
To: testimony.BOE@boe.hawaii.gov

Mon, Sep 14, 2020 at 8:40 PM

Aloha Board of Education,

Name: Cynthia Fong

Position: Teacher, Hilo Intermediate School

RE: Teleworking should be allowed for all faculty and staff.

I am incredibly grateful to my principal allowing me and any of my colleagues at Hilo Intermediate School to telework. I had absolutely no problems getting my paperwork approved by the principal. We have already had numerous cases of providers or faculty/staff members coming in contact with potential Covid-19 carriers. Every single time, it's a call in the professional for cleaning and the faculty/staff who had interaction have to quarantine for 2 weeks or until a negative test.

This is incredibly disruptive emotionally as well as physically. It's a detriment to being able to teach online when you have this worry. Online teaching is already very difficult and not ideal, but it's better than getting severely ill or dying.

Fortunately, I don't have to worry about the above have ample stocks that I don't need to go in public. I know I am safe and I am able to focus on my students - supporting them emotionally, socially and academically; and it's around often outside of school hours. I'm glad to do this to support my students.

Our principal has been proactive, unlike what I have heard from other schools. She is very realistic of the situation. She's doing this, because

1. It's the right thing to do
2. She doesn't want to lose highly qualified faculty or staff who make our school a great place to be a student.

When the state failed to follow through on providing MiFi's, she talked to us and we agreed to spend \$20,000 of our meager budget on MiFi's, which she was told, would NOT be reimbursed for by the state. We are a Title 1 school and our students and families are financially suffering - we have a huge need. She gave us time to plan and prepare, though the state folks required us to do a lot of "mandatory training" that was obviously slapstick and a time waste instead of having us collaborate (honestly, our middle school students could have done much better training videos without trying). The best training we had, was done by our colleagues teaching each other how to do online teaching and navigating sites. It's still in progress.

I've been part of our planning committee for reopening and I will say, Principal Dansdill has been very receptive at listening, hearing and working with our diverse faculty and making sure we are all safe and giving up "that power" to make sure everyone can achieve. That takes a lot and that makes her a real leader. Are you all up to this as well?

I understand that allowing teachers to telework is not universal across the HDOE. This saddens me that my other colleagues are not benefiting from this opportunity to teach our students while remaining safe. It's scary and nerve-wracking. If I was in that situation, I would have already gone on medical leave since I am at high risk. I know if we go face-to-face second quarter, I will be taking medical leave. I'm not willing to put my life on the line to teach my students who are just as afraid and concerned for their well-being.

Covid-19 does not chose based on who we are, know etc. We don't know all the effects but we do know, our government (county, state, federal) are not handling this pandemic well. Those of you, such as the BOE, are in a leadership position to make appropriate and safe choices for our students and the faculty/staff that teach them. It will do our students no good if our faculty/staff get sick or die. Who then will teach them?

I hope that as our state Board of Education, you can make the work environment and provide for our students, the opportunity to learn remotely and telework. This is a pandemic and we have to do what's right for our health first.

Thanks!

Cynthia Fong

Aloha COVID Committee and Those Interested Our Public Schools,

After observing the past month of school, I would like to give my sincere mahalo to educators, school staff, and our ohanas for providing for our keiki. Even with a small percentage of our school population on campus, it is abundantly clear that children and many adults can not properly social distance or wear PPE.

Teachers still have not received clear information on how to keep students distanced, if that is even possible. There are no temperature checks or even a checklist at my child's school. I see adults and children clustered together, many with no mask. The cafeteria is not able to adequately handle the small amount of children that are attending and there does not seem to be adequate staff. Additionally, there is a new sub in the classroom each week. I understand that teachers are scared, but how can we consider taking on more students without the proper staff or safety protocols.

At this point, we are managing to keep infection rates down, and teachers have figured out how to conduct instruction with very few resources, so it is logical to continue with our current program until we can get a better handle on our COVID numbers. Schools are gathering places, and if we put more kids on campus, they will congregate putting more people at risk of becoming sick.

Until we can open our communities, we should not open our schools. We are able to house a small number of students on some campuses, but we could do more with hotspots and staff to assist with distance learning. The lack of planning and resources should be a huge wake up call for our state, or will we continue to not see the forest for the trees.



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

Testimony

Jhana Duarte <hulagrl77@hotmail.com>

Mon, Sep 14, 2020 at 9:34 PM

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

Sent from my iPhone

I am testifying on discussion item VI,
B: [Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.](#)

I feel like my school is going out of its way to harm its teachers. There are multiple reasons why I truly believe I will die this year due to my schools refusal to protect its teachers.

To my knowledge nobody at my school is being allowed to telework. Everyone is being denied and coerced into not filling out the teleworking paperwork. They are being pushed toward filing ADA paperwork or using up their own sick leave. I had to send multiple emails requesting that she complete the paperwork due to the amount of times she tried to coerce me into not filing the telework form. To my knowledge about 10% of the school is out by sick leave because my principal refused to allow telework or to change the schedule.

First, my principal verbally denied my request to telework or work in my classroom isolated without any teachers or students.

Second, the only thing she offered to help me with my underlying health conditions, was to talk to a vice principal about a sped student in my classroom that was consistently not wearing a mask properly. I am still dealing with this issue of the student not wearing a mask properly. Therefore, the only thing she offered to assist me with my underlying conditions has no follow through.

Third, she has mandated a schedule which forces all teachers to meet up with multiple sped students on a daily basis. When I tried to suggest that she change the schedule to have all sped students in a couple of classes with a couple of teachers/EA's, she denied the suggestion with multiple excuses. Even though I told her it would minimize the risk of

spreading/catching COVID if a student brought it to school. She is denying everyone's request based on the schedule which she could easily change.

Fourth, the current schedule forces everyone to spend every day in their first period class. Even if you have a co-teacher she is forcing you to spend each day with the co-teacher in an unsafe work environment. She refuses to allow the teachers to be in separate rooms to have a safe work environment.

Fifth, she told she couldn't give me any accommodations due to my underlying conditions because she had 8 people with underlying conditions at this school and she couldn't help us all.

I have already started making plans for my death because I truly believe I won't make it past this year due to my principals decisions at the school. If I could switch out of schools right now, I would take any position because I believe it would save my life. If I happen to live past this school year I have already made the decision to leave this school that I have worked at for at least 10 years so that I can try to save my life next year. Please help all of the teachers at this school!!



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

Testimony

Richard Stange <richardstng83@gmail.com>
To: testimony.boe@boe.hawaii.gov

Tue, Sep 15, 2020 at 5:18 AM

To Hawaii Board of Education,

I am testifying on discussion item VI, B: **Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.**

Policy and procedure pertaining to the opportunity to telework from home must be consistent throughout the department and state. The ineffective policy that is in place now, which grants individual CAS' and principals the ability to create policy and procedure for their individual complex areas and schools, has created an inconsistent, inequitable, and unfair situation of not all teachers having access to the same procedural opportunity. To the detriment of the Department of Education **and students who deserve quality teachers**, we keep seeing more and more highly qualified teachers leave the field when we already have a teacher shortage crisis. Policy and procedure must be consistent, and the only way for that to occur is if it is department and statewide.

Thank you.

--

Sincerely,
Richard Stange



Testimony for Sept 17 BOE meeting

Angela M <angelam966@yahoo.com>

Tue, Sep 15, 2020 at 7:23 AM

To: "Testimony.BOE@boe.hawaii.gov" <Testimony.BOE@boe.hawaii.gov>

C. Presentation on Acellus Learning Accelerator distance learning program ("Acellus"): program review process; how Acellus is used by schools; what elementary and secondary students use Acellus for; content and rigor; parent and guardian distance learning election; supports for students, teachers, administrators and parents and guardians

Dear BOE members:

I am testifying today in opposition on agenda item VI, C regarding the irresponsible approval by the DOE to allow the Acellus Learning Accelerator curriculum to be used in summer school and for distance learning. We parents trust you (used to), you are the professionals and trained experts in education.

The DOE responses in the media are embarrassing. In a [Civil Beat August 24, 2020 response](#), the assistant superintendent responsible for curriculum reports Acellus "fulfills a right-now need" and that DOE "will continue to use it as a distance learning instructional solution." A petition asking for the removal of the Acellus curriculum began from a parent at Hickam Elementary, the school she was principal at only months ago.

It is obvious the leaders in the DOE do not take their jobs seriously, nor do they care for the children in Hawaii, and they are complicit in perpetuating systemic racism.

Principals made the decision to use Acellus because they were told Acellus is accredited by WASC. Our own education professionals do not understand that WASC does not accredit curriculum.

Phyllis Unebasami stated in a [Civil Beat September 15, 2020 response](#), the DOE needs evidence of the objectionable content. Why does Unebasami not trust her own content specialist that reviewed the curriculum in May? And, a comprehensive review will now be done? A little too late and simply irresponsible.

Parents were told to report offensive content to the DOE and they will address it with Acellus.

Depending on parents to do your job is irresponsible. Children should not be exposed to objectionable content, not even once. The influence you have over the mind development of our children needs to be taken seriously.

Leaders should be held accountable for not doing their job. Do you, Board of Education members find this acceptable?

I grew up trusting my teachers. You have broken my heart, my trust, and my belief that educators will do the right thing. The leaders in the DOE are behaving unethically and immorally.

Heart broken,
Angie Mariano



Testimony

Wendy Shigeta <ws96825@gmail.com>

Tue, Sep 15, 2020 at 7:47 AM

To: testimony.BOE@boe.hawaii.gov

I am testifying on discussion item VI, B: **Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.**

My name is Wendy Shigeta and I am the Student Services Coordinator at Hahaione Elementary School. While I understand that there are some schools with major concerns regarding the re-opening of schools, I want to say that this is not true for every school. I feel that every school should be empowered to make their own decisions depending on their circumstances. Of course, it would be imperative that the school community, including the principal, staff, and parents, all communicate and work together in the best interest of the students.

At my school, which is located in Hawaii Kai, we have not, fortunately, experienced wide spread COVID infections AND our principal, staff, and PTSA have worked together to develop, what I feel is, a very safe environment for both staff and students. The principal is very strict about protocols and the staff takes it seriously. The school has provided each teacher with masks, face shields, voice amplifiers for those who want it, desk shields for the students, and clear floor markings. The PTSA has supported our efforts by providing hand sanitizing stations around campus, extra bottles of hand sanitizer for classrooms, mask inserts for the teachers, etc. and our parents have been supportive by sending their children to school with masks and by following daily health checks.

We have had about 30 - 40 of our most vulnerable students on campus since August 17th and this has been extremely beneficial. The work that can be accomplished through face-to-face interactions often cannot be replicated through distance learning and I feel that our most vulnerable students have made remarkable gains during this time. I am hopeful that we will be able to continue to provide these students with face-to-face instruction throughout the school year.

I feel very safe coming to work daily and know that as a school community we are all working hard to keep each other safe and to provide the best educational experience for all students. I am hopeful that the BOE and DOE will continue to allow us to make decisions in the best interest of our particular school and students.

Thank you.
Wendy Shigeta
Hahaione Elementary School

TESTIMONY

Kar Cul <karcul736@gmail.com>
To: testimony.BOE@boe.hawaii.gov

Tue, Sep 15, 2020 at 8:41 AM

testifying on discussion item VI, B: **Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.**

IN SUPPORT OF DISTANCE LEARNING FOR THE 2ND QUARTER:

The school I teach at is in Kalihi with the majority of the population Micronesian students. Besides Sped. students, other students have been allowed on campus daily. The admin. has stated that it's okay to make exceptions and has even pressured teachers to tutor non Sped. students face to face, on campus. We've already been informed by many of our parents that their households have COVID. A parent of one of those households even walked on to campus and approached a teacher in her classroom. If students return to campus in the second quarter, I will definitely take a leave.

IN SUPPORT OF TEACHERS' OPTION TO TELEWORK:

I am a Resource Teacher at my school with no students. Our school has a majority Micronesian population and are in the red zone. I have 3 high risk people in my family, including myself. Therefore, I requested telework but was denied by my Principal. He stated that even though I met all the criteria and he can find no reason to deny it, he said he wouldn't approve it because he was denying everyone.

Would you please answer this question: WHY is it that the whole DOE state office on 22nd Ave is on telework until June 2021 but teachers at school campuses, even those that have no students, don't have this option? *If it's safe for teachers who have to share the same bathroom and office spaces at schools, WHY is it that Dr. Kishimoto and our government officials are teleworking?* Is it because the DOE doesn't trust us to be professionals? Trust that I feel I've earned after 30 years and a stellar career. Want your employees to trust you? SHOW YOU TRUST THEM. Employees who do feel trusted are higher performers and exert extra effort, going above and beyond role expectations. hbr.org/2017/07/want-your-employees-to-trust-you-show-you-trust-them

In addition, teachers are concluding that the DOE doesn't value our health and safety. There are huge rifts between administrators and teachers. We basically feel on our own, to fend for ourselves. How do you think that impacts teachers' willingness to give back to a profession that doesn't care about them? However, when it comes to government officials and the superintendent herself, "it's safer for them to telework"? Maybe they should walk the walk instead of just talk the talk. The DOE is sending a clear message to teachers on trust and what value we hold.



testimony

Carol Holland <chrosetta@hotmail.com>

Tue, Sep 15, 2020 at 9:01 AM

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

Aloha

I am a teacher and a parent - I teach 10th grade and I am testifying on

VI, B: [Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.](#)

Firstly - I am working remotely due to being high risk, that said my anxiety about catching covid and dying (like the administrator at Dole) has been substantially alleviated - lets listen to facts and science - teachers are dying and more will die if we have to go back into the classroom - kids do not keep masks on or follow protocols

Secondly - The concerns on students attendance and progress - My classes have excellent attendance in fact many of the chronically truant kids are attending class.

Academic concerns - my students are doing excellent and I note anecdotally that my special education students are doing better - I have asked some of them and they actually prefer the online method.

Finally - When to return to school - we must follow data and science but also be safe - HOW MANY ARE ACCEPTABLE TO DIE ??? one two three ??? I do not want to die.

I will not send my child to school until there is a safe effective vaccine and you should not send teachers to school until it is truly safe - consider at times the infection rate in Hawaii has been up to 9% and this amidst reports of failures on the part of the Dept of Health what are the real numbers ?? Higher - perhaps? Are we testing kids - in areas they are testing the kids the positive rate is extraordinarily high - this means they are vectors exposing teachers and staff.

The DOE and BOE and government needs to do what is RIGHT and PONO !!

There are 200, 000 people dead this is unacceptable - I am astounded that there is even a push to open schools.

Keep us safe, keep us alive, keep us.

Carol Holland

Carol H Holland, M.Sc. Oceanography, M.A Secondary Education

"Go confidently in the direction of your dreams. Live the life you have imagined." -Henry David Thoreau



testimony

Karen Kramer <karen.kramer@k12.hi.us>

Tue, Sep 15, 2020 at 9:19 AM

To: testimony.BOE@boe.hawaii.gov

Dear BOE Hawaii,

My name is Karen Kramer. I am a special education resource teacher at Hahaione Elementary School. I have to admit that Hahaione Elementary has provided us with the proper PPE supplies, including air purifiers for every single teacher at my school for their classrooms. Everyday, I take the students' temperatures, they have shields on their desk, they are spaced 6-10 ft away from each other and myself, we wear masks, they wash their hands, the janitors are cleaning our rooms, I have been provided with gloves and shields, etc. I am not sure what else we could be doing to be safer? Since the beginning of the quarter, I have been working with 3-4 of my students who are socially distancing.

While I realize the virus is real, I feel safe at my school working with students. Not only that, it has been a positive experience for them. They are happy to be in school as they have voiced. They need the instruction and repetitive review to maintain and improve in their skills and we are doing this in the safest way possible.

Thanks for reading this testimony.

Aloha,
Karen Kramer
Special Education Teacher
Hahaione Elementary School

This is a staff email account managed by Hawaii Department Of Education School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.



Testimony (discussion item VI, B)

Myles De Coito <mylesdecoito@gmail.com>

Tue, Sep 15, 2020 at 9:33 AM

To: testimony.BOE@boe.hawaii.gov

Testimony on discussion item VI, B

From:

Myles De Coito

Laupahoehoe Community Public Charter School

Aloha Hawaii BOE,

I am writing to testify on behalf of teachers who are requesting telework.

During these unprecedented times, it is necessary for the DOE to consider the real needs of teachers to work from home. To unilaterally deny requests for telecommuting is an offense to the professionalism of educators who are trying to make the most responsible and flexible decisions possible.

This IS the new normal. COVID has forced an acceleration toward what was inevitable in terms of work and education. The system must move in the direction of reality. The first and necessary step is to consider the working conditions of teachers.

I ask the BOE to consider the real needs of teachers and the real direction of educational change: platforms, means of delivery, nature of the interaction, where and when "work" takes place.

Respectfully,
Myles De Coito

--

Myles De Coito

Email: mylesdecoito@gmail.com

(808) 936-0358

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Testimony for 9/17/20 BOE Meeting

Zan Timtim <zanzibar722@gmail.com>

Tue, Sep 15, 2020 at 10:16 AM

To: testimony.BOE@boe.hawaii.gov

I am testifying on item A. *Update on implementation of Board Resolution adopted on June 18, 2020, 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, focusing on concerns regarding: health and safety, distance learning, personnel, food service, student transportation, reconciling multiple guidance documents and collective bargaining agreements, and communication.* **Also, this testimony has been sent to all news media outlets to do deeper research into Acellus Academy. Mainland companies have already covered the story as well.**

As a parent of an 8th grader, I have serious concerns about the use of Acellus Academy, its founder and owner Roger Billings, and the content of its curriculum. We were told that Acellus Academy is the only distance learning option approved by the Hawaii Department of Education for public schools, and that public school parents/students have three options:

1. Agree to attend in-person hybrid classes during a record-breaking surge of COVID cases on Oahu.
2. Go through the Acellus program with no contact from teachers or their peers by quarters to a full year.
3. Home school.

The use of this platform should be of concern not only to Hawaii public school parents, but to any parent with children in public school as Acellus is being adopted across the US because of its low cost. Who did the actual FULL vetting of this program?

The first issue is Roger Billings' questionable education credentials. Billings goes by the title of 'Dr.' but this is a title he has awarded himself based on a degree that he CREATED (a 'doctor of research' degree) at an institution that he founded called the International Academy of Science, which is NOT accredited. It also seems that Billings has awarded a number of these 'doctorates' to others designing the Acellus curriculum. While Acellus is accredited, the International Academy of Science is not. This raises serious questions about whether or not there are any primaries involved in the designing of the Acellus curriculum who have an actual background in education. We would never hire a public school teacher who had invented their credentials, so it is unclear how Billings' credentials as well as his associates' were vetted and approved by the DOE. Someone didn't do their job here!

Second, while there is actually very little to be found online about Roger Billings and Acellus Academy beyond his own promotional materials, one exception is an article published in The Pitch, a Kansas City weekly, which highlights Billings' involvement in founding a polygamous cult. Allie Johnson, the reporter for the Pitch article, discusses documents from a lawsuit involving Billings and the Novell Inc. software company, where Billings is said to be the founder of a cult called the Church of Jesus Christ of Zion. Their now defunct website purportedly listed Billings as the church's "Patriarch and Prophet," and the Novell Inc. court documents mention Billings taking other people's spouses as "celestial wives." On the LDS Freedom Forum, people who report living on Billings' compound say they helped to design/worked on Acellus. Without needing to know anything further about these bizarre claims, I cannot imagine allowing Acellus Academy and Roger Billings to educate my daughter online and collect data on their school progress. See: <https://www.thepitchkc.com/dr-hydrogen/>

Third, **I've attached several images with this post** - one shared with me by a Hawaii public school teacher and the other by a Hawaii public school parent - that are deeply concerning. The first is a screenshot of a text expressing concerns over part of the Acellus curriculum that states people who were enslaved in America were only 'beaten' if they were "bad, taking too many breaks, or were late to work," and attempts to re-historicize native genocide. The other is a Tweet from Billings himself that has since been deleted, which advocates for allowing COVID to run through the population with the hashtag #MAGA. I've included another image sent from a Hawaii parent whose child just took an Acellus assessment test, where one of the multiple choice options was 'Towelban.' This is a combination of the word Taliban and the racist word 'towelhead.' So not appropriate! **Below are links to videos and articles on how inappropriate and inaccurate the Acellus program is.**

Here is the link to the erroneous Hawaiian History lesson.
[Erroneous Hawaiian History](#)

Another inaccurate Hawaiian History Lesson.

[Inaccurate Hawaiian History](#)

Here is a Dropbox link to the Acellus Academy's Physical Fitness intro. Very inappropriate with the sexual undertone.
[Acellus Academy PE Intro](#)

Parent's Submission of Letter "G" is Gun
[Letter "G" is Gun](#)

Parent's Submission of Harriet Tubman
[Harriet Tubman's Escape](#)

Parent's Submission of a Plantation
[Inaccurate Explanation of Plantation and Slavery](#)

Parent's Submission of "Sweety Lips" Lesson
[Sweety Lips Lesson](#)

Parent's Submission of Lesson implying that it's okay to do something bad and run away from the police.
[Lesson involving Running from Police](#)

"Fire Angel's" Sample Lesson
[Fire Angel's Sample Lesson - ESP](#)

Pajet Money "Fire Angel's" web page
[Pajet Monet](#)

Link to the article done by the Associated Press.
[Hawaii schools drop online platform after objections raised](#)

Link to the article done by MSN News.
[Parent complaints mount over use of DOE-approved platform for online learning](#)

Link to article done by the Washington Times.
[Hawaii schools drop online platform after objections raised](#)

Link to the article done by FastCompany.com.
[Remote-learning Company That's Making Parents Livid](#)

Link to the article done in USA Today.
[Some Schools Cancel Online Curriculum Acellus](#)

Link to the article done by the New Haven Register.
[Hawaii schools drop online platform after objections raised](#)

Link to the article done by News Times.
[Hawaii schools drop online platform after objections raised](#)

Link to the article done by Civil Beat.
[Hawaii Schools Dump Distance Learning Program Over 'Racist' Content](#)

Link to the article done by the Star Advertiser.
[Some Hawaii public schools drop Acellus online program after push back from parents](#)

Link to news coverage done by KHON 2 News.
[Acellus online content flagged as petitions ask DOE to cut or keep it](#)

Link to the news coverage done by Hawaii News Now.
[Parent complaints mount over use of DOE-approved platform for online learning](#)

Link to the article done by San Diego 7 News
[Distance-Learning Program Accused of Being Sexist, Racist](#)

Link to the article done by EdSurge.
[Schools Drop Acellus Learning Platform Over 'Glaring' Offensive Content](#)

Link to the article done by KPBS News.

[East County School District Cuts Ties With Online Learning Provider Over Racist, Sexually Suggestive Content](#)

Link to the article done by L J World.

[Cloud of controversy follows 'Dr. Hydrogen'](#)

Link to the article done by Des Moines Register

['Inappropriate and racist content'](#)

Link to the article done by the San Francisco Chronicle

[Alameda schools cut ties with online program with alleged racist content](#)

Link to the article done by Mercury news

[Racist, sexist content prompts Alameda schools to cut ties with online program](#)

Link to the article done by East Bay Times

[Online program also made homophobic references, critics say](#)

Link to the article done by The Pitch.

[Dr. Hydrogen](#)

Link to Aaron Billings' Testimony

[Aaron Billings' Testimony](#)

Link to article done by Deseret News

[Publicity Follows Billings' Brother](#)

Who was responsible for the FULL and COMPLETE vetting of the Acellus curriculum by the HDOE? It is obvious that such a vetting did not take place. These screenshots and complaints from teachers about racist, unscientific and historically inaccurate content suggests that if a vetting did take place, it was not thorough enough. **There have been enough complaints to warrant the termination of this online so-called education program.**

What we have now is a two-tiered system among students at Hawaii public schools. We have those who have opted for in-person classes who will still be taught online for the foreseeable future. These students will shortly be able to pick up class materials from qualified educators, and develop relationships with their teachers and peers (albeit online). Alternatively, we have those students whose parents opted for distance learning and will now be taught by Roger Billings and his employees, and who will not be allowed to build a connection to their teachers or peers. **This is UNACCEPTABLE, and accreditation is simply not enough in the case of Acellus Academy.**

In addition, I am very concerned for the safety of my children at school. I do not feel the plan that the DOE has put out is sufficient to provide a safe atmosphere for the students and the staff.

1. Schools can't 100% successfully control the common cold, flu and ukus. How do you expect to control the coronavirus? Several schools have already reported COVID-19 infected staff and students.
2. There should be 6 feet distance in ALL DIRECTIONS for the students and the teachers.
3. Temperatures of the staff and students should be taken each morning. Anyone with a fever should be isolated and sent home immediately. Testing should be done on that individual.
4. Mask should be ABSOLUTELY REQUIRED for EVERYONE at ALL TIMES FOR ALL PUBLIC SCHOOLS.
5. 100% distance learning should have access to a teacher for questions and help. It is unfair to them to not provide any support.
6. There is no plan for the event of coronavirus infections in the schools. What are the measures/actions that will be taken when a student, teacher or faculty member test positive for the coronavirus. No plan has been shared with the school or parents.
7. The DOE, BOE and the schools should be prepared for possible lawsuits if a student gets sick/dies from catching the coronavirus in school if the school DID NOT follow the CDC guidelines.
8. Teachers deserve the option to work from home while teaching distance learning. It will also ensure their safety from working around others at the school.

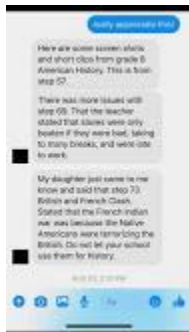
Our children deserve a real public school education, and teachers and staff deserve to be safe. Instead of being forced to choose between risking their lives or financial ruin, teachers should be supported in directing their energies toward developing a comprehensive online curriculum that includes all students, while providing the social contact and legitimate learning our children so desperately need right now.

Concerned Parent,
Zan Timtim

5 attachments



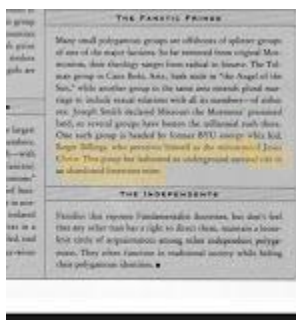
Acellus Academy - Photo 2.jpg
57K



Acellus Academy - Photo 3.jpg
41K



Roger Billings - Photo 1.jpg
104K



Roger Billings - Photo 2.jpg
69K



Acellus Academy - Photo 1.jpg
54K



DR. PAJET MONET

Acellus Course Instructor

Total Courses: 6

The International Academy of Science recognizes Dr. Pajet Monet for her contributions to the Elementary School, Middle School, and High School versions of the Acellus ESP Course. Dr. Monet received her Doctor of Research Degree from the Institute of Science and Technology. She has over a decade of experience working in the field of blended learning. Previous to this, she owned and operated ComTech Networking, a successful IT business. In addition, Dr. Monet has been involved in extensive research related to health and well-being.



DR. EILEEN DAYTON

Acellus Course Instructor

Total Courses: 2

The International Academy of Science recognizes Dr. Eileen Dayton for her contributions to the Acellus Music Appreciation Course, and for the Elementary School, Middle School, and High School versions of the Discover English Part 1 Course. Dr. Dayton received her Bachelor of Arts Degree in Humanities from the University of Minnesota-Twin Cities, and her Doctor of Research Degree from the Institute of Science and Technology. She has nearly two decades of experience working in the field of blended learning. In addition, Dr. Dayton is an accomplished musician and touring artist.



DR. JODY SAUER

Acellus Course Instructor

Total Courses: 4

Dr. Jody Sauer is recognized by the International Academy of Science for her contributions to the Acellus Courses, Developing Preschool Skills I and II, Preschool-Kindergarten Special Learning 1-SE, and Grade 1-2 Special Learning 2-SE. Dr. Sauer earned an Associate of Science Degree in Registered Nursing at the College of the Sequoias. After four years practicing as a nurse in professional settings, and although she held her nursing license, Dr. Sauer changed her focus to Education and went on to earn her Doctor of Research Degree at the Institute of Science and Technology. She has now worked with the team developing the Acellus Blended Learning.



Osama Bin Laden was the leader of what terrorist group?

A. Islamic Jihad Union

B. Al Qaeda (in Afghanistan)

C. Muslim Brotherhood

D. Towelban

Haven't learned this yet.



really appreciate this!

Here are some screen shots and short clips from grade 8 American History. This is from step 57.

There was more issues with step 69. That the teacher stated that slaves were only beaten if they were bad, taking to many breaks, and were late to work.

My daughter just came to me know and said that step 73 British and French Clash. Stated that the French Indian war was because the Native Americans were terrorizing the British. Do not let your school use them for history.

AUG 03, 2:32 PM



Aa





Thread

**Roger Billings**

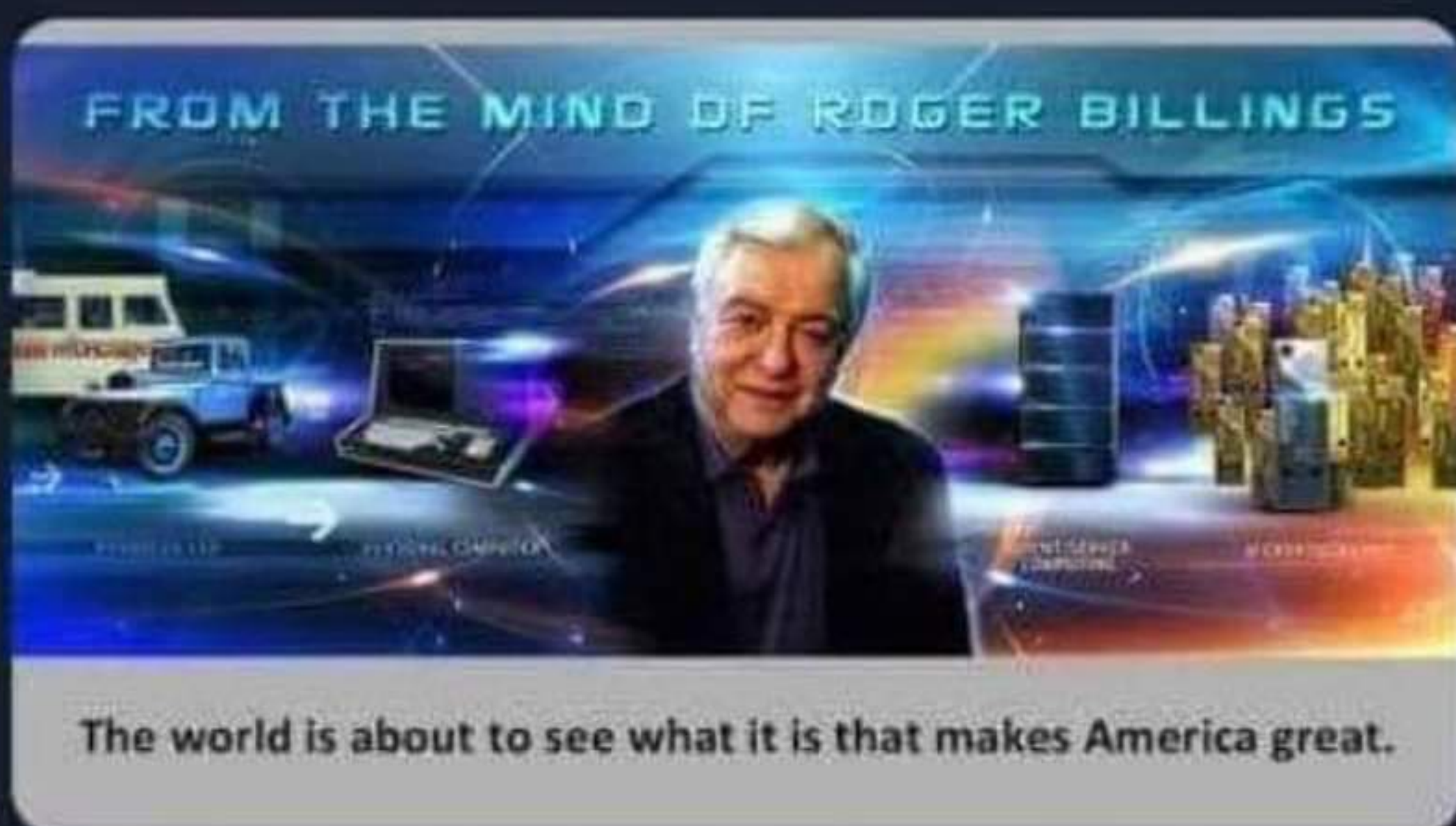
@DrRogerBillings



So far, everyone [#COVID19](#) killed was going to die anyway. When we go back to work, some of us may perish sooner than normal but at least those that live will be alive. We no longer can cower in fear and shame.

[#BackToWork](#) [#MAGA](#)

[#AcellusScienceLive](#)



4:16 AM · 5/18/20 · [Twitter Web App](#)

9 Retweets 20 Likes



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THE FANATIC FRINGE

Many small polygamous groups are offshoots of splinter groups of one of the major factions. So far removed from original Mormonism, their theology ranges from radical to bizarre. The Tolman group in Cane Beds, Ariz., bask nude in “the Angel of the Sun,” while another group in the same area extends plural marriage to include sexual relations with all its members—of either sex. Joseph Smith declared Missouri the Mormons’ promised land, so several groups have beaten the millennial rush there. One such group is headed by former BYU energy whiz kid, Roger Billings, who perceives himself as the reincarnated Jesus Christ. This group has fashioned an underground survival city in an abandoned limestone mine.

THE INDEPENDENTS

Families that espouse Fundamentalist doctrines, but don’t feel that any other man has a right to direct them, maintain a loose-knit circle of acquaintances among other independent polygamists. They often function in traditional society while hiding their polygamous identities. ■



Acellus

The Science of Learning

Course: Basic Social Studies Concepts for Mid

Current Version

SEWARD'S ICEBOX



January 3, 1959 Alaska officially became the 49th State of the United States.

Hawaii is a group of islands in the Pacific that was discovered by European's in 1778. Queen Liliukalani was the Queen of Hawaii. In the 1800's the Americans living in the islands rebelled against the Queen. After the bombing of Pearl Harbor in 1941 the Hawaiians were interested in becoming a state.

July 27 at 5:21 PM · 🌐

...

Which image in your opinion best depicts Harriet Tubman's escape from slavery to freedom in Philadelphia? A or B

A



32

82 Comments

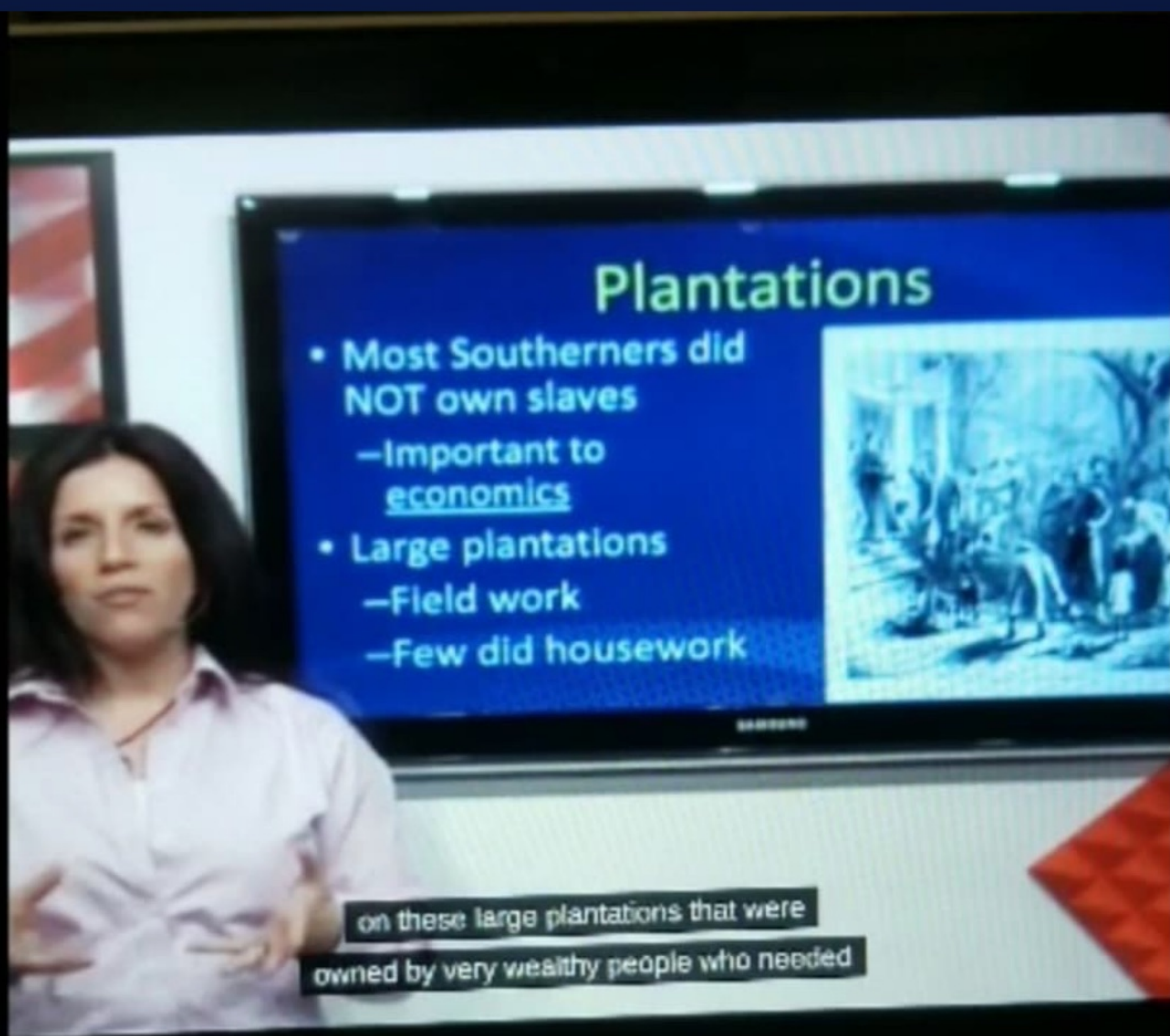
👍 Like

Apparently the answer would be A. according to Acellus' 3rd grade lesson. 😞



👍 😮 😞 17

Like · 6d · Edited





Testimony-telework denial

Kelly E Duell, MA, NBCT <mauitechgirl@gmail.com>
To: testimony.BOE@boe.hawaii.gov

Tue, Sep 15, 2020 at 10:27 AM

Dear Board of Education,

I am submitting testimony regarding telework being denied.

My first request was denied because the principal stated I needed to take sick days. I have been passing kidney stones since July. I was honest with the principal that I did not feel safe driving 50 minutes away from home and being an hour and a half away from the hospital. Kidney stones can be dormant for long periods of time and then suddenly decide to move, causing great pain. I can still complete work from home but was denied. I feel I was denied because I was honest.

I then put in another request which included the proof of the two criteria for telework according to superintendent Kishimoto:

1. You can do your work from home.
2. You can do it at the same level as if you were in your assigned work place or classroom.

I included the job duties as required on the form and how I can complete my work from home.

It should have been an automatic acceptance however the principal has not decided yet. She claims she needs to consider how it affects our students and impacts the school. We are 100% virtual and she told me she expects me to be 100% virtual for the entire school year. So how does this affect students if I am 100% virtual and I complete work at home or at school? There is zero impact!

In my opinion, she is not deciding on it so it doesn't look like a denial but by not deciding, it is a denial!

In addition, my work environment is NOT safe. I submitted testimony regarding the principal placing the SSC in a multiple teacher room, including bringing people in for testing and observation, which increases my exposure. Besides the issues of HIPPA and FERPA violations.

I have been burning sick days due to this horrendous non-decision. Sick day = no work! Hence my students are receiving absolutely nothing since I am out sick when I could be delivering quality instruction and lessons. It breaks my heart that my students are receiving nothing because the principal is following CAS' order of no teleworking.

It is ridiculous that the DOE's management continues to stifle teachers and micromanage teachers. They are treating us like we are untrustworthy and will not complete our assigned duties if we are not on campus. My question is why are some principals allowing telework and others deny it across the

board? Why isn't the DOE following our contract? No students on campus=no teachers on campus!

I am disenchanted and disgusted with DOE management! Kishimoto should be removed and all CAS and principals who have created an unsafe and hostile work environment should be suspended with no pay while being investigated for this inhumane treatment of professionals. I think the principal has damaged relationships beyond repair and I do not believe there can be any reconciliation at this point. They have made it clear that they do not care about teachers at all. They are self-centered, self-serving, heartless, thoughtless, power hungry, control freaks. They have made this situation far more complicated and frustrating than it should be for all of us. The office manager died due to Covid she contracted at school! Had she been allowed to telework, she would be alive today. That should speak volumes. AND DOE and BOE are teleworking/meeting because it's not safe to meet in person but you are forcing teachers to go to campus. Where's the logic? Let's also not forget the lies Kishimoto has told and the lack of transparency.

There is so much to be said but would take more pages and time, which I do not believe you will read, sadly.

Suffice it to say, this needs to stop now before everything is destroyed and more people die!

Kelly E Duell, MA, NBCT
Kinesiologist
Kealakehe Elementary School
Hawaii Island



Testimony

Richard Nakatsu <richardnn1@yahoo.com>

Tue, Sep 15, 2020 at 10:36 AM

To: testimony.BOE@boe.hawaii.gov

Dear BOE

Although not a teacher, we finally have one death of a clerk at Dole Intermediate.

I guess do we wait until a teacher dies?

Do we take additional proactive measures rather than reactive measures to ensure additional safety measures?

More or less only special needs children attend schools. So, is a potential death of a special needs teacher an acceptable loss in relation to the laws surrounding special need services?

With the departure of DOH director Anderson and epidemiologist Park, are we in good hands?

Without a sound vaccine, our American social values Of freedom will contribute to the spread of COVID-19. We live in the middle of nowhere in the Pacific Ocean where the nearest continent is thousands of miles away and we have not socially contained the spread of COVID-19 on our island surrounded by a huge mass of water.

Flu season is coming up as we approach winter and the potential of the current situation increasing is high.

Take a leap of faith and think out of the box towards More proactive safety Measures and allow for further action for teachers to telework.

Thank you for your time

Richard Nakatsu, Ed.D
Teacher



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

Testimony

Janet Hunter <srfpig@aol.com>
To: testimony.BOE@boe.hawaii.gov

Tue, Sep 15, 2020 at 11:23 AM

Aloha,

My concern is with campus's that are distant learning only and having some sped kids on campus. Seems the sped kids we do have on campus are not social distancing or wearing masks. This is a risk to all on campus. Don't understand why these kids are allowed on campus and Risking others health. Sped does not mean they are immune to the virus. iPhone sent on behalf of J.H.



Testimony

Jill Jacobs <jillybean05@gmail.com>
To: testimony.boe@boe.hawaii.gov

Tue, Sep 15, 2020 at 12:43 PM

Dear Chairwoman Payne and Board Members

My name is Jill Jacobs. I teach third grade at Kealakehe Elementary School in Kona. I have been teaching here for the past seven years. I am testifying today about a couple of items. First is the blanket denial of all telework applications at my school. The second is delaying return to face to face learning until January at the earliest.

First I like many other teachers at my schools applied for telework. Every teacher who applied was given the same response that every application was being considered for what is best for the students. I applied three weeks ago and still have not received an answer. There are teachers at my school who have chosen to take leave without pay or leave the school completely because they were not provided the options to telework. I am not asking for forced telework. I am asking that teachers be able to choose to come to campus or telework depending on what is best for them. Here are the reasons I would like to have the choice to telework and why it would benefit the school and the students.

First, if teachers are given the choice to telework they will be able to work from home if they wake up with Covid Symptoms. This will keep the continuity of learning for the students. Our school has decided that subs will only be called if a teacher is going to be absent for more than five days. If we are not calling subs then on a sick day a student will not receive any synchronous instruction. If we could work from home when we only have symptoms then the students can continue to have lessons. This will also allow teachers who may be waiting for a negative Covid Test to continue to teach from home.

Second, the internet at my school is not great. There are 70 teachers who are all trying to be holding video lessons at the same time. This really slows the internet. I never had these internet issues at home in the fourth quarter. Also if I did have internet issues at home I have great cell service at home and can turn on my hotspot on my phone. However, at school the service is terrible and I can not use the hotspot on my phone when the internet goes down.

Third, it saves the school and DOE money to not have teachers on campus. I remember in one of the BOE meetings in July it was stated that there was a \$50,000,000 surplus last year. My school is down 65 students for Weighted Student Formula which means we have to return about \$400,000. By not having teachers on campus there will be less water and electricity used which will reduce the deficit we are in.

Now for the second item I want to testify on the delay, and stopping, of all face to face learning. Return to school should be delayed until January at the earliest, with a set metric on when we can return, how we will return, and what it will look like at the return with no school returning without clear safety guidelines written and published.

The first reason that I believe we should not return to face to face learning after fall break is that the students will actually be receiving less new content instruction in blended learning. Currently my students are receiving live synchronous lessons in reading, writing, and math with new content taught five days a week. If we return to blended learning the students will only receive live lessons with new content the 2 days a week they are on campus. This will actually greatly reduce the amount of content that I will be able to cover this year with my class. This will only make the gap in education even greater. There is no way for me to be able to teach live in the classroom and manage online lessons at the same time. It is impossible. Blending learning will also reduce the amount of time my Special Education Co-teacher has to meet the needs of her identified students because we will no longer be able to meet with every child in a small group daily as she will have to meet with the students face to face and not be able to continue the online small groups.

Second, my school is still woefully unprepared. We never had a fully developed plan for lunch, recess, walking around campus, or even students using the restroom. How is it acceptable in any world to send students to campus without those vital plans in place. No school should be allowed to return to face to face learning in any model without those plans fully developed, written, submitted to at least the CAS, and published for parents to know.

The third reason that I do not believe that we should return to a blended learning model after fall break is that the students have already had so much change this year. We need to keep it something consistent for them for once in their lives. Students, teachers, and families have just figured out and gotten used to virtual learning. Switching to blended is only going to add so much unneeded stress and anxiety to teachers, students, and families.

Thank you for your time and consideration.

Jill Jacobs



What's Really going on

Nalani Arciero <nalani.arciero@k12.hi.us>
To: testimony.BOE@boe.hawaii.gov

Tue, Sep 15, 2020 at 1:22 PM

Aloha BOE,

I am writing to inform of my time in the classroom being a special education teacher during this ongoing pandemic.

At the beginning of the school year, I was very nervous and unsure of what to expect. Since beginning teaching face to face, I feel there is such a greater impact. Telework was not beneficial for the vulnerable population I teach (preschool). Having minimal students on campus (only those vulnerable) has been somewhat of a relief. Less students on campus means less concern on my end. I am worried about the return of our full population but for the time being, my school has done an excellent job at providing PPE for us.

However, putting my health on the line everyday is very worrisome. Telework is not feasible for my students, while I want to be there in person I often find myself getting anxious at the same time. There is no right way to enter back into the school setting, but we have to at least try. My main concern at this point is the return of the rest of the general education population and how we can properly adhere to this.

Another concern I have is the fairness/equality, while general education teachers can work from home or on campus, special education teachers are putting their health at risk daily. We have been here day in and day out, while other educators can safely teach from their settings of choice and remotely. On top of teaching everyday, there is the MOUNTAIN of paperwork and meetings that special education teachers are mandated to do. These documents take 3+ hours per child to do. Some solutions I suggest that would greatly help are: compensation for the risk and mandated documents special education teachers are bound to, district provided sub days to complete this paperwork and allow teachers a break from the classroom, and/or shortened days to complete mandated documents. I would like to add that parents have found these mandated documents and meetings to be very tedious and repetitive. Many parents expressed they don't understand why we are going "backwards" to address old individualized education programs (IEP) when new ones have already been put into place. Special education teachers should receive some extra support to allow us to do our jobs to the greatest extent possible.

Mahalo for your time,
Nalani Arciero

--

Ms. Nalani Arciero
Haha'ione Elementary
Special Education Teacher
(808)397-5822

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sped teachers with severe aggressive students

Nancy Parker <rowdycru2@yahoo.com>

Tue, Sep 15, 2020 at 1:23 PM

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

Hello,

I am writing because I have to work all day with my student. My student is a spitter. I constantly wear PPE that is too small for me but that is what the state provided so I have no other choice, but that is not the only problem. PPE is hot. It is exhaustive to work with students with severe disabilities that are aggressive and will spit at any moment to display a behavior. I wear as much PPE as possible. I look forward to taking the PPE off when I get ready for my student to leave. The day is miserable and I would think that since we live in a tropical environment with no ac that we could get some sort of relief for having to wear PPE all day. I know that nurses and doctors wear it, but they are in an environment that has AC. The DOE is putting teachers at risk by requiring them to work in an environment that is exhausting and risky.

I don't feel that the DOE's decision to require special education teacher to work face-to-face is fair. During the first shutdown I was able to make distance learning work. It was not easy and required extra work, but I was able to make it work just fine. I felt like I was doing my part to contribute to lessening the spread of the virus.

Difficult as it is, I would ask that the health and the safety of the students and teachers be taken into consideration when decisions are being made. I am close to retirement. I considered staying the additional 3 years to get that high 3, but now, I see that the DOE really does not have my or my students best interests in mind. It is very difficult to work in an environment such as this. I will be retiring as soon as I am eligible. Thank you



Testimony

Eric Iwasaki <eric.iwasaki@k12.hi.us>
To: testimony.BOE@boe.hawaii.gov

Tue, Sep 15, 2020 at 1:53 PM

TESTIMONY

I am submitting my written testimony on discussion item VI, B: Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 school year, including student access to devices and connectivity: personal protective equipment and sanitation supply needs: student attendance: and student academic status and progress.

I am a 7th grade social studies teacher at Kalama Intermediate on the island of Maui. It seems every month I am submitting testimony to the BOE.

Fortunately, after a heated discussion with the administration, some of Kalama teachers have been approved for teleworking with the understanding that we are on campus when "our students are on campus".

I say some of Kalama teachers because mostly the Sp.Ed teachers are not able to utilize teleworking since our school, maybe with a directive from above, considers only students with an IEP as the "vulnerable population" who have the opportunity to be on campus.

Some staff members at Kalama are fearful of even applying for teleworking and have not done so because they fear the public will have a negative reaction to staff members working at a remote site.

I do applaud the BOE for giving teachers the option to work on-site because some Kalama teachers consider our school to be a better working environment, whether it's less distractions and/or better internet connection.

As far as classroom conditions with in-person fully self-contained instruction, I think it's disappointing to see the risks these educators<teachers and EAs> are taking on a daily basis because these educators are making a difficult choice between their love of living and family lives and the love that they have for their students. Let's face it, including myself, although I understand their difficult choices and I understand that these educators have chosen this as their job, I am hiding in the back with everyone else and not raising my hand to help them out. My perspective is that our administrators are preaching that we are a team and to show empathy, yet, they're with us too hiding in our offices and classrooms and haven't even afforded these educators with a preparation period and a duty-free lunch.

As far as conditions for the vulnerable population and the inclusion learning model that is set up at our school and possibly other schools around the state, it's simply a joke. If the only students on campus are 100% Sp.Ed students, then their inclusion classes are not inclusion classes. Google classroom is a virtual setting and is not an inclusion setting either.

Although Kalama has not reported a Covid-19 incident on campus, the feeling on campus is it's only a matter of time.

On the issue of connectivity, I am curious to know if the DOE has researched to see if Kalama's bandwidth is capable of handling 100% synchronous learning with 100% teachers at school. In

addition, I am curious to know if the DOE has researched to see if Kalama's community of internet providers has the bandwidth capability to handle all of our students if we pivot to 100% synchronous learning.

On the issue of student academic status and progress, I am hearing through the grapevine that our principal in conjunction with other principals and the CAS are thinking of pivoting to mandate 100% synchronous learning. There is no silver bullet in education. I think principals and the CAS as well as parents need to step up their game like teachers and students have already done so. Start learning how to navigate Google Classroom. It looks scary at first, I'll admit that, but once you peel the layers back, it's not that difficult to learn.

These higher ups can't even run their own meetings and are definitely not the "Master Teachers" of distance learning. I guess I am revealing my age when I equate administrators with Master Teachers. These higher ups have sympathetic ears to the parents who are insisting to have synchronous learning.

Kids are playing their parents, parents are fearful of being considered failed parents, so the projection gets passed onto the higher ups who have the same feelings as failures. Wipe your tears, parents and higher ups, and start being part of the solution and learn Google classroom. The tech world would like that.

Sincerely,
a southpaw in a world of right-handers

btw, I'll save Acellus and the lovely dance between the DOE and the DOH for the next meeting

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Testimony

Kristen Kimura <akikohoku@hotmail.com>

Tue, Sep 15, 2020 at 2:08 PM

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

To Whom It May Concern,

I am testifying on discussion item VI, B: Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.

So far, despite all the challenges of getting everyone online and adapted to Google Classroom, things have been pretty successful. Although the students miss being around their classmates and teachers in person, they are thriving academically using their devices. They are more focused and receiving more individualized attention. Teachers can see student work in real time by jumping on everyone's document and giving personal feedback, encouragement, and assistance. Students are less afraid to ask for help because they can do so privately. Online learning has also boosted the amount of communication between students and teachers because we are able to email each other. And there is also a lot of parent involvement because teachers are emailing and calling parents to check on student attendance, work, progress, and areas of need.

I am one of the lucky few who has been allowed to telework. I feel that if teachers feel more comfortable and are able to do their jobs from home, then they should be given the option to do so. Teachers who are asked to work on campus and increasing their risk to COVID exposure and are also competing for bandwidth. Administration has access to all Google Classrooms and everything on Classroom can either be recorded or time stamped if the issue is lack of integrity on the part of the teacher which I find highly unlikely during this time period. Teachers are trying harder than ever to be a source of support, learning and even an outlet for fun and socialization for our kids because we know that they need us right now.

I feel there are still issues with keeping students and teachers safe while on campus. Even Superintendent Kishimoto said that the way DOH handled the situation at Dole Middle School was not timely and there are no definitive metrics about reopening schools.

We all want to go back, but only when it is safe.

Kristen Kimura



Acellus

Thelma Binz <808thel@gmail.com>

Tue, Sep 15, 2020 at 3:47 PM

To: testimony.boe@boe.hawaii.gov

Aloha,

I am a grandmother overseeing schooling for my 3 grandchildren. Two are distance learning through their schools and there are no complaints. However, my 7th grader is distance learning through the Acellus program. We are not pleased with the content of the social studies lessons. Every lesson after the first 4 or 5 has been nothing but religion. I feel like the class should be renamed Religious Studies instead of Social Studies. I/we are offended first at how they presented Christianity and now at how they are having us study Islam, Muslim, Judaism, Scriptures, etc...

I told my granddaughter to just listen to what the video tells her, answer the questions according to their teaching, BUT know in her heart that it is not what we practice. I understand that parts of different religions is something we are taught over the years in school, but nothing to this degree. After giving the program a chance over the past few weeks all I've noticed is my once brilliant over achiever grand daughter declining in her grades, and willingness to go to school. She hates the program, the videos are boring and pre recorded, and I'm afraid she will be behind her peers when she returns to school. I am willing to pay whatever it cost for my 1 grandchild to be in the program just to get her out of it and back into her school.

My feeling is that the DOE needs to remove the Acellus program from our schools statewide and let the children be taught distance learning through their schools and go to blended if and when that option is over. Acellus is not good for these children. Thankfully we have not been subjected to the poor taste in video lessons elementary aged kids have been dealing with. Again, we did not sign up for religious studies and poor instruction. I don't think enough research was done to assure that the lessons being given are at the same level or quality that the schools are providing. They don't hold up to Hawaii standards! Please get rid of Acellus !

Thank You,

Thelma Binz



Testimony

kristin.lindquist10@yahoo.com <kristin.lindquist10@yahoo.com>
To: "testimony.boe@boe.hawaii.gov" <testimony.boe@boe.hawaii.gov>

Tue, Sep 15, 2020 at 4:11 PM

Aloha.

I am testifying on the discussion item VI. B.

I am a special education teacher at Waianae High School. I have been teaching students in person and virtually. Initially the students who were attending were being very responsible with wearing their masks, but as time has passed I am seeing them lowering their face masks during my lessons. This concerns me.

I do not see any difference between the students who are learning from home and the students attending in person. Their skill levels are similar and some students with more challenges are staying home and learning virtually. Why are the students attending school, when it is safer for all of us for them to learn from home?. I know that there are students with special needs who really do need to attend school in person, but the students who are coming to my class are not in that category.

How is their placement determined? I wasn't asked about it. Is there a way that I can suggest that their placement be changed? They were meeting with me virtually at the end of last year and were doing fine. What do I need to do, or who do I need to speak with about this. Is there a policy in regards to this? If there is, I would like an opportunity to provide my input.

Thank you for considering my concerns and questions.

Sincerely,
Kristin Lindquist
Waianae High School
Special Education Teacher

Testimony

Mary S. <lokelani86@gmail.com>
To: testimony.BOE@boe.hawaii.gov

Tue, Sep 15, 2020 at 6:21 PM

Dear Board of Education,

My name is Mary Shire and I am a National Board Certified Teacher at a middle school on Oahu. I am testifying on discussion item VI, B: Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress. **I am writing to ask you to continue allowing schools to engage in distance learning throughout the 2nd quarter in order to keep everyone safe.**

The DOE and the State need to prioritize providing technology and resources to school communities that are more rural, or do not have adequate resources to support students in distance learning.

I feel that distance learning has been successful at my school. Our schedule is very similar to the one we have during a "normal" school year. I see each of my class periods for four, 45 minute periods of synchronous instruction a week. In the four weeks we have been in school I have seen a better attendance rate and a better work turn in rate than I ever have seen when we were completely in-person. I am able to interact with my students fully during those periods, providing real time feedback as they work in class. Myself and many other teachers have worked very hard to build these procedures and systems for online learning.

If teachers and students are forced to go back to school in a hybrid format next quarter I will only see my students for two synchronous sessions of 45 minutes a week. I will post tasks for them to complete asynchronously at home, but due to having to supervise students in class all day, every day, it will be more difficult to follow up with them on these tasks. As a result I will probably get through less curriculum in the hybrid format. Plus, we will all be wearing masks, six feet apart, which will provide limited socialization, which is a major argument for in-person school.

Having taught middle school for a long time I know it will be extremely difficult for my students to stay away from each other once we are in person and I worry that more issues could emerge as a result. Coming to school may cause even more stress for students and teachers as they may fear getting COVID and bringing it home to their families. If there is an outbreak of COVID a school may have to quickly shift back to all distance learning, but this switch may end up being extremely disruptive and difficult, especially if some teachers and students are sick.

Distance learning is not perfect for everyone and there are some students that may be better serviced on campus. Individual schools should be empowered to make the choices of bringing students back as needed and only have staff who are willing to work with these students to do so. That way all PPE and supplies can be focused on those employees as opposed to having to stock the entire school staff.

We are lucky that it appears that case numbers, especially on Oahu are going down. But that doesn't mean that we should automatically declare it is safe to go back to some face-to-face learning. We still do not have specific metrics from the Health Department regarding COVID in schools. The data given by the DOE about cases in school has been spotty at best. This does not provide a lot of reassurance that we would be ready to re-open.

Please continue to do the right thing to keep all our keiki, school staff and kapuna safe and continue distance learning.

Thank you,
Mary Shire



Testimony

Jenn Grant <jenn3737@hotmail.com>

Tue, Sep 15, 2020 at 6:36 PM

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

To Honorable Catherine Payne, Chairperson, Board of Education,

I am testifying on discussion item VI, B: **Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.**

I am a teacher at Farrington High School, a wife of a fellow DOE teacher and a parent of two girls in a DOE elementary school. Today I am testifying from my parent perspective.

1st off, I want to acknowledge the hard work of my daughters teachers. They are online everyday from 8-2pm. I can only imagine how tiring it is to do this with elementary students.

I am very concerned with the DOE's seemingly unilateral policy of not allowing teachers to telework. One of my daughters teachers was denied telework and sits on the Google meet during class as well as still grades their work. All while she is on LEAVE. An aide helps the students in the Google meet but the teacher who was forced to take leave is still essentially working.

This enrages me as a parent that this teacher cannot telework and provide direct math instruction to my daughter while a possibly non-qualified staff is running the math groups. I want a highly qualified teacher teaching my daughter. This is unacceptable.

I could care less if this teacher taught my daughter from her house. She is still working anyway! Why is DOE so insensitive and punitive about telework? This teacher should be able to telework and not feel obligated to be on the Google meet or grade because she cares about the students and her profession.

Please fix this. Let your teachers telework if that is what they have to do for the time being. This is a GLOBAL PANDEMIC and teachers should be allowed to telework from home like many other professions currently do. Telework does not diminish their professionalism. Teachers will teach from their car if they had to. Stop demeaning and micromanaging them.

Respectively submitted,
Jennifer Grant

Sent from my iPhone



Vanessa Ott

2825 S. King St., #2901, Honolulu, HI 96826
FreeSpeech4us.com

(808) 854-1018
MsVOtt@gmail.com

September 15, 2020

To: State of Hawai'i Board of Education
Testimony.BOE@boe.hawaii.gov

Position: Streamline SCC waiver process,
but not at the expense of impartial
oversight.

re: Sep. 17, 2020 GBM **Agenda Item V.(B.)** Delegation of authority for interim approvals of
SCC requests for waivers from policies, rules, or procedures for the 2020-2021 school year.

Aloha,

I commend the Board of Education for taking action to streamline the process for reviewing and making decisions regarding SCC Waiver Requests.

However, I strenuously object to any rule of operation that does not, at its core, contain a system of checks and balances. Giving sole decision-making authority to one person for waivers of *any* DOE regulations or policies institutionalizes totalitarianism. We need *more* openness. More accountability. More public involvement. More shared decision making. More impartial, at least 3-way vote review of all the rule bending that goes on. More checks and balances, please. NOT LESS!

In my own experience the "School Empowerment Model" that the BOE has been endorsing the past few years has become a euphemism for even less accountability to the public than we had before. This model is institutionalizing totalitarianism at the school, complex, and state levels whether you are aware of it or not. So, please be aware – the more you wrest decision making away from groups of impartial observers (such as the BOE). and consolidate all authority into one person (a CAS, the Superintendent, a Principal) the worse the system becomes. We desperately need a Stakeholder Empowerment Model – what SCCs promised but never delivered.

The recent changes to the SCC waiver system may simplify the process, but impartiality is being sacrificed for expedient autocracy. Apparently, the public education system will continue to slide around in mediocrity, or worse, until the BOE recognizes that checks and balances, authentic systems of accountability, are needed at all levels of the DOE yet sorely lacking. Please learn more about checks and balances, and come back to the table with a method that ensures greater accountability, not less.

Mahalo,

Vanessa Ott



Testimony

Judy Waite <judyhula@icloud.com>
To: testimony.BOE@boe.hawaii.gov

Tue, Sep 15, 2020 at 7:07 PM

9/15/20

Aloha Chair Payne and Members of the Board of Education,

My name is Judy Waite, and I am testifying on on discussion item VI, B: Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.

I am a sixth grade teacher at Kilauea Elementary School on Kauai. I have been teaching for 20 years, and I am a National Board Certified Teacher. I will turn 65 in November. A heart condition places me at high risk of severe illness and death from Covid-19. I'm scared, and as the second quarter approaches, I feel that I'm running out of options.

Back in July, I applied to teach remotely as an ADA accommodation. As we all know, the CDC recommends that people over 60 (especially those with underlying health conditions) stay home and away from people.

Last week I was informed that, though my ADA was "approved," I would not be allowed to teach remotely - and that since it was the only accommodation I had requested, I would have to begin a whole new ADA application. I will be appealing. I applied for telework, but the DOE is routinely denying that for teachers, and no teacher I know of has obtained permission to teach remotely. In fact, my school has had vulnerable students on campus the entire quarter, though we are supposed to be "100% distance learning."

My sixth graders are actually great at distance learning, and I find that they are much more focused and polite than they would be in class. A few need gentle reminders, but those same few would also need reminders in class. I myself am getting better at distance teaching every day, and would love to continue to serve the DOE as an online-only teacher.

But it seems the DOE feels that, contrary to CDC guidelines regarding older adults with health issues, it should be enough to "strictly enforce mask rules and 6-foot distancing," as they said in my ADA rejection letter. So when students return to school, the DOE wants to force me to be in an enclosed space with 20 of them (10 at a time of course) for 7 hours per day, 5 days per week.

I don't know if you have ever met a middle school student, but they tend to attract each other like magnets, and just try making them adhere to a mask rule. We can't even get all the teachers at my school to wear their masks appropriately and consistently; what makes anyone think 6th graders will be better?

So if students return to school, I may be forced to retire or take leave. My mental stress right now is so great that my doctor has actually recommended I take a leave, since I can't sleep and I'm starting to cry for no reason. I'm not the only one who feels this way. Many older and health-compromised teachers are trying to get telework, and all seem to have been denied. I'm trying to hang in here until the end of this quarter, and hopefully the whole semester, while holding my breath and hoping that you won't see Kaua'i as some magical place that is safe from COVID-19. It only takes one essential worker traveling between Oahu and Kaua'i to start it, and then it will be in our schools. I can't take that chance!

Teachers are planners. Right now I am planning for four separate possible futures: teaching completely online, medical leave, retirement, or death. I have written a will, consulted my doctor and financial advisor, and sorted through my personal papers. The stress is incredible, and with the DOE unable to answer any of the metrics questions they said they would address before they opened schools, the pressure is unbearable. My blood pressure is not good.

In testimony before lawmakers last summer, Bruce Anderson mentioned the dangers to teachers as almost an afterthought, admitting, "The disease is far more serious for older people. That doesn't necessarily help the teachers, of course, or the faculty who are worried. But for the kids themselves the risk is relatively low for serious disease." Dr. Anderson is right. That doesn't help the teachers, especially those like me.

Superintendent Kishimoto seems to think that the artificial "ohana bubbles" created by dividing my class in half will protect the other students and their families. But our small community here on Kauai is interconnected by many tangled social

webs. I would see all the students, and have 20 possible ways to die. There is no consideration for veteran teachers like me from the DOE.

I'm hearing increasingly panicked messages from fellow teachers at my school, as we realize the DOE doesn't really care about us. Some are ready to quit, and others, like me, are weighing the dangers of bringing students back to school against the safety of retirement. We need reassurance that the Board of Education cares enough about our students and staff to understand that safety is essential to the success of our schools. Distance learning is of course not ideal, but it is the best way to protect the lives of our teachers, students, families and communities.

Thank you for hearing my testimony, and I urge you to put off reopening our school campuses until COVID-19 is no longer a threat.



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

Testimony September 17 General Business Meeting

Nolan Alexander <nolana801@gmail.com>

Tue, Sep 15, 2020 at 7:11 PM

To: Testimony.BOE@boe.hawaii.gov

Oppose

Agenda Action item V, b.

Dear Members of the BOE:

Thank you for the work that you do in improving Hawaii's public schools. I respectfully submit to you the following opposition in regards to your recommendation to delegate authority to the CASs is concerning for the following reasons: (1) CASs have difficulty answering questions, they lack institutional knowledge and basic skills to understand DOE regulations and statutes. (2) CASs deflect responsibility valuing self-preservation, position, and power instead of exercising care in how their decisions effect the Department. An example, in meetings with principals, when CASs are questioned about liability, CAS response is "don't worry, the DOE protects you". Their actions do not exhibit their understanding of the duty to serve the public interest. (3) Decision making is difficult for CASs, some make arbitrary decisions based on friendships, and others won't make a decision. Modeling critical thinking is desperately desired by the Department's leadership.

The leadership development and training is questionable in the Department.

Thank you for the opportunity to testify.

Sincerely,

Nolan Alexander



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

Testimony

Piper Selden <piperselden@gmail.com>
To: testimony.boe@boe.hawaii.gov

Tue, Sep 15, 2020 at 7:23 PM

Aloha,

This may be the shortest testimony you receive in regards to Acellus Learning Accelerator in Hawaii schools. Here it is:

FAPE -- Acellus does not provide it.

Free Appropriate Public Education. Please stop at the second word. That word is "appropriate," and Acellus is not.

I realize your time is short because you are reading a lot of testimony. If you have a few more minutes, allow me to say a bit more.

As you well know, FAPE is an educational entitlement of **ALL** students--SpEd and GenEd--of the United States, including the State of Hawaii. FAPE is guaranteed by the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act.

Do the right thing. Our keiki are depending on you. And they are worth more than whatever piddly price the DOE paid for this wildly inappropriate program. Do the right thing and yank Acellus. Do it yesterday.

Piper Selden
Writer, Teacher, Liver of Life
Planet Earth and Beyond

"Educating the mind without educating the heart is no education at all." ~ Aristotle



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

In-Person Teaching Conditions

Shel <kahom143@yahoo.com>

Tue, Sep 15, 2020 at 7:28 PM

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

I teach preschool in-person and online. It has been very difficult to synch the two forms of classes and make sure my distance students are receiving the same quality service as my in-person students. The parents do try, they are more than willing to tell me their needs and ask for assistance. As far as the in school conditions are concerned, my principal has done an excellent job trying to ensure the safety of me and my students. Personal gear including masks, shields, gowns, and gloves. The masks and shields are for students and adults (yes, two different sizes) The custodians regularly come in and disinfect the room and manipulatives used by students.

Mahalo,
Shellie K. Maize



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

Testimony for the meeting on September 17, 2020

To: testimony.BOE@boe.hawaii.gov

Tue, Sep 15, 2020 at 7:46 PM

To Whom It May Concern:

I would like to submit my testimony anonymously.

I am a teacher at Dole Middle School. It was heart-rending to know that two employees and one student tested positive of COVID and then one of our colleagues died of COVID. Despite what happened, we are not granted an option to telework except for some admin personnels. We still go to school like nothing happened. I am fearful for my life and my family especially for the lack of transparency about positive cases in our campus. I only received an email from the principal about 3 application forms we need to fill in for telework today, but would still need approval from our Vice Principal then finally our Principal.

Thank you very much!

Sincerely,


Teacher, Dole Middle School



Testimony: Distance Learning extension

G R <gramirez123@hotmail.com>

Tue, Sep 15, 2020 at 8:09 PM

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

Dear BOE,

I am a 5th Grade public school teacher from the Leeward District. I am writing today to encourage you to highly consider extending distance learning until it is safe to bring students and staff back to campus.

From my experiences this school year, on the first week of face to face training a parent and child were on campus to be trained. A day later our school was informed that the family tested positive for Covid 19. The teacher who taught the family was in quarantine afterwards. Also a letter was sent out to families of our school about the incident.

Then the following week a school worker who supports 3 public schools (including my school) tested positive and was on campus. Another letter to families was sent out.

All in the first weeks of the school year?

Call me crazy but that is a serious example of how easily an infected person could be on campus. Also our school follows protocol and does not temperature check visitors due to liabilities.

Who will be liable if students and staff get infected during face to face instruction? Who will be liable if anyone in our school community gets sick or tragically passes away from being infected in the workplace?

I am writing simply in response to hearing about the tragedy at Dole Middle School. This tragedy should not have happened. What will the BOE and DOE do to support her family? A simple "sorry for your loss" is insufficient. She worked hard to support her school and to support her family.

What will the DOE/BOE do to support all staff and students in education to keep us safe from the pandemic?

Please don't tell me and Hawaii's school community that it will be "business as usual" and open up face to face learning in October. There's evidence right in front of us that this pandemic is real and yet teachers and staff are still reporting to work.

Let's be smart and have teachers work from home. This is not out of convenience but more as a way to keep everyone safe from the pandemic.

On the bright side of distance learning? Students are focused and learning with me online. We have learned the rituals and routines during distance learning. Students are improving and adapting. We are all being flexible. Although we are learning from a distance, the students are social online through the chat system and during times to talk story with classmates. Also the students attendance is at a high percentage. Lastly, the students are safe from being exposed to the pandemic by staying home.

In closing, please stop and think about your decision for the entire department of education. Are we going to maintain the business as usual mentality and open up schools for face to face learning? Or will you consider the facts and evidence that we already have positive cases within our school community.

Please show more aloha and continue distance learning until there's a vaccine or until our nation is 100% certain that it's safe to teach face to face.

Thank you for your time, patience, and leadership,
Mr. Gil Ramirez
Dedicated Public School Teacher of 15 years.
Leeward District

Testimony BOE

From: Patricia Saidy <triciapatton@hotmail.com> on behalf of Patricia Saidy
Sent: Tuesday, September 15, 2020 8:11 PM
To: testimony.BOE@boe.hawaii.gov
Subject: Testimony

Discussion
Patricia Saidy

Testimony BOE

From: J808 Town <j808town12@gmail.com> on behalf of J808 Town
Sent: Tuesday, September 15, 2020 8:18 PM
To: TESTIMONY.BOE@boe.hawaii.gov
Subject: Testimony

Aloha Board Members,

Let me start by saying that I have never worked so hard in my life. I am a veteran teacher who has taught over 26 years. Even with all the struggles, I am so glad that DOE finally made the correct decision by doing Distance Learning. I am scared out of my mind to think about what could have happened if we opened our schools back in August. Many more lives would have been lost and I wonder who would have shouldered the blame. Thank you BOE for listening to the teachers, principals, and parents. Obviously, we all made the right decision. With only 3 more weeks of 1st quarter left, we need to make a decision and extend Distance Learning into the second quarter.

Distance Learning has been a struggle but there is a light at the end of the tunnel. The students are learning every day! They are getting better with technology, learning new platforms like Seesaw (where they can upload work for teachers to see, correct, and offer immediate feedback), and enjoying coming to class every day. Parents have emailed me telling me how their children are enjoying our Distance Learning. Teachers are so creative we are finding ways to have our students socialize. During recess and lunch, I am allowing my kids to chat on Webex (they love it) and talk to each other. We have "Lunch Bunch" on Fridays where we all eat lunch together and talk story. Just this past week, we watched a video together as a class and they could bring their popcorns, etc. I am also planning a dress-up day and having them pick a theme. See, we do not have to be in the classroom to offer socialization. However, if we are back in the classroom I hope you realize that we will have very unhappy students. They won't be able to do ANYTHING together and will be in isolation all day long. They will have barriers on their desks and so will I. I will NOT go up to students to provide feedback or help because I am scared to death that I might get COVID and die. I don't even know how the students will hear anything that I say under my mask AND face shield. I'm sure you have tried talking to someone while wearing a mask and know how frustrating it is. We can't hear or understand anything not to mention how hot it will be. I am a high-risk teacher so for the sake of my family, I have to take every precaution that I can. I have young children that I have to be around to take care of. Who is going to take care of the Dole Middle School clerk's daughters? She would still be alive if DOE allowed us to telework. Ms. Inoue would still be around to watch her daughter graduate from college and get married. I'm sure she was looking forward to being a grandmother one day. So am I... I want to be a grandmother so much and have been looking forward to retirement soon. But all my dreams can be gone just like that. I can't take the chance even if the state insists the risk is low. I don't care how low it is but unless someone can guarantee me that I will be safe. I'm sure Ms. Inoue didn't think going into a school office as a clerk would have cost her her life. Why play Russian Roulette with lives when we can safely teach students at home. Some teachers (probably the younger ones) might want to teach from classrooms and that is fine. But we are not all the same so let us choose.

Unfortunately, I have no faith in our state right now. Look what is happening to our Dept. of Health. It is a mess! No leadership, no responsibility, and no direction. People are leaving and being reassigned so quickly. Our senators have said that they are not being truthful so how can I trust them with my safety. Even Dr. Kishimoto said at the Senate Covid Meeting that DOH has not been consistent or reliable. Maybe if they acted promptly, maybe Ms. Inoue would still be alive. It just breaks my heart to think that her death could have been prevented. They are scrambling right now to get the department in shape. Let's give them time to do this and by continuing DL into the second quarter. Just the other day, Dr. Fauci told Americans to "hunker" down because it will be a disaster to have the Flu and COVID at the same time. Classrooms are the perfect place for both outbreaks no matter how many PPEs or safety protocols we may have in place.

We can continue what's working right now and have our vulnerable students on campus. At my school, our special education, FSC, and ELL students are being taught in the classroom. At least this way, we have fewer students and staff on campus which makes it much safer. The BOE's position has been to advocate for the vulnerable students and safety for all. Well, we found a solution. The ones that are doing well with Distance Learning should continue and the vulnerable population should continue to come to campus. One last thing, if we continue DL, all students will be taught every day. But with our Blended model, the students would have seen their teacher 2 or 3 times a week. I'm with my students every day from 8 am to 2 pm. I am able to work more with small groups and do better assessments. I have each student record their oral reading and I can actually listen to each student and provide feedback. In the classroom, I'm lucky if I can listen to a few students a week because what would the other students be doing when I'm working with a student. It takes me hours to listen to these prerecordings but it's worth it.

Like many teachers, if we go back to face to face teaching right now when it's not safe, I will take a medical leave. I already spoke to my doctor and he has already approved me. I know there will be many teachers that will do the same. So are we really helping our students if there is a shortage of qualified teachers to teach? Substitutes will have to learn all the new teaching platforms and curriculum. It will be impossible!

Lastly, I don't understand why we cannot telework when we can do the exactly same job at home. I have 2 computers and high-speed internet. I would think it would make my Webex meetings more efficient since I don't have to rely on the state's slow connectivity. I don't understand why teachers have to drive hours just to be locked up in a HOT classroom for 7 hours. I sometimes don't want to use the restroom too often because they are many of us who share the restroom. Why take chances? If some teachers want to teach from the classroom let them. It should be a choice teachers should be able to make based on what's the best situation for them. Kishimoto once again is NOT telling the truth because she keeps saying teachers can telework but why do we have to even fill out this lengthy application to telework. Have you seen the application? The questions are pretty ridiculous and many teachers have been denied. Each complex is making up its own guidelines and subjectively denying telework. It feels like she is doing this to punish us for speaking up against her and the DOE. It was ridiculous for teachers to go to our empty classrooms during a statewide lockdown. The only application that's being approved is if you have a doctor's note or a medical condition. The only requirement should be if we can do our work effectively at home. I know BOE asks a lot of questions regarding this but please don't accept her famous roundabout answers. She said the decision was left up to the principals and that's not correct. The principals are saying that they are following a directive which she mandated. In the memo written by DOE they can ONLY approve telework for medical reasons. Please ask her why we can't telework if we can do the same quality of work from home and have all the technology that we need. I probably have more and better technology at home than at my school. That should be the only criteria!! Sorry, I last thing, we didn't get all our PPEs yet. All I have in my classroom is soap, sanitizer, and paper towels. I saw the list of PPEs that she said schools received. Where are they? Why didn't the teachers get them. There is something really wrong with what is going on... I'm so confused! With that said, the state, DOE, DOH, and schools are not ready for face to face teaching of ALL population. We need a phased-in approach by bringing in vulnerable students first then kindergarten and so on. The state learned that rushing too fast had dire consequences so we must learn from that and be more mindful. Thank you for your time!

JKL

Testimony BOE

From: SLKFB Bonk <sandykfb@gmail.com> on behalf of SLKFB Bonk
Sent: Tuesday, September 15, 2020 8:26 PM
To: testimony.BOE@boe.hawaii.gov
Subject: Working from home...

Aloha BOE,

I am a teacher, home, and working with exception because of age, Covid, and therapy back-up testimony due to Covid fears. I love working from home. I see students up close with no masks. I always work one on one with direct participation on assignments.

I teach ELL so our emphasis encompasses Listening, Speaking, Reading, and Writing in each session. We work on grammar, vocabulary and mechanics on several types of lessons. Students are focused on the task and show advancement on learning. There are few distractions.

As an aside I work more hours, get more done, And usually work straight through from 7:30 to 5 or 5:30 with only short breaks. I get so much more done and am even taking a class Saturday's.

Students committed to learning show up. There is no wasted time with goofing around. Please stay open minded. Teachers know what they can handle and if they think they can work from home instead of sitting in an empty classroom...believe me...they know what they are doing. Efficiency is the key.

Thank you.

Sandra Bonk
Keaau Middle School
ELL 6, 7, 8th Grades

Sent from my iPad

Testimony BOE

From: miltontanji@gmail.com
Sent: Tuesday, September 15, 2020 8:32 PM
To: testimony.BOE@boe.hawaii.gov
Subject: Testimony

I am a elementary teacher in Winward Oahu. I strongly believe that ALL teachers should have the option to telework. I currently have students in my room one who already was in quarantine due to the Covid-19 virus. I help take care of my aging parents and in-laws. Every day I come home from work and think if I have put them, my children and myself in jeopardy. WE as teachers are in school not by choice while others have the option to work from home. Please allow us the option to telework.

Testimony BOE

From: Yvette Rapozo <yrapozo0@twc.com> on behalf of Yvette Rapozo
Sent: Tuesday, September 15, 2020 8:32 PM
To: Testimony.BOE@boe.hawaii.gov
Subject: Testimony

Dear BOE,

My name is Yvette Rapozo and I am a 2nd grade teacher at Kapa'a Elementary School on the island of Kauai. I am writing today to express concerns regarding the decision to allow students back on campus. I am in favor of continuing distance learning through the 2nd quarter. Do I want to do it? NO!! Providing distance learning opportunities and activities as well as instruction to my students has been the hardest thing I have ever done as a teacher. Everyday is a challenge; mentally, physically and emotionally. Is it the best way to teach kids? Definitely not! There is nothing like having students in class and instructing them, providing feedback and assistance as well as supporting their academics needs in person. It also helps us provide emotional and mental support as needed. But my concern is that we are going to open schools up after Fall break to face to face instruction and then allow tourism to resume. We are going to watch our numbers grow once again and watch mass amounts of spread happen to students, teachers, and school staff. And my main concern is the health and safety of us all.

If we were to go back to face to face instruction and our numbers start to go up again (which it will), we would have to go back to distance learning. I don't think you understand the toll that take on all of us; parents, teachers, students, etc. The pivoting from face to face to distance learning was hard. It involved a lot more work and took a lot out of me and my colleagues. We face many challenges daily. If we were to resume face to face instruction and then have to shut down again, I truly do not know how many teachers could do that. I don't know how many teachers will FINALLY say "enough is enough"!! I don't know how many teachers will choose retirement or another profession leaving the DOE short of qualified teachers. I do not know if I could withstand the emotional and mental toll it would make on me and if I could do it. To the outside world, it looks easy and not hard at all. But for those of us in the trenches, we do know. It is far from easy. For everything we did in class, it now takes us at least 5 times longer. I am no fan of distance learning, but I am truly not a fan of seeing colleagues get ill or die as well as facing that fate myself.

I would like to see tourism open before schools and numbers allowed to decline before we even think about returning to face to face instruction. I would like for kids to come back to school and stay, not be sent home to learn once again. Let's make a plan that will stick and make sense. I kindly ask that you place the health and safety of everyone at school as your first priority.

Sincerely,
Yvette Rapozo
2nd grade-Teacher
Kapa'a Elementary School

Sent from [Mail](#) for Windows 10

Testimony BOE

From: Rachel Sample <sweethomeboutique@hotmail.com> on behalf of Rachel Sample
Sent: Tuesday, September 15, 2020 8:40 PM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony

Hello,

I am a the Uplink after school coordinator at AMS.

I would LOVE to see our students rerun after fall break. They are miserable with being home all of the time and I feel it is adversity affecting their mental health. This is especially true for our school because many students are in military families, have just moved here and are in middle school for the first time. They have friends and having a very hard time making them. They are very unhappy with being home all the time and it makes me very worried for their overall well being.

Rachel Sample
Uplink Coordinator AMS

Testimony BOE

From: [REDACTED]
Sent: Tuesday, September 15, 2020 8:51 PM
To: testimony.boe@boe.hawaii.gov
Subject: Anonymous Board Testimony

I'd like my testimony to remain Anonymous. Please use the info below:

Testimony on "Presentation on Acellus Learning Accelerator distance learning program ("Acellus"): program review process; how Acellus is used by schools; what elementary and secondary students use Acellus for; content and rigor; parent and guardian distance learning election; supports for students, teachers, administrators and parents and guardians"

Dear Board Chair Payne, Vice Chair Uemura, and Members:

The delivery of education under Kishimoto's leadership has and continues to be a travesty. She commodifies the Hawaiian language, pits the public against teachers, unapologetically pushed through a school start date knowing the DOE and state (e.g., DOH, etc.) system and staff were not ready, and now defends her choice of Acellus. Members of the public and UH faculty pointed to racist and inappropriate pieces of the Acellus curriculum during the 8/20/2020 BOE meeting. We are in disbelief Kishimoto is tone deaf to the public calls to end Acellus' use. Kishimoto claimed she pushed for the August 4 school start date on behalf of the voiceless and the most vulnerable of our kids. She prides herself on her fight for equity. Does she have a different view of achieving equity when it comes to curriculum taught about Native Hawaiian, black, and brown students, families, and histories? We saw a few military connected schools cut ties with Acellus citing it was racist. Only a few out of 190 Hawaii schools are willing to stand for students and parents that endured lessons debasing heroes like Queen Liliuokalani, and Harriet Tubman. Kishimoto claims no one complained for 10 years about Acellus' use. Does Kishimoto need more kids and parents to let her know they have been devalued to cease Acellus' use? Should the Board not course correct when state action dehumanizes members of our community? This is beyond discrimination. If Kishimoto doesn't acknowledge the harm of Acellus to Native Hawaiian, black, and brown students, can she acknowledge inappropriate content that our communities are attempting to cure? KITV ran a article about how the Acellus curriculum used buying cigarettes as part of a word problem. Studies show Hawaii has a smoking and vaping issue amongst our kids. Acellus normalized smoking. Does the Board and State of Hawaii still accept Kishimoto's defense of Acellus?

Kishimoto rushed through school reopening with no plan, failed to heed warnings about Acellus, and months later is still reviewing the program with no urgency. We call the latest push to review Acellus "shibai" - pure pretend for the upcoming Board meeting. Acellus' use and contract must end and students must be taught by Hawaii teachers. What are we paying teachers to do if kids are using this online program? Some teachers are successfully teaching distance learning classes using their own curriculum. In addition, Acellus' curriculum isn't aligned to our state standards - this is a fundamental flaw with any state-funded curriculum. Or were federal funds used, posing another issue with US Department Of Education oversight and misuse of federal funds?

Please hold Kishimoto accountable for her failures. Give our kids and parents the message that the DOE may not care about Native Hawaiian, black, and brown lives, but the Board Chair, Vice Chair, and Members knows they all matter.

Kishimoto claims Covid-19 caused unprecedented times. We need a leader that can rise to the occasion and not

use it as an excuse. The Board must carefully oversee Kishimoto's decision-making - implementing a hand-over-hand approach - as she has and continues to harm our kids, staff, and parents with each careless decision, omission, and failed action she has taken during her tenure and particularly since March 2020.

Mahalo.

Testimony BOE

From: Patricia Saidy <triciapatton@hotmail.com> on behalf of Patricia Saidy
Sent: Tuesday, September 15, 2020 8:53 PM
To: testimony.BOE@boe.hawaii.gov
Subject: Testimony

Testimony on Discussion item VI, B

Aloha,

I am a mother of 6 children. I currently have 2 sons in high school (one has autism and is special needs), 1 daughter in middle school (7th grade), 2 daughters in Elementary (one in 1st grade, one in 3rd grade) and a 20 months old. The closure of schools and children being forced to distance learn has been extremely difficult and harmful for my family and children.

I have made it known to our district superintendent as well as my childrens principals that we support the return to school, despite the early surveys taken in summer asking parents what type of hybrid learning schedule they would like for their child. We strongly feel that especially with our younger children, face to face classes and instruction are highly necessary for them to grasp the basic foundations of subjects such as math, reading and science. These fundamentals will shape how they succeed or not succeed in their academics.

As a result of devices given to my younger children for distance learning, their computers were flagged for inappropriate content use. We were under the impression that the devices were given to children for ONLY school use and websites, NOT to all sites on the internet. Yet, they were able to get into sites they have never been exposed to before. After researching a project, my 8 year old's computer was flagged for opening a site that was inappropriate. As anyone knows who has an familiarity with the internet, even an innocent search on google could lead to very negative and undesired results. I do not blame my daughter. I blame the school system and our leaders who do not take into account the kind of harm they are doing to children. The internet is a very scary and dangerous place. This is why my children in general do not have access to internet devices at home. Because as a concerned parent, I try to prevent this type of situation from happening. Now granted, they had me tell them what is out there on the internet, they had their teachers and administrators tell them to be responsible individuals and make good decisions about content use on their devices. But they are 6 years old. They are 8 years old. They are young and curious and they most definitely will not always make good decisions, especially when you give them an electronic device that they do have access to on a regular basis.

How are you to say that this could be my fault as a parent? How are you to fairly claim that this situation happened because I was not watching my children. Yes, at that moment, I was not watching them. I was nursing my 20 month old and putting him down to a nap. This is what his regular routine would be. Normally, my children would be in school at this particular time. They would be face to face with their instructors learning, playing, and being educated on all their academics. But you have taken this from them. You have made ME their educator. Without my consent and without my permission. You have made me choose between raising my youngest child or educating my younger children at home.

We recently returned their school laptops and hotspot. We have opted out of our children using electronics. I am currently printing out worksheets and my children are completing work on paper and pencil.

Please, I humbly ask you to open up our schools. Not just for the sake of our children, but for the well-being of all families.

From a concerned parent,
Patricia Saidy

Testimony BOE

From: Alaina Drescher <pico_alaina@yahoo.com> on behalf of Alaina Drescher
Sent: Tuesday, September 15, 2020 9:00 PM
To: testimony.boe@boe.hawaii.gov
Subject: My son needs to go back to school in person

My son absolutely needs to go back face to face instruction. He doesn't learn from a computer, or sitting there for hours. He thrives off of social interaction and teacher interaction. There are so many down falls for keeping kids distance learning. Please please open the schools. I also Work full time and CANNOT give my child a proper education.

Alaina Drescher

Sent from my iPhone

Testimony BOE

From: julie bruce <spongeingbob@gmail.com> on behalf of julie bruce
Sent: Tuesday, September 15, 2020 9:03 PM
To: testimony.boe@boe.hawaii.gov
Subject: Extended distance learning

Aloha,

I am a parent to 4 children. 2 are in HS and 2 are in elementary school.

As a family we decided to keep our kids home for their health and well being. Now I know not all families are in the same situation as mine, however the old saying goes better safe than sorry. I feel for all the educators and faculty. But I also feel like kids are ALWAYS transmitting illnesses minor or major. With all of the mixed households on island why would we want to risk the health of our educators or the elders in families?

In my opinion it's better to keep the kids, teachers and other faculty safe and healthy so that when we are prepared to continue in person classroom time we can. Not to mention we will not have a vaccine until probably 2021. If we're lucky. If one comes before then (rushed) not many will opt to receive it.

The vaccine is a whole other issue. Will it be a required school shot?

I just don't see a safe way for in person classes to return without funding for in school testing, sanitation stations, ultra violet walk through a etc. The US failed containing this. Colleges are having outbreaks and having to close their doors. Israel just had to shut down again.

<https://www.latimes.com/business/story/2020-05-28/coronavirus-vaccine-development-timeline>

<https://www.usatoday.com/story/sports/college/columnist/dan-wolken/2020/09/15/college-football-celebrates-covid-19-outbreaks-lsu-texas-tech/5809446002/>

<https://www.thesun.co.uk/news/12662145/israel-first-country-second-coronavirus-lockdown-yom-kippur/>

<https://www.smithsonianmag.com/smart-news/long-shadow-1976-swine-flu-vaccine-fiasco-180961994/>

Just call the school year. Or maybe try again at spring break. Maybe the world will be in a better place.

The Bruce family

Testimony BOE

From: Krystal Roberts <mrskrystalroberts@gmail.com> on behalf of Krystal Roberts
Sent: Tuesday, September 15, 2020 9:03 PM
To: testimony.boe@boe.hawaii.gov
Subject: go back to school in person

My child would like school to resume. She is not doing well with virtual learning. Not blaming the teachers, they are doing the best they can, but she is not the type of child who can learn and focus at home on a computer. I do not want her to fail because of not being able to learn in class.

Testimony BOE

From: Rebecca Turcotte <rlt6708@icloud.com> on behalf of Rebecca Turcotte
Sent: Tuesday, September 15, 2020 9:04 PM
To: testimony.boe@boe.hawaii.gov

I'm a parent and I want my kids in school.
Sent from my iPhone

Testimony BOE

From: Jessica Boykin <paliana86@hotmail.com> on behalf of Jessica Boykin
Sent: Tuesday, September 15, 2020 9:17 PM
To: testimony.boe@boe.hawaii.gov
Subject: Distance Learning

Good evening,

As a parent of a high risk (medical) child, I would prefer to continue distance learning until the end of the semester.

The children and their grown-ups are hopefully in routine by now. I know my child's school is going above and beyond to help the kids and parents navigate this time.

Not only, is my child's health and safety my number one priority but if and when the kids go back to school, I'm aware it will not look the same. At least in our home, he isn't in a mask for 5 hrs a day. He can safely walk around the neighborhood during his breaks. He can eat lunch comfortably. Although the interactions with his peers aren't the same, I feel like it's more interaction than if they were face to face. I don't envy the decision that you have to make but knowing that if my child catches COVID it will entail a hospital stay with his underlying health conditions, I'm extremely hesitant.

Has we've seen Hawai'i numbers have been a roller coaster. The numbers might be down now but we've seen how quickly a cluster can spread.

Thank you for taking my opinion into consideration,

Jessica Boykin

Get [Outlook for Android](#)

Testimony BOE

From: Angela Whitten <apwhitten@yahoo.com> on behalf of Angela Whitten
Sent: Tuesday, September 15, 2020 9:23 PM
To: testimony.boe@boe.hawaii.gov
Subject: Continue virtual school option

Greetings,

I'm writing to request that the BOE offer families the option to continue virtual learning through the end of 2020. It is my hope that elementary schools will provide an option other than Acellus. For the safety of everyone we are safer at home for now.

Thank you.

Testimony BOE

From: Gwen Jones <jonesgnn@gmail.com> on behalf of Gwen Jones
Sent: Tuesday, September 15, 2020 9:24 PM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony about virtual learning

I am a parent of 3 kids in 3 schools and a substitute teacher (if we end up going back face to face). I would send my kids back full time in person (f2f) or as much as possible. Two of my three kids are not good online learners and I do not feel that any of my kids are learning as much as they would face to face. (I will say 2 of the 3 schools are doing a good job with communication and consistency (one is not), so they are mostly doing their best, and I appreciate all the teachers and administration who are working hard to help teach our kids. I just do not feel virtual is giving the same level of education. It is way too much screen time also. Plus I have one kid that is feeling really lonely and not dealing well with the isolation/lack of social interaction from school and missing physical activity from sports (and really all 3 want to go back to school). Our kids need to be active and healthy! Honestly covid is not even that bad here in Hawaii especially compared to other places. And the current state measures do not even address the actual cluster spots of prisons, over 26 senior centers with outbreaks, low income gov housing with multiple generational families, etc. If kids can be in stores and day care centers, there has to be a way to provide a sanitary safe environment at school with actual teachers. Thank you!
Gwen Jones

Testimony BOE

From: Sheena Gufford <sheenaerin@icloud.com> on behalf of Sheena Gufford
Sent: Tuesday, September 15, 2020 9:27 PM
To: testimony.boe@boe.hawaii.gov
Subject: Distance Learning Scenario

Aloha,

I am a parent to two children in the Hawai'i public school system. I am blessed to have a healthy middle schooler and a high risk elementary school child. Since I have a high risk child, it is imperative that all members of our household maintain strict health, hygiene, safety, and social distancing regulations. Hawai'i has seen a recent trend in flattening the COVID curve, but we are not there yet. I fear that opening up the schools too soon will have a detrimental impact on the staff and students alike. We have received excellent support from the school and teachers. My prayer is that we can continue with the distance learning scenario until such time as the schools and state can open up safely.

Mahalo.

Testimony BOE

From: Amanda Beall <texymexicana@gmail.com> on behalf of Amanda Beall
Sent: Tuesday, September 15, 2020 9:28 PM
To: testimony.boe@boe.hawaii.gov
Subject: Distance Learning Testimony

Hi,

My son is in the first grade attending Nimitz Elementary. I am a stay at home parent. My husband works full time. And our son is our only child. Even with him being our only child. Our school day starts at 8am and ends around 1 to 3 usually. Occasionally I can get him done around 12:30. This time does include an hour with his class online. With once a week small group for 30 min. Which I think is just enough time for him with his class online live. The time also includes a 30min break after his hour with his class. A 40min lunch, we often do pickup at the school so we need travel time. Plus a minimum of two 10min breaks. But often he needs several more 5 and 10 min breaks here and there just to rest his mind and emotions.

If I was extremely harsh and made him sit for a hour at a time, nagging hard at him to focus, We could possibly be done quicker. But that just brings tears and more push back. Things have gotten slightly better especially now that I know the routine and his teacher has been amazing with communication, patience and having office online hours.

Do I think the kids should go back face to face twice a week? Yes. But not yet.

When? I don't know. Just like you folks I'm following the news, following the sick and seeing how those that recoverer still are not back to themselves before COVID.

Do I think they should be out till winter break at least? Yes. I also think teachers should be able to work from home during this time.

Thank you for taking the time to read my testimony and our experience so far,

Amanda Beall
Mother of Andrew Beall at Nimitz Elementary

Testimony BOE

From: Cassie Favreau-Chung <cassiefavreau@gmail.com> on behalf of Cassie Favreau-Chung
Sent: Tuesday, September 15, 2020 9:28 PM
To: testimony.boe@boe.hawaii.gov
Subject: Parent Testimony in Opposition of Acellus - Mililani High School

To the Board of Education,

My son is a 9th grader at Mililani High School, and I am writing to strongly oppose the use of Acellus Learning Accelerator. The content in Acellus is outdated, filled with racist and offensive undertones and is simply not rigorous or meant for sustained learning. One of the biggest concerns is there is absolutely no writing assignments, which is a vital skill to have in many careers. My son has not even written ONE paragraph during this entire first quarter. Instead, he is given multiple choice questions of vague lessons he will never retain.

Another frustrating aspect is that his "music theory" class has not taught him any theory at all. Instead, it only covers music history. He takes weekly piano lessons, so was specifically taking theory to aid him in his practice. We would never have signed up for that class if we had known it only covered history. Extremely disappointing curriculum.

Lastly, I shared a video on the Controversial Content form where his French 1 teacher uses ridiculous gestures/examples to teach numbers in French. She slaps her forehead and says duh, mimics "Jackie Chan" and talks about the Titanic sinking. A bizarre way to teach French.

The overall point is that we need to do better. Our children deserve more than the pitiful attempt at education Acellus provides. Please continue distance learning with actual Hawaii DOE teachers, not an automated program.

Mahalo for taking the time to hear our concerns, it is greatly appreciated.

Cassie Favreau-Chung
Film/TV Creative

...but out of limitations comes creativity. -Debbie Allen

Testimony BOE

From: Morgan Robison <morganrobison@gmail.com> on behalf of Morgan Robison
Sent: Tuesday, September 15, 2020 9:29 PM
To: testimony.boe@boe.hawaii.gov
Subject: BOE testimony

Dear Board of Education,

Why I want my children to return back is because, we are in the long process of getting him an IEP and because, the Complex Superintendent, Robert Davis will not make any exceptions even for a student receiving outside service and evidence of distant learning not working March-May has declined a waiver for our son to come face to face with other special needs students.

This is a third grade boy who struggles to keep up with his peers showing two grades behind on testing the school did this August.

I also have a first grade daughter who is six years old. Let that sink in.. 6 hours in front of a computer for a six year old child. A six year old who can not type, hasn't used a computer alone. Now throw in the fact that both parents work full-time jobs. A six year old can not teach herself or learn a new skill over an hour webex call. These kids need to be practicing hard writing, reading to their teachers, doing hands on math skills, and so much more. You cannot expect a worksheet and a webex call to stick for a six year old.

These students need educators that care enough to bring them back and teach them. These kids deserve free and equal education. How is that equal education for all when only special needs students receive services?

Thank you for your time and reading my email. I hope hearing from a concerned parent this allows you to put into perspective how important bring them back face to face to many parents really is.

Sincerely,
Robison Family

Testimony BOE

From: Wendy Jones <wendy_miller76@hotmail.com> on behalf of Wendy Jones
Sent: Tuesday, September 15, 2020 9:30 PM
To: testimony.boe@boe.hawaii.gov
Subject: Please open school

Good evening,

I have three children - one in 3rd, 8th and 10th grades. I am really concerned for their mental health with the shut down of schools.

My high schooler cries every day and is seriously stressed out from the workload. She is also worried as she claims she is not really learning anything through these virtual lessons. Not to mention in pain from hours on end sitting at the computer. About 9 hours a day during the week and 5 hours a day on weekends. She craves social interaction. We just moved and she has no friends in our new district.

My 8th grader is an honors student and his grades are beginning to slip. He does not do well with the distance learning platform at all. The technical difficulties interfere with his "lessons" in at least one class every day. He is wasting his time and knows it. It is getting harder for him to sit still day in and day out to pay attention to this lesson. He is bored and tells me throughout the day how much he hates it.

My 3rd grader lasted one week virtually. She was on the floor crying within 30 mins of the start of every day. Fortunately, we had the means to put her in private school so she is in face to face 5 days a week. She is the only one that is actually happy. I feel for those, with younger kids especially, who do not have this choice.

Please make the decision to start school, as planned. Please go back 5 days a week, face to face.

Thank you,

Wendy Jones

Sent from my iPhone

Sept 15, 2020

Hawaii Board of Education

RE: Testimony in Support of Students Returning to In-Person Learning

Dear Board,

As a parent of 7th grade and 11th grade students on Oahu, I am writing to support and encourage the Board to allow students to return to in-person face-to-face learning on Hawaii public school campuses as soon as possible for the following reasons:

- 1) The distance learning environment is not suitable for most students, particularly those who need teacher engagement and extra assistance.
- 2) Too much screen time without the benefit of the social aspects of school, particularly for middle and high school students who are required to be online for 6+ hours a day – even for electives like ceramics, which cannot reasonably be done in a home setting - plus homework, which adds even more time online.
- 3) Prolonged isolation and inability to meaningfully connect with trusted adults and peers is leading to exponential increases in teen depression, drug abuse, and even suicide.

We owe it to our students to get them back on track academically and re-instill hope for their futures. Schools on the mainland and globally have reopened successfully in recent months – there is no valid reason that the Hawaii DOE is not able to do the same. **Reopening schools as soon as possible with appropriate safety measures in place should be a top priority.**

Kind regards,

**Concerned Parent of 7th and 11th
grade students in the Kailua-Kalaheo Complex**

Testimony BOE

From: julie bruce <spongeingbob@gmail.com> on behalf of julie bruce
Sent: Tuesday, September 15, 2020 9:31 PM
To: testimony.boe@boe.hawaii.gov
Subject: Re: Extended distance learning

Also, I can't even find disinfectant for my house, how are the schools going to find product to properly disinfect the classrooms, bathrooms, cafeteria, and anything else that will be shared?

On Tue, Sep 15, 2020 at 9:03 PM julie bruce <spongeingbob@gmail.com> wrote:
Aloha,

I am a parent to 4 children. 2 are in HS and 2 are in elementary school.

As a family we decided to keep our kids home for their health and well being. Now I know not all families are in the same situation as mine, however the old saying goes better safe than sorry. I feel for all the educators and faculty. But I also feel like kids are ALWAYS transmitting illnesses minor or major. With all of the mixed households on island why would we want to risk the health of our educators or the elders in families?

In my opinion it's better to keep the kids, teachers and other faculty safe and healthy so that when we are prepared to continue in person classroom time we can. Not to mention we will not have a vaccine until probably 2021. If we're lucky. If one comes before then (rushed) not many will opt to receive it.

The vaccine is a whole other issue. Will it be a required school shot?

I just don't see a safe way for in person classes to return without funding for in school testing, sanitation stations, ultra violet walk through a etc. The US failed containing this. Colleges are having outbreaks and having to close their doors. Israel just had to shut down again.

<https://www.latimes.com/business/story/2020-05-28/coronavirus-vaccine-development-timeline>

<https://www.usatoday.com/story/sports/college/columnist/dan-wolken/2020/09/15/college-football-celebrates-covid-19-outbreaks-lsu-texas-tech/5809446002/>

<https://www.thesun.co.uk/news/12662145/israel-first-country-second-coronavirus-lockdown-yom-kippur/>

<https://www.smithsonianmag.com/smart-news/long-shadow-1976-swine-flu-vaccine-fiasco-180961994/>

Just call the school year. Or maybe try again at spring break. Maybe the world will be in a better place.

The Bruce family

Testimony BOE

From: Shannon rivera <shannon.angel.rivera@gmail.com> on behalf of Shannon rivera
Sent: Tuesday, September 15, 2020 9:37 PM
To: testimony.boe@boe.hawaii.gov
Subject: Kids need school

I am a mother to 3 school age children who all beg to go back to school normally. My kids are new to hawaii and the isolation has been a huge mental strain for them. It is very hard as a mother to see your kids cry because they are new and the teachers only know them through the computer. Virtual learning has taking the humanity and compassion out of the student teacher relationship. It is nearly impossible to get the teachers attention for the simplest of questions. My 5 year old son is expected to know how to do calendar work by himself which is beyond obnoxious. He is 5 and even with a year of preschool he can not operate a tablet or computer by himself much less know his months and days of the week without assistance. Also he is only getting about 30 minutes of teacher videos\live instruction a week. How is that enough? Please let these kids thrive and learn IN school. Let them interact with their peers. Let them know that teachers are more than a you tube video.

Testimony BOE

From: Kati Dexter <katidexter@gmail.com> on behalf of Kati Dexter
Sent: Tuesday, September 15, 2020 9:38 PM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony

Hello,

I am a parent of Two elementary aged students. Distance leaning is going ok for my fourth grader, but my second grader is having a harder time with it. We would love to return to face to face learning as soon as possible. While my fourth grader is able to perform most of his work by himself, I am having to constantly help my second grader with her work. It is very time consuming having to sit with her most of the school day. They also miss being around kids and having that social interaction.

Sincerely,
Kati Dexter

Sent from my iPhone

Testimony BOE

From: Shell <shell.henny@gmail.com> on behalf of Shell
Sent: Tuesday, September 15, 2020 9:43 PM
To: testimony.boe@boe.hawaii.gov
Subject: Please reopen schools!

Good evening,

I am a parent with two children enrolled in public schools in Honolulu. I want both of my children to go back to school as soon as possible (face to face). My son is a freshman and starting HS through distance learning is not fair to him. He needs socialization (like all children do) and he is very active with sports. Keeping kids locked up in their homes and learning through a computer is not healthy.

My daughter is a 7th grader. She NEEDS to be at school and learning in a classroom. She does well when able to socialize with peers in an academic setting.

Keeping schools closed is doing more harm than good for every single child in this state. I want both of my kids to get back to school in person. They have been asking for that almost daily. Please open schools back up ASAP.

Rachelle Henningsen

Testimony BOE

From: Ileana Lazcano <azucena2005@yahoo.com> on behalf of Ileana Lazcano
Sent: Tuesday, September 15, 2020 9:47 PM
To: testimony.boe@boe.hawaii.gov
Subject: BOE

F2F! Why?

Weather we like it or not this lovely virus is not going anywhere and might as well continue with our semi-normal lives!
(My opinion)

And also kids learn better while in class with other students and learn the most important thing of all Socializing with other people other than their family members at home.

~McKay~

Testimony BOE

From: Brooklyn Howard <2024howardb@mililanihs.k12.hi.us> on behalf of Brooklyn Howard
Sent: Tuesday, September 15, 2020 9:49 PM
To: testimony.boe@boe.hawaii.gov
Subject: Student Testimony in Opposition of Acellus - Mililani High School

Dear Board of Education,

I'm a freshman at Mililani High School, and I would like the HIDOE to stop using Acellus. The videos in all the classes are very old, boring and need to be updated. We also don't do any writing, we only answer multiple choice questions. My music theory class is not music theory, it only teaches about music history. I have not learned anything about notes or composition. I wish I could drop this class because it is not what I signed up for. Also, the teacher for my math class doesn't explain things well, so when I answer the questions, it's very confusing.

Please let us be taught online by actual teachers. I still do not feel that it's safe to go back to in-person school.

Thank you,

Brooklyn Howard

E-Mail sent from Mililani High School e-mail accounts (@[mililanihs.k12.hi.us](mailto:2024howardb@mililanihs.k12.hi.us)) and any attachments are intended only for the individual to which it is addressed and may contain information which is privileged, confidential and prohibited from disclosure or unauthorized use under applicable law. If you are not the intended recipient of an e-mail from the [mililanihs.k12.hi.us](mailto:2024howardb@mililanihs.k12.hi.us) domain, you are hereby notified, that any use, dissemination, or copying of a [mililanihs.k12.hi.us](mailto:2024howardb@mililanihs.k12.hi.us) e-mail or the information contained in this e-mail is strictly prohibited by the sender without authorization. If you have received an e-mail from a [mililanihs.k12.hi.us](mailto:2024howardb@mililanihs.k12.hi.us) address in error, please notify the sender and delete the original material and remove all copies from your system.

Testimony BOE

From: The Becketts <beckett1217@googlemail.com> on behalf of The Becketts
Sent: Tuesday, September 15, 2020 9:50 PM
To: testimony.boe@boe.hawaii.gov
Subject: Parent testimony

To whom it may concern,

Thank you educators and administrators for your hard work and continued support.

As a parent, I see on a daily basis what emotional, mental and physical toll distance learning has taken on my students. It's not only the impact of missing social interaction, but also the frustration of trying to adapt to virtual learning norms. Five plus hours of screen time is unhealthy for anyone. I get complaints of headaches, tired eyes and achy backs everyday. Furthermore, there are some classes that just don't convert well to a virtual learning platform, which becomes challenging for both students and teachers. Ceramics, for example.

COVID is something that we MUST learn to live with. It's not fair to our kids to continue to isolate them and continue to jeopardize their mental health and education. Please send our keiki back to school!

Regards,

A concerned parent

Testimony BOE

From: Teresa Smith <teresa.kuyers@gmail.com> on behalf of Teresa Smith
Sent: Tuesday, September 15, 2020 9:57 PM
To: testimony.boe@boe.hawaii.gov
Subject: Distance learning is not working!

Distance learning is not working. Especially for the younger children that cannot sit still in front of a computer. My kindergartener is not getting any value out of this. He barely gets any attention from his teacher because the other students are rude, rowdy, and do not keep their mics muted. He also is an only child so social interaction with kids his age is vital for his growth and development! Please consider using a hybrid model for the younger grades like kindergarten so he can go to school a few times during the week to get the attention, interaction, and help he needs!!!

Sent from my iPhone

Testimony BOE

From: Taylor Mitchell <taymitch4@gmail.com> on behalf of Taylor Mitchell
Sent: Tuesday, September 15, 2020 10:00 PM
To: testimony.boe@boe.hawaii.gov
Subject: Opinion on distance learning

Hello,

I am writing to input my opinion on distance learning. As a mother that was awful in school herself, distance learning has been VERY challenging as I'm sure it is for a lot of other parents/students as well. If virtual learning does not end by October we will pulling our daughter from Royal Elementary as it is taking a big toll on our mental health. I feel as my daughter is falling way behind because 2 hours a day of learning with the teacher is not doing much for these children. I am not a good teacher (which is why I did not choose teaching as my career) and being home 24/7 trying to teach my daughter the best way I know how is not working for us. Home school will be a better option at that point as we can figure out what curriculum works best for us. Also, the strain this is putting on our children's mental health is absolutely not okay. For a virus with a survival rate this high, this is more of a control situation rather than trying to protect. Not trying to make this political but this is all Covid-19 is about at this point. This is all geared by an election and I can't believe they are doing this to our future children of America. Our mental and physical health is deteriorating more and more every month. These kids have not had any student interaction in 7 months and it's not fair to them. Enough is enough. Open the schools or lose funds for these students.

Sent from my iPhone

Testimony BOE

From: Chanda Tsing <chandatsing@gmail.com> on behalf of Chanda Tsing
Sent: Tuesday, September 15, 2020 10:01 PM
To: testimony.BOE@boe.hawaii.gov
Subject: Testimony

Aloha,

To whom it may concern, I am testifying on discussion item VI, B: [Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.](#)

First, I would like to remind everyone that before there was talk of reopening schools there was a choice put in place that any family wishing for their student(s) to distant learn could. Every school would offer that choice to every student.

It would then seem that the choice to attend school should also be in place. The media has flooded us with information about the “risks” of going to school at this time. If these risks are made known, then why should we take the choice of attending away from families.

Second, when the Return to Learn plan came out, schools were going to be looked at individually. If a community case count is very low and “School A” feels prepared to welcome students on campus, why should “School B” in another area with a higher case count and/or lack of preparation determine what is happening at “School A”?

Third, I would like to understand why we are waiting until the end of the first quarter to look for percents of students not succeeding (Vulnerable Students

- Percent of elementary students receiving Developing Proficiency "DP" or Well Below "WB" marks in English Language Arts (ELA) or Math at the end of the quarter.

- Vulnerable Students

- Percent of secondary students receiving an "F" mark in a core course (ELA, Math, Science, Social Studies) at the end of the quarter.) Any teacher, given the ability to do so, is going to be doing everything they can within the first few weeks of seeing poor progress to help the struggling student.

I'm not saying there have not been students that have received DPs and WBs prior to school closures. I am trying to understand, when there has already been a significant lack of instruction, why we are waiting to get a count after a quarter of distant learning rather than doing immediately what we can to help. Let's not sit and wait to see how far behind we can get before we start trying to help students.

Fourth, I would like to state that the school where I work (Sunset Beach Elementary School) was has gone above and beyond to provide PP equipment and sanitation supplies to all staff.

Last, please revisit this idea that the cure can be more costly than the disease. As a teacher it is heart breaking to see frustrated students that need understating and reassurance and only be able to offer it virtually. It is hard to see a student cry that he just wants to come back to school. It is a sad realization to know that more time is being asked for in the area of SEL over academics, because the students are dealing with something so beyond them. Let's look at what is best for the overall health of our students. No, we don't want them to contract COVID, but neither do we want them to become despondent, depressed, anxious or suicidal. Let's not wait for metrics on this. Let's do what we can right now to help our students. If we can open schools we should.

Thank you for considering my testimony,
Chanda Tsing
Teacher and Parent

Sent from my iPhone

Testimony BOE

From: Candice Nakamura <cnakamura08@gmail.com> on behalf of Candice Nakamura
Sent: Tuesday, September 15, 2020 10:04 PM
To: testimony.boe@boe.hawaii.gov
Subject: OPENING SCHOOLING

aloha

I'm a parent of 3 kids one in the 7th grade, 5th grade and 2nd grade...

I'm writing this email cause I believe schools can open up safely...

I mean unless yall want to open schools up at Walmart, Costco or Sams

I mean after all, we got all these big stores open, and yet they seem not to have a spread there.. And be doing perfectly fine

enough is enough it should be up to a parent who wants to send their child or not....but we can do this and need to get this done..

these kids are not getting the correct education they deserve....

*****in school education should be essential***

i mean look at these cashiers, fast food employees, car dealers with service and parts open they all have to report to work and are doing fine....

OPEN SCHOOLING

Testimony BOE

From: Emerald Sabecky <sokalchica@yahoo.com> on behalf of Emerald Sabecky
Sent: Tuesday, September 15, 2020 10:09 PM
To: testimony.boe@boe.hawaii.gov
Subject: Distance learning

Good Morning/Afternoon,

My name is TSgt Emerald Sabecky. I am a single, active duty mother to two kids currently in elementary school. I need my kids to go back to school in person for many different reasons. My number one reason is, they both have learning disabilities and 504 plans that cannot be properly enacted on and is very limited while distance learning. My 3rd grader was already falling behind in 2nd grade when the initial outbreak happened and now she is falling behind even more. My youngest just started kindergarten, and can barely sit at the screen long enough to finish out a morning and she isn't learning anything. Not due to her teacher, but due to the fact that she is a 5 year old surrounded by her home full of toys, and other distractions. It doesn't matter where my kids are, they are constantly leaving their spots because it's easy to do in your home. Plus, children thrive on social interactions with their peers and normally learn better with peers around them. Also, there is a huge difference between the relationships of the kids and their parents and kids and their teachers. They cannot learn from me as well as they will from their teachers. Another fact, private schools have been in person this whole time, why should my kids be treated differently or be put at a disadvantage because we are lower income and I cannot afford to put them in a private school? This distance learning is also not feasible long term when it comes to me and my job, and I do not have anyone else to stay at home with my kids for school. The daycare they attend cannot force them to do their school work, so that means my kids will really suffer unless they go back physically. Please, allow the kids to go back, we cannot continue to allow our keiki to miss their education due to the virus. The virus isn't going anywhere soon, this is our new normal. Let's get together, make or order dividers for the classrooms, and try to give them some sort of normalcy back into their lives. Thank you for your time.

Mahalo,
TSgt Emerald Sabecky

Sent from my iPhone

Testimony BOE

From: Kira Knight <kira.knight27@gmail.com> on behalf of Kira Knight
Sent: Tuesday, September 15, 2020 10:12 PM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony for 9/17 meeting

Aloha -

I will be short and sweet. My daughter is a 1st grader at Aina Haina Elementary and i don't feel she is getting anywhere near the education she should be doing distance learning. I understand and agree that distance learning can be the answer for older children but NOT younger ones. Younger children feed off of and learn in groups. They learn by touching things and doing actions to help cement things in their brain. My daughter is not writing to practice handwriting but typing. Her screen time is unsettling for a 6 year old.

We understand there are risk to bring children back to class but you are creating a generational divide in education. These young kids will not be able to catch up after loosing a quarter last year and continuing distance learning. Again for older children distance probably works but it doesn't for the younger grades. Hawaii schools do not rank high nation wide and you will be forcing that divide to be even larger.

My daughters class has basically given up learning spelling because of distance learning. These are the prime years of her learning to read, write and do math and certain things are to difficult for the teacher to teach so its been taken off the list. Thats crazy! How can we say we just aren't going to teach them how to spell?

They constantly have connection issues too. My daughter sits next to me and i monitor and help her but I am NOT a teacher and don't have the patience nor understanding of what she needs to know and how to get her there.

keeping the younger children on distance learning is going to RUIN their education milestones and cause so much damage. I bed you to allow grades K-3 to return to campus. These children are not mature enough for this nor are their brains able to save all the info being pumped into them in this way. we are literally going against everything known about how young children learn.

PLEASE i beg you for my childs future!

Sincerely,
Kira Knight

Testimony BOE

From: Ashley Warner <boymama83@gmail.com> on behalf of Ashley Warner
Sent: Tuesday, September 15, 2020 10:14 PM
To: testimony.boe@boe.hawaii.gov
Subject: Parent

I'm a parent and we are liking distance learning. Sure it has challenges but it makes us feel more comfortable. I don't want my children going to school and wearing masks and being in isolated cubicles and distanced from their peers. I'd rather keep them home. They are enjoying being home. We have a routine down and their teachers are really good. Very attentive and helpful. I do feel like they could be learning a bit more IN class than they are now. So there's pros and cons for sure.

Ashley Warner

Testimony BOE

From: Amanda Roberts <amanda.roberts0208@gmail.com> on behalf of Amanda Roberts
Sent: Tuesday, September 15, 2020 10:18 PM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony

I am a parent to a 4th grader at Hickam Elementary. As a parent my heart hurts watching my son struggle through distance learning. My sons 4th grade class has a structured day with scheduled breaks and a lunch/recess time. I have been home with him almost everyday of the virtual learning sitting in the same room so I can make sure everything is going well, he doesn't miss instructions and just be his support. Thankfully my work allows my husband and I to do this. What I've witnessed these last 4 weeks makes me think that we will be seeing the effects of this virtual learning for years to come. A planned 45 minute block of instruction gets watered down to maybe 15-20 minutes. That's because every time we have to work through someone's problems (slow internet, a student can't see the teacher, someone else's screen is glitching, we get kicked off the internet and have to restart, teacher constantly telling students to sit up, stop playing with that, no typing in the chat box, etc). Every single day it plays out the same only in different orders. This past week the teacher had to reteach a previous days lesson because the majority of students didn't understand it. I see why when they aren't getting the full amount of time they would if they were in a classroom. The next day the teacher had to cut "in-class" instruction down because many of the students don't have enough time to complete the work during school so they were spending hours afterwards completing it and then doing homework. We have spent many days going until after dinner so we can help him understand the lesson taught that day. While I am able to be there with my son I see other children in the class and no parent checking on them. A technology problem and no parent around to help them fix it. No parent around to keep them focused when they log off the meeting to do 20 minutes of independent work. They would usually have the teacher they could ask questions to but not now. My 9 year is being asked to sit in a chair in his living room for the first 2 hours of the day with no breaks and not be distracted by what's going on around him and stay focused on the screen. How can we think this is okay. A disservice is being done to our children. The only way to right this wrong is by getting them back in the classroom and giving them the education they deserve.

Amanda Roberts

Testimony BOE

From: Taylor samborsky <taylorsamborsky@yahoo.com> on behalf of Taylor samborsky
Sent: Tuesday, September 15, 2020 10:26 PM
To: testimony.boe@boe.hawaii.gov
Subject: Distance learning/face2face

Question: Do you want to continue with the current Distance Learning scenario until the end of the semester (until winter break) or go back to in-person/f2f in mid-October? Why?

I have two children (3rd grade and 6th grade) doing distance learning. The past three weeks I have seen my children struggle and become stressed trying to learn the material being pushed out by teachers. They are not adapting well doing the DL and I fear they will fall behind due to lack of proper Instruction. Both of my children receive additional intervention, one for dyslexia who's on an IEP and the other for ADHD who has a 504 plan. My child with dyslexia is having No intervention other than a computer program to help him learn how to cope with his learning disability. He is falling even further behind because of the poor choices of our officials. The children need to be in school in a structured environment with their teachers to help them as needed. The state of Hawaii is already behind when it comes to education and keeping our children away from school is only going to make it worse. It's not only hard for our children and teachers, but us as parents. A lot of us work long hours and don't have all day to do with insane amount of class work being assigned to our kids that they don't even know how to do. Please consider returning the kids to face to face learning. It will not only benefit our kids, but our teachers and parents as well by lessening the stress put on all parties.

Thank you for your time, taylor samborsky

Testimony BOE

From: Stephanie Page <eurosteph1@yahoo.com> on behalf of Stephanie Page
Sent: Tuesday, September 15, 2020 10:29 PM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony for Distance Learning

To Whom It May Concern,

I would like to state that for our family, distance learning has been a very welcome option during the pandemic. Learning at home ensures our child continues their education without the stress or risk of contracting COVID19. Although it has not been an easy process, and we have struggled at times, we whole heartedly feel grateful for the opportunity for our child to learn from the safety of our home. We also feel good about the fact that the teachers and staff (who we hold responsible with our child's safety and development through the regular school year) are not placed in harms way during the pandemic.

Our personal sacrifice has been to be more engaged with the learning process to communicate and coordinate with the teachers and staff to ensure the most productive, effective experience possible. We read emails regularly and go through the assignments each night, to review our child's progress and work with our child when work does not get done. It takes time, and certain other things (like house chores or catching up on our favorite TV shows) may get put on the back burner, but we are willing to make this sacrifice to keep our community safe. We are learning and changing every day, to make this work for our family.

We hope that the right decisions can be made to keep our community safe. We hope that the state can help support distance learning as long as necessary to reduce community spread of COVID19. Please keep our children, our families, and all of the men and women of Hawaii safe.

Mahalo,
Stephanie S.

Testimony BOE

From: Michael Lee <mrslee33b@hotmail.com> on behalf of Michael Lee
Sent: Tuesday, September 15, 2020 10:32 PM
To: testimony.boe@boe.hawaii.gov
Subject: Please keep distance learning

I'm a parent of 4 daughters. We are a high risk family. We are meeting the challenges associated with distance learning, and I feel it's the appropriate choice until our Covid numbers in Hawaii are down or a vaccine is available. Please continue to protect our students, staff, and teachers by choosing to continue distance learning at least until January, and re-evaluate at that time.

On a related note, I also encourage you to keep Acellus as an option for high school students. I could not teach my child AP Chemistry if my life depended on it so "homeschooling" isn't an option for us. But she is doing great with Acellus. And her grades are reflecting good understanding of the material. She is learning to pace herself with all her subjects and she is being diligent in completing all her tasks. Acellus has been working great for her.

Thank you for your consideration.

-Amanda Lee

Testimony BOE

From: samantha santamaria <samanthabsantamaria@gmail.com> on behalf of samantha santamaria
Sent: Tuesday, September 15, 2020 10:34 PM
To: testimony.boe@boe.hawaii.gov
Subject: Distance learning

Hello,

I'm sending this email to voice my concerns about distance learning. I read a news article stating some parents and teachers are requesting we continue distance learning into the second quarter and I as a parent strongly disagree. This way of learning is not for everyone. I have two school age children. A 6th grader and a 1st grader. My 6th grader seems to be doing okay with the learning, but misses his teachers and his peers. He misses sports and just seems lonely and bored. My 1st grader is not doing so well with this way of learning. He gets so upset and frustrated because he can't really participate on his webex meetings. He is constantly getting cut off by other students and he can't focus or hear the teacher very well because you have 19 students on a webex meeting trying to talk. This way of learning is killing our children's mental health and social development. It may be good for some, but it is not for all and this should be something we all get to vote on. I have never lived in a state where so many rules and laws were made up with no voting. We are 0.6% positive cases, but the number one state with the most restrictions. Makes no sense and is completely unnecessary. As a parent I beg you to open schools up.

Thank you,

Samantha Santamaria

Testimony BOE

From: Amanda O <amandaona85@gmail.com> on behalf of Amanda O
Sent: Tuesday, September 15, 2020 10:37 PM
To: testimony.boe@boe.hawaii.gov
Subject: Distance learning testimonies

To whom it may concern,

I'm writing in favor of maintaining the distance learning program for as long necessary. As a high risk house hold with both a high risk adult & child in the home distance learning provides the entire family with some security in knowing that our child will not be exposed to and carry home a virus that would certainly be deadly for me given my heart condition.

While there are arguments that children need to socialize I don't believe socializing is worth risking the lives of children, faculty, or family members. We have created distance play groups for our child, given him distance piano lessons and many other activities. While it may be an inconvenience it is possible to find a balance.

My one suggestion would be classes available in the evenings or weekends for those dual working families or single parents who may not be available during the current scheduled times.

If in person classes are resumed most parents I know are planning to remove our children from public school in favor of home schooling. Many parents are willing to create small teaching pods or alternative distance learning plans themselves in favor of risking lives. I urge you to look at the science and numbers in states like Florida who have resumed classes. We cannot risk our educators or keiki because some families do not want to put in the work. Surely we are able to come up with plan for those who have valid difficulties like single parents and dual working parents.

Regards,
Amanda Ona

Testimony BOE

From: B. Dutcher <bdutcher88@gmail.com> on behalf of B. Dutcher
Sent: Tuesday, September 15, 2020 10:37 PM
To: testimony.boe@boe.hawaii.gov
Subject: School year 2020

Hello,

I am writing on behalf of my 3rd grader in regards to her current school year. While I appreciate your concern over her and her classmate's (including teacher) physical safety due to covid, I beg you to consider starting even hybrid school in the second quarter. My daughter is mentally suffering, having breakdowns daily over school. She cries about not being able to make friends, talk to people besides family, and getting to actually sit with her teacher and getting back to normal school. She is doing work all day long, and longs for the chance to be able to have mini breaks with kids, and time to safely socialize and decompress with kids her own age during breaks at school. I am sure this is a tough decision but I would love it if we could give the safety measures that were originally planned a chance to see if they will be effective so that my kid and anybody else's kids who desire some normalcy in a scary 2020 world.

Thank you for your time,
The Dutchers
3rd grade Nimitz Elementary family

Testimony BOE

From: Inga Park <ingapark@me.com> on behalf of Inga Park
Sent: Tuesday, September 15, 2020 10:42 PM
To: testimony.BOE@boe.hawaii.gov
Subject: Testimony

I would like to submit this testimony on discussion item VI, B: [Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.](#)

Aloha Chair Payne and Board of Education Members,

Thank you for all you do for our students, educators, and our schools. I appreciate the challenge of trying to do what's right in the midst of this pandemic.

I am speaking to you as the HSTA Honolulu Chapter President. I want to share some of the concerns I have received from the teachers in Honolulu. Teachers are telling me that they are working so hard that they are having health issues. They are having migraines, back problems, swollen legs, sciatica, neck aches, difficulty sleeping, etc. They are exhausted. We have teachers who are struggling with the technology and teachers trying to teach face to face and online at the same time. I have heard from teachers who have face-to-face students who are unable to keep their masks on, who are complaining of a sore throat, who are coughing, and/or who are falling asleep but aren't "sick enough" to send home. Some have students who require closer contact because they need extra help or diaper changes.

There are some teachers who feel the anxiety of working on campus much too acutely. I am sure you are aware that we have recently lost one of our Honolulu teachers. This teacher was juggling many responsibilities and was so anxious and worried about infecting her family members, that she couldn't sleep well, wasn't eating properly, and kept having dizzy spells and panic attacks. Finally her body gave out on her. I wonder if this could have been prevented. If she had been able to work from home the entire time, would this have alleviated her constant worry that she could bring the virus to her parents and grandparents? Would she be alive today? When I hear the fear in our teachers, I worry for them.

It is wrong to put people in a position where they have to choose between their career and their health and safety and the health and safety of their family. It is wrong to knowingly force people to work in an environment in which they do not feel safe. It is true that not everyone wants to work from home and not everyone feels it is unsafe to be at school. There are some teachers who don't have any students in their classroom and they can isolate themselves in their rooms. They have what they need and access to the technology. There are some teachers who want to work with students face-to-face and are able to do so safely. But there are far too many who do not feel safe, who can't maintain safe distancing, who can't avoid sharing germs, and who are seriously afraid. Teachers should be given a choice to telework or work from school.

Thank you for listening to your teachers. We hope you will allow teachers the option to telework through this semester so that we can plan for the next quarter.

Mālama Pono,

Inga Park Okuna
HSTA Honolulu Chapter President
School Counselor, Kalihi Uka School

Testimony BOE

From: Cheyenne Cox <cheyennemp23@gmail.com> on behalf of Cheyenne Cox
Sent: Tuesday, September 15, 2020 10:49 PM
To: testimony.boe@boe.hawaii.gov
Subject: My testimony to send the children back to school.

I need my children to go back to face to face school in October. Distance learning is NOT working for my family. I have tried my very best to make this work and it isn't. I have 3 children and I'm expected to keep up and teach them 3 different things at the exact same time. My husband is gone for work constantly and I have to do this alone. My children are suffering because of distance learning. It's been made very clear that this virus isn't going anywhere. So why keep the children out the schooling they deserve and need?

Testimony BOE

From: wu Lulu <luluwu666@hotmail.com> on behalf of wu Lulu
Sent: Tuesday, September 15, 2020 10:53 PM
To: testimony.boe@boe.hawaii.gov
Subject: Extend Distance Learning Till The End of This Semester

To Who It May Be Concern,

Please put our kids, school teachers and staff's safety as the priority! As the situations of pandemic we are in now, it's not safe to let our kids go back to school in Oct. I am sorry to say that but I don't trust and don't think DOH is able to handle the COVID-19 cases tracing as they should have so we can't put our kids, our family and school teachers and staff on the risk of COVID-19!

My kid's teacher has been doing excellent job with distance learning and she meets with the class at least 2 to 4 times a day. I really appreciate her hard work.

Please extend the Distance Learning till the end of this semester. We can't afford to get more people sick!

Lulu Wu
Sent from my iPhone

Testimony BOE

From: Lulu Wu <yumestore888@gmail.com> on behalf of Lulu Wu
Sent: Tuesday, September 15, 2020 10:56 PM
To: testimony.boe@boe.hawaii.gov
Subject: Extend Distances Learning

Aloha!

Please extend the Distance Learning till the end of this semester. We need to protect our kids, our family and also the school teachers and staff.

If not, who is going to be responsible if our kids get sick and spread the virus to our elder family members?

Paul Chu
Sent from my iPhone

Testimony BOE

From: DEEANN TOFA <DEUCETOFA@hotmail.com> on behalf of DEEANN TOFA
Sent: Wednesday, September 16, 2020 12:13 AM
To: Testimony.boe@boe.Hawaii.gov
Subject: Two teens bored, needs more than what online schooling offers

Aloha BOE,

My kids ages 15 and 17 yrs old need to be in a classroom with teachers that will teach them thier core subjects like math, science, english and social studies. My kids have a hard time to get motivated to go online, can't get motivated to get up early for school at home in the living room or even motivated to zoom with thier teacher or class. They'll do the assignments but if they have questions they email teacher. It takes a while for response from teacher so they call friends. Then it becomes a group chat with a couple of friends who don't understand a question.

This one quarter of online schooling should be enough. Kids should be back in school. If they sick (kid or teacher) stay home. Wear mask and wipe down desk and table tops.

During the summer my kids did a Summer Fun program as Jr leaders, it was only 3 weeks with kids of all ages plus adults...they wore masks and had temperature checks in mornings. All went well... just saying.

When school let out in March due to Covid-19 they shouldn't have given in on not grading the kids for 4th quarter. Once my kids knew it wasn't gonna be counted towards thier grades they lost interest and found other things to do. No matter how much I told them to read or do ixl they knew it wasn't going to be graded so they thought why waste time.

Start 2nd quarter with kids in school- masks, social distance and small size, for those that don't want they can continue to do home school.

Mahalo,

Mom of 2teens

Testimony BOE

From: Sophia Rios <killinitfit@gmail.com> on behalf of Sophia Rios
Sent: Wednesday, September 16, 2020 12:18 AM
To: testimony.boe@boe.hawaii.gov
Subject: Distance Learning

I am a parent. I want my kids to go back to school mid-October and from what I've heard from my kid's teachers (wheeler middle & wheeler elementary) they want kids back in school, face-to-face, also.

My kids education has suffered greatly. Since distanced learning started my 2 children with IEPs have regressed. 4 & 5 year olds don't learn well from screens. My middle schooler, who normally loves school and learning, has sunk into a depression.

The schools have had enough time to prepare. At the very LEAST we should be given the option for in person learning should we choose. Our kids deserve better than the "education" they're getting from iPads and chrome books.

-Sophia Rios

Sent from my iPhone

Testimony BOE

From: Sherry Hester <spazzygator5@yahoo.com> on behalf of Sherry Hester
Sent: Wednesday, September 16, 2020 12:34 AM
To: testimony.boe@boe.hawaii.gov
Subject: School opening

Good morning. I am writing as a concerned parent. I have 2 children with IEPs. The distance learning is a huge struggle for our family. My husband and I both work full time leaving our kids at home confused and overwhelmed. I feel it would be best for my children to have face to face interaction with their teachers. My kids are older 6th grade and 11th grade. So I feel that they should be okay in school atleast part time 2-3 days a week so they can get hands on and one on one interaction with their teachers. Please consider opening schools atleast for older kids part time. Our family is frustrated and overwhelmed and taking time off of work to be home is not an option. Thank you for taking the time to read my email and for taking our situation and other parents like us that work full time jobs into consideration when making a decision moving forward.

Sherry Hester

[Sent from Yahoo Mail on Android](#)

Testimony BOE

From: Lourdes Tupper <lourdes_76@hotmail.com> on behalf of Lourdes Tupper
Sent: Wednesday, September 16, 2020 1:05 AM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony

To whom it may concern,

I have 4 children in grades 5 to 12, and though I appreciate the ability for my children to be taught virtually via distance learning, I do not believe that is the best for them. The children have not been in school for almost 6 months now. Socially and mentally, they need to be in a school with face to face instruction. It is healthier for them. Our home is not as conducive to learning as a classroom environment. I think hybrid instruction would be the answer for 2nd quarter, to ease the students into coming back on to campus.

Thank you,
Lourdes Tupper

Testimony BOE

From: Aimee Antipala <aimeeantipala@gmail.com> on behalf of Aimee Antipala
Sent: Wednesday, September 16, 2020 1:23 AM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony

Aloha this is a message that I sent to my child's kindergarten teacher! I feel that at such a young age this distance learning is a lot more negative response on how the child feels about school, this is not normal.

Aloha Mrs.H

We are at the end of 3 weeks of distance learning, I would like to express and share my thoughts with you. Ok, first I would like to say thank you for your hard work with all of this and juggling the packets.

My daughter and I are having a hard time with the live class (screen time) every morning. I feel sitting at home in front of the computer first thing in the morning 8am-8:45am have a break and then back on at 9:30am-10am, with work sheets right after for a 5 year old sets the day off on a bad note. Here are the reasons why: when everyone is ON live class the squares including your square are too small and She can not focus on you even if I click on your square to be full screen. Also, when you are trying to show the work on your screen there is a glare and it's so small. Her not being able to focus causes us (mom & dad) to fight her to listen to you. And then she doesn't want to do the work. Her not having social interaction with her peers are really hard for her to focus and learn. Also, I know that there are some students going to class at sunset elementary. Is there anyway that maybe we could try something like a few kids can come to school and then trade off. Like on Monday 4 students can come to your classroom and the others on the computer and then on Tuesday another set of 4 students come to class and so on. So that it breaks up the week with all the screen time. As of right now I hired a private tutor 2 days a week so that She has some social interaction with someone other than us (mom & dad). And is helping her with the work sheets. But that costs money and we are both laid off from work because of the pandemic. We are paying our taxes to public schools to teach them there not at home! I am concerned that this is not the way to teach a 5 year old, there is more negatives than positives 5 days a week. We are constantly telling her to focus on you and it's very hard. I feel hurt for Her because she is a smart girl and wants to learn.

Sent from my iPhone
Aimee Antipala

Testimony BOE

From: Dale Gapusan <dgapusan@aol.com> on behalf of Dale Gapusan
Sent: Wednesday, September 16, 2020 3:02 AM
To: testimony.boe@boe.hawaii.gov
Subject: Great Option Online education!

Aloha,

I am a Dale, a Father of 3 children who are currently attending school. I have 2 boys whom are currently in the Middle school; a 6th and 8th grader, and my daughter who is in the 4th grade in the elementary school. They all attend school in the Mililani District. My daughter enjoys participating in school while she is still in the comfort of our home. I notice that she stays engaged with the teacher and student while online, it is great that her teacher is online the entire learning session of the school day. I also think it is great that the student is able to control the distraction level because the teacher requires all student to mute their devices if not speaking. This methods great, my daughter stays engaged with hard copy assignments that have been handed out in the beginning of the school year while the teacher is observing the children complete the hard copy assignments. This method is more education focused because distractions in eliminated, what the children don't have is the social interaction, which is of little concern to me as a parent. My daughter has been a well performing student prior to the distance learning.

My 2 boys are more focused with the learning program. The course content is video based for all topics. Which I think is also great, this allows my boys to pause or replay for note taking. Being able to replay lectures is awesome, because it allows my boys to try to pick up any information they missed on the first wind. It is also great because it allows my boys to LEARN AT THEIR OWN PACE WITH NO PEER INFLUENCES AND DISTRACTIONS. My oldest son has been struggling in school prior. I know majority of his struggle is because of distractions and school life influences, teachers willingness to engage all student, and peers.

It is also great for my new middle schooler. It allows him to transition from Elementary to Middle school level educational content, structure, and having to participate in multiple class verse staying in 1 class the entire school day.

Overall, distance learning has a positive impact on my children. I wish the BOE would make an online option for education. Colleges have been doing online education for more than 2 decades, and prestigious public ivy colleges are graduating online students with degrees that on campus student receive with no indication on the degree that states if the education was obtain online or on-campus. Online education is a proven method. Grade schools should adjust to the changing times and implement online education as an option. Of course students that opt to attend online, schools should require students to be present on campus for a certain number of days for social interaction and public speaking purposes.

Also, If my online Hawaii student is learning the same material as students on the mainland, I feel confident that my child is getting the education needed. This also bridges the gap between eduction on the Mainland US and Hawaii education.

Thank you for taking the time to read,

Dale

Sent from AOL Mobile Mail

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Testimony BOE

From: Danielle Bryant <bryantdaniellee@yahoo.com> on behalf of Danielle Bryant
Sent: Wednesday, September 16, 2020 4:13 AM
To: testimony.boe@boe.hawaii.gov
Subject: Rescind and Resend My Testimony?

I submitted my testimony yesterday as a Word document attachment. Is it possible to rescind that document and attach a new one? My graduation date says 203 instead of 2003. There was also new information released yesterday afternoon for my island that I'd like to include.

If not, I understand.
Thank you,
DB

Testimony BOE

From: emily page <emily618@sbcglobal.net> on behalf of emily page
Sent: Wednesday, September 16, 2020 4:40 AM
To: testimony.boe@boe.hawaii.gov
Subject: TESTIMONY

I am a parent at Ben Parker elementary In Kaneohe and my child needs to return to face to face learning in mid October. The disruption of having no school emotionally and financially is much worse than the threat of the virus.

Sent from my iPhone

Testimony BOE

From: Kami Waldrop <kami_waldrop@yahoo.com> on behalf of Kami Waldrop
Sent: Wednesday, September 16, 2020 5:21 AM
To: testimony.boe@boe.hawaii.gov
Subject: School

My child NEEDS to go back to school. He is not thriving at home the way he does at school. He's a very smart kid, but is now getting horrible grades because he cannot focus at home. He has ADD and a 504 plan and a school setting is much better for him to learn in. Parents should have the option whether or not to send their kids back to school. If they don't want to fine, that's they're right, but some kids thrive better in school. Thanks

[Sent from Yahoo Mail for iPhone](#)

Testimony BOE

From: nicole daw <daw.nicole1990@gmail.com> on behalf of nicole daw
Sent: Wednesday, September 16, 2020 5:25 AM
To: testimony.boe@boe.hawaii.gov

Stay distance learning. Both my husband and I work. But we manage to get a routine for this distance learning already. I was a fan of blended learning but once i saw how my daughter's teacher and some classrooms have 24 kids and had no social distancing from desk i wasn't a fan. Especially how some people. Think their kids shouldn't wear mask in school all day or think a face shield is a replacement for a mask. If they can't prevent kids from getting the flu or cold during the school year i highly doubt they will prevent students and staff spreading covid.

Testimony BOE

From: Kileigh Sanchez <kileighsanchez@gmail.com> on behalf of Kileigh Sanchez
Sent: Wednesday, September 16, 2020 5:55 AM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony 9/17

Aloha Board,

I am writing to urge you to keep our schools in distance learning mode for the remainder of the semester. You are reading this email during a statewide shutdown - one in which our DOE teachers are still required to report to schools even if they don't have students at this time. Telework requests are still being denied. The ONE thing that we have that makes us feel safe teaching during this pandemic is the fact that you've kept our public schools in distance learning mode through the remainder of this first quarter without completely turning upside down all of the progress we've made with our students this school year. Teachers were not sure if you would make the decision to allow quarter 1 to continue in distance learning mode, and that caused so much stress in August because we didn't know if our plans for distance learning were pointless if we were going right back to in-person in September.

If you open up schools in 3 weeks, I believe we will be negating all of the progress we've made through this forced month-long shutdown. We've seen what happened when we opened up the community too soon this summer - we've had to go straight back to shutting down the community which obviously makes it difficult for everyone but it's been for the good of everyone's health and safety. To open schools and send almost 200,000 people back to the schools in three weeks would be absolutely misguided and clearly show that health and safety means nothing to our leaders. Nobody is arguing that distance learning perfectly replaces in person- we all want to get back to the classroom BUT not through "guessing" it is safe. Wouldn't you rather be safe than sorry? So many unanswered questions regarding the DOH's ability to contact trace within the community, much less the schools, have not been addressed and I do not believe we are ready. If we have to question whether it's safe to send kids back to school during a pandemic, I believe we're already too far in the wrong direction but we can still make the right decision. To open schools in three weeks would be devastating and crippling once again to our community because we will most assuredly have to shutdown again if we open too quickly. We need to wait to even attempt any in-person learning until January, until we have cases down to next to nothing and are able to SAFELY open our schools. We keep hearing the Sup. arguing about how many supplies they've purchased, throwing numbers around, when many teachers haven't received any cleaning supplies. My personal classroom's trash wasn't taken out from March until mid-August. I do not trust that our classes are being sanitized and cleaned even though we're being told they have been and will be continuously throughout this whole debacle. Please don't force us back into a situation that you know is unsafe and that you wouldn't put yourself in. If our own leaders aren't willing to go back into the office, why do you think it's safe to send teachers back into the classroom, with some teachers being told they'll have classes of 15 or more and that is their "socially distanced" number. We cannot open safely and we should not, but that choice is up to you.

My only personal choice is to leave the classroom, and honestly the decision you make today will make mine a lot easier. I'm sick of not being able to trust if the DOE cares about my own health and safety and having to take matters into my own hands. I love the kids and want to stay and teach, but our Superintendent is a terrible leader and frankly could not care less whether we live or die. She has never stepped foot into a classroom as a teacher, nor has she actually "lead" by example throughout this entire crisis. Teachers are facing pay cuts in November, but is she? I don't think so. She'll still get her car allowance, and we're getting slapped in the face for all that we do for our kids day in and day out with the governor's furloughs in November. What a joke teaching and education has become to our state! I'm embarrassed to call myself a teacher during this time and I'm even more sorry for my students, but not sorry enough to sacrifice my life. The Superintendent recently

thanked the teacher who died from covid at Dole Middle “for her sacrifice”. That is so offensive! We are not first responders, medically trained staff or military members. I’m not giving my life because the DOE and Superintendent do not care about my life or my family. If I die after we return to campus, please do not allow Kishimoto to say anything fake regarding my death. Call it like it is - I died because I was forced back into the classroom. Do not send fake condolences when my death could have been prevented.

Thank you for your time, and I urge you to please fight for teachers because we are the front lines. We are the ones who will be in poorly ventilated classrooms for 7 hours a day with over 75 different students per day even if we do rotational in-person learning. We do not have proper equipment to be exposed safely like medical facilities and staff do. The blood of one teacher from Dole Middle is already on your hands- who is next?

Kileigh Sanchez

--

Kileigh Sanchez, M.S.Ed.
Art Educator, Waianae Intermediate School
Vanderbilt University '14, Communications and Studio Art
Johns Hopkins University '16, Master of Science, Education

Classroom Phone: (808) 305-2738

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Testimony BOE

From: Jessica Cobb <jessicacobb26@gmail.com> on behalf of Jessica Cobb
Sent: Wednesday, September 16, 2020 6:12 AM
To: testimony.boe@boe.hawaii.gov
Subject: 2020 school year

Hello. My daughter is a kindergartener at Daniel K Inouye Elementary. I believe it's imperative for our children to have normality in their lives. Distance learning isn't giving these children the education they need and deserve. We spend most of the day crying. I beg of you to open schools and not wait until the end of the semester.

If Covid had an extreme deadly death rate in Hawaii, I would never suggest this. But it doesn't. The death rate is less than the flu *per CDC's own website. I believe the state of Hawaii is continue to keep its residents locked up to gain monetarily from the government and its not right to our children.

We need the schools to open. The education system is failing its students right now by teaming closed for a virus that is no longer considered a pandemic (once again by cdc).

Jessica Cobb
Mother to a kindergartener
A headstart preschooler and a 2 year old.

Sent from my iPhone

Testimony BOE

From: Angie Rhinehart <rhinehartangie@yahoo.com> on behalf of Angie Rhinehart
Sent: Wednesday, September 16, 2020 6:15 AM
To: testimony.boe@boe.hawaii.gov
Subject: Distance learning

Go back to school!!! This isn't working at all! With every school doing something different and even each teacher it's a cluster and my children aren't getting what they need! I see the mental health of these kids suffering. And not just mine. If a child is high-risk provide opportunities for them as distance learners but everyone else needs to go back! Please hear us parents. Thank you.

Take care,
Angie Rhinehart

Sent from my iPhone

Testimony BOE

From: Jennifer Mercier <jennifermercier139@gmail.com> on behalf of Jennifer Mercier
Sent: Wednesday, September 16, 2020 6:27 AM
To: testimony.boe@boe.hawaii.gov
Subject: F2F learning

Please accept this as the testimony of Jennifer Mercier, mother of Allan, Wesley and Evan Mercier. My sons are all students of Wheeler Elementary. We are much in favor of moving to face to face learning in their classrooms in October. Distance learning is not a long term valuable way of educating small boys. --

Jennifer Mercier

Testimony BOE

From: Jessica Cobb <jessicacobb26@gmail.com> on behalf of Jessica Cobb
Sent: Wednesday, September 16, 2020 6:38 AM
To: testimony.boe@boe.hawaii.gov
Subject: Open the schools

Apparently the educational systems is unaware of how it's failing its students by choosing to continue distance learning. Children aren't learning and it's only causing tears and frustration on everyone's part. I could understand if the death rate severely impacted children/adults but it doesn't. Per the CDC, the death rate is lower than the flu. And if you assume distance learning keeps these children safe and at home, you are wrong. The amount of children at Costco and Target and Ross makes it really hard to justify That learning at home Is the best option.

Jessica Cobb

Sent from my iPhone

September 17, 2020

TO: The Honorable Catherine Payne,
Chairperson, Board of Education

FROM: Andrew Grant
SPED Teacher, Jarrett Middle School

SUBJECT: VI, B: Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.

From the highest level of our government we, the citizens of the United States, have been lied to. The motivations behind these lies are wholly irrelevant. The effects of these lies are. Nearly 200,000 American citizens (over 100 from Hawaii) have died needlessly because from the outset of the COVID-19 pandemic our President did not honestly convey the seriousness of the situation to the public.

Much confusion and needless armchair doctoring has occurred due to these lies. This confusion has affected every citizen, teacher, student, administrator, and district office staff in the State of Hawaii. Even some members of the Board of Education have expressed doubt that the COVID-19 pandemic is really as dangerous as our medical professionals have shown it to be.

I say it is time to stop listening to lies.

There should be no rush to return to campus. The panic that our district displays with regards to getting students back to campus is unfounded and irrational. Students are being educated and teachers are learning new strategies every day to help students unpack academic skills and content. Given that students are going through the shared experience of online learning, students are able to relate to each other online. Teachers are able to hold students accountable for their work, can monitor their work as it is completed in real time over the Internet, and have a direct route of access to parents and students through email. The digital teaching and learning environment is expanding and improving exponentially each day.

Believe me, I am all for face-to-face instruction. Face-to-face instruction is and always will be superior to online learning. But I want to do it in a safe environment for my students and myself. I do not want to take chances because a group of bureaucrats are making the grave mistake of believing the lies of a politician. I want, and deserve, to be teaching in a safe environment where I am guaranteed to go home free of disease to my family.

Based on this I am respectfully asking that campuses stay closed to all students and staff until there is a vaccine for COVID-19. Waiting until numbers of cases and the percentage of

infections decline is not sufficient. This is a recipe for disaster as evidenced by the foolish policies enacted last summer. Last summer restriction-loosening actions allowed COVID-19 to take hold in Hawaii with a vengeance. As we currently experience falling numbers of infections (because stricter restrictions were recently put back into place) I fear that people will start loosening restrictions again. This will predictably lead to higher numbers of infections and even more senseless deaths.

It would be a massive failure of DOE leadership to allow our schools to reopen their campuses to students and staff based on unproven metrics like lower numbers of infection and declining percentage of infections. Waiting for a vaccine is and will always be the only true way to keep our staff and Keiki safe.

Aside from saving lives, there would be numerous educational benefits to making this bold choice. Having a clear goal of waiting for a vaccine would allow schools and the district to sink all of their resources into improving the online learning environment and stop wasting time worrying about ppe's, protocols, and policies for hundreds of thousands of students and staff. It would allow us to have one common goal...to engage and educate our students online. Teachers could finally truly plan what they will be doing for the year. Technological issues like computer and Internet access, headphones, and hotspots would become even bigger priorities than they are now. More students could be reached. More learning would occur.

I would also like to strongly suggest that you consider another confounding variable...we are entering flu season. While COVID-19 is nothing like the flu, the flu can complicate symptoms associated with COVID-19 causing the mortality rate to soar. This factor alone should be enough cause for concern to keep campuses closed to students and staff.

Currently our campuses are closed, and rightly so, to the majority of students. Our campuses should be optional for staff to attend as well. This direction needs to be given by the DOE itself. This is not a decision that should be left up to school-level administrators. Trusting the school-level administrators who are motivated to act in the best interests of their superiors...not their staff and students...is the very definition of copping out of responsibility.

Sadly, even without most of the students on campus we have already experienced tragedy at one of our middle schools here on Honolulu. If staff had been allowed to work from home from the beginning, as was suggested by HSTA, this tragedy might have been avoided. Furthermore, I find it unconscionable that the DOE did not have a clear policy requiring the school to close after this needlessly tragic event.

It is clear that the DOE is responsible for enacting policies that guarantee the safest possible environment for students and staff. Therefore, a policy that allows telework for all staff that want it so that they can be in the safest possible environment must be made. If the DOE would merely revise their telework policy to say...during a global pandemic, staff that want to work from home and have the ability to work from home can work from home...we will save more lives.

At the end of the day, life is the most important consideration. Teaching from home during the pandemic is a job that we teachers can do. There would be no difference between online student learning with teachers at home and online student learning with teachers on campus. The only difference would be that teachers could stay safe as opposed to needlessly dying based on unproven metrics and a faulty telework policy. Everybody, not just students, has the right to live safely through the COVID-19 pandemic.

Please keep students off campus and empower teachers to teach from home until we have a vaccine.

We can *and must* do both.

Testimony BOE

From: Jessica DiBernardo <jessicadibernardo@gmail.com> on behalf of Jessica DiBernardo
Sent: Wednesday, September 16, 2020 7:09 AM
To: testimony.boe@boe.hawaii.gov
Subject: Distance learning plan(parent)

To whom it may concern,

No, I would not like to continue with the current distance learning plan past fall break. I feel it's important to get these kids back in school. There are so many ways to keep them safe. I feel like the school my son attends, Daniel K Inouye Elementary, has a lot of plans in place to keep everyone healthy. Let's start up with a hybrid plan for second semester.

Thanks,
Jessica DiBernardo

Testimony BOE

From: Barbara Haight <surfer.mom@hotmail.com> on behalf of Barbara Haight
Sent: Wednesday, September 16, 2020 7:14 AM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony to BOE

I feel very fortunate to work in a distance learning situation. After realizing all the unknowns and dangers of any face to face instruction. The logistics of safe face to face instruction is overwhelming. The expense, planning and structure needed to follow guidelines is prohibitive to day to day teaching safely. It causes more confusion and anxiety for everyone.

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Testimony BOE

From: April <aprilkaras@ymail.com> on behalf of April
Sent: Wednesday, September 16, 2020 7:28 AM
To: testimony.boe@boe.hawaii.gov
Subject: Distance Learning

To Whom It May Concern:

My daughter is in kindergarten at Mililani Mauka Elementary school and I would like to see in person classes resumed as soon as possible. I do not want to continue distance learning into the 2nd quarter of the year. The distance learning situation is not suitable for kindergartners who need to engage and develop their social skills. Sitting in front of a computer or tablet for 6 hours a day is not healthy nor is it a realistic expectation for 5 year olds. Additionally, this time is crucial and so many essential skills are taught in kindergarten. Our children are getting a sub-par education in this manner. There is no way to make distance learning as engaging or as effective as a classroom setting.

Thank you,

April Hernandez

Sent from my iPhone

Testimony BOE

From: Kayla <pdxcoastie@gmail.com> on behalf of Kayla
Sent: Wednesday, September 16, 2020 7:28 AM
To: testimony.boe@boe.hawaii.gov
Subject: Distance Learning

I am a parent of two elementary-age children. I believe they would benefit more from in-person learning. My kindergartner cannot sit in front of a screen for more than a few minutes at a time. My third grader had a mental breakdown with tears the other day because he wasn't catching on to math. I do not feel like they are reaching their full potential with distance learning. As much as we try to limit distractions, they can never put their full attention into learning on the computer. They are at home and want to complete things as fast as possible to be done with it. I don't believe they are retaining the information. I am definitely on board for them to be in person next month.

Kayla Jaime

Testimony BOE

From: Kerry Dickens <kerrydickens@icloud.com> on behalf of Kerry Dickens
Sent: Wednesday, September 16, 2020 7:38 AM
To: testimony.boe@boe.hawaii.gov
Subject: In person class ASAP

Aloha,

I am a parent in favor of in person class as soon as possible.

Parent of a kindergartener. I am not a teacher. Students are not learning key social/classroom skills or norms virtually.

Thank you for your consideration.

Sent from my iPhone

Testimony BOE

From: Kelsey Ramirez <kelsram808@gmail.com> on behalf of Kelsey Ramirez
Sent: Wednesday, September 16, 2020 7:38 AM
To: testimony.BOE@boe.hawaii.gov
Subject: Testimony

Aloha,

I am testifying on the discussion items: unilaterally denied telework when requested, and/or conditions in classrooms, with in-person instruction involving special education.

During an Emergency Faculty Meeting at the beginning of the year, it was decided that all general education students will not be on campus next week and will participate in virtual learning until the end of first quarter. After it was expressed that special education classes should also consider virtual learning. Early childhood special education and the fully-self contained classrooms were told that our students would not be able to virtually learn and that we have to implement face-to-face learning. I expressed that I felt like I could address students' IEP goals virtually because the health and safety of teachers and students are the most important. But it was explained that face-to-face was no longer an option for us because we couldn't adhere to the IEP's. My administrator said that we just have to make sure we all wear masks and social distance. I then explained that 3 to 5-year-olds with special needs will not wear masks and social distance with fidelity. She responded by saying we have to teach them how to. I explained in order for me to do this I have to be less than 6 feet apart. I stated that I do not feel that I will be in a safe work environment. When teachers were told to request for telework, I chose not to because I already knew the answer. To hear what I already knew would just take me back to a place of anger and resentment. I am 30 weeks pregnant and if I was a general education teacher, there would be a greater chance to get approval for telework.

I do not blame my administrator for these issues, because she has done her best to provide our classroom with face shields and masks for the faculty/staff and the students, gloves, medical gowns, disinfectant, and hand sanitizer. But the reality is I have four 3-and 4-year-old students with special needs. Three out of the four are now able to wear a mask for the day. But their masks still fall down throughout the day, they touch their noses and faces, they need supervision when washing hands to ensure proper washing, maintaining social distancing while playing, etc. I have one student who just turned three years old and is still transitioning into the classroom setting. He refuses to wear a face mask or face shield even for part of the day. He may cry, have a runny nose, throw himself on the ground and as a teacher I have a hard time socially distancing and not touching him. Pre-COVID, I would've given him a hug of reassurance, but I find myself hesitating to protect myself and my student. This may seem minor, as you may ask, "what does this have to do with education?" I find myself exhausted at the end of the day, not from wonderful well implemented lessons that grow the minds of my students. I am exhausted from constantly watching to make sure my students have good hygiene, and that they don't get too close to each other or myself. I am exhausted from cleaning my educational toys and materials everyday after the students leave. I am exhausted from the ever stress of wondering if this will be the day that I get COVID-19, or even worse, that I give it to my students.

Special education is my passion, but I am 30 weeks pregnant and I need to put my family's health and safety first. I feel that because I chose special education I somehow signed up to put my life at risk during times like these. Although I had many nights crying over whether I should quit, I decided to do my best before I give up my passion. I show up to work everyday hoping that what we do to keep everyone safe is enough. I worry not only for my family but for my students' families as well. I keep telling myself that all I have to do is make it until my maternity leave in November. I wish I could say with confidence that I will be back after my maternity leave, but if things don't change I may choose to stay home. Everyone deserves to feel safe during this time of uncertainty, I would just want the same reassurance as a special education teacher.

Thank you for your time.

Sincerely,

Kelsey Komoto

Testimony BOE

From: Lindsay Taylor <osten13@icloud.com> on behalf of Lindsay Taylor
Sent: Wednesday, September 16, 2020 7:49 AM
To: Testimony.BOE@boe.hawaii.gov
Subject: In-person learning vs. distance learning

Good morning.

I think a few key words to consider when deciding if in person learning should resume should include regression and catch-up. If distance learning continues the way it is, I fear these words will become everyday conversation in Hawaii's school system.

Regression is evident when watching many of the google classroom meetings. Many kids can't recall things they learned last year and are having a hard time with the current lesson. I have 3 kids that attend elementary school in Kailua, and I have seen it first hand. Hand writing is not being practiced, key lessons from last year are not being re-taught; many of these kids are struggling. One of my children had a minimal IEP last year. In the past, we have worked hard to master goals and work on current IEP goals; however a severe regression has occurred since the end of 3rd quarter last year. During distance learning last year, we never heard from our SPED department, and our teacher never followed up on IEP objectives. From a distance learning standpoint, it is almost impossible to achieve certain goals. Because of distance learning last year, we now have to beef up his IEP, all the while playing catch up.

Most of the states have already returned to in person learning for their school year. Hawai'i's youth should have a chance to keep up with the rest of the nation. Hawai'i is already slightly behind in their academic standards, and continuing distance learning while the rest of the nation is doing in-person puts our youth at a real disadvantage. Although teachers are trying their best with distance learning, it is quite evident that it is not holding kids attention and academic readiness is not being achieved. Distance learning is not effective for most kids. Our kids will fall behind and will not be ready for the next academic year.

There is no reason not to send our kids back to school for 2nd quarter. Families in Hawaii cross paths with more than 10 people in a day, whether it be in a restaurant, at the store, at the beach or in neighbors homes. Being in a classroom with less than 12 children during the day should not be any more dangerous than doing normal day activities.

In closing, if retail, restaurants, churches and PRIVATE SCHOOLS are able to open and operate, then so should our public schools. Continuing distance learning will provide a clear separation in the education between our private schools and public schools and put Hawaii's youth at a disadvantage for educational readiness in the coming years.

R,

Lindsay Taylor

R,

Lindsay Taylor

Testimony BOE

From: ilin300412 <ilin300412@aol.com> on behalf of ilin300412
Sent: Wednesday, September 16, 2020 7:51 AM
To: testimony.boe@boe.hawaii.gov
Subject: Please delay on opening of Hawai'i Public Schools

Hi BOE members,

I'm a mother of three who is very seriously concerning of my kids returning to school after the 1st Quarter. I know the numbers of COVID-19 has gone down a bit but with the numbers of deaths, I'm still too worried about my 3 kids will return to school face to face. I'm also concerning their teacher's health and safety. I really hope my kids won't go back to school too soon. The distance learning is so far perfect under this unstable pandemic situation.

Please reconsider my opinion.

Mahalo to all of your hard works during this time.

Best Regards,

Rebecca

Sent from my T-Mobile 4G LTE Device

Testimony BOE

From: Rebecca Linmao <rebeccalinmao@gmail.com> on behalf of Rebecca Linmao
Sent: Wednesday, September 16, 2020 7:56 AM
To: testimony.boe@boe.hawaii.gov
Subject: Not ready for face to face yet

Hi dear BOE members,

I'm a mom of 3 boys who is very seriously concerning of my kids returning to school after the 1st Quarter. I know the numbers of COVID-19 has gone down a bit but with the numbers of deaths, I'm still too worried about my 3 young kids will return to school face to face. I'm also concerning their teacher's health and safety. I really hope my kids won't go back to school too soon. The distance learning is so far perfect under this unstable pandemic situation.

Please reconsider my opinion.

Mahalo to all of your hard works during this time.

Best,
I-Han

Testimony BOE

From: Mike Newlin <mnewlin@duerrevaluation.com> on behalf of Mike Newlin
Sent: Wednesday, September 16, 2020 7:57 AM
To: testimony.boe@boe.hawaii.gov
Subject: DL Testimony

Dear BOE,

As someone who has worked in many dozens of school districts, I feel strongly that students should not be on school campuses at least through the first semester. Only allow schools to reopen when COVID cases are down to near zero for several weeks.

Mike Newlin
Evaluation Director
Duerr Evaluation Resources
mnewlin@duerrevaluation.com

Testimony BOE

From: WinWinBuilder.com <winwinbuilder@gmail.com> on behalf of WinWinBuilder.com
Sent: Wednesday, September 16, 2020 7:58 AM
To: testimony.boe@boe.hawaii.gov
Subject: Please delay opening of school

Hi BOE,

I'm a father of three who is very seriously concerning of my kids returning to school after the 1st Quarter. I know the numbers of COVID-19 has gone down a bit but with the numbers of deaths, I'm still too worried about my 3 kids will return to school face to face. I'm also concerning their teacher's health and safety. I really hope my kids won't go back to school too soon. The distance learning is so far perfect under this unstable pandemic situation.

Please reconsider my opinion.

Mahalo to all of your hard works during this time.

Best Regards,

Mao

Testimony BOE

From: Rebecca Turcotte <rebeccaturcotte@yahoo.com> on behalf of Rebecca Turcotte
Sent: Wednesday, September 16, 2020 8:00 AM
To: testimony.boe@boe.hawaii.gov
Subject: School

I am a mom of 3. I want my kids IN school. Distant learning is not for us. If this doesn't change I am pulling my kids and we will home school

Sent from my iPhone

Testimony BOE

From: Jamie Blake <jamieablake@gmail.com> on behalf of Jamie Blake
Sent: Wednesday, September 16, 2020 8:02 AM
To: testimony.BOE@boe.hawaii.gov
Subject: TESTIMONY

To Whom It May Concern,

I have been teaching Special Education Preschool for 21 years. Every year I am exposed to germs from my students because they are unable to control their bodily fluids. Most kids are not toilet trained, do not know how to sneeze in their shirt, or cover their mouth when they cough. I have to get down low to talk to my students, to change their diapers, and to help feed them. My Educational Assistants have always sanitized the classroom toys, surfaces, and highly touched surfaces. Every year we all get sick, which also means I get my family sick. We live with my mom who goes to feed my dad twice a day in a care home. The last thing I want is to bring COVID home to my family, and have my mom infect my dad and his entire care home.

I have been face to face with my SPED preschool class for a month now. One of my children refuses to wear a mask/shield. We just taught her to keep on one of them, but she will throw it off and not keep it on like most of the other children. I have taken out carpets, furniture, rearranged my room, and set up for children to be seated 6' apart. But have you ever been in a preschool class? Do you think 3-5 year old children with special needs sit at a desk/table all day? I know that my children need to be in school, so do all the other children. Is it fair that my entire school voted for 100% distance learning and did not even meet face to face for the first four days, except the fully self contained (FSC) classes? Is it fair that just because I teach SPED preschool that I have to risk my life and my family when all the other teachers on campus can provide distance learning? It shouldn't matter what we teach, all teachers should be treated equally. All teachers in the entire state should be distance learning the first quarter, not just regular education.

Clearly you do not want more teachers and students to get COVID and die, correct? Then you need to stop in person school for 100% of students until it is safe for Hawaii to gather in groups of 25 or more (like a classroom). This is not forever, just until our numbers decrease and it is safe to go back to school.

The DOH and HIDOE need to provide clear metrics on when school campuses are safe for students' return. Many states and cities have specific triggers already in place for when schools should be open or closed based on COVID-10 cases, but Hawaii does not. You need to guarantee that the HIDOE honors HSTA's contract by allowing teachers to work from home (telework) for as long as distance learning remains in effect.

Mahalo,
Jamie Blake

Testimony BOE

From: jkkubota@hawaiiantel.net
Sent: Wednesday, September 16, 2020 8:06 AM
To: testimony.BOE@boe.hawaii.gov
Subject: Testimony on discussion item VI, B:

Aloha,

I am submitting testimony regarding the DOE reopening plans. I strongly believe Distance Learning should be extended until the end of the 1st semester. This will give both everyone at all levels the time needed to plan consistent and uniform protocols at every school and ensure we have the proper tools, equipment, and PPEs/supplies necessary for our schools to open safely.

At this time, there are too many unknowns, especially with the rate of COVID-19 cases not consistently continuing to flatten yet. And with cases occurring at schools, it is not safe enough to return to face to face learning. Everyone is finally getting in into the routine of Distance Learning and to be successful, we need to keep things as consistent as possible. Returning to face to face learning means learning new routines/procedures and adjusting to new schedules as we cannot safely have everyone on campus at the same time, especially with so many high risk individuals like myself.

Please extend Distance Learning until the end of the semester for everyone's safety.

Mahalo,

Joy K. Kubota

Testimony BOE

From: Misha Ross <mishamay@me.com> on behalf of Misha Ross
Sent: Wednesday, September 16, 2020 8:15 AM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony | SEP 17 Board Meeting

To whom it may concern,

Aloha,

I am writing as a parent of a kindergartner and would like to voice support for resuming in-person instruction for our children.

We are a military family and recently relocated from Japan. In Japan, our kids (5 and 3 years old) went to school out in 'town' (not a DODEA school) most recently as August 7. The school took great precautions to keep the kids safe, including mask wearing, frequent hand washing, daily temperature checks, and sanitation of commonly used and touched surfaces. We were nervous about sending our kids back to school when their school year started in May, but our kids were really struggling with the lack of routine at home, and thrived being back at school, especially our 5 year old.

Moving to Hawaii as a military family is hard under normal circumstances, as there are many logistical pieces to figure out when arriving in a new home. But moving during THESE circumstances has been particularly difficult and isolating, especially for our children. During such a tumultuous time in their lives, they crave and require routine and stability, and I believe the daily routine of school would help significantly in that regard. I know there are MANY other military families in similar circumstances.

Also, as I spend time with my kindergartner, trying to help her learn virtually, I feel she is not adequately learning much at all, and we both end our days in frustration. Our teacher is incredible and truly trying her best, but teaching a group of 5 year old children remotely, over a computer, is not practical. There are frequent interruptions by students and guardians who don't understand the technology (to be expected!) and there are techniques taught at this age that simply cannot be taught through a computer; things such as pencil grip and writing. We've had assignments where my daughter is expected to write and draw certain concepts out, on her computer, with a computer mouse. Even as an adult I find that a difficult task, and it isn't teaching her any appropriate fundamentals.

As a parent who owns her own business, I have also struggled to find balance between focusing on my own work and being available to my child during her learning. My husband is equally busy as he still goes into work as he is mission-essential. Parents who are full-time working from home and trying to also teach their children, especially multiple children, face an impossible task, one in which NO one is better for it.

I don't discount the risks and concerns of COVID, but I also believe that this 'cure', if worse than the disease, leaves us off in no better a position. Right now, children of all demographics are suffering as they try to adapt to virtual learning. Children need routine, interaction, and in-person instruction to truly thrive. I believe there are ways we can return to in-person instruction while also keeping our kids and teachers safe and healthy.

Mahalo, .

Misha Ross

Testimony BOE

From: Kekoa Apana <jensenapana@gmail.com> on behalf of Kekoa Apana
Sent: Wednesday, September 16, 2020 8:30 AM
To: testimony.BOE@boe.hawaii.gov
Subject: Testimony

Testimony

I am testifying on discussion item VI, B: Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.

Going forward, equality would be appreciated. I am a Fully Self-Contained teacher at Moanalua High School. I would like to mention that Moanalua High School has been very supportive in my time of need. Without being able to rely on my administration team, I would not have made it this far. Please allow me to recap my situation starting from August 17th.

On August 17th I had an emergency surgery that caused me to miss work for 8 days. Upon returning on August 27th, I was met with overwhelming anxiety, stress, and what seemed like unrealistic expectations. Though I was greeted by 9 wonderful smiles followed by 6 very capable adults in my classroom, I was met with the challenge of potentially 5 distance learners. I was thinking the asynchronous and synchronous learning would prove very beneficial as I was provided training on how to execute these instructional strategies. However, as with every experience in life teaches, things never go well as shown on paper.

I have a couple of distance learners that opted in for 100% virtual learning that are not familiar with high school expectations v. middle school expectations. This created the biggest barrier as I had to create a curriculum that follows a different learning style. Added to this, there are a couple of distance learners whose families are not familiar with technology. This was my next biggest barrier as some families were not taking advantage of the 'help desk' that was provided by the state. Going through the connectivity issues and the language barrier proved very difficult. I was not able to do these during the school day.

My school day was met with teaching and handling behaviors. I was not yet able to set up synchronous learning as the barriers still existed. There were days where I was not able to take a planning period because my learners were in need of deescalation from behaviors which could have taken anywhere from 30 minutes to about an hour that took time away from not only teaching, but answering emails having to deal with the distance learners and their challenges. Even though asynchronous learning would have been perfect, the curriculum was not set at the time.

On top of the teaching aspect, the added paperwork is what created the most overwhelming feeling I have ever felt. On top of our "normal" paper work, we were met with a few new 'protocols' to be done. Creating a distance learning plan and a contingency plan as well as playing 'catch up' on overdue IEP's and COVID-19 skills impact loss for all the learners on my care coordinator list made me wish for a different profession. It was at the point where the rubber hit the road that all my time and energies started to disappear.

Again, what looks good on paper, was not realistic.

I had to extend my work hours in order to meet these demands, which then interfered with my family life, second job, and current aspirations of obtaining my Masters in Special Education. Currently, my body, mind, and family are suffering.

So what kind of support would I need?

Equality in the form of full distance learning as all other teachers are afforded. I completely understand I teach a vulnerable population. That is what I expect everyday at work. However, if I was afforded the opportunity to teach virtually, I would be able to schedule my day and complete the paperwork to the best of my ability. I will be honest and say I am doing my best. If the best wasn't good enough, what should I do?

I love teaching. I love all my kiddos. But as I have learned throughout my years of experience, if self-care is not attended to, everything else fails.

Testimony BOE

From: tay small <shontetay88@gmail.com> on behalf of tay small
Sent: Wednesday, September 16, 2020 8:39 AM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony

Parent:

I would prefer my kids to go back to the in-person model. I am an active duty Single parent of THREE school aged children.

I'm also a healthcare worker, and it has been a struggle trying to convince my leadership to allow me telework while still contributing to the mission. It has also been very difficult to keep up with telework taskers while essentially being a teachers helper during the virtual school hours. I sometimes end up working later into the evening because of this.

I have also seen a substantial increase of childcare fees due to virtual schooling. Child care Cost went from \$900 a month to \$1900 a month for full time care of three.

Sent from my iPhone

Testimony BOE

From: Ron Smith <ron.smith@mauihigh.org> on behalf of Ron Smith
Sent: Wednesday, September 16, 2020 8:43 AM
To: testimony.boe@boe.hawaii.gov
Subject: School Reopening

Dear Sir or Madam:

I must admit that I do not know why reopening school is still up for discussion given that there is no vaccine or treatment.

As for distance learning, students are well-adapted to navigating devices. Our students are adjusting quite well to this mode for instruction, even though we may all agree that it is not necessarily optimal or preferred. It is, however, helping to keep us healthy. Returning students to campus could facilitate a school shut down, which might very well return us back to where we are - distance learning.

Clearly, I am opposed to face-to-face learning at this time. Clearly, you should also be.

--

Ron Smith
Special Education Teacher
Maui High School
Room P-6B
(808) 727-4065 (Classroom Number)
(808) 727-4000 (Main Number)
ron.smith@mauihigh.org

Jamie Yap
Principal
Maui High School
Administrative Office
(808) 727-4020
Jamie.Yap@mauihigh.org

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activities, including employment and admissions as applicable. In addition, the HIDOE does not tolerate acts of harassment on the basis of race, sex, age, color, national origin, religion, or disability. Any student who believes that he or she has been subjected to harassment on the basis of race, sex, age, color, national origin, religion, or disability, is encouraged to report such harassment. Students and parents may report allegations of discrimination or harassment to the Principal, Mr. Jamie Yap at 727-4000, or via email at jamie_yap@notes.k12.hi.us; OR to the HIDOE's Civil Rights Compliance Office at (808)586-3322.

Testimony BOE

From: Clarice <smart_clarice@yahoo.com> on behalf of Clarice
Sent: Wednesday, September 16, 2020 8:45 AM
To: testimony.boe@boe.hawaii.gov
Subject: Keep it closed

Aloha.

I'm a parent. My child is in 4th grade. I can think of nothing I'd like more than for her to be able to go to school. Frankly, I don't understand why we are discussing any sort of hybrid or in-person interactions of any kind in the midst of a terribly managed epidemic.

We were short on teachers in the first place. We can't afford to lose any more. We are also dreadfully short SPED and behavior specialists. We can't afford to lose any of them to sickness or otherwise.

Children are known to be walking petri dishes. We can't expect them not to hug, scream, laugh, and ultimately expel droplets of potential virus everywhere. This virus travels in the air. We can't even handle uku outbreaks well. What happens when someone wants to trade masks?

Why are we discussing putting the entire community at risk like this? Many of our keiki share homes with their tutus and other precious elders. We can't afford to be so irresponsible. We need to keep distance learning at least until the numbers look like what they did when we shut everything down last school year.

Be responsible.

Mahalo,

Clarice Smart

Testimony BOE

From: William Hester <combat21b904@gmail.com> on behalf of William Hester
Sent: Wednesday, September 16, 2020 8:47 AM
To: testimony.boe@boe.hawaii.gov
Subject: Reopen Schools

Good morning,

I have 3 kids, 1 in middle school and 2 in high school. 2 are on IEP. Me and my wife work full-time. Nether of us can take time off. I have been called, emailed and texted from several teachers stating that my kids aren't in class most of the time it was in the beginning of the school year and they were still learning the system with little help from the teacher. I believe the teacher were and still are overwhelmed themselves. I have come home twice this week right after school started just to check in and my kids went back to sleep. This is putting a lot of stress on me. Plus having to home and figure out how to help them because they do not have a direct line to teachers. Or teacher are possibly overwhelmed with the amount of kids needing help. Please reopen schools. Kids are going to get sick to some extent. Thats a fact. Every year when they go to school and are introduced to large groups some get sick. But then they stay home, get better and are good to go. We are causing more mental health issues than you realize. The island has been restricted for a long time and now we just added more on top of the previous stress. Please reopen the schools.

Testimony BOE

From: CindyLou Moura <cindyloumoura@gmail.com> on behalf of CindyLou Moura
Sent: Wednesday, September 16, 2020 8:47 AM
To: testimony.boe@boe.hawaii.gov
Subject: Back to school

Hello, I'm a parent of a Freshman on Kauai, This is NOT the school year that we expected but it is what it is. I THANK the teachers and staff for everything that's being done for the children. This DL is okay but very hard because you have to keep checking to see if a teacher posted work to be done. Also I just can't understand how a teacher can grade a student if the teacher hasn't even graded the students work. Now that I'm done with my venting. I'd like to say that I just want EVERYONE to be SAFE and HEALTHY. I work as a casual hire at a school so I too am out of work so keeping the children home means that I have no job to go to. But if for the SAFETY of the staff and children will mean a long DL time then so be it. We can't predict who or when someone will get this virus so to me it's me it's better to be SAFE. I MISS my job and our daughter misses being in school but I would rather MISS my job and have our daughter be home at school then find out that someone got the virus. Your decision means ALOT to ALOT of LIVES. THANK YOU! Sincerely, Cindy Moura (parent-Kauai)

Testimony BOE

From: Gail Chun <gailchun@hawaii.rr.com> on behalf of Gail Chun
Sent: Wednesday, September 16, 2020 8:54 AM
To: BOE
Subject: Testimony to Extend DL to end of Semester (Winter Break)

I am writing as a grandparent of two boys that attend Aina Haina Elementary School to ask the BOE to extend DL to continue throughout the end of the semester and not do a change in mid October.

Our children have gone through so many disruptions since the beginning of the pandemic that they certainly don't need another disruption in the middle of a semester. We need to try to maintain continuity in the lives of our children as well as their families without having to juggle schedules as much as possible.

The increasing rise in covid positives among teachers, staff, and the few students that are now doing in person learning is another reason why in person learning should not resume anytime soon.

Mahalo for your consideration.

Gail Chun
(808) 286-9910

Testimony BOE

From: Barbara Jordan <BarbieJ74@hotmail.com> on behalf of Barbara Jordan
Sent: Wednesday, September 16, 2020 8:54 AM
To: testimony.boe@boe.hawaii.gov
Subject: Return to school testimony

Dear Hawaii board of education members,

First of all, Thank you for taking the time to review all testimonies and for a commitment to our children. I have so much to say, I am hoping the information comes across as intended. I would like to approach the topic of safely returning to school from multiple aspects.

I am first and foremost a parent of students in the public schools here on O'ahu. From this perspective I have seen how they are handling school. Both of my children are eager to return to school, face to face and I support them. I can see that although my daughters grades are good she is not as engaged. She is an 8th grade student. She is not fully participating as she would in a face to face environment. She is my "social butterfly" and thrives on the face to face environment. I feel that the distance learning model is holding her back from her true potential. From the perspective of my son, I can see him "slipping away". He is a junior in high school. I have spent hours having conversations and supporting him in his work. He is becoming socially distant! I don't mean the stay 6 feet away, physically distant. I have to look at my children as a whole, not a small part of who they are. He is struggling. His grades may not fully reflect his inner struggles. I am concerned. My son is also on a 504 plan. His teacher say he is engaged during class, but he has told me how hard it is. The kids are not required to turn on cameras in class and he is staring at a screen. He is not a social person, like my daughter, but the few friends he does have, have become more distant from all of this. He needs social interaction, a friendly face, a face to face atmosphere. Please, from the heart of this mom, allow my children to return to school.

Another role I have is that of a school nurse. I am an agency nurse that works in the school. My role is to support the medical needs of students with disabilities that need medical care during the school day. I work in a SPED classroom. I see from the perspective of someone in the classroom, but not in the role of educator. I see the commitment of the staff to their students. Not all of the parents have chosen to have their students return in person at this time. We actually have a drastically lower number of in person students. The teachers and support staff are doing a great job of online and in person education. They have worked well at determining the roles that each person can do to reach all their students. I can see however that it still takes many of them to make this process work. I respect the choices that each parent has made for their child. I can also tell you that there have been issues with connectivity and full participation, but again I understand the choices made and respect it.

I am sure you have seen more testimony from more people, but I too have heard and read the frustrations and concerns from parents and teachers. I can see that online learning is difficult and more strenuous on multiple people, teachers, students, parents. I see the concern for safety, is it safe? What are the protocols in place? How are teachers to teach both face to face and online at the same time? Will one group fall behind? Etc. Sometimes we won't know until we try.

I am all for face to face, but understand the concerns of the "other side". I think there should still be a choice. If the parents think it best to stay home let them. The ones who need the face to face should be allowed to return. I wish there was a way for the staff who would like to do distance learning to teach the students who remain off campus and the ones who can/will teach face to face teach the ones who need/ want to be in school. It would give an opportunity to meet more students where they are. It would allow for less number of people on campus for a slower integration.

I can also tell you I have been involved in a potential Covid exposure. The DOE staff handles it professionally and speedily. They followed protocol. DOH was involved. Those who needed to quarantine for 14 days did so. All the affected persons were tested and returned with negative results. I realize the results could have been different, but we are following safety rules and all has been good. It also allowed for a follow up meeting to

discuss what went well in the process and how to improve for the future if it is necessary. We didn't know what we didn't know until we had to face it.

The more we start getting involved the more we can work toward the best outcomes.

Thank you so much for your time and attention to the safety and well-being of our future!

Sincerely,

Barbara Jordan

PS- please feel free to reach out to me if you would like more information or clarification

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Testimony BOE

From: Steven and Sarah Whaley <whaleysst@gmail.com> on behalf of Steven and Sarah Whaley
Sent: Wednesday, September 16, 2020 8:56 AM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony

Hello,

I am a parent of a senior at Radford HS and a 7th grader at Aliamanu MS.

I would like to give testimony that my children should return to school. In person.

It is so hard for them to be cooped up at home, and depression is setting in. I try to encourage them, take them outside, do whatever I can, but it's not working. I don't know what to do for my children's mental health. They miss being around their friends and other people. They miss sports. They miss the classroom setting.

However, I understand that many other parents, staff members and teachers are concerned.

Why not make DL available for those??? If they feel unsafe, why not let them stay home? This is a WIN WIN for everyone! My aunt is a high school teacher in northern Michigan. They are successfully doing this! Michigan cases are significantly higher than Hawaii, with the death toll being close to 7000. If they can do it so successfully, Hawaii can .

Thank you for this opportunity.

Testimony BOE

From: Freddisha Williams <freddishawilliams@yahoo.com> on behalf of Freddisha Williams
Sent: Wednesday, September 16, 2020 9:05 AM
To: testimony.boe@boe.hawaii.gov
Subject: A Concerned Parent

To whom this may concern:

I have one child that attends Nimitz Elementry in 4th grade. I just wanted to share our experience with distance learning with you as it can impact your decision later. I took some time to speak with my daughter and ask her how she felt about the current learning platform and what she would like to see in the future. I figured I'd ask because sometimes as parents we focus on what we think is best for our children instead of asking our children. My daughter is very intelligent and understands how important it is to keep everyone safe because I am a frontline nurse. With that being said my daughter shared that she would prefer to attend school twice a week with social distancing and mask in place. As a parent and an essential healthcare worker, I understand how children returning to school can cause some concerns but I feel with continuing education on the importance of hygiene will help manage the spread. My daughter feels distance learning has been really stressful although academically she isn't struggling, she misses the social interactions with her teachers and friends. Please open up the schools or at least give that option to parents who want F2F learning. We as parents should be given choices when it comes to our children's future, I'm just afraid she will be behind when we return to the mainland. I hope this helps and thank you for all your hard work as I know this is a very difficult decision to make.

Thank you,
A concerned parent.

Testimony BOE

From: Kimberly Blunck <kimmyb2447@gmail.com> on behalf of Kimberly Blunck
Sent: Wednesday, September 16, 2020 9:07 AM
To: testimony.boe@boe.hawaii.gov
Subject: Current school situation

Hello! I am a parent of two children who are in second and fourth grade. I am here to answer the question, Do you want to continue with the current Distance Learning scenario until the end of the semester (until winter break) or go back to in-person/f2f in mid-October? Why?

I believe that ALL kids should be returning to school face to face in October. Kids on the mainland are able to go to school and they are just fine. This is just getting ridiculous. My kids aren't getting anything out of distance learning. They have more free time than they are actually in school because they get everything done. Not to mention, there well being. Kids need to be able to socialize and get out of the house. This has not only done things mentally but also physically. It is time for kids to RETURN to school.

Testimony BOE

From: Simone Ezzy <simone.ezzy@gmail.com> on behalf of Simone Ezzy
Sent: Wednesday, September 16, 2020 9:11 AM
To: testimony.BOE@boe.hawaii.gov
Subject: Testimony part 1 from Kuhio

Even before allowing full campus students back, our school has had two instances of covid - two concerning SPED staff and one with SPED student. I feel that Special ed should neither be on campus if the rest of the school is not - especially preschool and FSC who are more likely to take off their masks, not follow social distancing, and require much support with self-care. I have several colleagues with preexisting conditions who have requested to work from home, but their requests have been denied.

After 2 positive cases in my own class, I have been really scared to go back to work in school. I have been mentally and physically drained with all the experiences that came with it. My way of thinking regarding teaching and taking care of myself changed a lot. Teaching is my passion but this time, a serious pandemic, I have learned and still learning to take care of myself first. During the whole experience, my principal has been really supportive and compassionate about how I feel. I am so thankful to have her. Teaching distance learning to my students is not easy. There are just so much that comes with it. This is not conducive for all of my students' learning too. That's why I am concerned that my students needed more than distance learning but at this point this is all that I can offer. I am also concerned that I'll get in trouble because I am not offering the face to face class. But I am scared for myself and my family.

Testimony BOE

From: Jill Monas <jillmonas@gmail.com> on behalf of Jill Monas
Sent: Wednesday, September 16, 2020 9:13 AM
To: testimony.boe@boe.hawaii.gov
Subject: Face to face school

I am writing as a parent to a special needs child. His needs cannot be fulfilled through distance learning and I am respectfully asking that kids be allowed back to school face to face in October.

Thank you for your time.

Jill Monas
9106898961

Testimony BOE

From: Carrie Shoda-Sutherland <carrie.shoda@gmail.com> on behalf of Carrie Shoda-Sutherland
Sent: Wednesday, September 16, 2020 9:16 AM
To: testimony.BOE@boe.hawaii.gov
Subject: Comments on Discussion Item C: Acellus

Aloha Board of Education members:

I am a parent of three public school students, a graduate, and the spouse of a current public school teacher.

I am writing to:

1. Ask you to understand that different terminology is being used for what may be the same or different, and recommend that the Board require clarification from DOE and use of consistent language.
2. Share specific feedback about DOE's use of Acellus and recommend an immediate phasing out of this program.
3. Provide an idea on how return to school should be implemented, including an option for families to opt-in to full virtual instruction.

First, the use of different terminology for what may or may not be the same thing is completely confusing, and it is frustrating and unfair to students and families.

- DOE has been vacillating between using terms "distance learning" vs. "virtual learning," and it has been very difficult for parents to understand if they are the same or different. Therefore making informed choices is not always possible.
- Many parents believed that choosing distance learning would mean virtual classroom instruction by a teacher and were terribly disappointed to find their child would be receiving an online-platform driven video instruction.

Second, I'm asking that you require the DOE to phase out the use of Acellus. The Superintendent's memo to you was not fully accurate or skillfully deflected the intention of your questions as it relates to Acellus.

- Her memo notes that "Each Acellus course has a Department teacher of record to oversee the progress of each student and provide the additional support needed to ensure a quality learning experience for all learners. With Acellus, teachers make the instructional decisions." **In reality, one school principal communicated to parents who choose a full distance learning option that "students will be monitored by our school personnel for the purpose of grading only, but will not receive any reminders, instruction, or other direction from the school."**
- Her memo notes the different ways that Acellus is being used by schools, implying active integration into a more comprehensive learning environment. **While those examples may technically be true, I believe the large majority of schools using Acellus are using it as the full alternative to classroom instruction, rather than as supplemental or enrichment content..**

Third, I believe there is a solution - a multi-school K-12 virtual classroom instruction option, with a set of teachers virtually educating students across schools within a complex, or multi-complex, or statewide. Families across the state could opt into this as their full distance learning choice, and alleviate density of schools when they eventually return.

I believe that virtual classroom instruction was considered by many schools, and would guess that it was determined to be unfeasible as a school level solution that did not have the scale or resources. **Each school was not given additional or adequate staffing or resources to deliver virtual classroom instruction on their own. It is not feasible to implement virtual classroom instruction for a handful of students per grade. Therefore Acellus was seen as the only viable choice.**

I do not understand why a larger complex, multi-complex, or statewide solution has not been developed and offered by the Department.

This would have multiple benefits and positive outcomes for our students, families, and the community:

- Families would have reduced stress having a choice if they feared for the health of their child or those in their 'ohana.
 - Right now, the only option is changing schools or fully homeschooling which may have the academic and social emotional impacts on children we are trying to prevent.
- Reduced density in schools would likely allow for 6 foot distance so students or families who need face-to-face would have that option in any school.
 - Educators say face-to-face is best, but is that really true under these conditions? How can a classroom environment be conducive to learning if the students are awkwardly facing forward and have no shelves or classroom equipment that makes it a place they feel comfortable and want to be in.
- Teachers with risk factors would have an option to remain productive and safe by opting to be the distance teachers.
 - Right now, teachers with risk factors are taking leave (and being unproductive educators) or leaving the profession through resignation or retirement. I know of several examples of this just among my network of friends.
- Cost efficiency gained by combining students from multiple schools to enroll full virtual classes
 - I am certain there are cost savings in virtual rather than in-person options.
- Reduced risk of community spread of COVID-19
 - Many states and countries have reported a significant increase in positive rates among children as they return to school. Children are carriers that can infect each other, their teachers, their families, and the community.

Until there is a solution like my example that keeps children safe and provides them with actual virtual classroom instruction, I ask that you do not reopen schools until at least the end of the semester. We cannot force families that opt-in for distance learning to settle for the inequity of such a poor educational experience as Acellus.

Please be bold and take action, board members. The community is counting on you to ensure the safety and health of all of our families.

Mahalo nui,
Carrie Shoda-Sutherland

Testimony BOE

From: Lera Broz <lerakrrog@gmail.com> on behalf of Lera Broz
Sent: Wednesday, September 16, 2020 9:18 AM
To: testimony.boe@boe.hawaii.gov
Subject: Open up the schools!!!

-To Whom It May Concern,

I am a mother of 3 children, 2 of them are elementary age. My son is 5 and my daughter is 7. They are bright kids who thrive with school structure and interactions with both adults and children outside our home. I also have a 3 year old at home who used to go to a parent participation Kapa'alana preschool before the shutdowns.

Living in Hawaii, I have no choice but to work to contribute to our family income so that we can provide for our children. My mother also lives with us to help watch our 3 year old when I am working.

The stay at home orders and school closures have caused an undue hardship to our family, just like many other families. I have no choice but to stay home and supervise my 5 and 7 year olds' online learning. I have to literally sit at the desk with them for 7 hours straight. I have to make sure they log in on time, that they actually do what the teacher is asking, I have to make sure they focus, and listen, and don't just walk away. I also have to make sure they log on to their Acellus and do the steps, meet the weekly goals, and follow proper procedures. I have to keep them motivated. This means I have to physically drag my 5 year old 50 lb boy into his chair multiple times a day and keep him there. IT IS NOT LEARNING! It's straight up torture. Half the time the teacher is saying, "Johnny, where did you go? Come back!", "Sally, don't play with your toys", "Kai, turn off your microphone", "Grace, turn around and look at the screen" etc, etc, etc. And then I also have to isolate my 3 year old by having grandma keep her in a separate room, so she doesn't add to the overwhelm and distractions. It is awful in every way.

We are stressed. And we cannot even release the stress by going to the playground, or the beach, or a hike. We are stuck. It is too much for everyone involved. We are dealing with multiple meltdowns daily, and there seems to be no end in sight. This affects the entire family's physical and mental health in a very adverse way.

And for what? At the height of the daily cases, surge testing has shown the community spread rate of less than 1%. That doesn't even qualify for an epidemic. Yet, our keiki are being robbed of their childhood and education. I have spoken to many parents and teachers, and the vast majority are feeling the same way: stressed, overwhelmed, and trapped. And our keiki are not learning anything. Nothing about it is healthy. The AAP recommendation for screen time for children is no more than 1-2 hours per day. Yet, we stick them in front of the computer screens for 7 hours a day, keep them locked up inside, and pretend like this is somehow ok.

Please do the right thing and stop playing politics. Your job is to make sure Hawaii keiki get the education they deserve. Do your damn job and push to open the schools! This online learning is a joke. Parents know it, teachers know it, and if you have your own children or have taught real live children a day in your life, you know it as well. Am I angry? Of course I am! These school

shutdowns are putting young keiki, keiki with special needs, and their families at a huge disadvantage and taking away their right to education, as well as cause physical, mental, and financial hardships.

At this point, I am very tempted to pull my children out of public school entirely, and just homeschool them on my own terms and at our own pace. Yes, it would increase the financial burden on our family, but it would also result in lowered funding for our already underfunded schools. Our teachers are doing incredible work, but with online learning, the parents are carrying the brunt of it too.

Please, please, please look deep into your hearts and do what is right for the keiki. Open up in-person learning! Other states are doing, other countries are doing it. We can do it safely. It's the right thing to do. Our keiki deserve better, our families deserve better, and our teachers deserve better!

*Sincerely,
Lera Broz, mom of 3*

94-377 Welehu St,
Mililani HI 96789
(808) 371-1878
lerakrrog@gmail.com

Testimony BOE

From: Lynn Otaguro <lmotaguro@yahoo.com> on behalf of Lynn Otaguro
Sent: Wednesday, September 16, 2020 9:22 AM
To: testimony.boe@boe.hawaii.gov
Subject: testimony: BOE September 17, 2020 1:30 p.m., General Business Meeting item VI, B.

September 17, 2020

Board of Education
State of Hawaii

Testimony for BOE Agenda, September 17, 2020, 1:30 p.m., item VI, B. Update on metrics to monitor and evaluate the DOE's comprehensive plan for reopening schools for the 2020-2021 School Year

Honorable Chair Payne and members of the Board:

I am writing as a retired teacher, former deputy attorney general, and someone who is deeply concerned that we reopen schools in a manner that is responsible and as safe as possible. As I have testified before, I do not believe that we should have face to face instruction in our schools while COVID-19 is widespread. We should, however, continue to work on our reopening plans, so that we can be better prepared. In this testimony, I ask this Board to require that steps be taken so that schools can better deal with COVID-19 cases and contacts on campus. Face to face instruction should be halted and distance learning extended until these issues can be resolved.

While the DOE has continued to work on its Health and Safety Handbook to the reopening plan (version 6, September 4, 2020), the guidelines for dealing with COVID-19 cases and contacts still have gaps that can leave our schools acting in ways that will allow the virus to spread. I know of a situation where a parent informed a teacher that she was COVID positive after her child had attended school for a week. While the school administration tried to address the issues, even in this one situation, it showed that the following is needed in the DOE's and our schools' response to cases and contacts:

1. Metrics determining when is it safe to have face to face instruction and when schools should close;
2. Effective, timely contact tracing and follow up with all people involved;

At the Senate Special Committee on COVID-19, Dr. Kishimoto indicated that the DOH was not responding in a timely manner to the Dole Middle School cases. An established contact

tracing program with adequate resources to follow up with the cases and contacts needs to be in place for face to face instruction to safely continue.

3. Clear guidelines (including specific indicators and consequences) on steps that should be taken in terms of classroom and/or school closure when there is a case or contact on campus;

Without guidelines, actions taken can be inconsistent across the school system and can seem arbitrary. Decisions need to be based on how the disease spreads and the facts involving interactions and the characteristics of the site. Schools need more guidance.

4. Increased communication with and training for school administrators on the handling of cases/contacts, including the application of HIPAA and FERPA, and understanding of the virus (infectious period; how it is spread; risk factors that exist with time spent together, limited ventilation, and shared air/space; how contact tracing works; etc. so that the implications of actions taken or not taken can be fully appreciated);

5. Clear guidelines on returning to school for both cases and contacts. Students and staff should not be allowed to return to school until they have provided advance written clearance from the DOH or a physician certifying that they are no longer infectious and are safe to return to campus.

6. Requirement that affected teachers and staff be consulted, and then notified of steps taken when there is a case or contact in their class. Teachers and staff also should be informed of the ongoing status of a case or contact and the date on which students are allowed to return to class, prior to their return. Strong communication practices will help to prevent misunderstandings and create better response. Intake forms for an incident, with targeted questions, if not already created, would be helpful.

7. Clarification and possible amendment of the kinds of situations reported on the DOE COVID-19 website. Close contacts who are on campus do not appear to be reported, but they impact schools and their operations. Complete data is important for policy makers and for community understanding and support.

We have already opened schools, with face to face instruction for our most vulnerable students. These steps should have been in place before any face to face instruction began. Prior lists of concerns, including ventilation and other matters, also should have been addressed. If we are committed to ensuring the health and safety of our students, staff, and communities, then we should discontinue any face to face instruction until these issues are resolved. We also should not bring additional students on campus until we have taken care of these matters. In this, I ask for your help. Thank you for your consideration.

Sincerely,
Lynn Otaguro
Oahu, Hawaii



September 17, 2020

Dear Chair Payne and Members of the Board of Education,

Discussion Item VI. A. Update on implementation on Board Resolution adopted on May 21, 2020 directing the Department of Education to offer summer school in a way that supports students disproportionately impacted by school closures caused by the COVID-19 pandemic, to ensure clear coordination between each level of the tri-level system, and to communicate timely and effectively with the public: Summer school 2020 final report

Discussion Item VI. B. Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress

We are commenting on Discussion Item VI. A. DOE Summer School 2020 and VI. B. DOE Reopening Metrics. The main points for our comments are as follows.

Summer School 2020:

- DOE Summer School 2020 only reached roughly 20% of our estimated disproportionately impacted students at a considerable amount of cost.
- (1) DOE summer school programs weren't strategically tailored to effectively reach disproportionately impacted students; (2) it does not appear they reached a significant percentage of disproportionately impacted students; and (3) a more strategic and systems-based approach could have improved results.
- We will likely need to capitalize on summer next year to help students again. DOE should be identifying students that will need summer help right now, track them, and get in touch with their families so when summer rolls around we will have a better chance of having them enroll.

DOE Reopening Metrics:

- DOE's proposed metrics do not provide an accurate picture of where the needs are. We feel a better way of looking at data would be to shift to a "gap" perspective.
- Shifting the metrics to measure gaps would require collection of data establishing current status and data establishing overall need.
- If we establish what the goals and gaps are, we can focus on closing them. For example, in the case of devices, if our goal is 100% access for all students, and we currently have 80% of our students with devices, then our device gap is 20% of our students. With this clear and objective metric, the system can focus and systematically work towards closing this gap to zero.

Summer School 2020

Regarding Summer School 2020, we find the DOE's memo and dashboard lacking in data to assess whether or not Summer School fulfilled the tenets of the Board Resolution, and in particular, whether Summer School sufficiently provided support to students disproportionately impacted by school closures caused by the COVID-19 pandemic. According to our analysis, **DOE Summer School 2020 only reached roughly 20% of our estimated disproportionately impacted students at a considerable amount of cost.**

How many students were truly disproportionately impacted by the 4th quarter? We have 179,000 students in our school system, with approximately 51% or 91,290 who are economically disadvantaged, 6% or 10,740 who are English Learners, and 10% or 17,900 who receive special education services. The DOE has not provided their estimate of total disproportionately impacted students, so we were required to do our own estimate. Conservatively, we think that around 30% or 53,700 of our students were disproportionately impacted by the 4th quarter (see table below).

Total Students	179,000	100%
Economically Disadvantaged	91,290	51%
English Learners	10,740	6%
Students receiving Special Education Services	17,900	10%
Fair Estimate of Disproportionately Impacted Students	53,700	30%

HE'E reviewed all DOE Summer 2020 weekly reports and came up with the following analysis. At the peak of Summer School, during the week of 6/22/2020-6/25/2020, we calculated that a total of 17,749 students participated in all summer programs. Of those, non-disproportionately impacted students totaled 7,431 or 42%, and disproportionately impacted students totaled 10,318 or 58% (see table and appendix). While the DOE served a fair number of disproportionately impacted students, when measured against our estimate of the total number of disproportionately impacted students, we believe it fell short.

Total Students (6/22-6/25)	17,749	100%
Non-Disproportionately Impacted Students	7,431	42%
Disproportionately Impacted Students	10,318	58%
Total Disproportionately Impacted Students	53,700	

DOE ran six programs for 2020 summer: Official Summer School, E-School, Credit Recovery, School Based Opportunities, Extended School Year and Alternative Learning. We learned that Official Summer School, E-School, Credit Recovery, Extended School Year, and Alternative Learning were traditionally provided prior to COVID-19. Only the School Based Opportunities program was new, and it was left up to the schools who elected to participate to design and implement based on each school community. At the start of summer school, our members, parents and students experienced tremendous confusion around enrollment, fees, and offerings. Furthermore, because each school had its own unique design, we understand that data collection across the system was not consistent.

Furthermore, it appears that among the six programs, Official Summer School, E-School, and Credit Recovery mostly addressed the non-disproportionately impacted students. Out of the total summer school population, these three programs served over 6,500 students, which makes us question whether DOE Summer Programs were strategically targeting the most vulnerable, disproportionately impacted students.

The DOE received a total of roughly \$43M in one-time federal dollars for state departments of education to respond to the COVID-19 emergency in K-12 schools. In our analysis, DOE spent around half this amount, roughly \$21 million, on summer school. Given that only a little over 10,000 disproportionately impacted students were served, we wonder if the DOE adequately addressed enough of these students, while expending a considerable amount of funds.

Devices	\$5,500,000
Summer Learning Hubs	\$6,000,000
Connectivity-Mobile Bus	\$ 100,000
Summer Learning-SPED (ESY)	\$4,400,000
Summer SPED Assessment and Meetings	\$2,000,000
Connectivity-MIFI and Mobile Hubs	\$ 2,900,000
TOTAL COST	\$20,900,000
COST/STUDENT	\$1,200

Our conclusion is (1) DOE summer school programs weren't strategically tailored to effectively reach disproportionately impacted students; (2) it does not appear they reached a significant percentage of disproportionately impacted students; and (3) a more strategic and systems-based approach could have improved results.

We believe DOE should learn from this experience because a considerable amount of money was spent, and we will likely need to capitalize on summer next year to help students again. DOE should be identifying students that will need summer help right now, track them, and get in touch with their families so when summer rolls around we will have a better chance of having them enroll.

While all in HE'E recognize the enormous work and effort that went into establishing a largely virtual 2020 summer school, the fact that there were six programs necessitates an evaluation of each program, separately. Cost per child for each program is a basic ingredient; metrics for the success of each program, measured in part by which types of students are in any program, must also be included into any summer school design and analysis. Without such measurements, we simply don't know the effectiveness of each part of our DOE Summer School. We hope that the plans for Summer School 2021 will begin now, so that all the necessary design processes can be established well before students enter the classroom, whether that be virtual or in person.

DOE Reopening Metrics

Regarding the metrics to monitor and evaluate the DOE's Comprehensive Plan for Reopening Schools for the 2020-2021 School Year, we feel that the DOE's proposed metrics do not provide an accurate picture of where the needs are. **We feel a better way of looking at data would be to shift to a "gap" perspective.**

One area that we are particularly concerned about is internet connectivity and devices. What we would like to know is what the need is and where we are short. By keeping track of the "GAP," we will know how far we are away from our goals. For internet connectivity we assume the goal is 100% connectivity for students. To come up with the CONNECTIVITY GAP, we take the total enrollment of students minus the number of MiFis the DOE can lend out to students minus the number of students who have internet access at home. Similarly, for the DEVICE GAP, we use the total enrollment of students minus the number of the devices the DOE can lend out to students to take home minus the number students who have internet access at home. The GAP allows us to know how many MiFis or devices we are short and how far away we are from the goal. (see table)

Enrollment	How many MiFis schools have lent out to students	How many students have internet access at home	GAP (Enrollment-School MiFis-Home Internet Access)	Goal: 100% Connectivity
179,000	*43,200	*100,000	*35,800	
100%	24%	56%	20%	
Enrollment	How many devices schools have lent out to students	How many devices students have at home	GAP (Enrollment-school devices-home devices)	Goal: 100% Devices
179,000	*100,000	*43,200	*35,800	
100%	56%	24%	20%	

**numbers made up for the purpose of illustration*

Similarly, we can use the same approach to determine the need for food and transportation.

Total Free and Reduced Lunch Population	Total Grab and Go meals that are being provided	GAP (Total Free and Reduced Population-Total Meals being provided)	Goal: 100% Meals
91,290	*60,000	*31,290	
100%	66%	34%	
Total Number of Students who Need Transportation	Total Transportation Seats being provided	GAP (Total Number of Students who Need Transportation-Total Transportation seats being provided)	Goal: 100% Transportation
*80,000	*50,000	*30,000	
100%	63%	37%	

**numbers made up for the purpose of illustration*

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

Appendix

SUMMER SCHOOL														
	6/1-6/5 # Students	6/1-6/5 % of Students	6/8-6/12 # Students	6/8-6/12 % of Students	6/15- 6/19 # Students	6/15- 6/19 % of students	6/22-6/25 # Students	6/22-6/25 % of students	6/29-7/2 # Students	6/29- 7/2 % of student s	7/6-7/10 #Student s	7/6- 7/10 % of students	7/13- 7/17 #Student s	7/13-7/17 % of students
OFFICIAL SUMMER SCHOOL (virtual)			2,195	100%	3,465	100%	3,014	100%	3,343	100%	1,878	100%		
Non-Disproportionally Impacted			1,931	88%	2,983	86%	2,608	87%	3,064	92%	1,605	85%		
Disproportionately Impacted			264	12%	482	14%	406	13%	279	8%	273	15%		
ESCHOOL (virtual)	1,054	100%	1,032	100%	1,016	100%	982	100%	982	100%	1,001	100%	999	100%
Non High Needs			964	93%	956	94%	915	93%	915	93%	766	77%	764	76%
High Needs			68	7%	60	6%	67	7%	67	7%	235	23%	235	24%
CREDIT RECOVERY (Acelles-virtual)	1,612	100%	670	100%	671	100%	2,513	100%	2,749	100%	2,797	100%	2,036	100%
Non-Disproportionally Impacted			59	9%	60	9%	1,917	76%	2,087	76%	2,031	73%	1,958	96%
Disproportionately Impacted			611	91%	611	91%	596	24%	662	24%	766	27%	78	4%
SCHOOL BASED OPPORTUNITIES (virtual/in person)	1,681	100%	7,381	100%	9,704	100%	10,049	100%	9,317	100%	4,016	100%	1,806	100%
Non-Disproportionally Impacted	780	46%	1,513	20%	1,867	19%	1,991	20%	1,792	19%	1,172	29%	391	22%
Disproportionately Impacted	901	54%	5,868	80%	7,837	81%	8,058	80%	7,525	81%	2,844	71%	1,415	78%
MOBILE HUB (virtual)			8		12									
STATEWIDE PROGRAMS														
EXTENDED SCHOOL YEAR (in person)			386		543		968		369					
ALTERNATIVE LEARNING PROGRAMS (in person)	142		158		181		223		239		223		148	
TOTAL STUDENTS IN ALL SUMMER PROGRAMS	4,489	100%	11,830	100%	15,592	100%	17,749	100%	16,999	100%	9,915	100%	4,989	100%
Totally Non-Disproportionately Impacted	3,588	80%	4,467	38%	5,866	38%	7,431	42%	7,858	46%	5,574	56%	3,113	62%
Total Disproportionately Impacted Students	901	20%	7,363	62%	9,726	62%	10,318	58%	9,141	54%	4,341	44%	1,876	38%

HE'E Coalition Members and Participants

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

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

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

Testimony BOE

From: Heidi White <heidijwhite@yahoo.com> on behalf of Heidi White
Sent: Wednesday, September 16, 2020 9:35 AM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony return to school

Greetings,

I am a parent of three children who attend DKIES. I am writing to answer the question, Do you want to continue with the current Distance Learning scenario until the end of the semester (until winter break) or go back to in-person/f2f in mid-October? Why?

IT IS TIME TO GET KIDDOS BACK IN SCHOOL! They need to socialize. They need structure. It's best for their mental health.

My kids do not get anything out of distance learning. They finish their work and have way too much free time. The kids on the mainland have returned to school and are just fine.

I believe that ALL kids should be returning to school face to face in October.

Thank you,
Heidi White

Heidi J. White, MA, CCC-SLP
Speech-Language Pathologist

Testimony BOE

From: Tina Taniguchi <tinammlt@gmail.com> on behalf of Tina Taniguchi
Sent: Wednesday, September 16, 2020 9:38 AM
To: testimony.BOE@boe.hawaii.gov
Subject: Testimony on Reopening of Public Schools

Aloha, I wanted to express my concerns and share my thoughts about the reopening of our public schools. I have 4 keiki on the island of Kauai we originally were going to homeschool to help keep numbers down in school. When Full Distance Learning was offered we re-enrolled into public school. So currently I am assisting my 4 keiki with full distance learning.

I feel this fits for my family. I do agree that school here could open for those who need to attend in class and continue online for those who can stay home (keeping numbers in person down). My concerns are equality between full distance learners and face to face learners. My keiki were offered Acellus (for paid programs). Face to face learners are offered Acellus, and Lexia. Lexia core5 is a reading app, one that my keiki has enjoyed doing in school previously. Their teachers have been assigning it as homework during this distance learning. I was told the school doesn't have enough funding to offer distance learners Lexia, yet if we were in class it would be offered. I have had to explain that we don't get that only those who are face to face.. I feel like if we are enrolled in school we should have equal access to all resources! Lunch has been another one. We qualify for free lunch, I am just unable to stop our classes and drive to 2 schools to pick up lunch within the 30min window. I feel like we are put back into a place of wanting to homeschool.

We chose to be home until state is reopened and it is safer (no cases). I appreciate what resources we have with the devices. I would appreciate it more if we were offered Lexia (same resources as face to face students). Also if lunch could at least be picked up at per family at one school. These things would help us to continue with distance learning. Mahalo for reading this.

Testimony BOE

From: Amber Scameheorn <wix809@gmail.com> on behalf of Amber Scameheorn
Sent: Wednesday, September 16, 2020 9:38 AM
To: testimony.boe@boe.hawaii.gov
Subject: Virtual School Experience

Aloha, my child is a 6th grader at Ka'ōhāo PCS. Ka'ōhāo is doing a great job with virtual learning - we have no complaints about the way they are handling it. However, we often have technology issues. Despite having the fastest internet available, despite having a multitude of devices available for our child to use - we keep having issues with our child being kicked out of the Zoom meetings. We lose precious instruction time trying to log back in - and sometimes it's not possible. We are somewhat tech-savvy people and it's extremely frustrating for us - I can't imagine how it must be for parents that aren't able to be home with their students to help them, don't have other extra devices available, can't afford the fastest internet, don't know how to hardwire a computer...

When numbers were surging, we understood the need to stay home. But with the current low positivity rate, we know that it would be better for our children to be back in school.

Mahalo for your time.

Amber Scameheorn

Sent from my iPhone

Testimony BOE

From: Keokeana Elaban <tianaelaban@gmail.com> on behalf of Keokeana Elaban
Sent: Wednesday, September 16, 2020 9:39 AM
To: testimony.boe@boe.hawaii.gov
Subject: Testimony for BOE meeting SEPTEMBER 17 2020

Aloha BOE,

I'm writing to you as a parent of a middle schooler and an elementary student with a compromised immune system in Maui. As of today, both of my children are participating in distance learning with their teachers. As a parent, I still do not feel comfortable with the thought of them going into a face to face class. Our current school's plan is to resume face to face classes as soon as possible. While our county has had lower cases than other counties, there is still community spread and other schools, including those with very structured safety plans have failed to result in zero COVID cases.

I would like to see distance learning extended through the end of the first semester or a mandatory option for both face to face & Distance learning be a provided option through all Charter schools and public schools. As all schools are not created alike, all students are not created alike and those students with compromised immune systems or those who have family members in their homes with compromised immune systems deserve the opportunity to stay in a safe home environment without having to disenroll from their current school system.

If face to face classes did resume now, what are the chances of having to re-convert everyone back into distance learning during this school year? Families are finally starting to find a groove, teachers are getting their lessons and classes flowing properly and to stop that now to only have to possibly re-resume all of the distance learning would be extremely disruptive to our students and extremely stressful on our teachers and families who would one again need to re-shift their lives at your decision. Some children, including my own are flourishing and are holding straight A's during this time. There are also still some families struggling and dealing with the option of only a program teaching instead of a teacher. For these families, that must be addressed by getting dedicated virtual teachers a board.

This pandemic may last another year or two before face to face classes are truly a safe opportunity for our kids. Long term solutions that do not change often are needed for the remainder of this school year. School nurses with a medical background should also be mandatory at every Charter and Public school in our state which is currently not a requirement. We are in a pandemic, we need to make decisions that will be strong, solidified and can work as we continue to keep our families, students, and teachers safe as the economy begins to reopen. Thank you for your time.

Sincerely,

Keokeana Elaban

Testimony BOE

From: Melanie Brassfield <melbrassfield@gmail.com> on behalf of Melanie Brassfield
Sent: Wednesday, September 16, 2020 9:47 AM
To: Testimony.BOE@boe.hawaii.gov
Subject: Parent testimony regarding considerations to return to F2F schooling

I am writing this testimony as the parent of 3 young elementary children - Grade 4,3 and 1. We are also a dual working family who have been able to gain some flexibility from our workplace to work remotely so that we can be home as our children are all too young to be home alone. We are very happy with the effort and methods used by all 3 teachers our children have, but strongly advocate that there is a need to return face to face for younger children due to the following experiences:

Education -wise. My eldest child is enrolled in the Gifted and Talented Program and has always been a strong student. She wants to return to school, but is doing well in the current virtual set-up. I believe she has continued to be challenged, often extends herself to do extra work and is not falling behind. I believe we are lucky, and that the majority of 4th graders are not having this experience.

My two other children are a completely different story. They have always previously been good students and teachers have always reported them as a pleasure to teach. They are both miserable, and there are tears or tantrums most days. My daughter is falling behind in math despite a great teacher, as we often have issues with the internet not supporting all 3 being online, in addition to me, who is teaching classes in a virtual platform as well. The sound often drops out as the update rate slows and key concepts are missed again and again. My husband has been re-teaching the math class almost every day to her. She consistently tells us she hates this, is losing her confidence, and is obviously stressed.

My Grade 1 student is a younger first grader, and unless a parent is sitting next to him at the table, he is easily distracted or will miss a key instruction about what he is supposed to be doing or what time he is supposed to be back online. Basically one parent has to be sitting next to him acting as an aide to try and work out what is the activity he is supposed to be doing. This will be completely unsupportable shortly when my husband returns to full time work. He will essentially left alone in front of a computer while I counsel or teach virtually in the next room as we have no family in state. I already see this happening with some children in his class and they appear lost, unengaged, or disappear from the class for long periods/ do not log on for scheduled sessions.

My husband and I are also noticeably more stressed with the current arrangement. It is affecting our work output, our marriage, our relationship with our children, and our stress levels.

I understand that there are risks associated with returning to face to face, but I believe we accept and deal with those risks when we go shopping, when we exercise outdoors, and when we interact with people in our community. I fully believe that our children's education is one of the most important things that we can provide them with, and after 6 months of no school, these children are suffering and even the best teachers are not able to produce the same results that they would have in the classroom.

Returning children face to face is just as essential as opening stores for groceries, and dentists for teeth. I beg you to accept that even the strongest students are struggling mentally and educationally with the current set-up, and as a parent who works in social services - I see myself and parents around me also struggling with our stress and mental health. Please please return children face to face, particularly the younger elementary students who are so less able to learn virtually.

My husband and I have already started to discuss the possibility of sending our children to live with grandparents so that they can attend school in person - this would break my heart, but we do not believe the current situation is supportable.

Thank you for considering our experience.

Melanie Brassfield
808 225 0535

Testimony BOE

From: wyman toki <wyman.t@yahoo.com> on behalf of wyman toki
Sent: Wednesday, September 16, 2020 9:51 AM
To: Testimony.boe@boe.hawaii.gov
Subject: Testimony 10-17-2020

As a parent of and 8th grader at Kapolei Middle and as an SSA(School Security Attendant)of Kapolei Middle School,there should be no return of Face to Face classes until you guys get more information about this virus.

There is staff here(teachers, administration,custodians) the are being told wrong information about how this spreads.

One VP here is telling staff that you don't have to worry about Covid as long as you're not in the room with anybody for 15 minutes!

THIS IS AN AIRBORNE VIRUS!

How do I know this??

MY WIFE IS AN RT (RESPIRATORY THERAPIST)!

I get first hand information regarding this every single day that she works which is 3-4 12 hour shifts a week!

If the Governor and Mayor cannot control ADULTS on the outside, how do you expect to control 1,000 kids on campus??

Get your information from people that are working IN THE FIELD and not reading it from a piece of paper!

[Sent from Yahoo Mail for iPhone](#)

Testimony BOE

From: Laua'e Y <lauaehula@gmail.com> on behalf of Laua'e Y
Sent: Wednesday, September 16, 2020 10:00 AM
To: testimony.BOE@boe.hawaii.gov
Subject: Still Safer at HOME

Aloha BOE

I'm writing yet again as a concerned parent and educator. I still believe we are safer at home.

While our numbers continue to fluctuate, I don't believe Hawai'i has strong enough control over this pandemic. With the government wanting to open Trans-Pacific travel by mid October, returning to school anytime soon is ridiculous. I hope we have learned the lesson that opening slowly, with a clear and concise PLAN is what will work best for everyone. Or else, we will just end up going back to lockdown. And I think we can all agree that opening school only to close school after a couple weeks is NOT the answer.

In addition to the numbers of the pandemic, we have YET to hear from the DOE/DOH about triggers and an actual thorough opening plan. An opening plan that addresses everything that can or will go wrong. We must have answers for every possible scenario in order to put parents, students, and staff at ease. All we've seen the last few months has been haphazard training, and rushed plans that aren't realistic.

I beg you, BOE to make the safest decision possible for the MAULI OLA (Well-being) of our keiki and every 'ohana that is affected.

Mahalo

Testimony BOE

From: Brian Flat <bflattkms@gmail.com> on behalf of Brian Flat
Sent: Wednesday, September 16, 2020 10:04 AM
To: testimony.BOE@boe.hawaii.gov
Subject: Testimony

In regards to VI, B

My name is Brian Flatt. I teach 8th grade at Kawananakoa Middle School. All of the parents I spoke with in addition to nearly all of my 120 students believe it is still unsafe to come to school. I beg you to postpone schools reopening. The DOH and DOE have proven they are not prepared and even if they were the virus will spread and people will die. Teachers and students feel Distance Learning is working. To move to this blended learning will provide NOTHING more than what students are already getting. It seems to many of us that it is purely political pressure that is driving the desire to have kids in the classroom. Can you imagine a teacher having students in his/her room while also having students online at the same time? The students will not be able to hear each other and so many teachers will be teaching exactly the same way they are now. Also, if students come, teachers will need to separate from older loved ones. I will no longer be able to help my parents as I have for the past 5 months. And for what? What benefit will my students have by coming to school once a week? It's not like they are going to be playing tag at recess with their friends...Please take the safety of the teachers and students and our Kupuna seriously.

--

Brian Flatt
Kawananakoa Middle School
Social Studies/AVID/Extramural Sports

Distance learning to end of semester

I would prefer that distance learning continues through the end of the semester. Putting students back in school for in person learning may bring a surge to the number of cases thereby putting families and communities at risk. Positive cases may require students be quarantined, causing a disruption in learning. There is at least some consistency at the moment. Another concern is how meals will be handle as that is when masks cannot be worn.

Name: [REDACTED] (parent)

Schools: Kalani High & Kaimuki Middle



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

Aloha ♥

Omarlys FerMuñz <omarlysfmz@gmail.com>

Wed, Sep 16, 2020 at 10:09 AM

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

Hi BOE members,

I'm a mother of two who is very seriously concerning of my kids returning to school after the 1st Quarter. I know the numbers of COVID-19 has gone down a bit but with the numbers of deaths, I'm still too worried about my 2 kids will return to school face to face. I'm also concern their about teacher's health and safety. I really hope my kids won't go back to school too soon. The distance learning is so far perfect under this unstable pandemic situation. It should be zero for months to reopen school.

Please reconsider my opinion!!!

Mahalo to all of your hard workers during this time!!!

--

Aloha ♥



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

board meeting testimony Sept17

kendra crandall <kengie0079@yahoo.com>

Wed, Sep 16, 2020 at 10:10 AM

To: "Testimony.BOE@boe.hawaii.gov" <Testimony.BOE@boe.hawaii.gov>

As a healthcare provider, I did not have a choice on going to work when Covid 19 struck, as I have been deemed an "essential" worker during the pandemic, Im OK. Teachers too are an "essential" workers and need to get back to the classroom. These children need you more than ever before. I can't believe as a society we are letting our education system fail our future leaders. There has been more than ample time to put safety measures in place. For those that choose not to send their children back to the classroom, they should already be utilizing the Acellus program that was offered through the school district. To the staff that is fearful of returning, there has been plenty of time for you to find another career path, such as on-line teaching. Enough is Enough Hawaii, time to move forward!



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

TESTIMONY!

elizabeth sharrock <elizrocks@yahoo.com>

Wed, Sep 16, 2020 at 10:11 AM

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

Aloha Board of Education,

I am so concerned about an email I JUST got five minutes ago from a colleague. Although my principal has given some of us the right to telework... Those of us working face to face with students (special ed students) are not being given that right. The colleague who emailed me just notified me that she heard from a parent that the student tested positive. So now my colleague and her EAs as well as her students, were sent home and instructed to get tested.

This colleague is having severe anxiety every day she has to report to work and unless she goes the ADA route which is long and arduous, she is not getting any support from our admin to telework. She was instructed to look into Covid Family Leave time by HSTA but that will only allow her temporary relief. The anxiety is REAL. COVID IS REAL. AND TEACHERS TEACHING FACE TO FACE ARE IN REAL DANGER!

Please make a case for our face to face teachers. They should NOT be forced into a life-threatening situation like this. We need all of our students to attend virtually, not in person. Everyone's lives are at stake. There are plenty of us who are doing well teaching online. There are plenty of us who will still work at the school site even if given the opportunity to work from home. And there are plenty of us who are teaching above and beyond their hours, from home...

But there should be no reason why some of us, like my friend, should be FORCED to work face to face and at the school site, if they feel uncomfortable doing so. We must be looking out for our teachers and students and listening to what they feel comfortable doing in a time like this. I feel so horrible for my colleague and as I write this, she is in the Foodland parking lot, crying, trying to get the courage up to go get tested before 11am. All of her EAs are in the same boat. All of her students are in the same boat. All of her students' families are also in this boat of anxiety and it is completely avoidable.

We need to go 100% distance learning. We need to let any staff member stay home if they are fearing for their lives. It is the right thing to do. Please don't put us through this torment any longer. Please let us take care of our lives and the lives of our families and beloved students.

Thank you for hearing me out. Sincerely, we want you to help us. Please do the right thing.

Mahalo,

Elizabeth Sharrock

Big Island



Testimony_M.Brown

Maurisa Brown <maurisabrown@gmail.com>

Wed, Sep 16, 2020 at 10:23 AM

To: testimony.BOE@boe.hawaii.gov

I am testifying on discussion item VI, B.

Hello,

My name is Maurisa Brown and I am a first year teacher at Konawaena High School. About two weeks ago I submitted a telework request form in order that I may be able to complete my work from home. In the telework request, I explained that all my duties and responsibilities would be able to be completed at 100% capacity from my workspace at home. In addition, I addressed my concerns for my health and the health of my household. Currently, at Konawaena, I show up to school every day to log into Google classroom to teach, a task that I could 100% effectively do at home. However, since I am being mandated to complete the work from school, my health and potential for exposure to this virus is at much greater risk. My department shares a SINGLE bathroom, where up to 10+ circulate throughout during the day. In addition, we have a single teacher's lounge/work space that is cleaned once daily, and at any given moment has custodial staff, other teachers, or other staff utilizing the facilities.

My telework request was denied by the principal and he stated that he does not foresee himself approving any telework for the staff on our campus. Additionally, I requested temporary telework for 2 weeks in October due to a trip I had scheduled over the fall break to visit my family back on the mainland. My principal communicated to me that that would also most likely be denied and that I would have to take sick/unpaid leave for those two weeks. I am becoming increasingly frustrated because I feel as though I am trapped. I am unable to leave the island on my break because I risk having to use 2 weeks of unpaid leave when I return. This frustration is heightened because I would be able to fully and effectively complete my duties while working at home. Another note I would like to add is that there has been a pressure from administration to essentially work for free from home on days that teachers take off/are absent. TSEAS allows for a teacher to either request a substitute or not on sick days, and there has been a general feeling that administration would prefer that teachers not request a substitute and find ways to still work with students (via asynchronous work typically) on their days off.

Thank you for your time.

Maurisa Brown



Testimony

Aaron Wade <aaronwwade@gmail.com>
To: testimony.BOE@boe.hawaii.gov

Wed, Sep 16, 2020 at 10:31 AM

Aloha, I am testifying on discussion item VI, B: update on metrics to monitor and evaluate the department of education's comprehensive plan for reopening schools for the 2020-2021 School year. I am a teacher at Konawaena High School where all of our teachers have been unilaterally denied telework. Personally I have applied for telework twice and was instantly denied the first time because I was told the superintendent was denying everyone in our complex area (which I later found out was not true when I spoke to teachers from Honokaa) and he wrote on my paperwork

"There is no question about trust or professionalism. I do not have enough information to determine an overall ability to effectively deliver instruction virtually. Telework negates direct access to student support personnel, tech support, PLC webinars provider & instructional support personnel, and in-person observations." "In my opinion there is no increased student benefit"

I have since then written a second 14 page letter reapplying for telework and have not heard anything back since and this was submitted a week ago. The reason I applied for telework is because my wife is in her 3rd trimester of pregnancy and is very vulnerable to getting covid. I live in a multigenerational household with immunocompromised family members. I also have to commute 2 hours to get to work because I recently bought a house in Honokaa. (I will attach a copy of my telework paperwork so you can learn about my situation in greater detail) Many teachers at faculty meetings have spoken out about their worry and distress about being denied telework which our principal said is out of his hands. However, after speaking with teachers from other schools and districts I have found that this is not true. Some other concerning things on campus is the fact that our school is on a public road and there are constantly people from the community walking on and near our campus without masks on. Additionally, my classroom is near the school farm where many of the Self contained students like to hang out to decompress (it is in their IEP as part of therapy). Which is fine, but when I have to walk by a group of students without masks on to go to the bathroom or get into my classroom it is a bit concerning. Also, there have been no additional supports or benefits to teaching from the classroom. If you read the attached telework paperwork you can see how it is actually harming my school performance by working at school and how it would be much more beneficial to work from home. Finally, our school has recently started construction around campus (renovating bathrooms and classrooms) which is great, however it is extremely noisy and makes it incredibly difficult to teach. The principal also has made it so family members and children are not allowed on campus which is understandable. However, there are several faculty members who do not have extended families on the island and can not afford child care because they are new teachers and do not make enough money and are denied telework and do not know what to do.

 [Benefits to Telework](#)

Benefits to Telework

Overview

For most people, the interest in the sciences begins to manifest when they get to experience nature either first hand, at a zoo, or through a science program on television. My vision and desire to telework from my home is grounded in the idea that I will be able to enhance my students scientific experience through the creation of a classroom environment that would essentially be a science nature show at my home. At my telework site I have access to ecosystems, equipment, science professionals, technology, and natural surroundings that I do not have access to at my current school worksite. The utilization of the resources at my home telework site will allow me to expand my classroom and create a nature based learning environment that will allow students to learn from real life examples and demonstrations, instead of just relying on online and web based videos and platforms. My vision is to have the students learn about biology and environmental science by exploring the numerous resources found on my two acre property in Honokaa. In the following document I will list the benefits of allowing me to telework from a home location by going through the state department of education telework program guidelines.

STATE OF HAWAII DEPARTMENT OF EDUCATION TELEWORK PROGRAM GUIDELINES FOR SALARIED EMPLOYEES - Expanded and & Explained

The objectives of the telework program are to:

- **Improve program effectiveness and employee productivity and morale;**

By being approved for telework my curriculum programs will be improved and become more effective through having more time to work on lesson plans, provide students with better feedback, have more time for grading, have an increase in resources that I can use at my home work site. ie, unique plants, animals, and ecosystems that can be used for demonstrations in my environmental science and biology class, equipment such as an off grid house, solar panels, water catchment tank, home garden, telescope, ect that I have at my house that can be used in demonstrations and help the students gain a better understanding of the material they are learning in class. My telework site (which is situated on 2 acres of highly biodiverse tropical mountainside ecosystem) and the surrounding area is essentially set up to become an extension of my classroom Since we are not allowed to have guest speakers on campus this year, if I work from my house, I have made arrangements/plans to partner with neighboring science professionals such as botanists, environmental conservationists, an environmental lawyer, and a biologist who want to give demonstrations and guest lectures to my students which would greatly improve the programs effectiveness. My productivity will be increased when I have more time to spend on school related activities instead of driving to and from school. I will also have more time to be productive and effective if I do not have to take off as much time for paternity leave. My morale will also be improved if I do not have to worry about the safety of myself and ohana. My Morale will also be improved if I feel like the school actually cares about my wellbeing. There would essentially be no change from what I am currently doing at school, except at home I would be more alert (more sleep since I wouldn't have to leave my house at 5am every day) and I would be more productive and be able to contribute better to conversations.

- **Reduce school/office space requirements;**

There will be a great reduction in school/office space requirements because I will not need to work at the school anymore/use school equipment. I have everything I need to use to be an

effective educator at my home office. The janitorial staff would also be freed up to do more projects around campus because they would no longer need to clean my classroom.

- **Improve employee recruitment and retention;**

Telework will improve my employee retention because I am spending a lot of \$ on gas traveling to and from work and it is making it increasingly difficult to afford living in Hawaii. It will also free up time for me to take more PD courses so that I can continue reclassifying, which raises my salary and makes it so that I can afford to live in Hawaii (especially with a child on the way). Having extra time to take PD courses and reclassifying also increases my investment in the education system.

- **Reduce traffic congestion and improve air quality; and**

I currently drive 70 miles (around 2 hours) from my house in Honokaa to Konawaena High School and the same from school back to my home every day. (the only teacher I would have been able to carpool with has retired this year) Allowing me to telework would greatly reduce my carbon footprint, reduce traffic congestion and improve air and water quality

- **Effectively continue business as part of a disaster recovery or emergency plan (e.g., pandemic influenza, terrorist attacks, hurricanes, and other types of emergencies or closures).**

Where I currently live in Honokaa is up at 2600 ft in elevation and is one of the safest areas to experience a natural disaster and be part of a disaster recovery or emergency plan (way safer than here at the school). If I am able to work from home and this pandemic continues to get worse than it already is and we are forced to work from home again, I will already be ahead of the curve and set up and excelling at teleworking from home.

“Core Hours” means the scheduled hours when a teleworker must be available for contact at the remote work site unless leave is authorized or the teleworker is directed to the central work site or other site by supervisory personnel. Core hours remain intact at all times, are not flexible and cannot be changed without prior supervisory approval. “Regular and Recurring Teleworking” means telework that is performed on a regular schedule (e.g., at least one day per pay period at a set location) and is established by a formal agreement between the employee and the supervisor. “Remote Work Site” means a work site that is geographically in a location other than the central work site, e.g., home-based or in a work center.

During my time teleworking I would continue to teach a “Regular and Recurring Teleworking” schedule at school as though I were teaching in person. I would log on and teach synchronistically 5 days a week 3 periods a day + advisory, along with prep time “core hours” plus extra time which is normal for me. In total I would continue working 8+ hours a day 5-6 days a week with no change to my current work schedule, the only difference is that I would have more time for my work instead of driving. I generally log on to class and speak with all the students/do demonstrations the first 15-25 minutes of class. Then students break off into groups or on their own to do asynchronous work/labs/research and log back on for synchronous reflections and discussions every 20-25 minutes. Students normally repeat this process 2-4 times depending on the activities and length of class. Then students meet back with me at the end of class to reflect on their work and make connections back to previous work. This style of teaching would not only continue to be done if I am granted telework, but would be enriched by all of the resources that I have at my home, which are not available at school.

I would also continue to participate in PLC, Faculty, McCarley group, Administration check-in's and observations from my home virtually as I already have been doing at school.

“Home-based” means an appropriately identified telework site in an employee’s home, rather than the Central Work Site. Employees shall perform the functions, duties, and responsibilities of their position from that home location.

My home-base would be my house at 44-4768A Wiakaalulu Rd. Honokaa HI 96727. At my home I have a secluded home office that I could work from that has little to no distractions in it. In addition my home base has additional resources that I could use (listed above) that I do not have access to at school.



(a picture of my house)

Remote Work Site

1. My remote work site will have available desk space and/or an adequate workstation in an approved area of the home dedicated to the exclusive use of the telework program during scheduled work hours to perform job duties in a safe and efficient manner. (See Attachment D – Telework Safety & Security Checklist Employee Self-Certification)

Pictures and documentation can be provided and even await approval if needed.

2. The telework arrangement shall adhere to the HIDOE’s Office of Information Technology Services (OITS) technical standards and can be approved if needed

3. The remote work site shall be accessible to visits by supervisory personnel at reasonable times during normal work hours in the event supervisory personnel wishes to ensure compliance with safety standards. Any supervisor is welcome to come visit my house at any time and observe me working and my workspace. My house(telework location) is up a very accessible road and is up to safety standards (passed inspection with flying colors on 05/31/20)

Reflection/Responding to Initial Telework Denial

Supervisor Comments: “There is no question about trust or professionalism. I do not have enough information to determine an overall ability to effectively deliver instruction virtually.

Telework negates direct access to student support personnel, tech support, plc webinars provider & instructional support personnel, and in-person observations.” “In my opinion there is no increased student benefit”

As listed above I have provided countless ways students, peers, Konawaena, and the DOE would benefit from the approval of my telework.

- The ability to deliver instruction virtually would be no different from delivery at school seeing as it is all done online, on a computer with internet connection (all of which I have at home).
- If on the off chance that there is technology failure I always have the option to use a neighbors house, the local library, or come back to Konawaena (inform administration of the issues) and teach in my classroom or on campus until the tech issues are resolved.
- I also have 3 laptops, one desktop, one tablet, and two smartphones with 4g access at my house in case there is a technology failure.
- I have a back up hotspot device in case there is wifi failure and I have recently purchased a 4/5g signal booster antenna for my house to ensure that I will always have signal.
- I have a landline service and landline phone as an additional way to stay connected
- I have a Honda EU7000 generator in case power goes out
- Students would still have support personnel because all of my EA's and co-teachers all log in virtually every day in a shared google meets/webex classroom. As far as tech support is concerned, I have neighbors and family members that could respond to a problem at my house faster than I can receive support at school (it is often very difficult getting a hold of and help from Mr. Fuller and this help is often delayed) and once again if there is tech failure at the telework site, I can always come back and receive help on campus.
- As of right now all plc, webinars, and instructional support personnel are all being done virtually and there is/has been no face to face contact/instruction so that would not change. If an in person observation needs to be done then I can come back to school for that day to have the observation. However, it would make more sense for the observer to log on virtually and join my google meets/classroom virtually since that is how instruction and class is being delivered. (there would be no difference between an in-person or a virtual observation because even an in person observer would need to log on to a chromebook to see what is being done.

GENERAL PROVISIONS

All of the requirements, details, and instructions provided in the DOE Telework Guidelines A-V along with RESPONSIBILITIES A-C will all be adhered to and followed strictly and stringently.

In general, positions that are suitable for teleworking often have the following characteristics.

a) Work involves extensive writing, policy development, research, analysis, and computer-oriented tasks.

Although creating a virtual classroom that would utilize my home environment may take more time, effort and planning such as extensive lesson planning, research into lab activities, analyzing the success of activities and then converting activities into computer-oriented tasks. The results would greatly benefit the students' learning experience and hopefully increase their passion for the sciences.

b) Work requires little daily face-to-face interaction with others and long stretches of time when the employee may operate independently.

As of right now even when attending school I do not have any face-to-face interactions with any staff members, including plc, administration, and McCarey group. This is all done through virtual platforms and would continue to do so when teleworking from my home site.

c) Work is project-oriented or segments are clearly defined and can be generated within specified time periods.

I upload all of my students' work/assignments/projects daily on google classroom and the projects I would be able to do with the students would increase in variety, complexity, and depth if I were to be able to telework from home. Each project is clearly defined with specific deadlines and completion dates.

d) Work is portable and can be performed effectively outside the office.

Not only is the work portable (virtual in nature) and can be performed effectively outside of the office, it will be enhanced further by being able to work outside of the office.

e) Work consists of reading/processing tasks, e.g., reading proposals and reviewing or conducting research.

The students have daily reading/processing tasks, weekly research projects, and daily discussions. These tasks/projects/discussions will be enhanced through the utilization of the resources offered at my home telework site

f) Technology needed to perform the job off site is currently available.

As listed above the technology I have off the job site is 1. Computer desktop, 2. three laptop/chromebooks 3. One tablet 4. Two smartphones 5. High speed internet connection with landline/ethernet connection access 6. Cell Phone/4g signal boosters 7. Two Backup Honda EU7000 Generators 8. Solar panels and solar system. 9. Back up hotspot 10. Additional technology to enhance learning lessons such as telescopes, water catchment tanks, off grid technology, basic/essential science equipment, ect

g) Security of data can be adequately assured.

The same data security measures taken at the school worksite will be used and ensured at the telework site

Benefits to DOE

1. The DOE would save money in several ways
 - a. You would not have to hire a substitute teacher when I am absent from school (I can take attendance from home and give instructions from home even if I am sick) for example I was forced to take a sick day when my car broke down and I could not make it into school and I was not allowed to telework so I had to get a substitute teacher to go into school and sit in my room. I was able to post all of the work and instructions virtually and without proper training and access to my private accounts, the substitute teacher was not able to do much except take attendance.
 - b. When my child is born in November if I am not able to telework I will have to take a 4-5 week paternity leave to care for my wife and child. During this time the DOE would have to hire, pay, specially train a long term substitute teacher, and create accounts that give them access to material and infinite campus. However, If I am able to telework I will only have to take one week off for paternity leave and then return to work virtually from home where I would be able to support my family while working virtually.
2. I would not be using resources at the school (computers, paper, PPE, Disposables, water, electricity, etc) that the DOE pays for since I have all of that at my home office.

3. The DOE would be protecting themselves from potential lawsuits in the event that myself, a coworker, or family member contracted or died from covid that was contracted on school grounds. (We are currently up to 76 schools in hawaii that have had covid cases on campus, 5 schools on big island alone, it is not a matter of if it will come to Konawaena it is a matter of when)
4. You would not feel morally responsible for the death or injury of your employees when they get sick from a preventable disease
5. I would not request any sort of reimbursement of any kind for extra expenses for resources used at my telework location
6. The work area exclusively dedicated to teleworking is considered an extension of the HODOE's work site for workers' compensation purposes. Any teleworker who is injured during the course of conducting official business during the established working hours shall notify his/her supervisor immediately and complete all necessary documents regarding the injury. The claim for workers' compensation benefits will be determined pursuant to the Hawai'i Workers' Compensation Law. If I am injured at my house I would notify my administration, however I would never put the burden on the school, bring up a lawsuit, or bother the school with any problems regarding my injury.
7. Failure to maintain a proper and safe work environment in accordance with these Guidelines may be cause for terminating an employee's participation in the telework program.
8. The Employer will not be responsible for injuries suffered at the remote work site by other persons.

Benefits to Students

1. Students would be able to receive continued synchronistic instruction in the event a sick day needs to be taken.
2. When I take paternity leave the students would receive an extra 4 weeks of synchronistic instruction instead of having to learn from a long term substitute teacher who may not have the knowledge or skills to help the students get to where they need to be.
3. The students will be more prepared for the EOC Biology exam if they continue to receive instruction from me instead of a substitute teacher
4. I would be able to continue to attend IEP & 504 meetings while I am on paternity leave
5. I have resources at my house such as a unique ecosystem, animals, equipment, and lab demonstrations that I do not have at school that I could use to enhance my lessons for my students in my science classes.
6. I would have an extra 4 hours a day to lesson plan, grade work, collaborate, and give detailed feedback if I do not have to drive to school every day.
7. The students would have guest lecturers that they would not be able to get if I was working from home.
8. The students would be able to have real life examples and experiences seen on my property
9. The students would get experience learning about equipment and resources not available at campus
10. The students would be able to learn through real life examples instead of just completing online virtual labs and watching videos.

Benefits to self & Ohana

1. I would be safe from contracting Covid-19 at school and transmitting it to my family
2. My wife is currently in her 3rd trimester of pregnancy and our doctor said she is especially susceptible to contracting it at this point in time

3. My parents have recently moved in with us from the mainland and my father is immune compromised
4. Once my son is born we will be living in a multi-generational household with immunocompromised family members.
5. I would not have to drive 2 hours (70 miles) in each direction to go to and come home from work.
6. My stress level & anxiety would dramatically decrease and my mental wellbeing would drastically improve.
7. I would have more time to spend with my family and loved ones, my wife has been very nervous and stressed being home without me in her third trimester, especially if there is an emergency
8. I will not miss most of the first year of my newly born child's life if I can telework.
9. I will be able to work 8+ hours a day (log on virtually/synchronistically every period of every school day) while being able to support my family
10. I will be able to continue to attend all PLC, McCarley group meetings, and faculty meetings, observations, etc virtually and I would miss less of them if I did not have to take an extended paternity leave.

Benefits to Konawaena

1. There would be less faculty on campus so there will be less of a chance of transmission
2. Konawaena would be following suit with other school districts on the big island that have already approved telework for teachers (Keaau, hilo, etc) and would not be seen as a school that does not care for or think about the wellbeing of their faculty
3. Our school motto "care for yourself and ohana" would actually make sense (it seems a bit crazy that this is our motto, yet when we apply to care for our self and ohana we get denied)
4. The school would save money on resources (substitutes, paper, PPE, supplies, electricity, water, ect)
5. The overall wellbeing, happiness, and satisfaction of our faculty and staff would increase
6. If telework is approved I would be happy to document every program that is used and time spent to deliver instruction, collaborate, or used to improve/work on school/education related materials. I would also be happy to upload this into my core professionalism document and PDE3. I would comply and continually fill in (See Attachment C – Sample Teleworker Time/Attendance Sheet.) Along with taking a temperature check on myself and continue to submit the monthly sign in sheet.
7. There would be no change to my leave of absence or sick leave procedures and I would come into school to sign and fill in any applicable or appropriate documents.
8. Janitorial staff would be no longer have to clean my room and would be free for other activities

Additional Information

With covid-19 cases rising (especially here on the big island) and cases at schools rising, it is becoming ever more important to look out for the wellbeing of our community. Covid-19 Not all teachers want to telework, but we would like to be given the opportunity/option to if we are living

in circumstances that would put our ohana at risk. Last week alone at Keaau high school the security guard who does temperature checks for the entire faculty tested positive for covid-19 and almost every faculty member at the school had to get tested or quarantine which was a mess for their school. I believe that it would be beneficial for the Kona-Kohala-Honokaa-Kealahou complex area to follow suit with the public schools/complex areas on the rest of the big island and neighboring islands and approve telework for their teachers. After working from school since the beginning of August, I have seen 0 benefits for myself to teaching from school vs teaching from home. I am sure there are some teachers whose home life makes it so they would prefer to teach from school or find more benefits to teaching from school. However, this is not the case for myself, I am in the opposite boat where I feel as though working from school has only negatively impacted my ability to perform and teach. There are countless benefits for the DOE, School, Students, Families, Community, myself and my ohana if I would be granted the ability to telework. With the current rate of over 10.25% transmission/spread in Hawaii I truly believe that forcing teachers to work from school is nothing more than selfish and reckless endangerment. I am asking you to please take the time to consider and care for my request and fight for the rights, lives, and health of your employees (your work ohana). I will happily return to the school work site when it is safe for the students to return to school, but until then I truly feel telework is the best option.

Mahalo,
Aaron Wade



Opening the schools

LaTisha Brown <latish_99@hotmail.com>

Wed, Sep 16, 2020 at 10:34 AM

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

To Whom it may concern.

I understand you are having a meeting about whether the children should go back to school or not. I personally think they need to go back to school. In my house I know my 9 year old is struggling being on the computer all day. He is having a hard time staying focused and understanding what all is to be done. His teacher is doing all he can but my child learns better in a classroom environment and being around other children.

I also wonder if you have thought about the children who might not be getting enough food or any food at all? I know you are offering food pick up but what about the children who do not have anyone to go pick it up as maybe they do not have another car to go get the food. Or what about the children who get abused at home and school was their only time where they felt safe? But by extending the distance learning they are forced to be with their abuser all day every day.

Children need to be out and about and getting regular germs from everyday activities to help keep their immune systems up for other illness such as colds. We need to teach our children like we always have the importance of washing their hands and not to be in others space.

The teachers have been amazing but also they are struggling not having the children in class and there is more distractions at home then in the classroom. They do not have the controlled environment that they would in the classroom.

I am sure parents are struggling just like I do most days. Most parents have at least two children in distance learning and trying to keep up with both classes at the same time and both children needing help with two different grades and classes so you cannot just have them both in the same area so one of the children is getting behind in their schedule waiting for help.

Have you thought about the homes that have both parents working or a single parent at home and the daycare cannot make the children do the school work while in their care? The parents not only have to work all day and sometimes later into the evening and then they have to come home and do school work with their children since they didn't do it throughout the day. Is that fair to the student or the parent(s)? Also how are daycare centers open and not schools? I hear they are taking the precautions with masks and constant hand washing so why can't the schools do this as well? Private schools are open as well and some public schools for children who have IEPs and they are not having issues with Covid outbreaks. How is this fair to the children who are struggling at home when they do just fine in a normal classroom?

I just hope that you as a school board take all of this into consideration and how distance learning is not the answer for any longer. I hope you also think about the children and how not every child benefiting from online schooling.

LaTisha Brown

Sent from my iPhone



Testimony from Juan Espinal at Konawaena Elementary

Juan Espinal <juan.espinal@k12.hi.us>
To: testimony.BOE@boe.hawaii.gov

Wed, Sep 16, 2020 at 10:39 AM

Aloha,

My name is Juan Espinal and I am entering my 9th year teaching at Konawaena Elementary school.

During the original stay-at home orders started in March, I started a wildly popular [West Hawaii Keiki Youtube Cooking Channel](#), I checked in daily with students, I felt genuinely engaged to make a difference.

Since coming back to the school year. I've been asked to have meetings in a common library, my office had common workroom materials, and we've already had one ohana member test positive for COVID-19 this past month.

I have asked for telework because I am anxious about being in a public place unnecessarily. I've proven that my job can be done well at home. It just takes more time and thought. My request for telework has been denied. 12 people I know personally across 4 different schools in this community have also been denied telework.

The only reason I am in school, per a discussion with my administration, is "because they like to see me."

I don't think the economic, health, and environmental risk warrants having all staff members drive to school to do a job that could (and should) be done from home.

Though, throughout this time, I've learned that you all have the final say in how we use resources. Unfortunately due to the size of the resources you handle, you cannot accommodate what all people really need.

This ship moves so slowly that it is painfully grinding away any good meaningful talent that would stay in this state to teach. My prediction is that our test scores will likely remain the same if not fall as an indication of our lack of true progress amidst a global viral pandemic.

I'm shocked I am petitioning to you for telework. I'm shocked you haven't already thought this was a good idea. You waited until 4 days prior to the open of schools to realize it was too unsafe. Your foresight and decision making skills have been poor, at best. Though, I don't hold it against you as I'm sure anybody would fail right now. Your job is impossible to do well and it shows.

Thank you for continuing to have these open forums and thank you for listening.

--

Juan Espinal
[Entertaining Educator](#)
"Consciousness is education and knowledge."



[@artof.chris](#)

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Testimony

Angie Choi <angie.choi@k12.hi.us>
To: testimony.BOE@boe.hawaii.gov

Wed, Sep 16, 2020 at 10:47 AM

To Whom This May Concern,

I would like to testify on the discussion item VI, B: Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.

My name is Angie Choi, I'm a school counselor at Dole Middle School. I am also the sister of Dayna Inouye, office clerk at Dole Middle School, whom passed away from Covid-19 last week Wednesday, September 9, 2020. I would like to speak on behalf of my sister, to have us, educators, faculty, and staff members, to consider teleworking for the safety of employees, students, parents, the community, everyone! I know this will be difficult to prove, but there is no doubt in my mind that my sister caught Covid from work. With the high cases in the Kalihi community, and having other positive cases on campus, which one worked in the same office as her, in the main office, that continued to have the AC on because there is limited windows in that old building, it is almost a given. From what I recall from my sister, a worker came to work sick, and 2 days later, Friday night, August 28th, she started feeling symptoms like body aches and slight fever. Dayna and the office staff took the Covid testing that weekend, when finding a worker came to work sick. She was concerned that she was feeling sick and did not get her results within the 3-5 days as others were. Dayna looked up the website daily, to finally find out she was positive on Friday, September 4th, 6:30am (she texted me at that time).

My sister was very concerned about this pandemic and well prepared with her personal PPE items (e.g., 70% alcohol, clorox disinfectant wipes, 70%+ hand sanitizers, hand wipes, Lysol sprays, masks, shield), you name it, she had it. She made every effort to wipe down after touching pens, phones, door knobs, desks, before eating, after eating, etc... I can only imagine the worry she had when she received her positive results. No DOH called to inform, nor any tracing.

I am not here to place blame on anyone. I am pleading for some changes to be certain there will NOT be any other Covid death statistics on school campus:

1. I ask that there be teleworking, where there is less exposure. Most teachers and staff can work from home, still teaching our students in the safety of our homes.

2. I need to shout out that employees need to, **MUST** stay home if feeling sick (even slight sniffles or mild fever). I understand some people may feel they cannot afford to take off work, or think, "nah it's just allergies," but please stay home! This virus is vicious and it attacks fast and hard!
3. If you know someone went home sick, start evacuating the location right then and there, have the people near the location telework and get tested, and clean the area. Do not wait for DOH or the positive result to then say, "let's evacuate and clean." Be proactive!

Thank you for listening to my testimony and for your time.

--

Aloha!
Mrs. Angie Choi
School Counselor, Grade 6
Dole Middle School
(808) 305-5331

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TESTIMONY - ITEM IV-B

Dillon Collins <dcollins@marlboro.edu>
To: testimony.boe@boe.hawaii.gov

Wed, Sep 16, 2020 at 10:49 AM

My name is Dillon Collins and I teach at Konawaena High School. I am writing on the subject of Telework, and specifically to raise awareness of the unreasonable stance my school's administration has taken in unilaterally rejecting applications for telework amidst a pandemic that has forced us to switch to virtual learning for the safety of our communities.

I have had several colleagues apply for and get rejected for telework. Their situations have run the gamut, including circumstances such as living with an immuno-compromised spouse or family member and a pregnant wife. Our administration, in its uniform rejections of applications, has offered that teachers will not have access to resources such as Professional Learning Committees and meetings with educational consultants if they were to telework.

This explanation simply does not stand to reason, as both of these types of meetings are being held virtually. It does, however, stand to reason that any teacher with a reliable internet connection would be able to execute their duties from home with the same degree of effectiveness as they would at school, considering that everything is done through the computer, from class meetings, to faculty meetings.

It is my understanding that teachers have needed to prove that telework would lead to an improved educational experience for students. This standard is not fair, and should be adjusted to ensure that, if granted telework, teachers will be able to deliver instruction that is on par with the instruction offered from the teacher at school.

From my perspective, our faculty's morale has taken a significant hit since our administration has uniformly rejected requests for telework, the only exception being one application being accepted for a teacher who is also a lawyer who had to resort to legal tactics in order to be granted a temporary telework allowance. Our teachers should not have to have a Juris Doctorate or hire a lawyer in order to be granted telework.

There is currently a contagious pandemic going on around the world. We live on an island in the middle of the Pacific Ocean that has only twenty-four ICU beds; it does not have the medical infrastructure to support a surge in cases. To insist that teachers come to school is unreasonable and does not respond to the public health crisis in which we find ourselves. While our administration has offered reasons for their uniform rejection of telework applications, none of them have stood up to scrutiny, as it is abundantly clear to anyone examining this situation with critical thinking that teachers could easily execute all of their current duties at home just as well as from school.

Thank you,

Dillon Collins
Konawaena High School
Master of Science in Education - Johns Hopkins University

Aloha Chair Catherine Payne and Members of the Board,

I am a parent at Ma'ema'e Elementary School in Honolulu. We are one of the largest schools in our district. We have a student body of almost 700 students I have been so disappointed at the way our school and the DOE has handled everything during this pandemic. Here are all the items that I am frustrated with.

- 1) Before quarter 1 started, parents who felt it was unsafe for their keiki to attend to face to face were only offered two options 1) go distance learning completely with Acellus with no teacher or 2) from the principal himself, if you don't like it you can change schools. Never in my years dealing with school have I ever felt shunned and ousted. This is how many of our distance learning parents feel. We are not supported and made to feel like outsiders.
- 2) Why did 30% of our parents choose distance learning? 1) Our school wanted to do a full face-to-face option at school, which means almost 700 keiki on campus every day. Our school does not have the space to social distance keiki at 6 foot so they applied for the exemption to social distance less than 6 feet and was approved. Lunch would still be in the cafeteria with at least 100+ keiki taking off their mask and eating together at any given point in time. The distance learning parents felt that this was a cluster infection waiting to happen when none of the risks are mitigated.
- 3) When the governor put the stay at home order in, all DOE schools would go virtual and our school went virtual with teacher led distance learning teaching. However, the parents that opted for distance learning were stuck with Acellus and were not allowed to join their peers in the teacher led courses. School hadn't even started, however, we were not allowed to join back with the virtual classroom where there would be live instruction and conversations with peers. Why is the school so inflexible? The school should have the best interest of the kids in the forefront and allow us back in the classroom. This should have been top down from the DOE to allow kids the best opportunity and situation to learn from their teachers but the decision was left up to the school.
- 4) Acellus – if my keiki was exposed to discriminatory and inappropriate material, it would be too late. I'm a full-time working parent. I am not able to monitor every single second my keiki is exposing themselves to this so-called remedial program that many school districts in the mainland have dropped already. Is Hawaii really so behind and lagging that we cannot offer a better option to our keiki. To stop the risk of inappropriate content immediately is to move the children back to the teacher led virtual classes but our DOE and our school will not make that judgement call so our keiki is suffering every day on this Acellus program.

Why are my children in this situation? It's because before school was supposed to start face-to-face, I had to fight for a different option because I live in a multi-generational home. My grandmother is 88. Should my keiki go to school and bring home the virus, my grandmother would certainly not survive. She has many underlying conditions. How many lives do we need to see taken before the DOE realizes that 1 life is too many to lose. Is it worth putting the keiki in this risky situation. Nothing will matter if they are dead. I am begging you to keep the children on distance learning. And then when the case numbers come down, do not allow schools to fully open face-to-face with anything less than 6 feet social distancing. If they can't do 6 feet social distancing, then they need to do a hybrid or blended model to have less keiki on campus at the same time. There is a safer way, please choose the safer way. Have a phased approach until we see no community

spread. There are so many people not following the rules, not social distancing. These will be the same parents that will send their keiki to school sick after giving them fever reducing medicine. And these will be the keiki that cause clusters to form, whether they will form in school or they will bring it home to their multigeneration households and family members WILL DIE! I do not want that to happen. Please don't let that happen. You have the power to prevent this. Please do the right thing.

September 17, 2020



Aloha Chair Payne and Members of the Board of Education,

This is testimony for the BOE Meeting discussion Item VI. A. Update on implementation on Board Resolution adopted on May 21, 2020 directing the Department of Education to offer summer school in a way that supports students disproportionately impacted by school closures caused by the COVID-19 pandemic, to ensure clear coordination between each level of the tri-level system, and to communicate timely and effectively with the public: Summer school 2020 final report; and discussion Item VI. B. Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress

As I stated in previous testimonies, we need to engage and support our young people. Collaborating with afterschool providers and community organizations is essential when planning for summer learning programs as well as during the school year. The afterschool field can operate in ways that best support families' needs for enhanced learning and safe, supervised settings if they are part of a comprehensive plan for a redesigned learning day.

Afterschool programs are eager to be a resource to schools and teachers to help supplement the learning process and provide a safe environment for kids in remote learning hubs. To do so, we ask the following:

- Encourage principals and complex areas superintendents to work together with **afterschool programs** to support students during the distance learning days, in particular students whose parents are working, whose parents are English learners, and students who don't have enough resources at home.
 - Afterschool are critical for helping students catch up and keep up by:
 - Providing in-person support for students.
 - Connecting with students at home to help with online assignments, homework and tutoring for trouble areas.
 - Coordinating with teachers to address specific areas of learning loss and to help students who are struggling.
 - Afterschool can keep students safe, engaged and learning by providing a safe place for students to go while parents are working, help with remote school requirements, and opportunities to engage in enriching activities that give them a chance to lead, explore and create without stress.
 - Afterschool can provide social and emotional supports that students need to emerge from this crisis strong, resilient and hopeful by:
 - Identifying community resources and partners who specialize in trauma-informed care.
 - Developing caseloads of students so staff can conduct informal check-ins.
 - Developing online learning modules and activities.

- Afterschool can help families overcome technology challenges and ensure students have access to learning platforms by:
 - Providing internet connectivity and a place where students can focus on their remote school requirements.
 - Connecting with families to help ensure they can access remote learning.
 - Providing support to parents to help them track and support students' online school assignments and homework.
 - Providing remote learning at-home tips and guidance.
- Continue **inviting afterschool programs to schools' planning discussions**. The most successful school reopening plans are developed jointly by school leaders, afterschool programs, community-based organizations, parents and teachers, so that together we can ensure our children are learning, safe, engaged, and building academic, social, and emotional skills during the hours their parents are at work.
- Allow afterschool programs to **use school facilities** to provide enrichment hubs for our most needed student population.

Mahalo,

Paula Adams, Executive Director
Hawai'i Afterschool Alliance
www.hawaii afterschool alliance.org



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

Testimony 9/17

Erinn Kawamura <erinn808@yahoo.com>

Wed, Sep 16, 2020 at 10:56 AM

To: testimony.BOE@boe.hawaii.gov

Dear Director Payne,

I've listened in to a few BOE meetings during the pandemic so I know that you care about our opinion. I am a middle school counselor in Central District and feel that, although positive covid19 cases seem to be in decline, that we should remain in distance learning mode for the second quarter.

Many of our families are getting the hang of logging in, emailing teachers/faculty, navigating the many many digital platforms used. And the students are starting to really get in the groove of working in this mode. Our mid quarter progress reports went home last Friday 9/11 and collaboration between home and school is happening in the DL mode. In fact my informal assessment is that communication between parents and faculty is increased during DL mode.

Pivoting to blended learning may confuse the families and result in decreased participation/attendance . We have 95+% of the connectivity challenges resolved at my school and I'd like to see more time to build on the momentum that we have going now.

Thank you for your consideration.

Erinn Kawamura

Sent by Erinn



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

Reopen schools

Vanessa MacDonald <macvanessa14@gmail.com>

Wed, Sep 16, 2020 at 10:57 AM

To: testimony.boe@boe.hawaii.gov

Aloha,

I hope you're taking every parent's email into consideration. Our kids have been out of school since March, and need to return to a school setting. Give people the option to either stick with DL, or go back to school face to face. If people can take their kids out shopping, they can let their kids go back to school.
Mahalo, Vanessa MacDonald

Sent from my iPhone



DL/Return to School!

Deborah Luciano <djgunn21@gmail.com>
To: testimony.boe@boe.hawaii.gov

Wed, Sep 16, 2020 at 11:04 AM

To whom it may concern,

I am writing to you as a parent of 3 elementary age children who are struggling with the virtual learning system. Additionally, I have previously worked in elementary education. My opinions are based on my observations and experience, not on emotions or random hearsay.

Our kids Deserve a quality education! I can understand the initial shutdown, the caution and the effort it requires to get kids back to learning. However, at this point, I may as well pull my kids from school all together. Even with "Unschooling" they would be learning more than they are by staring at a screen all day. I will not say every teacher is bad at this, I have 3 elementary age kids, 2 have highly engaged teachers that are truly trying their best, but my youngest's teacher has minimal tech skills at best, he has no clear instruction or guidance and teaches nothing except to login to Iready and Prodigy.

I would 100% send my kids back full time as much as possible, or on a blended schedule. 2 of my children are not good online learners, excellent with technology but not in a school learning sense. It is scientifically and medically known that excessive screen time is detrimental to brain development as well as a host of other medical issues that can be contributed to the time on screens. My 11 year old student has been suffering with migraines and vision issues since school started back up.

The reality is that Coronavirus is not nearly bad in the Islands as anywhere else. Yes we have limited medical resources compared to mainland states, but we are also not addressing the high risk areas/populations, instead we are punishing our keiki and the parents that value good a education.

How can anyone say with a straight face that its not safe for our children to be in school, but its ok for them to go to the Mall, a Restaurant, a Water Park etc.

The priorities are backwards at best and it is our children who will pay the ultimate price with their emotional, physical and developmental well being. Please look at all sides when making these decisions, not just the "squeaky wheel" fear mongering, Coronavirus isn't going away, we must move forward and not live in constant fear. Our keiki deserve better!

A Concerned Parent,

Deborah J. Gunn



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

Please Reopen Our Schools

Angela West <angela.west@k12.hi.us>

Wed, Sep 16, 2020 at 11:09 AM

To: testimony.BOE@boe.hawaii.gov

Aloha,

I am reaching out to make sure that the voices of our struggling elementary school teachers are heard. I am a first grade teacher and teaching via distance learning is impossible. My first grade students are learning fundamental, foundational knowledge for their educational careers and lives. Distance learning is not a feasible option for them. They are young children who need hands-on learning and support. It is a huge struggle to teach elementary school students virtually because they need so much support in the work that they are doing. Some students have no parent support at home and others have parents who are taking over the work and learning for their students. All parents are doing their best and mean well, but this situation is not conducive to learning for elementary school students. We need our students back in school!

As the mayor is discussing reopening things such as retail, I hope that you are making reopening our schools for face-to-face learning a priority. Education of our young children should be a priority and it is clear that this virtual learning is not meeting the needs of our students and their families. I hope that the difficulty that elementary students, teachers, and families are having is being taken into serious consideration when determining whether or not to allow face-to-face learning in our second quarter.

Mahalo for your time,

Angela West

First Grade Teacher

Keolu Elementary School

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Covid and education

psaltyearthdeva@gmail.com <psaltyearthdeva@gmail.com>

Wed, Sep 16, 2020 at 11:11 AM

To: testimony.boe@boe.hawaii.gov

I am the mother of an active and social 9 year old and my testimony is in favor of face to face education.

Online education has been horrible for our child and for us a family. We decided enough is enough and pulled her out of doe.

We have been blessed enough to enroll her in a private school that does face to face but other families aren't as fortunate. My testimony is upon their behalf.

It's a sad fact that this virus isn't going away. It's a virus. Hiding from it won't change that. But hiding from it has shown other negative results.

Being forced to stay home is correlated to severe domestic violence against children being on the rise. Children of abusive families are often safer outside of home. They are safer at school and they don't have that any more. They can't even go outside to spend their energy or go to a family members where it's safe. Online schooling leaves those children in more danger at home then the danger of covid.

Children of poverty sometimes get their best meals at school, adequate nutrition is vital to brain function, emotional health, and physical development. Some kids don't have that any more. In the long run malnourished children will become an even greater financial burden to the state as well as it costing them their quality of life, which is a greater threat To them then covid.

Kids need socialization, we all do. Humans are social creatures and quarantine and shutdowns are not allowing us to interact. It's madness. Depression and suicide rates reflect how much these kinds of restrictions That keep getting extended affect the human psych. Covid isn't going away but we aren't getting stronger hiding from it. We are delaying the inevitable.

Online education does work for some families. Let those families choose to continue to do so by combining resources.

Remote learning classes can be done by teachers that reach many students in different schools to free up face to face educators.

Ultimately the shutdowns are not sustainable. We are pushing back something that can not be held and is actually hurting us more to do so. Have parents sign a covid release form and let the kids have face to face time again.

Devahuti Ambler
Kailua Hawaii resident

Sent from my iPhone



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

It's me again...mom of 2teens

DEEANN TOFA <DEUCETOFA@hotmail.com>

Wed, Sep 16, 2020 at 11:13 AM

To: "Testimony.boe@boe.Hawaii.gov" <Testimony.boe@boe.hawaii.gov>

Aloha,

So my kids just got thier mid quarter grades today. Both kids with 2 or more F's. My one kids us usually a 3.8 GPA... but now has 2 F's one in math and world history(core classes).

My other kid is SPED due to concentration/focusing issues. He has 2 and possible a 3rd F. Plz do in class school for 2nd quarter. My kids need the teachers help and instruction face to face.

Come-on you guys had since March and a whole summer to figure this out. My kids are failing.

Mahalo,

Mom of 2teens



Telework for Teachers

Ezra Witsman <yoshitoshi2@yahoo.com>

Wed, Sep 16, 2020 at 11:16 AM

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

Aloha Hawai'i Board of Education,

I am a social studies teacher at Kealakehe High School on Hawai'i Island. I have been teaching for 17 years. Teachers are professionals and should be treated as professionals.

As professionals, many teachers worked during the summer to get prepared for distance learning. Of course, we weren't required to work over the summer, but as professionals we wanted to get prepared to teach our students. After school started, teachers have been working many hours at night and on the weekends to provide our students with the best possible education.

Due to this historic pandemic, teachers, as professionals, should be allowed to work at school (in their classrooms) or at home. Personally, I would choose to work in my classroom. However, there are many teachers with valid reasons who would choose to work at home during this on-going pandemic.

I implore you to allow teachers the option to do telework. As professionals, we know what we have to do to get the job done. Just let us have the choice of where to do it.

Mahalo nui loa and take care, Ezra Witsman



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

Open schools

Deanna Thorne <deannathorne@icloud.com>
To: testimony.boe@boe.hawaii.gov

Wed, Sep 16, 2020 at 11:21 AM

This is my vote to open schools, at least hybrid if possible. It's very hard on my kids to not have social interactions with their peers throughout the day. They are sad they aren't in school. They can't interact on video classes, and I understand, it would be unproductive. My children have had minimal interaction with their peers for OVER SIX MONTHS! It's a struggle for them to stay attentive sitting in front of a computer for 6+ hours a day which makes me question how well they are actually learning. ANY opportunity you can give them in the classroom would be better than 100% virtual. Please strongly consider at least part time schooling. Thank you!

Deanna Thorne

Sent from my iPhone

9/16/20

Aloha; my name is Zohreh Furtado and I teach at Kealahou Intermediate School on Hawai'i Island. Although the pandemic has burdened all of us from personal, professional, and humanitarian perspectives, it has also created a new reality unfamiliar to our knowing. With high potential for permanency, the pandemic reality has also offered an opportunity to rethink our educational structures from the brick and mortar school houses to online, and distant teaching and learning. As we develop expertise in the area of remote teaching and learning, we need to think of the deadly pandemic outside our doors and think of the dangers that we expose our teachers, students, and all school staff to, by reopening schools. With the knowledge that the schools are a major source of community spread around the country, the Hawaii DOE has selected a path of incremental postponement of school reopening. These actions although well intended, extend a torturous and anxiety provoking uncertainty for those who are most affected by these decisions. While many decision makers enjoy the safety of telework, teachers are required to report to work and some with face-to-face student interactions.

I have to have a routine eye surgery on O'ahu, and since I need an overnight stay, I have to quarantine for two weeks upon return. Considering that I have to go back in two weeks for the second eye procedure, I would then need another two weeks in quarantine. I am asking to do telework during this time, but have so far been denied. This translates to nearly six weeks of sub work and a big dent on my accumulated sick leave, where I could easily and sufficiently teach and reach my beloved students from home. Where is the equity in meeting the needs of the teachers and the humanitarian aspect of our work in DOE?

Although I understand that multiple factors are being considered in school reopening plans, you have to prioritize life. The sick and dead teachers and classes run by substitute teachers are hardly an indication of return to learning. Learning is the perpetual process of permeation, absorption, and application and is not limited to the four walls of the classrooms.

In addition, decisions made on O'ahu do not consider the limitations of resource accessibility facing the neighbor islanders. Lack of facilities to care for the afflicted, shortages of medicine, and even hand sanitizers are continually present in our rural communities. I have personally driven to Hilo (four hour round trip) in search of sanitizers and rubbing alcohol with limited luck since the beginning of the pandemic. With few stores carrying PPE supplies and perpetual empty shelves in the few supplying stores, personal protection is at a much higher risk here than O'ahu and your decision making should take these limitations into consideration.

We need to at least ensure that the first semester and possibly the rest of the academic year in done remotely as we struggle with the spread of the disease. With three teachers of varying ages dead recently, many teachers on extended leave, and some brilliant teachers forced to retirement, we need to reconstruct our idea of a real education. Please be fair and mindful of those who are entrusted to you for guidance and be reminded that the labor of no human is above the other. Mahalo nui loa for your dedicated service to education. Me ke aloha nui a me loko maika'i



david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

September 17, 2020

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

Aloha Chairperson Payne, Vice Chairperson Uemura, and Members,

HawaiiKidsCAN offers comments for Discussion Item A) Update on implementation on Board Resolution adopted on May 21, 2020 directing the Department of Education to offer summer school in a way that supports students disproportionately impacted by school closures caused by the COVID-19 pandemic, to ensure clear coordination between each level of the tri-level system, and to communicate timely and effectively with the public: Summer school 2020 final report.

Recently, Education Week published an [alarming report](#) using May Census data showing that Hawaii's students have been most at-risk for learning loss out of all students nationwide, with a disproportionately large gap between educational access between affluent and non-affluent families. Given that Strive HI data for school year 2018-2019 showed just 54% of public school students are proficient in English language arts, and 43% proficient in math, it is already a significant challenge ensuring students can meet grade level standards.

Prior to the start of summer school, the BOE created a new category of "disproportionately impacted" students, which recognized that the abrupt shift in quarter 4 of the 2019-2020 school year likely posed greater academic challenges to some students over others. Thanks to the analysis from the HEE Coalition, it appears that that a total of 17,749 students participated in all summer programs. Of those, non-disproportionately impacted students totaled 7,431 or 42%, and disproportionately impacted students totaled 10,318 or 58% at the peak of summer school. This same analysis estimates that this reach represents only 20% of the state's total population of disproportionately.

Using the lens of equity, the engagement of 20% of Hawaii's disproportionately impacted students at the cost of \$21 million spent on summer school indicates a disconnect between critical learning supports and the students needing the most help. I urge the BOE and HIDOE to address the following questions:

- What could HIDOE have done differently to reach a larger number of disproportionately impacted students? What were the specific communications and outreach strategies that were used, and which were the most and least effective?
- According to the data presented on school-based learning opportunities, it appears that a low number of students actually made progress academically, including just 25% in math and 30% in science. Is there any reflection on how academic outcomes could have been stronger?
- Average attendance in online and blended models was particularly weak, at 74% and 67%, respectively. Is there any reflection on how attendance could have been stronger in these formats? How was attendance defined for these models, and how can HIDOE report out attendance and participation metrics with more granularity and nuance moving forward?

While we had many more questions, we believe that these fundamental issues should be addressed with clarity and transparency, as they have strong implications for data reporting throughout the broader 2020-2021 school year.

HawaiiKidsCAN also offers comments for Discussion Item B) Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.

In light of the equity concerns raised by the summer school data, we are eager to review the monthly vital sign metrics reports. As other large public school districts around the country, there have been some troubling early signs. For example, [Denver Public Schools](#) had an average daily attendance rate of 88% over the first two weeks of school this fall, with gap emerging. On Sept. 1, for example, 92 percent of elementary school students were present. But only 87 percent of middle school and 85 percent of high school students were. White students are attending more frequently than are students of color. During the second week of school, 94 percent of white students and 85 percent of Black and Hispanic students were present.

Given the ongoing disruption of COVID-19 in Hawaii, we would strongly encourage the monthly reports to provide clear and transparent information that disaggregates data

for a nuanced look at how our schools are thriving, struggling, or adapting. In particular, we would like to highlight the following continued concerns:

1. **Greater clarity and transparency around attendance:** HawaiiKidsCAN has repeatedly called for clear, transparent, and consistent policies around attendance. We have heard from teachers that a low bar has been set at some schools, where students are expected merely need to log on to distance learning platforms for a few minutes to be marked “present.” We need a common definition of attendance that protects the integrity of the school year and the student learning experience, such as the completion of assignments or meaningfully contributing to distance learning lessons.
2. **Data around digital equity:** As an active member of the Broadband Hui and leader of Wifi on Wheels efforts, HawaiiKidsCAN remains concerned about the data being collected and shared by HIDOE on the digital divide around device and internet connectivity access. While the HIDOE has shared the number of devices and hotspots ordered in general terms, a more granular presentation of regional needs has yet to be presented, as we’ve continued to hear directly from schools needing support. This especially includes our local public charter schools, who are reporting a lack of support from their complex areas.
3. **Improving device and connectivity form:** The “device and connectivity access information” [survey form](#) given to families with the start of the school year is far too vague and could mask the ongoing digital equity needs. For example, the question “Does the student have access to a personal devices (e.g., computer, laptop, tablet) at home?” lacks clarity, as it doesn’t define whether that device is adequate for distance learning. Similarly, the question “Does the student have internet access at home?” is also too vague, as a home may have connectivity but it could still be weak and not strong enough to support learning programs. The home may also have a smartphone hotspot, but not the data plan to support frequent videoconferencing use. A more sophisticated option could have been asking families perform a free speed test or doing a relevant task to test the adequacy of the connection.
4. **Making up instructional days:** Parents and community members are extremely concerned that students are falling irreversibly behind with the loss of three weeks of instruction, compounding loss of learning in quarter 4. Given that three weeks of instruction have already been lost, we urge the BOE to eliminate the fall and spring breaks and institute days, or extend the school year by three weeks. We need to do right by students. This question looms especially large for

Mahalo for the opportunity to testify,

David Miyashiro
Executive Director
HawaiiKidsCAN



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

Please reconsider about school

Mei Strawn <meistrawn@icloud.com>

Wed, Sep 16, 2020 at 11:45 AM

To: testimony.boe@boe.hawaii.gov

Hi BOE members,

I'm a mother of two kids who is very seriously concerning of my kids returning to school after the 1st Quarter. I know the numbers of COVID-19 has gone down a bit but with the numbers of deaths, I'm still too worried about my 3 kids will return to school face to face. I'm also concerning their teacher's health and safety. I really hope my kids won't go back to school too soon. The distance learning is so far perfect under this unstable pandemic situation. It should be zero for months to reopen school.

Please reconsider my opinion.

Mahalo to all of your hard works during this time.

Mei Strawn



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

Please reconsider

Mei Strawn <meistrawn@hawaii.rr.com>
To: testimony.boe@boe.hawaii.gov

Wed, Sep 16, 2020 at 11:47 AM

Hi BOE members,

I'm a mother of two kids who is very seriously concerning of my kids returning to school after the 1st Quarter. I know the numbers of COVID-19 has gone down a bit but with the numbers of deaths, I'm still too worried about my 3 kids will return to school face to face. I'm also concerning their teacher's health and safety. I really hope my kids won't go back to school too soon. The distance learning is so far perfect under this unstable pandemic situation. It should be zero for months to reopen school.

Please reconsider my opinion.

Mahalo to all of your hard works during this time.

Mei Strawn



Testimony

Lorraine Bennett <lorrainebennett@yahoo.com>

Wed, Sep 16, 2020 at 11:47 AM

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

Aloha,

I am testifying on Discussion item VI B

Update on Metrics to Monitor and Evaluate the Department of Education's Comprehensive Plan for Reopening Schools for the 2020-2021 School Year, Including Student Access to Devices and Connectivity; Personal Protective Equipment and Sanitation Supply Needs; Student Attendance; and Student Academic Status and Progress.

I am fortunate to belong to a school that has addressed many of our needs within their capability and what they are able to do. The administration at Leihoku has bent over backward to provide us the help and tools we need. But what I have found is that in many instances their hands are tied. I am very grateful for my school, without their help and support I'm not sure I would have made it. With that being said the DOE and District has put unrealistic expectations for SPED Teachers. Before the pandemic we had large case loads and the paperwork to go with it. After the pandemic we still have the same case loads with triple+ the amount of paperwork. We are expected to do face to face learning and distance learning. I have 8 face to face students and 5 distance learners. I struggle everyday to meet both of their needs. If I am meeting the needs of my face to face students, I am spending very little time with my distance learners. If I choose to meet the needs of my distance learners, my face to face students lose out. The DOE says they care about our students but students are still not getting their needs met. I have a choice everyday of planning and spending time with students (depending on what the needs are for that day) or doing paperwork. If I kept normal hours of what our contract says, no paperwork or planning would get done. I am spending nights and weekends to make it work. I need to plan for Face to Face learning and I need to plan for Distance Learning. I also need to have constant communication with parents. This all takes an immense amount of time! At minimum it is double the planning time. The district/state has said for the first quarter we should get 3 hours of planning time per student but did not give us the substitute codes until September 4 to end on October 2. I have 13 students for 39 hours. I could only fit in 27 hours and not have my students lose out. The State/District seem to be unorganized they want paperwork with vague guidelines and ever changing requirements. I hold WebeX meetings for parents and staff but all paperwork needs to be signed and dated by a parent/caregiver. What is the point of holding a WebeX meeting if parents still need to come up to the school to sign paperwork? All teachers are trying to maintain an Ohana bubble. I often try to get here early and stay late so the distance learners parents/caregivers can sign paperwork and pick up biweekly packets. **My question is how and when do they expect us (SPED Teachers) to get all of this done?** What if I choose to only work my contract hours, am I going to be reprimanded for not turning in paperwork on time, or working during classroom time? What if I don't have time to do one to one work with my distance learners because I have face to face students and paperwork to finish? If I did all distance learners every day that would be at minimum 2 1/2 hours per day.

This also does not address connectivity issues. I do a whole group Distance Learning everyday for 1 hour. The computer/internet freezes at a minimum of 3 times during that hour. Often parents perceive it to be somehow our fault. Today, I was not able to say a final goodbye to my students because it froze up and would not let me back in.

This is not just my story, I hear this story from many of my fellow SPED Teachers. We are exhausted, scared, and we are frustrated. I feel as if I am failing everyday. I feel I'm failing my students, my administration, my parents, and my home life and also add to that the constant fear of getting sick because I am exposed to my students everyday.

Thank you for listening to my testimony!

Lorraine S. Bennett
SPED Teacher
Leihoku Elementary School



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

the questions

Connor Storozyk <connor.storozyk@campbell.k12.hi.us>
To: testimony.boe@boe.hawaii.gov

Wed, Sep 16, 2020 at 11:49 AM

I want to continue distance learning till December at least because I know that if I go back that my health will be at risk and I wouldn't feel safe nor be safe at school.



concerns

Simone Ezzy <simone.ezzy@gmail.com>

Wed, Sep 16, 2020 at 11:49 AM

To: testimony.BOE@boe.hawaii.gov

"A failure to communicate effectively will generally lead to a failure - your's, your team's, or possibly your organization's."

Personally, I don't feel our work environment is a safe place. We currently have 2 positive cases on campus and after the initial first case, I had asked about the protocols with my colleagues. Some people in the group felt that I was harassing them so they reported the incident to our administration. Rather than investigating and asking all parties, our administrator had sent out an email reprimanded me in front of the entire school. I felt targeted and scared. I felt my voice was taken away from me because I asked questions. Our administrator also disclosed that several individuals have contacted her. This statement prompted me to think that I'm in this alone and can trust no one.

I have always thoughts that during a crisis like this, we would be coming together to protect one another. If there were clear guidelines, I wouldn't need to ask questions. Yet when I asked, my voice got taken away and I was made an example of. I feel threatened. Now I'm afraid to speak up because I don't want to be humiliated again.

Throughout this process, we've received minimal support from our administrator and leadership team. We were left to figure out a lot of things on our own. An example is the our packet pick up day before we began distance learning. We had to create a schedule and figure out what needed to be done. There was no consistency and there still isn't any. Basically, we are left to fence for ourselves.

Dear Hawaii State Board of Education,

I am asking for the safe reopening of Hawaii public schools. Covid-19 cases in Hawaii are continuing to decline and the results of the Covid-19 surge testing showed less than 1% positive results. This tells us Covid-19 is NOT wide spread in the community.

At the beginning of quarter 2, students will have been away from the classroom for TWO full quarters and total of seven months. Those numbers should not be taken lightly.

Childcare facilities, preschools and private schools have been open for in-person learning since the beginning of the 20-21 school year. The inequity of private schools being open for in-person learning while public schools are not is glaring! If one has the means for private education, their children can participate in in-person learning. While parents of public school students have been left with no choice, no input and very little transparency.

My 4-year son has been attending a private preschool since August 3rd, where he is learning and thriving. I have a niece and nephews in Tennessee and London, UK, who have all successfully returned to 100% in-person learning. School reopening can be done safely and I ask you, at the very least, for your good faith effort. Thank you for your time.

Sincerely,

[REDACTED]

Mom of Mililani Ike 2nd grader



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

(no subject)

Noa Gabriel <noa.gabriel@campbell.k12.hi.us>

Wed, Sep 16, 2020 at 11:53 AM

To: testimony.boe@boe.hawaii.gov

TAKE US BACK TO SCHOOL PLEEEEEEEEEAAAAASSSSSEEEEE!!!!!! It is tourcher sitting down in front of a screen for 6 hours and then right after that another 3 hours to do homework. I don't understand most of the work in math cause math is the type of subject that you need to learn physically. Its not like us kids can die from this pandemic.(yeah we can die but the chances are so extremely low) Please make all us kids happy.



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

TESTIMONY

Adam Tuifagu <adamtnakoa@gmail.com>

Wed, Sep 16, 2020 at 11:58 AM

To: Testimony.BOE@boe.hawaii.gov

Aloha Board of Education,

My name is Adam Nakoa Tuifagu, curriculum coordinator at Prince Jonah Kūhiō Kalanianaʻole Elementary & Intermediate School in Pāpaʻikou, Hilo, Hawaiʻi. I am also the uncle to a third-grade nephew enrolled at my school.

As you meet to discuss Discussion Item B, Update on metrics to monitor and evaluate the DOE's comprehensive plan for reopening schools for the 2020-2021 School Year, I hope you will consider my request that schools continue to offer distance learning to students for the remainder of 2020.

My nephew and my family appreciate the opportunity being provided to him to learn safely from home and have managed our schedules to help him do so.
Please allow us to continue that.

Mahalo,
Adam Nakoa Tuifagu
Pāpaʻikou, Hilo, Hawaiʻi



Testimony

Wed, Sep 16, 2020 at 11:59 AM

To: testimony.BOE@boe.hawaii.gov

To Whom It May Concern,

I would like to share a concern that I have regarding events that have transpired on campus within our department which has me concerned as an educator, father, husband, and son.

It was brought to my attention that one of my colleagues within our department may have come into contact with someone who has tested positive for COVID-19. Being informed about this potential contact on Saturday, September 12th, my colleague communicated with our School's Lead Administrator and our Department Head about this potential infection and what steps would need to be taken. My colleague was told by both our Lead Administrator (Vice-Principal) and our Department Head that they could come to work and just lock their classroom doors. Upon hearing this recommendation, I was appalled to hear that this response was given especially when we are told from both Federal and State Officials, when you're sick, stay home! Yes, my colleague may not be sick, but they decided to take the necessary steps to prevent any further harm to others if this turned out to be a positive case. I also recall the State of Hawaii Department of Education Superintendent state during our 2 weeks of mandatory training that was provided at the start of the school year, that Substitutes were also undergoing training for Online Learning/Teaching/Safety Protocols that would prepare them to step right in if and when needed. My colleague requested that they have the opportunity to telework from their residence until testing results were returned to promote a safe environment on campus upon their return. My colleague was denied this opportunity and was told to call in sick and when asked to hire a Substitute on T-Seas to say no because the school does not have funds to hire a Substitute. Of course, he followed the instructions given by our Administration and our Department Head, but not wanting to leave the students high and dry, my colleague continued to teach the class from home despite calling in sick! My concern is that we are not getting the support as Teachers in regards to preventing catastrophic events from taking place! Locking yourself in the classroom with no air circulation is not what was recommended in the numerous hours of video training that was provided to us as professionals during our mandatory training along with recommendations from the Centers of Disease Control and the State of Hawai'i Department of Health. Preventative measures that we are taking as human beings are being challenged and I question why? We are told things numerous times in meetings like "Family always comes first!" and that we are "Trusted as professionals", but when that time comes, it is nowhere to be found! Our students will ALWAYS COME FIRST and we hope when the time comes for us as educators to have the same regard, it'll be there! But with this example that we have just experienced, it's nowhere to be found!

Mahalo nui loa and may you all have a blessed day!

Anonymous Teacher of 18 years.

This is a staff email account managed by Hawaii Department Of Education School District. This email and any files transmitted with it are confidential and intended solely for the use of the individual or entity to whom they are addressed. If you have received this email in error please notify the sender.



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

TESTIMONY BEFORE THE STATE OF HAWAII BOARD OF EDUCATION

THURSDAY, SEPTEMBER 17, 2020

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

To Chair Payne and Members of the Board of Education:

The Hawaii State Teachers Association Board of Directors overwhelmingly voted to support Hawaii's public schools to be in 100% distance learning mode for all students until at least the beginning of the second semester of this school year. HSTA's board also believes all public school educators should have the option of teleworking. The lack of action and transparency from the DOE have put the lives and health of teachers, staff and our students in jeopardy.

- Since June 26, 89 COVID-19 positive cases have been connected with public school campuses, employees, service providers and/or students.
- At Dole Middle School, a clerk who worked in the office died while being quarantined due to the virus.
- Before her death and several coronavirus cases at Dole, teachers have been and are still being denied telework. HSTA has heard this is a uniform denial because of the Complex Area Superintendent.
- In Manoa, a Noelani Elementary teacher passed away, her family said, the teacher "didn't have Covid, but we feel she was a tragedy of Covid."
- The DOE is secretive and not transparent about the handling of positive cases on school campuses. They failed to disclose the names of specific schools and numbers of cases or students and staff quarantined on campuses. And that's even after being criticized by the State Auditor, newspaper editorials, the HSTA and others. The DOE continues to suppress this important information that states and cities across the country are disclosing.
- Principals have directed staff they may not talk with others or the public about coronavirus cases. These same staff fear retaliation by their administrators for even talking with HSTA about the situation.
- There is no statewide standard or policy regarding the appropriate reasons for approval or denial of an educator teleworking, leading to inconsistent and arbitrary implementation. At some schools, teachers who have no in-person instructional responsibilities have been forced to report to campus and teach, being told that it "doesn't benefit the kids if they

are teleworking” and to remain in their classrooms, while other schools are allowing educators in the same situation to telework.

- There is no statewide standard regarding what constitutes a vulnerable student AND the reasons why they must have in-person instruction leading to inconsistent and arbitrary implementation. Some schools have no students on campus right now, while others have dozens, if not hundreds of special education, English learner, homeless and vulnerable students who report no access to the internet at home.
- The DOE has not released information on the number of teachers on unpaid or paid sick leave and how many classrooms are being taught by emergency hires or substitutes.

The superintendent refuses to take action on these basic issues and is creating a severe lack of trust. It is then incumbent upon the Board of Education to assume that responsibility and take action immediately to rectify the situation in the interest of everyone’s safety.



Hawaii State Teachers Association

Member-Submitted Testimony

The Hawaii State Teachers Association compiled testimony from educators across the state with various concerns about the Hawaii State Department of Education's coronavirus policies and procedures. They asked for anonymity so they could speak freely about the many problems they encounter as they struggle to keep themselves, their coworkers, and students safe.

We have categorized their testimony in three sections:

- [Special education](#);
- [Telework](#); and
- [Reasons to keep schools closed; lack of communication and transparency; inadequate and insufficient PPE; too many students on campuses; and more.](#)

Special Education

1. Why are FSC teachers and staff forced to be in the classroom with FSC students? FSC students are not mandated to wear masks. All FSC teachers and staff have been risking their lives with students not wearing masks... while gen ed teachers and students are not in schools? Why is this okay?
2. I work in a fully self contained special education classroom. Right now, I have kids that are in school face to face as well as kids that have chosen to do 100% distance learning. It is a challenge to provide for both of these groups of students at the same time. In a preschool classroom, it is almost impossible to do social distancing. You cannot effectively teach and take care of 3-5 year olds from being 6 ft away. Many of them need assistance to complete many of the daily routine tasks, both academic and non-academic related. Many of them need assistance with toileting, feeding and there is no way to help them with that by staying 6 ft away. My students don't always wear masks; they need constant reminders to put their mask on, or to pull it up because it ends up down on their chin.

While I understand that children with special needs have different learning needs, I do not feel it is fair to put all of the teachers, staff, and other students on campus at risk during a PANDEMIC just to make sure these students receive their minutes and services on their IEPs. Since when are minutes on an IEP more important than the health and safety of everyone (teachers, staff and students)? I have never felt more disappointed and undervalued during my 18 years as a teacher. I am in that high risk category as well and I am scared every single day that I go to work, not only for me but for my students and staff as well.

I feel it is unfair that just because we work with special education students, we are being forced to work with students in school face to face while the gen ed teachers are able to work with their students 100% virtually. Having the sped students and teachers be the exception makes no sense; especially during a PANDEMIC. If it was deemed unsafe for all of the gen ed students to be in school face to face even on a blended rotation, etc then that should also apply to our sped students as well.

3. I teach special education preschool, and I have been doing distance learning since we went back. My students are all very capable of distance learning, and are making progress, but I am being told that we have to call parents and ask if they WANT to send their child to school. My question is, why is it up to what the parents want? All of my parents would say yes, but data shows my students can learn safely from home. I'm very concerned to bring them in person, especially for times like nap time where they would not wear masks, and bring blankets and stuffed animals from home. I feel extremely uncomfortable putting my students into a classroom when they cannot social distance, and my ONE EA and I would just spend the whole day keeping them separate and sanitizing. We can teach them much more via distance learning than by simply managing them in the classroom. I really hope you are all still fighting for us SPED teachers who are at the mercy of parents and admin, with no consistency from school to school! Thank you!
4. I am currently teaching in a school where we have students that are unable to wear face masks or face shields. Our staff now wears scrubs as other PPE's would be torn because of student behaviors. We have no onsite custodian so all the cleaning during the day is left to the teachers/BT/EA/OA and other staff, who are not officially trained in this area, and also trying to do our daily jobs. Our students come on buses that have people in almost every seat of the bus. Finally, we have a student that will be coming back to school that has a known behavior of spitting. He does not wear a mask, and again most of the other students do not either. He has 50 plus occurrences of this behavior a day, and this is a huge safety risk for all people in this room. This is not a safe situation for any of the people in this school, especially with this behavior of spitting.

5. I am providing testimony with regards to the discussion item VI, B: Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.

I kindly ask that you really look at the metrics for when it is safe for face-to-face instruction, establishment of contact tracing for students, faculty, staff, and families of students, clear guidance for when it is safe for students or staff to return to school following a COVID case, and clear communication between staff and administration about steps that are needed to ensure that all are safe.

I worry about the inadequate amounts of PPE provided for teachers. I have not received PPE aside from a face shield. My grade level was discouraged from purchasing additional PPE for students. My EA, one of my student's skills trainers, my students, and I are constantly cleaning and washing our hands, but I know that the materials that we need to ensure that the areas are clean and safe will run out quickly. This worries me, because I want to make sure that all in our school are safe and healthy.

As a SPED resource teacher, I have students in-person, students that virtually and synchronously join my class, and students who are participating in the Acellus program for 100% Distance Learning whose IEPs I still need to address. It is challenging to manage all of the different schedules and services that my students require. I do not feel that I am able to best support any student or group of students because of the different schedules. Special Education teachers have been asked to do so many types of paperwork to address the effects of school closures on student learning, contingency plans for the event of school closures, and other purposes. These requests from the DOE outside of the classroom make it difficult to focus on planning for the students. During a time where teachers' mental health is even more critical, we are pushing Special Education teachers even harder and closer to the point of burnout. Even more so, I feel like I am unable to spend the time I need to take care of my family and responsibilities at home. I worry that this will push more Special Education teachers to leave the profession.

In addition to addressing all of our students' needs with the varying schedules and the paperwork that are required outside of our work with the students, I have had to worry about the health and safety of the students and staff in my classroom. I have a student whose disability causes him/her to have behaviors that cause him/her to become physical. During typical circumstances, I would not have an issue with

this. However, because of the current circumstances, I worry about the health and safety of staff members that come into contact with this student. I am also worried about my contact with a student whose household family members have had COVID with not much guidance for administration or teachers as to how to deal with this situation.

Being a Special Education teacher also limits my ability to telework since we have students who have opted for in-person instruction since they are considered being a part of a vulnerable population. My family has suggested that I take leave this year since I was recently tenured, and they worry about my health and safety going to school and coming into contact with a possible connection to someone who could have had COVID. I have family members that I am unable to see, because I am isolating myself since I come into such close contact with students and staff. I am unable to spend my limited time with grandparents, because I fear risking their health.

Again, I kindly ask that you look at the procedures in place and truly understand what teachers are going through right now, particularly since Special Education students and other vulnerable populations are currently receiving in-person instruction on campus. Please also think about whether it is wise for us to even have in-person instruction when there are not adequate resources to keep people safe, we are pushing Special Education teachers at the expense of their physical and mental health, and guidance and procedures are unclear.

6. I am a special education teacher with students coming for in-person instruction. As much as I love helping them, I am exposed to many people during the school day. Some of the students come with aides and then we have occupational therapists (OT), counseling and other service providers coming in and out of my room. These students have parents that are exposed to many people daily. The service providers travel and hang out with friends on days off. Students are not required to wear masks so I am uneasy all day. These are factors I have no control over and I should not be put in a situation where I have to worry constantly. General education teachers can relax in their rooms and take their masks off while they safely teach students online.
7. It is very difficult to have social distancing with special education students. Many of them do not know what it means and therefore cannot social distance. They take their masks off constantly and sneeze on us and on other students. Twice today my co-teacher was directly sneezed on. It is also difficult to social distance from disruptive students with behavioral issues, some of whom need restraint or at least hands held. It is very challenging and somewhat scary.

8. I am a special education teacher. I have been teaching face-to-face since August 17. While the school is taking measures to stay safe, it is not equitable that my general education counterparts are not teaching face-to-face with the same risks. Why am I not protected by DOE as they are?

I am doing my part in being safe such as all that is required in addition to taking a surge Covid test (which came out negative) to ensure I do not infect others on campus as well as at home with my elderly parents. In addition, I have taken the flu vaccine to prevent other illnesses. I did this taking off from school using my own sick/personal time.

My grievance is not directed at the school per se. The family of one child that I serve has the gall to complain (baselessly) that I am not taking safety measures in addition to other unfounded accusations. I am a 17-year seasoned special education teacher. Good grief do they think I am careless and reckless? Then why am I even required to work face-to-face while other thousands are not?

9. Our special ed department has invited students back on campus, but they don't teach them or help them, they send them to their regular classes, even though all of the classes are on Google Classroom. We also have a block schedule which we never got to choose, and the student sits in class for 75 minutes, while we are teaching online for the rest of the students. What concerns me is that the students could make better use of their time getting that one-on-one with their special ed teachers, but they are not. We are trying to do both but if the student is doing ok on google classroom, they really don't need to be on campus, that's why we fought for virtual school, for everyone's safety!
10. I am an elementary FSC SPED teacher currently teaching in a face-to-face arrangement. I service students ranging from grades K-5 whose needs make it impossible to maintain social distancing throughout the day. Additionally, my students have 1:1 supports who also cannot maintain social distancing from their client(s) throughout the day. My colleagues and I do our best to wear personally provided PPE, in a classroom with air purifiers that I have purchased, sanitizing toys with a self-made UVC lightbox, sanitizing our hands with self-provided hand sanitizer spray (for portability), and moving between homemade PVC barriers (between student spaces) that I have also furnished. We are doing our best to protect the health of each other and our families.

That being said, there are so many factors outside of our control. The DOE health guidance that allows for students to be sent home for signs of illness does not prevent students from returning to school the following day. I have sent multiple

students home on several occasions for displaying signs of illness (e.g., coughing, running nose, sore throat, fever). Currently, only the 24-hour "fever-free without medication" policy has served to hold a student out for the next day. All other students returned to class the following day. I have had students come to school and report that a parent/household member would not be able to pick them up because they have a sore throat and diarrhea. There are no protections for staff and/or students when families do not make health and safety decisions that serve the greater good. It is disheartening and disempowering to know that the child who is displaying signs of illness that could possibly be more than allergies, will be back the next day. We are attempting to extinguish a brushfire with a watering can.

11. I had originally planned to stay in Hawai'i for at least another 5 years, until I am 65, even after retirement. Last year, due to an autoimmune disease, I asked to change teaching assignments out of the FSC classroom after my doctor had told me it was not a good environment. But when we returned to the classroom in July, I was shocked to learn that although the general education students were to learn remotely, as a resource teacher, I would be working with students in-person on a regular basis 2-3 times per week. After speaking to my principal I realized that in spite of the state-wide "lock-down", I would still be expected to work with students.

I had a panic attack when I had a room with 5 students, and 5 adults, including a substitute who kept invading my personal space, and leaving the room, and a teacher who refused to wear her mask and complete confusion over what was expected from our administration. I had been hospitalized in the past for pneumonia for 3 weeks, including a week in ICU, transfusions, physical therapy, being unable to walk, difficulty breathing, and spinal taps.

Because I was unable to work remotely, I have decided reluctantly that my health and safety would be an unnecessary risk to continue to work in person, in spite of increasing cases and shortages in hospitals. I am obese, and over 60 and having had respiratory and immune disease in the past, I simply don't feel safe. This is a serious financial hardship for me, because I have had to apply to liquidate my retirement account until I can obtain another job (remote teaching, hopefully). I will likely have to leave Hawai'i and live with my daughter until I can find another job.

Covid is to blame, and I know that's nobody's fault. but IF I had been able to simply teach remotely, I would never have been forced to resign five years ahead of schedule!

12. I am a special education teacher at my school. I love to teach the students I have and am willing to go above and beyond to ensure that my students are getting the supports they need at home and during the school day. Currently, I am teaching students face-to-face and I am high risk. I am expecting my first child in the spring and have to teach face-to-face because this is the only option that was directed from people above administration to support the students. Although I know it's best to have my students in my classroom, I know that I need to take care of my health of myself and my future child.

Not having the option to telework because my students are still coming to school face-to-face has been a struggle with me. I am fearful not only for the health of myself and my baby, but also for my family who are an older generation with underlying health conditions. If we are allowing some teachers to work from home, why can't all teachers work from home? I feel like this is an unfair opportunity for myself and for my colleagues that are fearful everyday because of their loved ones they are exposing.

Since we started a little over a month ago, my colleague has been exposed to COVID and I had to quarantine fearing if I caught COVID from work. I was placed on a two-week quarantine not knowing how this will affect myself, my students and others. With no other guidance from people above my administration, I am going back to work in my classroom that is exposed to many different family members fearing that I won't be as lucky as I was this past incident. I love teaching, but why do we need to be placed on the frontlines without proper education on the virus and not adequate resources to ensure that we will not bring home this virus to our loved ones? Please consider allowing ALL teachers to telework. This will provide teachers more of an ease of mind knowing that they can solely concentrate on teaching and do not have a risk of catching this virus.

Mahalo for reading my story!

13. Why are FSC teachers and staff forced to be in the classroom with FSC students? FSC students are not mandated to wear masks. All FSC teachers and staff have been risking their lives with students not wearing masks... while gen ed teachers and students are not in schools? Why is this okay?
14. I have been reporting to campus for face-to-face instruction because I am a Special Education Teacher. I am also tasked with providing Distance Learning to my students whose parents chose not to come to campus. When I asked my principal if disadvantaged students were also given the opportunity for face-to-face

instruction, he said no, only SPED students report to campus because about 80% of our students would fall into a disadvantaged category.

Not only am I a SPED teacher, but I am also teach children who are deaf. My students need to see my mouth and have clear visual and auditory signals. If I wear a shield, it distorts my voice and has a glare. A cloth mask covers my mouth. The window masks fog up and distorts my voice as well. So, I usually pull down my mask EVERY TIME I SPEAK to my face to face student as well as my students online. Preschoolers in general need close contact. I do wear amplification for my students, but it helps if my mask is removed. I applied for telework last week Thursday, and have not received a reply as of today.

There were two student Covid+ cases at my school. The two preschool classrooms next to me have been vacant since last week, however, my principal explained at our staff meeting last week, that he is following CDC guidelines, so the whole school does not need to shut down, and the only people who need to quarantine have been contacted by him or the VP.

I have been emailing my principal and custodian about the soap dispenser in my classroom since March 15, 2020. I've mentioned that the soap does not lather and does not always squirt out soap (maybe the first person gets soap, but not anyone after that). The dispenser gets checked, but I email again restating the problem. I just got a new soap dispenser in my classroom today.

SPED teachers at my school have not been provided with "extra" time to work on Distance Learning Plans, Contingency Plans, and Covid Impact Plans. When gen ed teachers were given time to plan (before students returned to school), we were told to work on these requirements.

15. Even if social distancing and hygiene protocols are followed, it only takes one individual to infect the staff and students in a fully self contained environment As a teacher that works in the classroom delivering face-to-face instruction, my staff and I are constantly putting ourselves at risk on a daily basis. We are putting trust in that parents and families won't send their children to school when he or she are not feeling well. We are confronted with the possibility that outside of work; myself or my staff may get infected and potentially bring it to the classroom. There may be times where a student is having a challenging day and wearing a face mask or respecting social distancing becomes an afterthought. It becomes an uncomfortable predicament when I want to provide the best education for my students, but in the back of my mind there is an ongoing paranoia of putting myself, my family, and loved one's health at risk. If you view the circumstances from

outside the box, is it fair for us when other teachers have the opportunity to telework from the safety of their own homes? It's not fair.

16. Our Fully Self Contained (FSC) students and teachers are not safe on campus. Instead of being given high risk Personal Protective Equipment (PPE) such as a haz-mat suit, they were provided instead with long-sleeved t-shirts. No commodes on campus have lids, so with every flush detrius (waste) enters the air and lands around and on the floor. Mandating that adults be on campus for 7-hour workdays under these clearly unsafe toileting conditions instead of teleworking is appalling.
17. FSC students, social emotional needs students, ELL students, and students whose parents indicate limited WiFi access, are all on campus. Even with this limited population it is clearly impossible to enforce social distancing, mask wearing, and sanitation to DOH recommended standards. Custodians can in no way cleaning classrooms as indicated by the Superintendent and DOH guidelines. They simply cannot keep up and no new custodians have been hired. FSC students are crammed on SPED busses with no social distancing or mask wearing enforcement. FSC classroom, to use an example, has so many students and adults it's impossible to social distance and many students require 1 to 1 support that requires close contact. This is in a room of medically fragile students with the most underlying conditions in a student population. Leadership is fully aware but nothing is being done, because what can be done if the DOE ignores DOH to push the agenda of schools reopening? No telework requests have been approved and there are no substitutes, so if a teacher is out sick they are still expected to conduct classes. There is no communication when students or staff are ill and go in for testing from anyone except word of mouth between teachers. There are all these written guidelines on COVID-19 response and on campus protocols, but administration has made it clear they are recommendations and not required, because there is no way we have the resources to actually do any of it effectively. SPED students are not getting their IEP's implemented as that is clearly impossible but the DOE is still mandating they must be. DOE has mandated all SPED students must have an IEP meeting before the end of the first quarter. In that meeting you are supposed to write an IEP to meet the student's needs as if in a traditional school setting, then discuss a distance learning plan for how much of that IEP can be implemented in a distance learning environment, identify the amount of campus face-to-face time needed to make sure the IEP is being fully implemented, and do it all to compliance standards with extremely limited access to data on the students while still teaching both in person and online. At the same time, teachers are being told by administration they should be able to fully implement the IEP remotely, WHAT!!! None of the MOU is being followed or implemented, it is not even being acknowledged. Staff morale is the lowest I have

ever seen, because when they need the most support, all they get is, “Suck it up and be a team player, it’s for the kids and if hospitals and day cares can do it, you will too.” Oh yeah, and “You’re lucky you have a job and not waiting for unemployment.” Bully tactics are being used instead of demonstrating competent leadership developing and implementing the policies we need in place to teach, because what, teachers are expendable? Does learning happen without teachers? Needless to say we are watching the BOE and superintendent’s discussions, these discussions have been devastating, for dedicated professionals giving their all, to listen to. The misrepresentations and outright lying to push the agenda of schools fully reopening when we are clearly not ready is a slap in the face of the professionals on the front line every day trying to hold this together. Gov appoints the BOE and they hire the superintendent, with such blatant ethical misconduct and incompetent leadership being displayed for all to see, with no apparent system of accountability, what impact do you think that is having at the classroom level? Does leadership not realize that is where learning takes place? Thank you for bringing the truth to light as I believe the only way this changes is through educating the public on what the real life impact on their child’s education meant to prepare them to pursue their life passions has come to. If there is a consensus on what needs to happen for schools to reopen, then let’s get it done and stop playing the stick your head in the sand game. If we agree we can’t meet that standard at the moment, then let’s get our distance learning act together and again not play stick your head in the sand. We can do this!!!

18. I am concerned about some of my fellow SPED teachers. We are having students coming back to campus for a variety of reasons; internet connectivity, unable to focus at home or in the cafeteria. So the students that can not focus or need more one-to-one assistance are usually our SPED population. These students are being put into their regularly scheduled classes. It seems that a lot of these students are in the resource classroom. The issue becomes that some of the resource classrooms are small, so that it is difficult to socially distance in there with one let alone 2 or 3 or 4.
19. On August 17 we welcomed our students back to school with all participating in virtual instruction except special education students that the special education department deemed as vulnerable and unable to participate in online instruction effectively. Although our department met with administration to determine students who would be coming to campus, there was no clear guidance on how we determined this. We made up the guidance we were to follow given the vague details provided from the state to determine which students would come to campus. This turned out to be that each special ed teacher had a different amount

of students coming to school in person. Some sped teachers had no students on campus.

We were provided with a definite answer that students would start school on the 17 on the 13! Therefore we had two days to prep and make sure we had our procedures in order. The sped teachers made up the procedures of how the students would enter campus, who would check temperature, how we clean and sanitized everything daily. There was no guidance from the administration team at all. When I asked if there would be any in place soon, my answer was we have nothing yet, keep doing what you're doing. The administration has no clue what we are doing each day! Nothing is written down! Staff temperature is not checked by anyone, not even contracted providers. I have many service providers for my students coming in and out of the room everyday with no precautions taken before they even walk on campus. My classroom bubble is constantly being popped because other teachers are coming in to say hi or walking by. There is no such thing as an ohana bubble.

Also, despite conversations to change the caseloads so that each teacher was given a different platform to teach to, our caseload remained the same. Therefore, we had a mixture of in-person students, virtual students, and Acellus-only students to teach to. The special education teachers are the only teachers expected to do this on campus where the gen ed teacher either get all virtual students or only Acellus participating students. The Acellus teachers are only "coordinating" the learning and not even teaching! The general education teachers are not even teaching virtually all day according to their schedules!

On top of the uneven job duties expected of us, I have been denied the opportunity to bring my son to school with me because "I have students in my room during the day." Every other teacher who does not have students in their room was allowed to bring their child and they have gotten approved to telework! I do not have either of these options. Now I have to pay for child care out of my own pocket so that my son has a safe place to go during the day.

My son has a 504 plan and needs to be monitored consistently throughout the day to keep him on task, and the only option I was given by his team is to have his teacher check in with him more. I need a physical body there! He is not in college, and hasn't even developed the capacity to be able to monitor his own schedule and learning yet! Why the DOE is expecting all the students whose parents have to work to be able to do this!?!

20. Our school has been servicing all SPED students who did not choose 100% Distance Learning since schools reopening.

Despite Herculean efforts on the part of the teachers, support staff and admin, these children are incapable of social distancing or consistently wearing masks. The teachers are beginning to feel very uncomfortable and are worried about contagion among the students themselves and teachers taking it home to their own families. Admin decided, as was his prerogative per CAS and School Superintendent, that ALL of the SPED students will be serviced at home beginning next week due to the ever-increasing Covid cases on the Big Island. West Hawaii's DES was outraged accusing us of denying FAPE even though very thorough, detailed, specific Distance Learning Plans based on hard data and individualized for each student were shared with parents ensuring that FAPE would be delivered in a virtual setting. The DES complained to the CAS and other 'higher-ups', hence the reason admin. Is currently in a 'hand-slapping' meeting with all of them. This particular DES maintains that in-person instruction "CAN" be done safely, yet he has yet to provide any guidelines, PPE or even visit our campus to see what is happening. The teachers want more than anything to continue in-person instruction and fully realize that these students learn better in this manner, but the safety issue is paramount at this time. They are threatening to take leave if this situation is not rectified.

21. I teach K -3 FSC and in first quarter all my parents agreed that it would be safer for the kids to learn from home. Now, coming up on the second quarter most of the parents are wanting the kids to be in person for school. It is hard for the students to learn online although I do not agree that it is safe for them to come to school. None of the students in my class are able to wear masks or face shields due to sensory differences. All of these students have behaviors such as eloping, putting items in their mouth, and various behavior concerns. None of these behavior concerns can be dealt with 6 feet away, and I do not feel comfortable asking my EA to put them self at risk by getting so close and dealing with so many bodily fluids with these children. Most of these students need physical prompting for blowing their nose washing their hands and most schoolwork. The kids will definitely try to pull off our mask and face shield during a behavior making it hard to keep everyone safe in the classroom. I am so scared that we will go from having all online classes to having 10 people in one room together. I don't understand how the rules for the rest of the community can be between one person or five people and then rules for the sped classroom are so vague or nonexistent. No academic teaching will be able to work if we are constantly worried about the Covid safety as well as behavior safety of all students and teachers. The teachers and EA are going to have to choose between the student safety or their own, and that is so wrong. As a teacher it's very scary to

think that my classroom rules and procedures will be a direct result of peoples health because I have to balance academic teaching, safety of students and adults, as well as trying to sanitize every single thing that is touched. I feel like my safety as a teacher has no value with the current guidelines. I'm not comfortable teaching students due being an at risk person for getting Covid I now feel like I'm being forced to share this medical information When parents or admin says sped kids need to be in school and it's "parent decision if they come." Why do parents get to determine my level of safety without any data or concern for my health. I know that we're worried about sped students regressing but living a healthy life should be more important than academic gains at this moment in time. The entire world is going through this. Not just our school, state, or country. All the other students are learning online and I feel our sped students should follow the same schedule for online class and eventually returning.

22. I am a special education preschool teacher. I currently have 5 students coming to campus to participate in face-to-face learning. None of my students wear masks, none of my students understand social distancing. I have students who are unable to wipe their own butts, so that falls on me. I have students who can't wipe their own mucus, so that falls on me. I have students who don't yet cough or sneeze into their elbow, so there is spray dispersed all over the classroom. There is not a lot a teacher can do when a child sneezes and snot shoots out of their nose, down onto their shirt or onto whatever book or toy they are playing with, then reaches up to wipe it with their hand. If I witness it then of course I clean it up the best I can, but if I don't witness it then I find that bodily fluid around my classroom throughout the day. It's wiped on chairs, tables, the floor, our toys, our bean bags, wherever the student finds.

Masks: I have students who will not look at me or talk to me if I have a mask or face shield on. I have students who run and hide because they are afraid, I have students who are so infatuated with it that they want to touch my face and "take a turn" wearing it. I also know that with my face covered I am unable to be understood by my students. All of my students struggle with speech and language, they all have speech and language goals in their IEP's. How am I supposed to model correct language if my students can't understand me or can't see my mouth when I am saying letter sounds? I am not able to do my job to the best of my ability when wearing a mask because communication is not clear and I am not able to do my job to the best of my ability by not wearing my mask because I am not following social guidelines and I am possibly exposing my students, their families and myself and my family to COVID-19.

Why are special education students who are unable to wear masks, social distance or take care of their own bodily needs coming to school? Why am I and my EA being asked to risk our lives and the lives of our families, when general education teachers are being excused from student interaction? Am I less important? Is my life worth less?

23. Being a sped teacher it is impossible to stay 6 feet away and expect these students to keep their masks on. They are high risk and I am high risk why don't we have the same safety precautions as regular education teachers?
24. There should absolutely be NO students on campus. Special needs students are the most vulnerable population as many are unable to wear their masks properly, unable to put their masks on, unable to articulate when they do not feel well, and do not understand the importance of social distancing. Many also require assistance with their daily living skills such as feeding and toileting. 6 feet distancing is not possible when working with this population as many require hands on instruction. Being in such proximity to these students for 6 hours a day without proper protective equipment puts staff working with students at risk daily. All these reasons put the student, other students, any adult staff responsible for their care throughout the school day, and their families at risk.

There also exists inequity in roles, responsibilities and duties amongst teachers during this time. Special education teachers and paraprofessionals are required to work face-to-face with these students. Putting themselves and their families at increased risk with no additional compensation or consideration. Some special education teachers are being tasked with providing face-to-face and distance learning simultaneously all day long with just a 45-minute prep period. Their choices are to only prep for the 45 minutes and be unprepared or work outside of their contractual hours.

Sanitation of classrooms occupied by students during the school day is non-existent. These classes are being sanitized by teachers and paraprofessionals. Custodians and room cleaners are not sanitizing tables, chairs and any other high traffic areas in the classroom. Students are consuming lunch in the class and teachers and paraprofessionals are doing the cleaning after the meals.

Families continue to send their children to school ill, with coughs, sneezing and vomiting. The response always is they didn't do it this morning. All the while putting everyone their child came into contact with at risk.

There has already been one unfortunate death in our public school system. How many more is the BOE and the DOE willing to be responsible for? Will necessary mental health services be provided to those that require it at no cost due to the unfortunate illnesses and deaths of our students, friends, family and coworkers?

Please take the necessary precautions now before we lose anyone else to this pandemic.

25. I am a special educator with a mixture of FSC and inclusion students, mind you, no EA or assistance whatsoever. Only three out of seven of my SPED kids are allowed to come in 2x a week for a short 2 hours. Within those two hours, I'm spending my time getting them to do their work. If I'm lucky, I'll get one task done. This "lockdown" is not allowing these kids (especially the SPED kids) to get the education they deserve! Something needs to be done. I am mentally and physically drained. Can we just follow the social distancing protocols and get these kids back in school?!?! Can we get more clear/set guidance instead of leaving it up to the principals?!?! We need more consistency!

26. Aloha,

I am a FSC PREK SPED teacher. I believe in all students, 100% distance learning, and having the option to telework. I have one student coming face to face, and thankfully the rest is DL. I also believe it is unfair how some of us have to see students F2F, while others don't, including other FSC teachers. Couple weeks ago I experienced my first ever emotional breakdown, which could've been prevented if all of us was doing full DL learning and given the option to telework.

*August 24th: Stress and anxiety because my student was coming F2F.

*September 2nd: Student got sick and was sent home early. Temperature was rising, he's been sneezing, putting his head down, extra whiny, and just seemed miserable. Dad seemed irritated and made comments as if I was just trying to send him home for nothing. Given the pandemic we are in, I wished he was more understanding. This caused a lot of unnecessary stress - could've been prevented we were doing 100% DL.

September 3rd: We received an email in the afternoon about an employee testing positive for COVID-19. Stress and anxiety was through the roof. I broke down and cried. I could not see returning to work. I felt it was not safe. I broke down a few times that night, and had to call in a sub for Friday. I've never felt so stressed and was scared. I was emotional through the whole weekend. I could not relax and

enjoy the long weekend with my family. This broke me. Could've been prevented if we were given the option to telework.

*September 8th: spoke to my principal about my emotional breakdown. She was VERY supportive and understanding. I also spoke to my doctor. My student returned back to school. He was absent 9/03 and 9/04 due to a FEVER. Again, dad played it off as if it was nothing.

Since then, I've had breakdowns and still feel the same way about having a student F2F and not be given the option to telework.

Hearing of the Dole staff member who died from COVID broke my heart. It made me think, could that death have been prevented if we were given the option to telework and not forced back to work.

I appreciate all that HSTA has been doing for us teachers. I just seen this morning that HSTA's prohibited practice complaints are on hold pending further negotiations. Honestly, this is my thoughts:

*What's the point of these complaints, and now it is on hold. By the time anything goes through, it'll be too late, Christmas break will be over, and all of us teachers who HAVE to see student's F2F - NOTHING will change for us.

Bottom line, FACING LAWSUITS IS MORE OF A CONCERN THAN OUR LIVES AND SAFETY.

Mahalo for reading.

27. Dear Board of Education,

My life is just as important as a general education teacher's life. Why do I have to to risk my life every day just because I am a special education teacher? I would gladly give up the \$10,000 differential to keep me and my family safe from Covid 19. My school has already had a staff member test positive. It is not safe for teachers to be on campus, and forcing us to report to school when children are at home is a violation of our contract.

My principal emailed teachers on 8/25/2020 and told us that telework may be granted only during distance learning for the following conditions: "If DOH or your physician recommends you to self-quarantine due to possible exposure. If an employee is awaiting Covid-19 test results after coming into contact with another person confirmed to have tested positive." This is not what Dr. Kishimoto said on

the news, but this is what we are being told. Telework is not a real option for teachers at my school.

There is no enhanced sanitization taking place in my classroom. My trash gets emptied that's it. I'm worried that I could catch covid when using the teacher's restroom that is shared by several employees and cleaned only once a day. My educational assistant and I wipe down our classroom twice a day. The homeless come on our campus after school. Yesterday outside my classroom there was a metal food can, cigarette butt, and KY Jelly box. My campus is not clean and it is not safe.

Every morning I wake up exhausted. I am not sleeping well. Every night I fall asleep thinking about work and Covid, I dream about work and covid, and every morning I wake up thinking about work and Covid.

I've spent hundreds of dollars of my own money buying KN95 masks, face shields, and scrubs. Only after the Hsta press conference did my principal distribute KN95 masks to some of the sped staff and later she distributed disposable hospital gowns after sped teachers started asking for them.

Special education teachers open their doors to their students every morning looking like they are going to do surgery wearing a face mask, face shield, gloves, and surgical gown. Teachers are not front line workers or first responders. Honor our contract and keep us safe. Special education students can be educated through distance learning during this pandemic.

Telework

1. Teachers applying for telework at my school have reported the principal has stated that he feels telework is for those teachers who need to quarantine due to a COVID exposure or are awaiting COVID test results due possible covid exposure. He feels telework is not for teachers who just feel unsafe on campus. Meanwhile, other schools in our complex have approved telework for teachers for many other reasons.
2. At my school within Kaimuki-McKinley-Roosevelt complex, we are only allowed to telework if we have COVID or have been exposed. The state/district does not care about teachers' lives. We can only work from home once we are already sick. The whole purpose of telework is to combat the infection. We've already had COVID at our school. Someone in a high traffic building had it. That means most people on campus have walked through a potential exposure. The incompetent DOH states

that exposure is within 6 feet for 15 minutes. Although the science says you can get it much quicker, the state chooses to disregard health and safety. I am highly suspicious of the claim that the DOH handles every DOE COVID case. I doubt they did any contact tracing. I believe that task was left up to my principal. Moreover, there was no secondary contact tracing. People who were in close proximity to the individual who had COVID were sent home. However, those who are in close proximity to the people who were in close proximity to the individual who had COVID have not been notified. What it comes down to is this: the state failed to plan and never considered the safety and health of the employees nor students. They don't respect the people. They'd have us die in order to keep the economy afloat (not our responsibility). The DOH and DOE are dangerous, corrupt, disorganized, and indifferent. Leaders, especially Kishimoto, should step down.

3. I would just like to share that at my school in Central District, there is a policy to deny all telework requests by teachers. The reason that is given is that they want teachers in their classrooms just in case a student decides to stop by with questions. I, for one, do not feel comfortable with person-to-person contact. Also there is so much talk about teacher bubbles and how they are safe, to me this is ridiculous. I come in contact with no fewer than four different teachers a day and only one of them wears their mask. I don't know who these people are around throughout the day and night and feel that by being forced to work from school is putting the health and welfare of my family at risk. I can do the same job I am doing now from the safety of my home.
4. It has been strongly implied that the principals of our complex will not grant permission to telework. My own children are struggling academically. My senior is taking three difficult classes (a college course, AP Biology and 4th yr Japanese.) At the same time, she is trying to get my kindergartener onto her own three separate meetings throughout the day. I was hoping to either telework or bring my kindergartener to work with me but I know it will not be granted if I ask. I took two days off this week to try to get my children into a better routine but taught from home so my own students wouldn't fall behind. If bringing my child to work or teleworking is not granted soon, then I will be forced to take a leave for the sake of my own children's education. I really don't want to do that. There are few subs out there and even fewer that could keep up with remote teaching.
5. The principal has started a "pilot" teleworking program which allows only one day per week of telework. She requires us to be in person even when there are no students. For staff meetings that are virtual, for one day for no reason. We still have resource students coming in in person who are fully capable of online learning. Great teachers have resigned. We have unqualified substitutes instead.

6. It is unfair and unjust that we are not given the option to telework with no questions asked from the DOE. Why do we have to apply for telework? Applying implies that you are being considered. The coronavirus doesn't "consider" anyone before it infects them, so why is the DOE playing God in this scenario? Why are we asking for something so basic as to do our same work in a remote location? If kids aren't in school, nobody should be. An employee at Dole Middle just died from COVID-19...do we need any more casualties to prove this is necessary?!?!
7. As district resource teachers, we submitted our documents to telework as we are non-classroom teachers but provide lots of support to teachers and schools via Webex. As we are in different Webex meetings all day, it makes it difficult to participate in meetings appropriately while wearing a mask and being distracted by the other Webex meetings in the room and of course the confidentiality piece! Our DES approved only two days of telework and did not give reason for not approving all five days but said if there are additional days that you may need to work from home to let her know.

I don't understand why she did not approve all five days as we also noted that if there was reason to work in the office, then we would go in and I feel that's the most sensible thing to do as we are all professionals and trying to deliver support effectively and in our own homes without a mask and in a confidential space.

8. Our principal was ready and willing to allow telework. He approved the teacher paperwork but when the paperwork went up to be approved by the CAS, she said under no circumstances should anyone be given telework and cited that that was a directive from Superintendent Kishimoto. Telework is NOT something for teachers, we were told. So yes, we are "allowed to apply for telework" as Superintendent Kishimoto keeps saying, but that application comes with the understanding that it will not be approved. How is that right? At a time where the state is asking private businesses to allow telework to help stop the spread yet refuses to allow that for their own employees. I have no face-to-face interactions with students, staff, or anyone else on campus. I have not had face-to-face interactions this whole time we have been open! There is absolutely no reason that I cannot fulfill my duties from home.
9. I requested to telework on September 8 after hearing a synervoice message informing us that we have two Covid cases on our campus. My request was denied because my principal says that it would cause dissention amongst our staff. He says that SPED teachers aren't able to telework because their students are still coming in so not fair. Honestly, I'd like to teach from home so it minimizes any potential contact, I still must use a community bathroom and microwave. Feel like

the telework option is a teaser. How come the district RTs can telework from home yet the teachers in the trenches aren't allowed to?

10. Teachers in our district are required to report to campus despite the stay at home order. We are not allowed to telework. Reasons I need to telework:

1) We've never had our own classrooms at the multi-track school. And with all four tracks on duty, our teams of teachers have been forced to share ONE classroom between six people. In just our building alone, there are over thirty staff members on at any one time, in which we must share limited toilets, one fridge, and one microwave. How is this safe? How is it that most private and public organizations are allowed to telework but public school teachers must report to campus when we can do the exact same jobs from the safety of our own homes?

2) My ten-year-old daughter is a public school student who is participating in 100% distance learning. Neither my husband nor I have family in Hawaii. My daughter has been shuffled through at least four different houses since school started because we have no child care. There are no childcare providers in my area!

And even if there was a place I could take her to -- can I afford childcare week after week? The last time I put her in childcare was summer break (we had no other choice), and on the last day of summer camp we were notified that she was exposed to another student who was positive with COVID-19. Do we even want to chance another exposure at another childcare provider? No!!

One time we were stuck with no child care and I was forced to bring my child onto campus with me so that I could work at school. A school employee ratted me out to the administration and I was reprimanded for bringing in my child to work. I asked for other options after sharing my situation and I was told that the only thing that I could do was to take COVID family leave -- which meant I was not allowed to telework, that I would need a sub, ~~and I would take home 2/3 pay.~~

If this goes on any longer, I may be forced to quit my teaching position because I have no other choice but to stay home with my daughter. Please -- teaching remotely has been stressful enough -- but no teacher should need to worry about child care for his/her child.

11. I am humbly asking for the BOE to please right the wrong the DOE and my principal has made in not letting me telework. I am a Special Education Teacher, and my school would rather me take up to 50 instructional days away from my students using EFMLEA leave instead of letting me telework. I am a mom of 2 DOE

students, and I cannot leave my girls home alone everyday, because it is simply not safe to do this. My administrators have refused to let me telework or even bring my daughters to my empty classroom. I have questioned their decision and they blame our CAS. I asked other teachers in my district about telework, and their schools are allowing telework, so it is not a CAS decision. They don't want to own up to their completely unfair decisions.

There is so much inconsistency with everything, and principals are left to their own devices when making impactful decisions. I really hope that the BOE can enact a telework policy for those of us that work at schools where our administrators do not value us as people with families that we need to care for.

I do not want to have to take 50 instructional days away from teaching our most vulnerable students because I cannot telework for no good reason.

The morale at my school is in the negative because we are given zero flexibility to do our jobs, and this will ultimately cause many of us to burn out to the point of not being able to do our jobs effectively anymore.

Please help us. We need our voices to be heard and solutions made to allow us to do our jobs effectively in a safe environment and also be able to support our own families who need us the most now as well.

12. While I don't feel unsafe at my campus, I am incredibly disappointed with the lack of flexibility for granting telework. To me it seems like nothing other than obstinacy on the part of my administration.

It is disappointing that teachers who are also parents are allowed to neither bring their children to work nor telework, so they are caught in an impossible situation. Towing some unclear line about telework shows a lack of care and empathy for the struggles parents who both teach and have young children face. Also, it makes no sense if we are truly putting students first, as many teachers who could otherwise work from home when the necessity arises are being forced to take sick or personal days instead when they could be offering instruction. It baffles the mind.

Furthermore, the fact that some schools currently allow telework while others do not engenders in staff the feeling that they are not trusted to do their job from home. This seems absurd, as admin can pop in at any time to classes if they are worried about teacher performance (something that I have invited my admin to do). Because of all this, I am left scratching my head at the categorical denial at my

campus of telework requests—especially as telework becomes the new normal across states and professions.

13. I submitted my telework request weeks ago and have not gotten a response. I think it included a portion for the complex area superintendent to sign, she must be busy. However, when the DOE asks me to do something, they expect it done in a timely manner... ironic don't you think?
14. Two weeks ago, I got a cold, but felt I could not take a day off and keep up with my online teaching. I contacted my principal, who knew I was working around 14-hour days, and requested permission to telework until my cold went away.

My principal explained to me that according to the rules, I would have to take a sick day from my allotted 12 covid days, or come to work.

I was strongly encouraged to come to work because there was so much to do. My principal believed it was unlikely I had covid because I had no cough. My vice principal encouraged me to try not to show symptoms so I would "not stress parents out unnecessarily."

I realize now it was selfish to go into work, but at the time, I felt too overstretched to take a day off.

I tried my best to stay away from others while I was there, but when you're so busy, sometimes little things slip your mind. My coworker who was working on the opposite side of the classroom, caught my cold. I'm not sure where I slipped up over the three days I was sick.

I did get a covid test, I found out later it was negative. Thank God. I learned my lesson.

15. IN SUPPORT OF TEACHERS' OPTION TO TELEWORK:

I am a resource teacher at my school with no students. Our school has a majority Micronesian population and are in the red zone. I have 3 high risk people in my family, including myself. Therefore, I requested telework but was denied by my principal. He stated that even though I met all the criteria and he can find no reason to deny it, he said he wouldn't approve it because he was denying everyone.

Would you please answer this question: WHY is it that the whole DOE state office on 22nd Ave is on telework until June 2021 but teachers at school campuses, even those that have no students, don't have this option? If it's safe for teachers who

have to share the same bathroom and office spaces at schools, WHY is it that Dr. Kishimoto and our government officials are teleworking? Is it because the DOE doesn't trust us to be professionals? Trust that I feel I've earned after 30 years and a stellar career. Want your employees to trust you? SHOW YOU TRUST THEM. [Employees who do feel trusted are higher performers and exert extra effort](#), going above and beyond role expectations.

In addition, teachers are concluding that the DOE doesn't value our health and safety. There are huge rifts between administrators and teachers. We basically feel on our own, to fend for ourselves. How do you think that impacts teachers' willingness to give back to a profession that doesn't care about them? However, when it comes to government officials and the superintendent herself, "it's safer for them to telework"? Maybe they should walk the walk instead of just talk the talk. The DOE is sending a clear message to teachers on trust and what value we hold.

16. I have underlying conditions in my health that puts me in risk, according to my rheumatologist and immunologist doctors. A letter was given to my principal. Admin already knows my condition. Since the start of school so many things play into risking my health besides COVID-19 (For example, teachers have to burn mosquito punks because no one cleaned up the pools of water after the first lock down. Now the mosquitos are out of control. My asthma, not only due to stress, has given me problems every evening since the opening of school due to the mosquito punk burning. Plus the allergies I have make my condition worse.) but COVID being the main focus. I was denied telework by my principal. She told me a story of someone who got laid off because of requesting telework. That teacher supposedly left to take the 14-day leave and was then released from our school, according to my principal. Although we have careful people in school, not all middle schools are. Especially the emotionally disturbed ones. There is clear disregard of any rules by these students who cannot follow rules. One of them is truly at risk of not only getting COVID but also could be a super spreader if given the chance. Admin cannot do anything about it other than to nicely say please keep a six feet distance. Of course none of them listen. We are now all tired and the year just started. No one realizes all the work we had to do on top of our regular job. I cannot even function after school. My wife luckily understands and has taken steps in trying to help me. No one cares and I am not complaining about my job because I fear harm from admin and others in the school.
17. I spoke to my principal about teleworking, stating that with my high-risk parents and young children at home I was concerned for our health and safety. She told me that was not a valid reason for telework. She also told me that if I'm not feeling safe coming to school I should take some days off. I told her I was concerned with

the inconsistent education my students would be getting from substitutes. She told me that didn't matter. The next day she called to offer me counseling services - seemingly to replace the telework option.

18. Although recently given approval for telework, the tone and attitude of admin was not supportive. I was warned "I better not get complaints about you" and "this is not for child care" even though my admin and I had spoken in length about my health and safety concerns as the reasons for my request. When I first brought it up as an option 3 weeks before I got approval, the comment from admin was "well, if the DOE is providing this option then it is a tool available to use" but it changed as principal meetings were held, conversations with the CAS were had, and communication about telework increased in general. I get that I became a nuisance and an outlier, not a team player, in my opinion.
19. I just wanted to share that although we are eligible for telework, there is an application process and we are required to monitor students on campus several hours a month. These students come to work on campus because they don't have connectivity at home or are failing classes. Students are seated to maintain social distancing but we still see students moving around and interacting with others. When students ask teachers or EAs for assistance with their work, it is very difficult to help 6 ft away so sometimes the distance is not maintained. There is a sense of worry because no matter how much we try to follow safety measures, there is still potential for exposure when students and teachers are gathered in one place for hours.

Requiring teachers to be on campus without the choice of telework in some schools adds more stress and anxiety to teachers who are already drowning in work. Only teachers understand the amount of work and time distance learning requires. Hours and hours of planning, chasing students for work, contacting parents, grading work online, responding to endless student emails and teaching virtually all day is exhausting. I don't think the decisions that are continuing to be made are supporting our teachers who are already burning out.

20. I have a coworker who works across the hallway, who may have had a secondary exposure to Covid19. He and his wife were awaiting test results-I said, "Maybe you should telework since all of our lessons are online and there are no students coming to us physically." When he asked admin. he was encouraged by 2 people to come in to school and lock his door. What about when he would need to use the bathroom- a common space- what if there was an accidental transmission to the janitor that cleans his high touch areas each day? What is the purpose of endangering lives when this person could telework and do the amazing job they

are already doing online? Being overly cautious will save lives- being too tight with telework restrictions will inevitably cause more transmissions with the end statement of “I feel so bad I should have just stayed home, maybe they wouldn’t have died?” Please continue distance learning - there’s been no change in the danger level in our community, the risk is still high. This is a cluster epidemic and without enough contact tracers to do their job for the general population- we definitely do not have contact tracers designated for the schools. The death of the Dole Middle School office worker is a prime example- even Kishimoto was shocked at the slow reaction by the Dept. Of Health. That is one school- imagine if all the schools opened and even just one teacher at each school somehow contracted COVID-19. There are not enough Dept of Health contact tracers to support to contain, isolate, and communicate to all of the possibly exposed people in order to stop a cluster. It will get out of control quickly. If the virus spreads quickly in a school? What’s the plan if we have a sub shortage? We still don’t have enough answers because this is a global pandemic - please research the 1918 flu pandemic- it lasted from the spring of 1918 until the summer of 1919 ...1.5 years and then it ran its course without a vaccine...they used disinfectants, masks, distancing guideline just like us. PLEASE look at the comparison they did of two cities: Philadelphia and St. Louis... mortality rate was 8x higher in Philadelphia because they didn’t believe how deadly it was- so they opened schools, theaters, had a parade...200,000 people were sickened in 10 days-and thousands died. This not a joke, this is in our historical articles- this is a horrendous possible reality if we do not learn from the past.

21. Teachers are being denied telework because the principal wants "all teachers on campus" while at the same time approving other teachers’ telework? Why don't approve a request for one, and then approve the request from another? One teacher has two school-aged children and was denied telework. She now has to bring those two children to campus because she cannot leave them at home alone. On our campus, it seems like you can wear a mask if you feel like it but if you don't, you don't have to. We have already had three positive covid cases connected to our school, so why not approve telework or require ALL staff to wear a mask?
22. A person in my household recently tested positive for COVID. The Hawaii State Department of Health recommends that anyone who has been directly exposed to COVID is required to quarantine for at least 14 days. With that being said, when I shared this with my administrator I was asked to provide a note from the doctor that advised me and my family to quarantine for 14 days in order for me to adhere to the DOH guidelines. To obtain this documentation added onto my stress of going back and forth with my PCP, explaining to him why I needed to provide a doctor's note when it is already DOH guidelines to quarantine for 14 days after direct

exposure to COVID. I was already stressing about how to adapt to living in my house with someone who is COVID positive, making sure this person is taken care of without getting myself sick, on top of readjusting to working from home.

I spoke with some other colleagues from different schools and it was shared with me that as an employee of the Hawaii Department of Education, we need to provide documentation in order to quarantine for 14 days after direct exposure to COVID. With this knowledge, I feel absolutely uncomfortable physically reporting to work at my school. How are my colleagues supposed to know for sure if any of us has been directly exposed to COVID? Are all of my coworkers responsible enough to get tested after being around someone who tested positive? How many of my coworkers are scared to even get tested because of the social stigma, so they don't tell anyone they've been exposed to COVID and just keep showing up to work anyway, putting everyone at risk? A few of my coworkers could easily be walking around campus carrying the virus, be asymptomatic, and pass it onto someone who has an underlying health condition. I think it is absolutely unfair that we as educators have to jump through all of these hoops to be granted to telework. I was given a 10-page packet to complete for teleworking and to know that some of these requests get declined after going through this lengthy process is infuriating! Why are these requests getting declined? Why are educators forced to come physically to work during a global pandemic? If someone doesn't feel comfortable physically reporting to work for whatever reason and has the capabilities to work from home, they should be allowed to!

I really do not feel that teachers are supported enough in the State of Hawaii. I highly suggest that more action be taken to protect our educators if we want to put an end to the teacher shortage. What educators have gone through during this pandemic is ridiculous. Allow all educators to work from home if they want to and are able to.

23. We are not allowed to telework at all. Except for some special circumstances. Many teachers are calling in sick and I am growing concerned as no one is telling us what is going on. For example, the counselor is teleworking all this week. My classroom is not cleaned weekly let alone daily. I had termite poop literally right next to both my doors for about two weeks and it was just cleaned yesterday. My carpet has never been cleaned and there are spiderwebs in front of my desk and my student desks. Yet, our principal continues to lie to us and ensures us that our floors are swept daily, carpets are vacuumed daily, desks are wiped daily, and classrooms are completely sanitized with a fogger (daily). I have never seen any of those things happen. In fact some days I cannot even find custodians and my trash is not emptied.

24. I requested telework but was told that it would be best for me to talk to my doctor to be reassured that I am safe at work. Even though masks are not always worn in the office. My doctor did not agree and advocated for me to telework. I turned in that doctor note to my principal over a week ago and have not heard anything after.

My husband entered quarantine this week, after being exposed to a positive covid person. I have not had physical contact with him since he was required to quarantine by the DOH, in a quarantine hotel, but have been in my home where he was before he left for a quarantine hotel. Of course I do not want to be a concern to my office mates, but upon letting my principal know, I was told to report to work as normal and to just work alone as much as possible or if I wanted to be home I would need to request for "covid leave." I am on day two of taking sick leave but also working at home. I would rather work at home to be safe but have no choice but to report to work or take a sick day and work at home.

My admin is bringing more students on campus almost daily. Teachers have students in their classrooms and it is a huge liability concern that there is one student and one teacher in a classroom alone. It is a safety issue for the teacher and the student. We had no prior faculty meetings about this, I have just seen admin emails to notify teachers what date the student would start being in their classrooms. Also I know that some of the students being brought to campus are considered vulnerable because they are not turning in work or showing up to classes, but have not been given intervention steps for teachers or counselors to work on with students, before they are brought to school.

25. Our principal has done a blanket denial of all requests for telework. I know of two other schools in our complex area that have allowed telework. My neighbor who lives directly across the street from me, who works at one of these schools, is currently teleworking. My request is due to my multi-generational family. The only way that I am able to continue to teach is due to the fact that my mother and father are able to monitor my elementary aged children in distance learning. I am worried about my high risk father who would most likely die if infected with Covid19. The request is not for childcare, but for the protection of my parents. Our principal has stated that "telework for childcare is not approved by the DOE." I am not sure if that is true after Dr. Kishimoto stated that principals were able to make the determination about telework.
26. I was denied my request to telework even with a doctor's note saying that I fell into at least one of the following categories. The note then listed the categories. This note was taken from the CDC which many care providers are using for telework requests. My principal told me I had to tell him specifically which condition I fell

under. I replied that I did not feel I had to disclose my personal health formation and that even my care provider questioned why he had to know which category. My principal then requested I proceed with ADA accommodations and again I declined because I did not want to disclose my personal health information

27. Continue virtual learning to prevent risk of exposure to asthmatics like myself and my son. Virtual learning and the option to telework are critical as we enter the flu season and possible reopening of the island.
28. Teachers at my school are not allowed to telecommute for any reason: concern about the health & safety of family, the need to be home for children, or for mild-illness. None of these reasons. All requests that I know of have been denied. This puts people at risk for illness --teachers will come in b/c it is easier than trying to do sub plans in this environment. Not being able to care for children and/or sensitive family adds stress that can lead to depression and anxiety. Not being treated like professionals makes us miserable. Morale is very low at my school.

On top of not being allowed to telecommute, teachers are not allowed to bring their children to school. The administration's standpoint has been, too bad you must work it out. Regardless of their zero exceptions stance, there was a substitute teacher working at our school with a child working at a desk in the classroom. I don't understand how that is approved for a sub, but not for a teacher.

We were told that if there was a COVID case on campus, the school would shut down for two weeks (that's what I remember) for cleaning. However, when this did actually happen admin made no plans to notify staff or plan for remote teaching to ensure safety. In fact, we did not know about the case until we were forwarded an email that had been sent to parents.

Teachers have received very short notice of students coming into classrooms. There is no oversight or assistance for teachers that are teaching online, while trying to ensure a student in the classroom is following safety procedures. It's not clear if students are receiving safety orientation before entering teacher classrooms.

Thank you for reading/listening

29. I requested telework not only for health reasons, but for the following reasons as well. Teleworking would assist me in meeting the goals and needs of teaching at my school and benefit the DOE in several ways. Currently, I am the English Department Head and this requires me to plan for meetings, assist teachers in

various ways, and organize PLCs. Also, as an ILT member, I work on a team whose purpose is school wide improvement and implementation which includes scheduling, professional development input, and designing school wide structures. In addition, I teach Advanced Placement Language and Composition which entails hours of college level content planning for the curriculum to be transferred to online instruction. If I was to get sick and require a sub, there is not another teacher on the campus that would be able to do this. Lastly, I am part of a team that is implementing the Success For All Curriculum in 9th grade English which has not been done in the state of Hawaii. This is a cooperative learning program that is also required to be transferred online and takes hours of preparation to create lessons and a cooperative learning structure using technology. My responsibilities, planning, student outreach etc., take hours of more time than I thought it would. I only requested two days to help me get everything I needed to get done. Therefore teleworking will enable me to use this extra time saved for learning and implementing new technology, planning content lessons, giving feedback to students, and working with school leaders to improve the DOE. I was denied while others in the school were allowed to. I'm not sure why.

30. I hope this letter finds everyone well and in good health. I am writing to you today to provide information concerning the lack of reasonable decision making at my school concerning the requests for telework. There are teachers on my campus who have requested telework for a variety of reasons. Personal health issues such as severe asthma, current cancer treatments, and other important health factors are only some of the reasons why teachers have requested the opportunity to work from home. ALL of these requests have been denied by my administration. The reason? Administration has shared that it is vital that teachers report to our worksite so that we can provide an education and support our students. There is not one single student on our campus. All teaching and support provided to our students are being done 100% online. No clear explanation has been given as to why teachers cannot provide the same education and support from home. Dr. Kishimoto has stated that it is important for teachers to report to our worksites so that our administration can provide their teachers with support. To date, I have received little to no support from my administration. Indeed, any support that has been provided has been done 100% online. It is interesting to note that I have not seen my principal in person for weeks.

In addition to health-related requests for telework, many teachers on my campus have children at home who are too young to care for themselves. It is a tremendous hardship for teachers who have significant others who are also deemed as “essential” and are required to be at their worksite as well. My administration has continued to deny ALL of these requests and have made no

attempts to support these teachers. We all know that teachers do not make enough money to pay for childcare. In addition, finding reliable childcare that ensures the health of all involved is very difficult to find during a pandemic.

Construction of our bathrooms has also just started. We are certainly grateful that after many years, our students will have renovated bathrooms where the doors will lock and no one can see them while they are taking care of their bathroom business. However, the sound is deafening. It is expected that the noise will worsen as the project commences. Teachers who are in very close proximity to the construction have also requested telework. ALL of these requests have also been denied. It appears that it makes more sense to move the teacher, their belongings, and other materials to a stuffy and hot room instead of allowing them to work from home.

I am writing this letter in support of teachers who are requesting telework. Ironically, I am not one of them. I prefer to report to work as I do not have any health issues nor do I need childcare. However, if a situation should arise where I would need telework, I'd like the assurance to know that I would be granted the opportunity to do so. The quality of an education or support that a student would receive from their teacher would not change simply because a teacher would be working from home..only the location would.

31. A 6th Grade teacher in the 3rd trimester of her pregnancy was denied the ability to telework from home because pregnancy and caring for an infant is not considered "covid related."
32. I've submitted a request for telework, and I know of other teachers at my school who have submitted requests. Our requests are being ignored. I am not granted my own classroom, but must share a classroom with another teacher because I am a special education teacher doing inclusion. So, I have to share things (like the phone) with my co-teacher. We are unnecessarily exposed to each other all day long. Also, virtual teaching is very different from classroom teaching. When both of us are on virtual meetings, the students hear the other teacher in the background and are distracted. If we are on the same meeting, only one of us can be unmuted at a time, or there are extreme audio problems. If the other teacher is on a meeting and I am completing work (like designing instruction or writing an IEP), I am hearing her lead a class virtually, and it is extremely distracting. I've started sitting outside the classroom on a bench to do my quiet work so that I can focus. I've had skin cancer, so it's not ideal for me to work outside unnecessarily. My prep work (creating specially designed instruction, analyzing student data, writing IEPs and other legal documents) is very complex and detailed. It requires intense

concentration. In addition to requesting telework, I've also requested an alternate room to work in to alleviate my co-teacher and I constantly exposing each other and these other problems that interfere with us teaching, but that request was also ignored.

33. For 28 years I've lived to teach -- I don't want to die BECAUSE I teach! I'm 62, a cancer survivor, immunocompromised w/ scarred lungs; I'm extremely vulnerable to Covid-19, and was denied telework yesterday. I was denied telework even though other teachers at other schools who ARE NOT AT HIGH RISK FOR INFECTION were granted telework, and EVEN THOUGH MY PULMONOLOGIST INDICATED "YOU ARE AT INCREASED RISK FOR RESPIRATORY COMPLICATIONS IF YOU CONTRACT COVID-19, THE CONDITION IS PERMANENT, YOU NEED TO AVOID CONTRACTING COVID-19."

The HIDEOE Equity Specialist (who is teleworking from his home) actually wrote, "TELEWORK HAS BEEN DEEMED TO BE AN INAPPROPRIATE REASONABLE ACCOMMODATION." My choice now is retire early...or expose myself to DEATH. How unjust is this? Why do less vulnerable teachers get protected with telework while someone like me has to risk death? 28yrs dedicated teaching & I'm left to die because of the arbitrariness of the DOE. FORCED TO RETIRE!

34. The Honorable Catherine Payne, Chairperson, Board of Education

This is my 3rd time submitting testimony. I am a high school history teacher and can honestly say before this pandemic I have only testified once in my life. Now I can make sure to tell my students that I practice what I preach when it comes to the 1st amendment.

I feel like I have to make my voice heard over and over again but yet it falls on deaf ears. I am hoping this time that a decision will be made that will allow teachers the choice to telework.

I listened to Superintendent Kishimoto flat out lie and play pass the buck at the last board meeting. When asked about telework she lied and said it was up to the principals. No it is not. The principals are being told by their CAS that telework will be denied. Our principals will approve it only to be denied by the CAS. This is therefore not up to the principal as the superintendent says but a top down directive that is being followed.

I have attended several virtual meetings where district staff and social workers are obviously working from home. I have submitted 3 times for telework at my school

and was only approved for two days during one week but besides that was told no the other times.

Our school community is a hot spot for cases. I do not feel safe going into that hotspot just to show that I am physically at school when I could be safe at my house. I sit in my empty classroom where I am forced to report to for no good reason. I can do the same exact job at my home with better internet. I do not need to be in my classroom at all.

We just had a school staff pass away last week from one of our feeder schools. I can't help but wonder if she asked for telework.

I again ask that teachers be allowed the option for telework. I understand some teachers may want to go into their classrooms to teach. We should have the choice to telework and not be unilaterally denied.

Superintendent Kishimoto needs to make a decision on telework because she is the leader. A poor leader will just pass the buck. This is what she is doing. Please stop micromanaging us and allow us to be the professionals we are in the place we feel safe.

35. Dear Board Members:

I am a classroom teacher and public school parent writing to you with concerns over (1) the negative impacts faced by the families of teachers who haven't been allowed to telework, (2) the liability created by a lack of written guidance for the safe reopening of in-person schooling, and (3) the burden placed on Hawaii's parents, students, and teachers by the Acellus program.

Telework

Despite the fact that I am a professional with a dedicated home office and better internet, equipment, and supplies at home than at school it has been telegraphed to me in no uncertain terms that telework requests are frowned upon. While I am pleased HSTA is collecting data on telework requests and denials, I fear their report will not reveal a true picture of the severity of the telework issue as many teachers at my school would apply if we did not think it would put us in a negative light, and that is just one school. I understand telework is supposed to be decided on one's ability to do one's job as well or better from home. While I personally can meet this standard and could offer proof, it is still my understanding I would be doing my career a disservice if I even apply. I don't even believe that is the

appropriate standard to apply under the current unprecedented circumstances. That is not the standard Gov. Ige and Sup. Kishimoto asked Hawaii's other employers to apply. In their joint press conference of August 7, 2020 they requested flexibility from Hawaii employers in light of distance learning schedules. In announcing the new stay at home, work from home order of August 25, 2020, Mayor Kirk Caldwell claimed if you can work from home, you should. It is too bad telework flexibility is not being widely offered to the very teachers who are bending over backwards, working more hours than ever, to create a high-quality distance learning experience for Hawaii's students.

I love being a teacher, but like many teacher-parents a big part of the draw of a 10-month classroom position is it aligns well with parenthood—both the schedule and the knowing how to educate children. Twice now I have come home to my 4th grader in tears over a distance learning issue my mom couldn't help her with but would have taken me only a moment to navigate with my child. When I'm in my classroom trying to focus on writing lessons I often find myself thinking of the danger I'm putting my high-risk mom in by having her watch my child, but what choice do I have? This seems crazy to me! Why can't I teach over Zoom from my home office while my child attends Google Meet from her bedroom? She knows not to interrupt live lessons and to wait for an appropriate time to ask for occasional help accessing an assignment online or getting a snack. Instead, I risk my mom's health (her actual life as one of her doctor's reminded me during a recent telehealth appointment) and leave my daughter in tears over something I could have helped her with in, literally, one minute. Don't the students of teachers matter too? Don't the families of teachers matter too? They keep reminding us teachers about self-care and the importance of "putting our own oxygen mask on first." Telework (without jumping through hoops or risking my career) would put me in a far better position to be able to help my students academically and emotionally.

The only reasons I can imagine for creating barriers to telework or denying telework requests (other than just not trusting teachers or an outdated notion of productivity) is (1) it may frustrate parents whose own employers will not offer

flexibility or, (2) perhaps the higher ups have considered general education teachers being on-campus may be the only thing keeping special education teachers (many of whom are teaching face to face) from quitting their jobs. I sympathize with people who have jobs that cannot be done from home (my partner is one of them), but that should not be a reason for denying flexibility for folks whose jobs can be done just as easily by telecommuting. In fact, I already am telecommuting, meeting my students in Zoom and my colleagues in WebEx, I just happen to be telecommuting from my classroom on campus. Special education teachers have already been put at higher risk by meeting with students face-to-face, but maybe it's tolerable when they see gen ed teachers on campus all day too? Maybe an empty campus would push the inequity too far and special ed teachers would walk off the job en masse? Something should be done about the working conditions of special ed teachers but, again, creating barriers to telework or denying it is not the answer.

Liability

HIDOE and DOH have yet to release a comprehensive plan for safely reopening schools to in-person learning. While it is my understanding it will be published soon, even if the new guidance is adequate, it will again leave every school scrambling. Another consideration is while guidance must offer concrete metrics and guidelines, it must also be responsive to local conditions in near real time. I fear inadequate or static guidance, or an inability to implement the guidance with fidelity will open HIDOE (and potentially the state) up to liability. As reported by Education Week on September 3, 2020, “[t]hough largely missing from mainstream news coverage, liability remains an issue of significant uncertainty for school districts that’s certain to factor into their decisions about whether or not to reopen for in-person learning, even on a partial basis... In the end, the legal experts say, there is no surefire way [for school districts] to avoid a liability claim due to COVID-19, but there are some general steps districts can take now to minimize the chances of a successful claim. Most of them are based on common sense and careful documentation that they are following all applicable health guidelines and have established clear procedures for responding to an outbreak... they should be in regular contact with their local health agencies to adjust their standard of care in line with what those groups recommend, and in response to the most up-to-date information on transmission rates in their community.” Full article here: <https://www.edweek.org/ew/articles/2020/09/03/schools-may-get-sued-over-covid-19-7.html>. I think we all know there has been a breakdown at DOH and a disconnect between DOH and DOE. Failure to work towards guidelines and more collaboration, transparency, and responsiveness going forward risks the physical health of Hawaii’s citizens as well as the fiscal health of the state.

Acellus

I am sure many folks have submitted testimony documenting the many inappropriate lessons found on Acellus, as well as its shortcomings as a curriculum. I will not go into those issues here as I trust they have already been sufficiently covered. I see Acellus more from a parent point of view as I don't work with it as a teacher, but my child's school does use it. I cannot imagine how stressed I would feel as a parent if my child were in 100% Acellus, as many students are. My daughter's school uses Acellus to supplement teacher-led instruction and teacher-created content in Google Classroom. Even at that, it adds an extra school block to our day as I do not want my child to work on Acellus unless I am there to use their inappropriate lessons as a teachable moment. Now we have to find time in the evenings of already over scheduled days to work on Acellus once I'm home from work. At least I am a teacher so I feel confident in my ability to spot and re-teach the problem lessons. I don't know who vetted Acellus, but it makes me physically ill thinking about the amount of money that was paid for this program (paid out of state to an entity of questionable ethics) when Hawaii's teachers were ready, willing, and able to develop and deliver high-quality, culturally relevant and accurate curriculum. It is particularly sad as I know many of us teachers are up at night thinking of losing our jobs by October 2 (to my understanding the last day we can be dropped from our contract) or having our pay cut with a furlough in November.

Thank you for your consideration.

Sincerely,
Concerned Parent & Teacher

36. I was informed by numerous colleagues not to bother submitting the teleworking paperwork because none of the teachers are being permitted to work remotely. I prefer to work from home because there are still inherent health risks coming to campus, and it is unnecessary to put staff at risk, particularly when all students are 100% distance learning at this time. Thank you for advocating on our behalf.
37. I am 55 years old and would prefer to telework as it is an option. I also care for my mother at times who is 78 years old with an underlying heart condition.

I have to say our principal has gone over and beyond to provide for the faculty and staff with safety, flexibility and support. However, I have not submitted my paperwork to telework and instead use my personal or sick leave when I choose to work from home. Personally, I get a lot more done at home. I choose to do this

because our school's culture is such that it is difficult to bring up teleworking because everyone is "committed" to the school and there is an "unspoken expectation" that you should be on campus. I have to say my time commitment now goes beyond the normal school work day more so than when students were on campus. Providing learning online takes more hours and weekend time to make it work.

My responsibilities can be done from home and I have the necessary resources and privacy there. As a school counselor I am also serving as an online learning "monitor" for those on Acellus which requires a certain extent of planning in addition to my responsibilities as a school counselor, Student Council advisor and being on our school's support team. Our school's culture is such that it is difficult to say "no" to these additional responsibilities placed on us especially when many students who need counseling are not on campus. Additionally, everyone is supporting the school by taking on different responsibilities. I love my job but if at all possible, I would want to telework. However, I don't want to deal with that "unspoken expectation" that I should be on campus because every single faculty member is there. I also don't want to deal with the aftermath of coming back to work at the school having to face everyone who "stuck it out" being on campus all this time. I'm sure many teachers on campus feel the same way.

38. I live with 3 other teachers. Together we teach and are responsible for over 400 students this semester alone. During this pandemic, when a disease that can incapacitate people of all ages, when it has been deemed prudent that student's stay home for safety, it baffles me that teachers are not only expected, but mandated to report to school. In a country where only essential work is mandated to report, teachers are essential, but can complete work adequately as professionals from home. If a single one of my roommates get sick, statistically the chances all roommates are infected is higher than most illnesses. When one of my roommates has a condition that has already landed 3 members in critical condition due to contracting COVID-19, it stands to reason that if any of us contract this disease, upwards of 400 students are at risk to lose out on education and learning. In a system that so clearly does not care for its educators as it does its students, at least that risk alone should be reason enough for telework.

On top of that, it amazes me as an educator when those in charge forget what it is to accommodate, be socio and emotionally responsive, and care for all those in their care. This is something bred into us as educators and it saddens me that this is forgotten and not extended to those doing the teaching. I commute to work everyday, do my best to see as few people as possible, and quite frankly teach with a slight nagging fear at the back of my mind that perhaps today is the day I'm

not careful and I am the reason my house and loved ones contract a potentially deadly disease. That is not an ideal working situation. That is not allowing me to be the champion educator my students need. I have heard administrators say they do not see the fear in this and it is safe at work, but I simply turn it around and ask how did they forget so easily what it is to see the viewpoints of all and the value all viewpoints like we do our students.

In the Spring I taught from home. I felt safe, I felt appreciated, and I did my job well for it. I gave lessons, I graded, gave feedback. I have taught from home already, and having done it from school can attest that there is nothing at school that helps me teach better than at home. I am a professional, I am paid to do my job. I only hope that those in charge can finally realize in order for my to do that job, I need to feel heard and I need to feel safe in my working environment. I was hired as a professional and I hope that expectation would be extended in the time of a pandemic. If administrators think I am not capable of teaching adequately or being professional from home, then they simply should not have hired me in the first place. I am an educator and I would like to be respected as such.

39. I applied for telework and was denied because 1 student in 1 period was scheduled for in-person learning. Other teachers at my school have slightly greater in-person numbers. Otherwise, we work in mostly empty classrooms.

Teachers with in-person students were advised to treat in-person students as online students since we were required to teach remote and in-person students simultaneously. This is not aligned with meeting student needs based on IEPs or 504s; however, it is a passive acknowledgement that teaching remote and in-person simultaneously cannot be done effectively without greatly reducing the teacher's effectiveness to meet the needs of both groups. By advising teachers to treat in-person as remote students, the school acknowledges that doing both is a near impossible task that adds great pressure and requirements on teachers.

The requirements of in-person teaching is different than remote teaching. Both are set in different environments and under different conditions. They are not the same. It requires a shift in behaviors, mindset, and tone when the teacher moves from remote to in-person and back to remote in order to meet with all students attending the same period. Stepping away from remote teaching is akin to stepping away from the room. The teacher's face disappearing from the screen signals to remote students that the teacher left the virtual room. The teacher cannot monitor the chat room, video cams, or students' work when working with in-person students. Likewise, when the teacher leaves the in-person student to remote teach, it is as if the teacher denies acknowledging the student is present within the classroom. The

only way this works is if another teacher is assigned to assist and support in-person students instead of having one teacher fill both teaching roles. If in-person students were at greater risk and in need of support more than their peers, then they deserve to have a teacher present at all times instead of a teacher whose attention is divided between two learning environments and conditions.

However, it's absurd to have a student in-person, someone you cannot safely approach within 6 feet, and to provide services under the assumption that it can be done in the same way before Covid-19 when social distancing policies did not exist. The most at risk students need the one-to-one close support that puts teacher and student within 3 feet or closer throughout class time. The teacher will need to lean over to look at the student's work, to get close enough to point in order to assist the student, and more. Yet, I have heard some students are having a hard time keeping masks on their faces. They dropped the mask below their noses and mouths in class despite teachers' reminders, warnings, and reprimands. They take off their masks and lay them on their desks until reminded to put the masks back on. Despite teachers' complaints, administrators are reluctant to enforce masks rules with the same heavy hand they would administer consequences for other dress code violations. Whoa to the student who walks onto campus wearing spaghetti straps or to the student whose shirt is too big and hangs off the shoulders. These students would be corralled into the office and hid away until appropriately attired. While those dress code violations do not violate the health and safety of educators, they are handled with a swifter response and heavier hand than mask violators who jeopardize the health of teachers, especially those with underlying medical conditions. While the goal is to teach all students and provide effective instruction, schools need to consider at what cost to the educator. It is demoralizing when you feel that having a student in-person takes priority at all cost over the health and welfare of yourself or fellow teachers. Schools need to enforce safety standards, or if reluctant to enforce standards, do not have students attend in-person at all.

I would like to add I was also denied telework because I was told I needed to be on campus so administrators and the IT specialist can assist me with remote learning. However, I have not required assistance from administrators or the IT specialist that required in-person interactions. No administrators or IT have visited my classroom for the purpose of assisting me with remote teaching or accessing technology, programs, or other tools that may be used for remote teaching.

My problems and concerns with remote teaching do not stem from my lack of know-how, but the greater workload and demand that has been placed on teachers. We have become teachers and tech support— running a virtual class

while acting as a call center for every students' misstep and misunderstanding when navigating learning through technology. Add internet reliability (or unreliability), lag time, and other technology failures, teachers are spending as much time providing tech support so students can access learning as much as, if not more than, providing instruction.

Then there are students who fail to show up to class and/or complete assignments. My breaks, lunches, and lesson planning time are spent reaching out to students, parents, or any other family member who answer my call, email, or messaging program. Likewise, I'm answering endless emails and messaging to clarify schedules, assignments, and how-to instructions to parents and students. I have received parent phone calls and messages during class time, having to stop instruction so I can address questions to include how to join a Google Meet or how to get the wi-fi to work at home (I have no clue).

Despite the increased demands and workload placed upon me, everything I do is in a mostly empty classroom. It seems there's a lack of trust in teachers as professionals. Forcing teachers to work in empty classrooms implies teachers do not work or will not work unless they are on the premise, inside a classroom. It also seems a point of control to have teachers working in classrooms under the excuse to teach 1-2 at risk students. If there were really a concern for these students, the school would provide a separate teacher or aid who can be "present" for the student during an entire class period. In addition, the school would enforce a zero tolerance mask policy to protect those who work in close proximity to students. By not providing a teacher or aid dedicated to in-person students and by not enforcing the mask policy, it seems the school is using the concept of in-person students as a way to hold teachers hostage— making them be physically present for a job that could be done remotely.

40. With Hawaii's numbers just starting to go down, reopening schools would put us right back to another stay at home order, if not worse because of the multi-generational households in Hawaii. There are now confirmed reports that children are not only susceptible to getting CoVid but that they can be super spreaders by bringing it back to their family members and other adults.

When I hear about how teachers do not want to go back to work and are in an uproar about being essential workers, I am furious! That cannot be further from the truth. The difference between our line of work and other essential workers is that we are with our customers in a confined space for 7 hours who are not capable of wearing masks all day, nor are they able to keep their hands out of their mouths and noses before touching everything in sight. They want hugs and carpet time.

Then they go home and play with their neighbors and come back the next day to be confined to a small space that cannot possibly keep everybody 6 feet apart all day nor can we keep all the areas clean because there are not enough cleaning supplies and not enough time to do it in.

We need to keep distance learning for at least another quarter to ensure that numbers are under control, especially if we reopen up to tourism again. Schools should also allow teachers to telework. I've only been allowed to do it because of the stay at home order but once that's lifted I will need to report back to campus. I do a better job at home than I do on campus because I'm not stressed with worrying about who's been in my room and who's not wearing masks and what I need to sanitize. I am also not interrupted with colleagues dropping in to ask about something that turns into at least a 20 minute conversation or having to spend time to get ready. I can be ready for work in less than half an hour and continue working without having to worry about being the last one on campus. If I can do the same quality, if not better quality of work at home than on campus, then I should be given that opportunity. I am a professional, not someone who wants to stay home so I can goof off. I care about the quality of my work and my students. I want to work from home because I can focus on my work and not about keeping distance or cleaning desk tops and chairs.

Please allow teachers to work from home. Allow more time to pass and numbers to be under control before bringing students and staff back on campus. We cannot afford to lose another life because we don't have all the things we need to safely reopen.

41. This whole experience has been a nightmare for many. My GL partner and I have been working nonstop. We are constantly working on our slides and lessons for the next day. I put in a request for telework because I have asthma, high blood pressure, and I am over 50 years old. Pulmonary Fibrosis runs in my family. My principal asked our CAS, and she denied my request. She said I can take a family leave if I'm concerned. We have already had 2 confirmed cases, and honestly, I'm worried when our kids come back. I feel that teachers should be able to choose to work from home or school. My home complex is resurfacing our garages, so I would rather be at school. However, I feel safer at home, and would like to have that option. Other state workers have been home for months. Why do we have to fill out so many forms? I honestly haven't even had the time to fill it out again. I'm so worried about my Special Ed teacher friends. If it's unsafe for regular Ed, it should be the same for our SpEd teachers. I love and appreciate HSTA.

42. COVID-19 caused me to lose my home and I was forced to move to a less expensive part of the island over an hour away from my job site. Being able to telework would relieve great stress and anxiety. I hope to move closer to work soon but options are limited. Simply having a choice would make a huge impact in my life. Thank you for allowing me to give testimony.
43. I am a current High School Teacher who was denied telework. The reason that they provided me was that "all teachers must report to work to be able to support student learning in the event students show up in person for support." Isn't the purpose of students staying home is to prevent the spreading of the virus and to avoid large gatherings? The State & the DOE does not have the best interest for its teachers. It is making the "Rules" fit their needs and their needs only. In addition, there have been rumors of COVID-19 in our FSC class. Students that are in the FSC setting have been on campus throughout this school year. Admin has not mentioned it to the staff. I feel the administration does not have the health and safety of its teachers as a priority. Its main purpose is to prevent due process nothing else.
44. To Whom It May Concern:

I am writing this letter to inform you of the tragic decision making by the leadership in the KMR complex area. I am an experienced mathematics teacher from the mainland. I have been here in Oahu for just over two years. Because we moved here, we do not have a family support system in place. When the schools announced that they would be completely distance learning, I was frantic to find a solution so that my children were cared for and I could effectively teach my 8th grade Algebra 1 classes. Unfortunately, asking aunts, uncles, or grandparents to watch my children while I go into the classroom to teach remotely is not an option. I offered an option where I could head home after the instructional time completed so that my wife could go into work at night and my children were not left home alone. This option was denied. I then applied for full telework. I was verbally told by my principal, Katherine Balatico, that both she and the CAS Linell Dilworth would both deny telework because I needed it for child care issues. True to her word, when I applied for telework, it was denied. The only option left was for me to take the COVID leave.

If it is the mandate that all educational decisions be made for what is in the best interest of the kids, how is denying telework and forcing students to be given a long term substitute as apposed to a certified teacher in the best interest of the students?

On the day before my leave was supposed to start, please note that notice of leave was given several weeks prior, I was accosted in my classroom. The principal and assistant principal entered my classroom and yelled at me about how I didn't have a clear plan for how a substitute was supposed to effectively run a digital classroom. This is a question I had been asking my administration for weeks with no answer.

I have been forced to look for employment outside of the Hawaii Department of Education because of this. I cannot handle the fact that I am being forced to abandon my classroom kids because I do not have a support system for my own children. It is a shame because I love what I do and I care deeply for my students, but under the leadership currently in place, there does not appear to be any path to allowing me to do what I love, teach mathematics.

45. I was really hurt and disturbed by the "Supervisor's Comments" that my principal recently entered on my Telework request form. My Principal disapproved my request to work from home during the virtual teaching phase we are in, using reasoning that I dispute and feel is inaccurate and unfounded. I don't want to appear presumptuous but I have been Teacher of the year, District Teacher of the Year, and achieved National Board Certification. I have been rated Highly Effective for the last 5 (6 if admin finishes posting for last year) school years. I have been extremely active in my data teams and departments throughout my years at school and try to help others in any way I can. I worked together with my co-teacher during the 4th quarter of last year daily virtually to prepare rigorous and engaging lessons for our students. I carry the highest caseload of any of the special education teachers in my department every year and complete my duties with the highest fidelity. To be told that I "need to be on campus to ensure quality work is provided over quantity of work provided. This would entail supervision and frequent feedback" was insulting. These comments are harassment and are indicative of the hostile work environment that has been in place.

I submitted this request for telework to protect my health and the health of my family. I have been so concerned with being exposed to covid at school that I recently took a covid test. Gratefully it came back negative. My age, weight, and diabetes put me in a high-risk category, and I feel that I am able to more than adequately perform my duties as a teacher/special education teacher from home as I am already performing these duties virtually from school. There is no requirement for me to be in-person for especially with no students on campus until the end of the 1st Quarter. I have attended every meeting, office hours, and informal questioning session either by phone or by virtual meeting to date.

This decision now not only affects my moral, but potentially my health. I have heard from my several of my colleagues that they were also disapproved for telework – all with the same harassing remarks in the “Supervisors Comments”. As the cases rise on our island and specifically in our town, I feel my Principal’s decisions are “not in DOE’s best interest”, and definitely not in mine or my fellow teachers.

Thank you for taking the time to read my concerns.

46. May I please share my testimony anonymously? I have sent in written testimony to the BOE twice now but since I am in the process of requesting telework, I would like to share my concerns without identifying myself. I am at Farrington High School and put in a request for telework two weeks ago at the school level. The response came a few days later, suggesting that I apply for reasonable accommodations since I had shared that my doctor confirmed that I was at higher risk for complications should I contract COVID-19. I was told that telework at the school level is being considered on a case-by-case basis but that no approval was being given for daily telework...possibly for two or three days maximum. My understanding is that the complex superintendent wants teachers to be “managed” and “watched” to ensure that they are doing their job so telework is being discouraged. I was beyond disappointed and offended. Who is “watching” when I spend countless hours every evening and weekend grading papers, planning lessons, uploading assignments to Google Classroom, and the other teaching responsibilities that do not fit into our school day? The vast majority of us are conscientious teachers who will go above and beyond what is required to do our best to reach our students.

It seems that my telework request is on hold while I apply for reasonable accommodations, which I did last week Thursday. I heard from that department yesterday and was told by the DOE representative that the process will take a few weeks. In the interim, I may be able to take two days of telework per week if the principal agrees. It was also mentioned that daily telework has not been approved by the DOE unless the teacher’s medical condition is extremely serious.

I rush to and from my car to my classroom (without students) every day (wearing an N95 and a cloth mask – my own PPE) to try to avoid passing anyone. No matter how much I try to avoid it, I often encounter other employees – teachers, security, custodians – or students exiting the restroom or walking through the hallway (not always wearing masks). On two occasions, students showed up at my classroom door. I do not use the restroom in school because I don’t want to come into close proximity with others and because the facilities are frequented by so many people

throughout the day. The high touch areas are not cleaned often as the custodians are already overwhelmed by the extra duties required by COVID.

We have not been informed about the number of students that are on campus daily and where their classes are located. This makes it difficult to know which path is safest and where there may be more risks on campus. I feel that I am in such an unsafe environment and am being unnecessarily exposed to conditions that put my health at risk.

On a very personal note, this is the first time with 17 years with the DOE that I have ever written a testimony to the BOE or applied for any type of accommodations. I feel like I am begging for my life...and the state does not care at all. If I have learned anything in the past two months, it's that the DOE really does not have my best interest at heart and sees me as expendable. Even after the tragic loss of an employee at Dole, there seems to be no change of heart.

47. My principal noted on my telework summary of conference form: "Complex Area Superintendent (Name of CAS) has informed me that for requests generated by personnel assigned to (Name of School), I (Name of Principal) have been designated as a representative tasked with reviewing and decision making until further notice."

The principal did NOT approve full telework for my request, so I consider my request denied. He approved telework 3 days/week. I would need to report to work 2 days/week. That's not what I requested on my telework request. In addition, the principal listed four items that he claims are benefits for me to report to campus. Some of the items listed are state of Hawaii mandates regarding COVID-19. These "benefits" as he claims, should NOT be used as employee benefits on my summary of conference for telework. He states, "(Name of School) employees attending work on campus benefit from: (1) implementing screening, shaka-in, and entry protocols, (2) implementing safety protocols for mask wearing, (3) implementing safety protocols for social distancing, (4) communicating effectively with adult team members on campus as we all learn to implement these "new" safety practices & protocols with automaticity prior to the "blended" return of students to campus.

My principal is requiring teachers that applied for telework to report to work on the days he did not approve. During the telework request phone conference with my principal, vice principal, and myself on September 4, I asked:

- (1) Is there a reason for all these off and on teleworking days (12 days telework - noted in Telework Summary of Conference form and 7 days report to work)?

(2) Is there something different on the days that will be expected of me? Will there be any training, PD, or faculty meetings I need to attend?

(3) Does the school have a Health and Safety plan? Could I get a copy of the School Health and Safety Plan?

These are the responses I received from my principal:

Reply to question 1: "You would do the same thing as you are doing when you telework."

Reply to question 2: "No, there isn't any training or anything like that."

In response to questions 1 & 2, he stated, "This is not part of this process for request for telework." He referred me to look at page 2 of my Summary of Conference for Telework, which states:

- (Name of School) employees attending work on campus benefit from:
- implementing screening, shaka-in, and entry protocols
- implementing safety protocols for mask wearing
- implementing safety protocols for social distancing
- communicating effectively with adult team members on campus as we all learn to implement these "new" safety practices & protocols with automaticity prior to the "blended" return of students to campus.

In response to question 3 – my principal stated that he doesn't have a Health and Safety plan. He informed me that the Vice Principal, (who was on the phone conference call also) was working on a "list" of items that needed to be taken care of. He also mentioned that they are working with the Head Custodian about some protocols for disinfecting.

A question that I have asked my principal many times in faculty google meetings prior to the temporary school closure, "What are the frequent sanitization procedures for commonly used machines and/items on campus. For example, the copy machine, laminator, microwave oven, teacher's bathroom, handrails in stairway, door handles, etc."

8/10/20 - I sent this question as a COVID-19 question to our school's HSTA representative. She added it on the principal's "Health & Safety" faculty agenda google document. I also sent the link to the HDOE Resource that I found online that stated the protocol procedures for high frequency touched surfaces. The principal replied he wasn't aware of that resource and would need to look into it.

He previously attached a link that contained no details about the protocol in how to carry out disinfecting and cleaning of high frequency touched surfaces.

I also asked this same question during my telework conference. The principal stated the above response to question 3.

During the telework telephone conference, the principal did not give me a chance at all to explain my reasons for my request to telework. I needed to interrupt him several times to “defend” my thoughts. At one point he stated, “I’m not going to argue to you.” This was very awkward to hear him tell me that, as he did not give me any chance to explain. He did not treat me with respect and I did not feel valued as a professional.

I again asked the principal the questions that I have always asked him about a Health and Safety Plan for my school in regard to cleaning, sanitizing, and disinfecting high frequency touched surfaces. I made the principal aware of the "Return to Learn, Version 5" handbook that states all the protocols. He stated that he wasn't informed by CAS (Name of CAS) about this version 5 handbook, nor any protocols stated in that handbook. How is this make sense? He is requiring me and other teachers that applied for telework and he STILL does not have any plan in place to clean, sanitize, and disinfect high frequency touched surfaces throughout the day.

I teleworked from home from August 24 - September 4 (before my telework request) due to a temporary school closure because an employee tested positive for COVID-19. My school reopened on September 8, 2020. My principal scheduled me to report to work on September 11. During the two weeks of our school closure, I have teleworked to my fullest capacity. I've reached all my students and families, provided distance learning, and have 95-100% student attendance/participation rate daily. I confidently can carry out my job at home at the same level and beyond as I did in the classroom. Also, during the temporary COVID-19 school closure, a second employee was tested positive. Our principal did not inform us. I found out through a 2nd party contact that I was in contact with. When I asked the principal about this second COVID-19 confirmed case, he said he knows we text and talk to each other. The principal did not do any type of contact tracing related to the second positive case, nor did he inform the employees at our school.

It's been a struggle to try to stay safe on the school campus. It seems as if we are prisoners of our principal. The principal is forcing us to come to work, against our request to telework. I can carry out my teaching duties at home at the same level

as I do in the classroom. This was even mentioned by Dr. Kishimoto at the August 19, 20 Board of Education meeting.

Also, why is it that some principals approve full telework for their teachers (with the same reasons that are being requested) and other principals don't approve. It seems like discrimination to me. We all have the same responsibilities and contract. We are all professionals.

I worry for my safety. I worry for my family's safety if I bring home the virus from my work environment.

Reasons to keep schools closed; lack of communication and transparency; inadequate and insufficient PPE; too many students on campuses; and more

1. I am appalled that the PPE I received from my school were two travel-sized containers of hand sanitizer, a homemade mask, and a flimsy face shield held together with a rubber band. That's the PPE I received when we were preparing for students to return to school -- BEFORE the Stay-At-Home and distance learning plans were put in place. The lack of leadership and regard for our safety is disgraceful.

As a teacher, I feel constant pressure to provide face-to-face instruction and support to our vulnerable population that comes to campus. To further clarify, this population I am referring to does not include the students serviced in the special education, fully self-contained setting. I feel like I am forced to choose between providing these students with face-to-face instruction, despite their lack of compliance with social distancing protocols, to maintain an amicable working environment over my health and the health of my loved ones.

Telework is a hot topic. And, sadly it's viewed as "survival of the fittest." The staff that "can't handle or are worried about COVID-19" telework. Those "who can handle" come to campus. Telework has created an "us-vs-them" mentality which has caused unnecessary divides during a time when unity is key.

2. The school I teach at is in Kalihi with the majority of the population Micronesian students. Besides Sped students, other students have been allowed on campus daily. The admin. has stated that it's okay to make exceptions and has even pressured teachers to tutor non-Sped students face-to-face, on campus. We've already been informed by many of our parents that their households have COVID.

A parent of one of those households even walked on to campus and approached a teacher in her classroom. If students return to campus in the second quarter, I will definitely take a leave.

3. At my school, four teachers are responsible for the education of 1/3 of the student body; approximately 250 students. These families chose the Acellus option for various reasons and at the onset of this pandemic we were told to only take attendance. However, because we are educators who have a duty to our students we find ourselves analyzing student data and offering program suggestions to families to supplement their child's education. We have to monitor attendance and consistently track down families who are not utilizing the program at its minimum. We have to field questions about the program Acellus itself. We have to make sure they have all the login information they need to access the school computer, Acellus, Clever, and all of the other online programs the school offers. We have to monitor and make sure they completed their iReady testing. We will have to do report cards for these students using a program that's data does not transfer to the DOE standards based report card. All the while, the hybrid class sizes are between 9-15.

Please address class size inequity when it comes to monitoring fully online students. There are teachers who monitor more than one grade level and over 100 students. At the same time they are also monitoring 11 children in their hub for those that do not have internet. If this distance learning continues there needs to be language that addresses this work load inequity. I have attempted to set up a meeting with my head faculty rep and administration to no avail. Administration is not responding to the request. Thank you.

4. Due to an expected budget shortfall from the COVID-19 pandemic, our principal has decided to lock the supply room from teachers. This supply room includes everyday work supplies, such as pens, pencils, paper clips, folders, and so on. These items must now be planned for and specifically requested for by teachers. This is a direct violation of our contract Article VI, section G, which states, "Open supply rooms shall exist in each school where feasible," and yet, it is a result of management decisions due to the COVID-19 pandemic.
5. I am concerned about the lack of cleaning at our school and how this will negatively affect our campus community. The school administrators and custodians have created a checklist for classroom cleaners to complete each day which includes items such as refilling paper towel dispensers, wiping students work surfaces and disinfecting high touch areas such as door handles. Each day the list is checked off, but after seeing the same pencil marks on these surfaces and asking multiple

days for paper towels it is apparent our custodians are being tasked with more than they can handle. I've brought my concerns to my administrators who told me that the pencil marks were difficult to remove. After using the disinfectant spray supplied by the school and paper towels I supplied myself, it took exactly one minute to remove the marks. Schools do not have enough custodial power to clean our classrooms effectively. There is an incredible lack of accountability when it comes to cleaning schools. I am also concerned for all who enter our schools front office. Every time I have walked into the office in the four weeks we have been on campus I have entered to find at least one person unmasked, if not more. Even more frightening is that some of the worst offenders are school leaders, administration who need to be leading by example.

6. Since the start of school, three out of four of the students that I see face to face have given us a COVID scare: One was in 14-day travel quarantine, another's parent was exposed and so that student had to be in quarantine until they were "cleared" and the third ran a fever of over 102 for three days was tested and released after his fever broke. Only one of these three children was tested before returning to school. Fortunately the test was negative. My point is that there are no clear guidelines as to when a student can return after testing. It is my understanding that the Rapid Result tests are not always accurate. The parent who was tested could not return to work until two negative tests were shown but the student was allowed to come to school. There was no doctor's note required nor was proof of a negative test. I think it is unfair that some teachers are required to have students while others are not. Half of our special education staff are in their 60's. Everyday I go to work not knowing if I might be exposed. Of course, I take all of the precautions and do my best to stay safe. I know that parents and students are suffering but we need to have written guidelines as to how to determine that a student is "cleared" to return to school. I don't think it is right that the parents do not have to provide proof and can be taken on their word alone. I don't feel safe at work.
7. We have inadequate technology for teachers. DOE has never funded schools with technology since I have been employed for 20 years. We have ALWAYS raised the funds ourselves. Our laptops are 15 years old and go in and out of service. It has become crystal clear, the neglect of our technology, and we are paying for it! We have yet to receive hot spots for our families. Students are doing work books at home with no instruction. Students are not showing up for online instruction or showing up for a few minutes and not returning. Parents are non-responsive. The offer of 100% distance learning at home with programs like Acellus for which schools are paying tens of thousands of dollars are not working. There is no rigor and diligent students need to only spend an hour or two to keep up with program

goals. Since it's a supplemental program, there aren't enough teachers to provide direct instruction to these students. Students are not keeping up. One student has spent 30 minutes only since the first day of school. When we open the school to hybrid learning, each class can only take half the amount of students. There is no teacher to teach the other half at home. They will be doing computer work only without seeing their teacher for that day. The gap is growing wider between our self-directed learners and students with parents that support their child's education and children with no parental support or low achieving and or of low socioeconomic status. The DOE can expect much because they have left schools to falter on their own.

8. In my opinion, it would be safer to keep schools closed and continue distance learning due to the fact that already there have been a number of students who would have been at school who had to be quarantined due to contact with family members or others with COVID, or themselves tested positive. This would have caused a chain reaction with other students and teachers.
9. As district resource teachers, we submitted our documents to telework as we are non-classroom teachers but provide lots of support to teachers and schools via Webex. As we are in different Webex meetings all day, it makes it difficult to participate in meetings appropriately while wearing a mask and being distracted by the other Webex meetings in the room and of course the confidentiality piece! Our DES approved only 2 days of telework and did not give reason for not approving all 5 days but said if there are additional days that you may need to work from home to let her know.

I don't understand why she did not approve all 5 days as we also noted that if there was reason to work in the office then we would go in and I feel that's the most sensible thing to do as we are all professionals and trying to deliver support effectively and in our own homes without a mask and in a confidential space.

10. I am writing testimony to please consider suspending face-to-face instruction throughout the semester. COVID 19 will be wide spread throughout the public schools where the effects will simply be devastating.

There are not enough opportunities for teachers who are in precarious situations to telework. Please consider the health and safety of the public. Mahalo

11. The hospitals are almost at capacity and the daily reported cases are too high. Unfortunately we aren't ready to safely re open.

12. BOE, I am writing to you to please be proactive. I have no confidence that this second shutdown has taught the public the seriousness in keeping safe and social distancing during covid. I feel that once we open up again, the cases will go back up. We are heading into flu season. Please do not open schools until after flu season. This could mean even well after the new year. In January and February of this year, I had so many students who had the flu. We cannot be reactive already. So many people have died within these past couple of months. While you can calculate that the percentage in death rates are low, but that is someone's loved one or parent or sibling. So, it's terrible to just shrug it off as a small percentage.

Teachers are not the driving force in starting the economy. We are not nurses or doctors or grocery store workers. It is not in our job description to be front line workers for covid. I still haven't seen anything in writing about when there is a case on campus. We spend over six hours with many students in one classroom. That risk of exposure is high! Did you see in the news that you are at risk of catching covid when eating at a restaurant? You may stay at a restaurant for maybe two hours. Teachers stay with many students for over six hours!

Teachers have been working long hours to redo our curriculum for the first quarter. We haven't even had time to plan for the second quarter and don't even know what to plan for. I'm not interested in revamping my curriculum to go back and forth with face-to-face and distance learning.

I find it appalling how little you value teachers. We work hard for our students but it always goes unnoticed. And you expect us to risk our lives so everyone can go back to work?

I'm still trying to understand why teachers need to ask principals to telework. There obviously is a valid concern for having in-person instruction. Teachers are afraid to ask their principal to telework. You wonder why not many teachers are teleworking. We're in a pandemic! Again, why do teachers need to ask to telework? Give teachers an option! Please understand it is not easy to just ask a principal to telework.

BOE, let's do the right thing! The public will always criticize your decisions because these are difficult decisions to make. But you know the cases will get bad in the fall and winter. This is our chance to make it right. And we, as teachers, will try our best to educate students through distance learning.

13. I am worried about retaliation within the school and community since we live in such a small town. It is imperative that this remains anonymous.

I have had anxiety attacks and lack of sleep due to the fact that I don't think my school is following guidelines as I understood them and it can be detrimental to our community that is filled with multigenerational households and many kupuna if the virus reaches our town.

1) K through 5 is attending school face-to-face 5 days a week all day. Preschool is 4 days a week all day.

2) Admin has opted out of temperature checks

3) During a typical week, each K-5 class has between 8-10 different adults spending time with the students. Students are not intermingling with other classes but at least 5 of the adults visit all the classrooms each week. I just don't see how this constitutes an ohana bubble or single teacher classroom especially if one of these adults contracts the virus and visits every class.

4) Teachers and EA's still are meeting together as departments instead of on Webex. This means the entire elementary (10 people) gets together in one room to work on PLCs, data teams, etc.

5) Elementary teachers are working with face-to-face students from 7:45-2pm everyday. They are given only a 40-minute block each day (during the schoolday) to work on distance learning which includes uploading, explaining, grading, as well as connecting with distance learning parents and students. This is quite difficult for some who might not be as computer savvy to get everything uploaded and organized. Also without a consistent teacher workroom, teachers and EAs don't consistently have a quiet place to do this work, let alone eat lunch, so some opt to stay in their room which never really ends up being "duty free" lunches or an uninterrupted block to focus on distance learning. The teacher ends up stressed and the students get subpar instruction. Nervous breakdowns and sleep deprivation have been some of the complaints and we are forced to choose between taking care of ourselves or providing adequate instruction for distance learners.

I'm just worried that our school is cutting some corners for convenience sake and yes we are trying to be there for our students but at what cost? I also believe that if we are giving families the option for distance learning, distance learners should get the same equitable education as those who are face to face. I don't think 40 minutes is enough time for teachers who work all day with face to face students to provide adequate rigorous instruction, conference calls, and assessments for distance learners.

I'm worried that our school will get hit hard if the virus comes to our area because we are not following the safest of protocols and the guidelines are not black and white so admin has room for their own interpretation.

This is my testimony and maybe I'm a little paranoid but in my household I have 3 people that are in the high risk category and I don't want to be the reason they get sick or die. So I feel I at least have to do what I can to protect our campus and community by bearing my testimony.

14. When returning to school this school year, I was surprised to see many school faculty members not wearing their masks. They would move from classroom to classroom without masks and they would not demonstrate social distancing when standing six feet apart was actually possible. The faculty members were not following COVID-19 precautions in shared areas like the check-in area, workrooms or teacher lounge areas. It's hard to believe that we were in the middle of a pandemic with this culture in the school. The recent spike in numbers for several weeks did not affect the culture at all. Plus there were/are special Education classes, our pre-K and Fully Self-Contained (FSC), who must teach in-person classes everyday. These special education teachers sent out a survey to the parents to see who had proper technology and asked if their children were able to wear masks. Some parents admitted the children were unable to wear masks. These students continued to attend school. Needless to say, these classrooms were filled with people and students not wearing masks. I do not feel safe under these conditions. More so, we had a staff member who needed to be quarantined but the faculty were not told of the situation. I felt more unsafe. I love teaching and I want the children to grow and excel but these conditions make it very difficult to do my job well.
15. I have taught in Hawaii for 5 years. I have taught in education for 15. My school is by far the most uncomfortable and unequipped environment I have ever had to experience. It's sad for the kids and educators that we do not have adequate air circulation. We often endure room temperatures of over 85 degrees on a daily basis making it hard to think let alone make moment-to-moment health decisions. These situations require instant decisions concerning our personal lives and our students' well being and should be taken more seriously. It is mandatory that we protect the health of our students and teachers in this crisis. Your actions and decisions affect not only the children's health but us as teachers are being forced into these strenuously unsafe and unhealthy environments. We are constantly being exposed to colleagues, parents and children who could unknowingly be positive without any choice of our own. We are not supplied with adequate cleaning materials to protect ourselves or the kids, disinfect the rooms appropriately, clean

our daily materials, etc. One school day with only 10 kids in class requires a minimum of 2 rolls of paper towels from all the constant hand washing, a full container of soap and 1-2 containers of disinfectant wipes, as well as 1 bottle of sanitizer just to maintain normal body and classroom sanitation needs. The school has not provided any of these materials and teachers will be expected to spend even more personal funds in order to protect our students and our selves adequately.

16. Classrooms are not being cleaned except for trash removal at the end of the day and entry/exit door knobs being sprayed once daily with disinfectant. There are no room cleaners and custodial staff are stretched thin.

Teleworking is not being granted. Rather emails are being sent from admin informing reasons for NOT teleworking (teacher feels unsafe, teacher is high risk, teacher lives with someone who is vulnerable, etc).

Our bell schedule remains the same as it was during the 19/20SY. This means students and teachers are expected to virtually attend; learn and teach three 90-minute blocks daily. Which goes against the mandated training provided that says this is not best practice. Furthermore, it is not clear to parents or students and confuses teachers alike. This is coupled with alternating student groupings which makes it more cumbersome to manage. Let's not forget that students have 30 minutes for lunch. So they need to disconnect, get to the school campus for their "grab and go" meal, return home, eat and be back online.

There is not a clear school wide attendance policy. One administrator contradicts the other and teachers are being told to create team attendance policies. Again this is further cumbersome because of the student groupings and bell schedule deficits needed for 100% distance learning. Some students may have teachers on different teams as well. Student attendance is about half each class period. Teachers are to keep track and submit attendance for asynchronous learners as well as synchronous.

The personal hotspots that have been distributed to students only offer 2 gigabytes. So many students are having connectivity issues as the weeks progress. Students in the valley aren't able to connect. Parents are frustrated, teachers are frustrated, students are frustrated. "Miss it's lagging. Miss I'm sorry lost connection. Miss you're frozen."

I personally am struggling to balance personal time with planning and preparing for digital instruction, so much so, that I've developed health related problems as a

result of the stress. I've even consider taking a leave of absence because it's just too much!

Daily hour-long (sometimes 2 hours on +21PD day) virtual meetings follow an already screen-filled day of teaching, which leads into a screen-filled night of grading or preparing for the next day.

If we truly are a school Ohana, than it should be very transparent who has tested positive for the virus on campus. We're all adults and can determine for ourselves if we've been exposed and feel we need to quarantine, be tested, etc. Instead we get some blanket letter, followed by a false promise that DOH will be following up with contact tracing.

Dr. K is either so grossly misinformed or just a dreamer or a plain old liar because every time I hear her sharing publicly what she reports is far from what is reality.

Shame on the State and the Department for continuing to pass the buck onto the next person down the chain. Superintendent to CAS's, CAS's to Administrators, and Admin to Teachers.

I can't wait for the day when I can enjoy my profession again.

17. One small bottle of liquid sanitizer, one small bottle of hand sanitizer, one snack size ziploc stuffed with gloves, a few disposable masks - that's the PPE i was provided at the start of the year, without mention of restocking of any kind of PPE supplies. Head maintenance worker, when asked about cleaning and disinfecting of classrooms, admits that he would love to do so but does not have the manpower to clean and sanitize every classroom between class periods and even after school! As far as distance learning preparedness, we teachers have become curriculum writers (no online curriculum has been provided to us so we end up creating our own from whatever resources we can find), digital content producers (our content needs to get transferred, scanned, and manipulated for us to be able to use It with students online), and teachers who are asked to do a job with our hands tied behind our backs (or try to teach even though we lack apps that make it easier for us to do our job and forced to use a platform that wasn't built for education). If I didn't have bills to pay, I would quit in a heartbeat! I am working 3-4 hours beyond contractual hours every day so that I can be prepared and ready to teach my class the next day. Every day is like that. It's impossible to be able to plan and prepare for a week's worth of lessons in the time we are given because we are required to be online with our students for x amount of hours a day and the amount of planning and preparation to prepare for that does not suffice. It's very

exhausting mentally and physically. If the state would have chosen a platform to use for distance learning that was built for education, not collaboration in the workplace, and provided use with digital tools and a curriculum, our jobs doing distance learning would be much more doable and enjoyable by all.

18. There are some employees at my school who don't wear masks most of the time. These are not teachers mind you, admin, or office workers, but these are people who are on campus daily, and whose job it is to touch many objects on campus due to their job description. Often I will see a few of them gathered together, and not practicing social distancing. If it is a requirement for the public at large to do so, why is it not being done at my school? I am not one who wants to rock the boat, or get anyone in trouble, but this has been bothering me for a long, long time. It's interesting that when parents did their supply pick up drive thru last month for a number of days, that these very same employees who don't wear their masks, all of a sudden were doing so. Mask wearing, and social distancing should not be just for show. It should be mandatory for all employees on campus to wear them at work.

Also, I have my concerns about the conditions in one of the sped classes. It is by far way overcrowded. I don't know the exact numbers, but there are at least 10-15 (maybe more) people in the room at any given time, students & educational assistants, with very little space for social distancing. They all mask up, and the teacher has done well in placing sneeze guard barriers in the classroom, but I see people within 3 feet of one another when at desks. Yes, there are barriers, and they wear masks, but it is disturbing to see them sitting across from each other, well within 3 feet. Again, I don't like to rock the boat. I don't want to get people in trouble, but my integrity is getting the better of me, and I thought it should be known. I love the school that I work at. I love the teachers, office workers, and admin. I wish I didn't have to write this, but in my heart it must be done. The public needs to know.

19. We are having vulnerable students on campus. This number increases everyday. This includes students "who are struggling to learn" at home and students and parents are choosing the on-campus option. Social distancing guidelines are not being followed or enforced. Students walk around campus without masks, come into class without masks, don't stay 6 feet apart from each other or the teacher. These are not special education students. We are also doing online instruction at the same time which is extremely challenging. We have more than 7 students in some classes and everyday more are being added.
20. Despite the mandatory mask mandate by the state and the school, faculty members, outside vendors, room cleaners, do not adhere to mask wearing or

social distancing. When this issue is brought up to admin it's brushed off as a laughing matter. If adults can't wear a mask in public how can we expect students to do so? The workplace is not safe. We've had no updates from admin about cases on campus or exposures. It took until August 31st for the school to even offer a virtual sign- in option which means they were in violation of the MOU for over a month.

21. I am writing due to concerns that the BOE is considering re-opening our schools in October. We are in no different position than when we opened in August. We are still understaffed for proper cleaning protocol, we still have teachers on our campuses that do not follow distancing and masking protocols who will be working with kids enforcing the very thing they aren't doing. The reason we have no active cases of Covid on Kauai is that we have been closed, avoiding large gatherings. Once we bring students back to campus enmasse we will see it spread. Just look at what has happened in other states.

I know we need to have our kids back in school, I certainly want mine back in class with his peers, but not at the expense of overburdening our system and endangering our community.

If we are called back to campus without the option of rapid testing, contact tracing and acceptable low percentage positive results, I will be submitting my Leave Without Pay Form to keep my family and community safe.

I was denied telework as an option and the reasons were weak and not even relevant. As I was meeting with my admin she was telling me about her inability to run an IEP on time due to connectivity and sound issues. One of the reasons for denying my request was better WiFi at my campus and this is not true. I believe all teachers are being denied telework so that we can be more closely monitored I guess. This decision is absolutely disrespectful and lacks the trust in us as teachers doing our work without being watched. Many of us can work remotely even better from our homes than at school.

22. I have recently become aware that the military families that live on base or federal housing are not subject to the same restrictions on base that we are off base. For example, pools and gathering places are open. That means that these students are subject to greater odds of carrying and contracting covid. Is it also true that the military is not sharing the test results from the people on base? If so, this puts staff at schools with military related students at much higher risk. This is a big concern, especially to those of us that are already at higher risk.

Secondly, my principal has been extremely supportive of us, but we still don't have enough hand sanitizer and disinfecting solution to last for very long (One 12-ounce bottle of each will NOT get us through more than a day at a time, if that). The schools need more supplies.

Parents and others keep asking me why the superintendent doesn't just call off in-school classes for the rest of the year, or at least quarter by quarter so that families can plan for what arrangements they are going to make, rather than doing it piecemeal, 3 or 4 weeks at a time.

23. Please continue to keep schools closed. The students have been learning online, so far so good, keep them safe and teachers safe by continuing with online until cases have really gone down. I have four kids, three at different schools, all in the Kalihi area where most cases are. It's not safe. All it takes is one child or teacher and the whole class can be infected. We need to better stop the spread before schools reopen. A lot of kids don't use their masks properly and will be in close contact with friends. I feel that it will be a larger outbreak if kids are back on campus. My kids don't feel safe and will not be able to focus in school like they are able to at home...please don't risk the life of other family members also.
24. I feel that kids are not going to follow the mask rules, probably, so it's not safe to send our kids back to school until the cases are low. Please don't do it, or it will be a disaster and a lot of family will be affected. Keep them safe by continuing online until December, and if cases are still higher then keep them distance learning for the year. I feel safety should be first.
25. Dear Members of the Board of Education,

I am writing as both a parent and educator in the public school system.

This year has been incredibly stressful, not only because of COVID, but the lack of good leadership during this time. Superintendent Kishimoto has shown that she is unable to make responsible decisions for her employees and students of Hawaii. She is not truthful and does not own her mistakes. Rather, she puts the blame on the Department of Health and teacher's unions.

Her plans thus far have been vague and when questioned by the Board and/or Senators, Superintendent Kishimoto never gives clear answers. If her plan is to reopen in school for the second quarter, we want to know exactly what it will look like. What are the procedures and protocols? Has the DOE received clear metrics from the DOH? With the numbers still high, it is NOT SAFE to return to schools!!

I want to know why Dole Middle school was not closed after the positive cases. Why are the teachers there still not being allowed to telework, even after the death of Dayna Inouye? Why are teachers at some schools being approved for the same reasons others are not? Why are fear of COVID and health issues not valid reasons for telework? Chairperson Payne, you said after the extension of Distant Learning for the first quarter, that you'd expect more teachers teleworking. This has not happened!!! Teachers are being DENIED, all while the Superintendent and Assistant Superintendent are working from home! Why are teachers being denied when they can do the same thing while safe at home??? Governor Ige and Mayor Caldwell have both stated if we can work from home we should work from home.

The DOE should put a stop to Acellus being used for Distant Learning. It is HORRIBLE! The Hawaiian history lesson is appalling...do we really want our children of Hawaii to not learn the real history of our islands and people???

I can't even preview the lessons for PE/SEL. I'm worried about assigning inappropriate content. But I have to, otherwise my students won't be given a grade.

Please do not allow the reopening of schools!

Sincerely,
A concerned parent and teacher

26. As much as we can, we have tried to adhere to CDC guidelines. However, each time I go to work, I am afraid and think, "Will I catch COVID-19 today? Will my children be the one on the news expressing their feelings about the loss of their parent like the family from Dole Middle?" I say this because I have coworkers eating food in the shared work space which is the size of a small classroom. Some coworkers sit at a table together, start eating and chit chatting. Wasn't this how COVID-19 started spreading in Honolulu Hale? Although staff are aware to maintain 6-ft distance, for some reason, it does not apply during lunch time where there is no social distancing since they want to eat together, no masks for apparent food consumption reasons, and possible aerosol spread since it is a closed office with no open windows. It is a possible threat to health and safety for those who strictly adhere to the CDC guidelines? Nobody wants to speak up to those coworkers as we are afraid of possible retaliation. 6-ft is only maintained when possible. Currently, it is NOT possible to have 6-ft distancing in an office. I am curious to know if Dr. Kishimoto has even bothered to see working conditions. I doubt top officials who make decisions with my life and the lives of other workers are aware of what goes on in the field. Requesting to work from home is approved at the discretion of administrators and it is not consistent within schools, districts,

complex areas, or counties! Will it take another DOE employee's death for BOE/DOE to do the right thing? By then, it is too late. It already is...one life lost is one life too many. I love my job, but I also want to be around to see my kids grow up and be part of the milestones in their lives. DO THE RIGHT THING....let's not gamble with lives. Let's not play God.

27. I am a PreK Teacher in the EOEL classroom at a school that provides education for low-income students who live in housing. We have been face-to-face with five students since August 17 from 8:15 - 11:30 am. We have been provided with PPE (gloves, masks and shields for students and teachers) and Clorox for disinfecting materials used throughout the day. We have run out of alcohol and have been refilling our spray bottles in the health room. Our health room is located in the school office, but due to admin concerns about the office being a "high traffic area", the main office door is LOCKED. Therefore, we either have to call the office for anything that we need, or go in before or after our students leave. I have also been questioned by the admin regarding supplies. I informed administration that we no longer have alcohol and it is the most effective way (does not need to sit and will dry quickly) to disinfect high touch areas in our classroom, especially after meal times since the students are eating breakfast and lunch in the room (without a mask on). We currently have two PreK classrooms and two SPED classrooms face-to-face. Our two PreK classrooms have 5 students each and as of now, we are seeing the most amount of students on campus. I should NOT be questioned as to why I am using school supplies to disinfect areas in our classroom when we are face-to-face with students.

My next concern is 2 out of 5 of my students have had positive cases within their immediate family and household. I was informed of the first case on September 1. The student's parent informed me that he tested positive for COVID-19 and has recovered, however the other parent is awaiting results. I notified administration and followed up with the family every day until I was informed that the student's second parent tested positive for COVID-19 and is in the hospital. The family shared that child had been living in a separate household for several weeks and was under the care of a grandparent. I was informed by the parent that the child was cleared by the doctor and after speaking with administration, the child was able to continue face-to-face. I was able to speak with the parent who was hospitalized on September 10, and thankfully, she is recovering at home and has been "cleared" on September 13. During this time, my EA and myself took a test on Wednesday, September 2, and both our tests were negative. This incident brought many concerns. First of all, everything is based on the parent's word and we are trusting that they are telling us the truth; in terms of the child living in a separate household, and with the clearance dates. Parents are not required to turn in any

type of documentation to show that they are cleared - especially since the child did not test positive. Secondly, I was the one to follow-up and be in communication with the family - not the health aide or administration.

The second student was considered in “close contact” with someone who tested positive for COVID-19. On September 10, I received a call from our Principal who informed me that “student’s mom” had tested positive for COVID-19. The Principal questioned me regarding my contact with the parent, duration of contact, student’s attendance, student’s last day in school, whether I was wearing my mask and shield, etc. This family is ELL and I asked our SASA to translate during pick-ups at the end of the day. I was informed that the SASA took the initial call from the family, and SASA informed me that it was the student’s aunty that was positive. I informed our Principal and she had the Health Aide follow-up with the student’s doctor. During this time it was a lot of back and forth conversations between the Principal, SASA and myself, as we tried to get the story straight since it differed from the initial story that I was told. I left school on September 10 with this information:

- Student and family members in household were tested and awaiting results
- Per the CAS, EA and myself would be working from home for two days (9/11 and 9/14)
- My classroom would be disinfected and cleaned
- Principal would inform families in my class via phone call - letter was not sent home because she had “direct contact” with parents/guardians

I received a call from our office assistant on September 11 that the student and 4 other family members in the household tested negative. The female that tested positive was in quarantine in a bedroom within the household, therefore the child will have to stay at home for 14 days, and will need to be cleared by the doctor upon returning back to school. I was informed that if the positive family member was in quarantine in a separate household or in the quarantine hotel, that student would be able to return to school on September 15. I took my second COVID-19 test on September 13, and am awaiting results. While we were awaiting the student’s results it was the most stressful evening and morning I’ve had thus far. I have a 5-month old at home and we are living with an elderly grandparent. From the beginning of the school year, I have been asking our Principal if Distance Learning is an option for the time being especially since our school is located in a low income housing complex, where there are known positive cases. Her response has been that preschool is considered vulnerable, therefore students must be serviced.

I know this is all very jumpy, I tried my best to write it in a way that was not confusing. I was informed on September 11 that one of our PreK classes can plan to start Distance Learning (upon approval from CAS and EOEL). The other PreK class will continue with face-to-face learning. I requested that we have Distance Learning from September 21 to October 16. We are still waiting for approval. It is hard to believe that this is only our 5th week of school since so much has happened. I myself have asthma, and it is not worth the risk to expose myself or my family. If you have any questions, please feel free to reach out and contact me. I am open to sharing about my experience in school, but I would like to remain anonymous.

28. On August 17 we welcomed our students back to school with all participating in virtual instruction except special education students that the special education department deemed as vulnerable and unable to participate in online instruction effectively. Although our department met with administration to determine students who would be coming to campus, there was no clear guidance on how we determined this. We made up the guidance we were to follow given the vague details provided from the state to determine which students would come to campus. This turned out to be that each special ed teacher had a different number of students coming to school in person. Some sped teachers had no students on campus.

We were provided with a definite answer that students would start school on the 17 on the 13! Therefore we had two days to prep and make sure we had our procedures in order. The sped teachers made up the procedures of how the students would enter campus, who would check temperature, how we clean and sanitized everything daily. There was no guidance from the administration team at all. When I asked if there would be any in place soon, my answer was we have nothing yet, keep doing what you're doing. The administration has no clue what we are doing each day! Nothing is written down! Staff temperature is not checked by anyone, not even contracted providers. I have many service providers for my students coming in and out of the room everyday with no precautions taken before they even walk on campus. My classroom bubble is constantly being popped because other teachers are coming in to say hi or walking by. There is no such thing as an ohana bubble.

Also, despite conversations to change the caseloads so that each teacher was given a different platform to teach to, our caseload remained the same. Therefore, we had a mixture of in-person students, virtual students, and Acellus-only students to teach to. The special education teachers are the only teachers expected to do this on campus where the gen ed teacher either gets all virtual students or only

Acellus participating students. The Acellus teachers are only “coordinating” the learning and not even teaching! The general education teachers are not even teaching virtually all day according to their schedules!

On top of the uneven job duties expected of us, I have been denied the opportunity to bring my son to school with me because “I have students in my room during the day.” Every other teacher who does not have students in their room was allowed to bring their child and they have gotten approved to telework! I do not have either of these options. Now I have to pay for child care out of my own pocket so that my son has a safe place to go during the day.

My son has a 504 plan and needs to be monitored consistently throughout the day to keep him on task, and the only option I was given by his team is to have his teacher check in with him more. I need a physical body there! He is not in college, and hasn’t even developed the capacity to be able to monitor his own schedule and learning yet! Why is the DOE expecting all the students whose parents have to work to be able to do this!?!

29. My school seems to have the notion that the Covid-19 virus is not real. There are small groups of students on campus every school day, people coming in and out of the office despite reminders from office staff, Flu-Shot clinics, AND even Covid-19 testing open to the general public on the school campus. We were told to pick up IEP and 504 plans from the front office in our box, but not offered the documents online. The lunchrooms/lounges are all open and teacher restrooms are not cleaned daily with proper supplies. I and other teachers are afraid to speak up as many see the Superintendent as a person with retaliatory tendencies. Questions about who on campus may have Covid or how many in our school community are not reported so we do not know how much exposure we may have. One parent from a feeder school and another uncle of a current student died from the virus recently. There are some students with the active virus and others waiting on test results after exposure. The HIDOE has not been transparent with which schools have cases and even asked the news not to report the information. I would like to telework for the next quarter, but am afraid to submit paperwork and become a target. I am considering early retirement or resignation.
30. It is not worth even one more life, is it? Full distance learning until there is a vaccine -- send the message that teachers, staff, and keiki matter. Allow us to plan accordingly by making an early and decisive choice to put public health as the top priority. Thank you for considering my testimony today.
31. Aloha Board of Education Members,

I am testifying against reopening schools for face-to-face learning to ALL students until the DOE has a dedicated contact tracing team set up, schools are stocked up with essentials to last beyond a couple of days and efforts to work online with students have proven themselves to be ineffective on both ends from students putting forth effort to learn WITH parent and teacher support.

First off, things are finally starting to settle down with teachers and students finding a flow with working online together. Now that everyone feels a sense of routine, why go and change it again? Kids need structure and making another switch to face-to-face learning during a pandemic is only going to cause more emotional stress because students will not be returning to the learning experiences they are used to having. Both students and teachers will also be forced to readjust themselves to another method of instruction and teachers will feel the burn of having to instruct students both in person and online, thus having the same kind of ripple effect flow down to their students.

My next point is that there's no solid proof that being in person will magically transform vulnerable students who are often just mislabeled as "vulnerable" due to behavior issues or problems at home. If there's anything this pandemic has highlighted, it's that the faults of our society have been placed onto the shoulders of educators and we cannot fix every single problem that our students have. I still have students who are not putting forth the effort or turning in work and these have been issues both in-person and online that I've experienced as a teacher because many of these students have learned over the years that they will just get passed through the system regardless of how much effort they put in. There are also things going on outside of my control that my students deal with that I am not responsible for and no matter how hard I try to reach them, I have learned the hard way that I cannot reach them all.

Presently, I have a student who barely speaks a word of English that I have made multiple attempts to reach out to, their parents and family friends included, who I have not heard from. I'm going to safely assume they have not responded because of the language barrier and other challenges of their own going on to deal with. Having this student come in for face-to-face learning will not change the fact that he and his family do not speak English. Plus, if he's the only person in his classes, how will he be able to be exposed to the language if there's no other peers he has to try and communicate with? Should more vulnerable students end up being deemed as needing to also be in the class face-to-face with me, how will he be able to interact with them safely if social distancing protocols are in place and he can't? How will he even be able to hear me if I have a mask on the entire time while I'm trying to teach? Mind you, I am a general education English teacher. I am

not an EL teacher or a SPED teacher and being forced to come in to teach vulnerable students only face-to-face defeats the purpose of them being included into a general education environment if there are no other students in the class who are not considered SPED. Will I receive the pay differential that SPED teachers receive for having to do the extra prep that is needed to plan special lessons for these students as well as plan lessons for the other 25 kids enrolled in their same class period? I feel like we need to keep ourselves safe and work out the kinks online first. All of our students need us and many would love to be back for face-to-face. Why are students who are gifted being excluded from the opportunity to go face-to-face? They are also considered exceptional. If we can't make school open for all of our students, we shouldn't be opening our doors to in-person learning at all yet.

At my school, I've been swamped with new students being enrolled for the past 3 weeks. Last week alone, I had 4 new ones added to my rosters. Today, another has just been added. Although we are online now, my numbers are surging and I am extremely concerned about being face-to-face in a classroom, which is NOT a controlled setting, around more than 10 students I am not related to without enough PPE or specific guidelines from the CDC. For some odd reason, my school keeps adding kids to the already larger sections of my classes and leaving the smaller ones empty and I've raised many concerns about this yet it continues to be ignored. Regardless of the size of the room, the ventilation is poor and students are being uncomfortably crammed into classrooms where there is no room for them to get up to use the restroom, drink water, wash their hands at my sink or much less breathe. Ironically, a lot of these kids also have asthma and other breathing issues listed as health conditions but are still being crammed into these large sections rather than spreading them out evenly throughout the rest of my class periods. With people being drawn to move to Hawaii from the mainland in spite of the pandemic going on, how are we teachers being ensured that they are following the mandatory two week quarantine and testing their kids before enrolling them into school? If students are allowed to enroll one month after school has already started and not be tested, this is unacceptable and a huge risk you are taking on your school employees.

The last thing I want to mention is that we have already received two letters from our principal regarding four employees of our school being in close contact with people who have COVID. Even though we have not heard anything yet about whether or not these people have tested positive, Kahuku and its surrounding communities are extremely tight knit and many also reside in multigenerational homes. We are already cut off from resources on this side of the island so it won't take much for the virus to spread like a wildfire out here once we resume in person

school. Many of our kids are of Polynesian heritage and it is in our culture to share everything and everyone is related somehow out here so keeping social distancing in place is not going to fare well in a school like mine.

Please do not reopen the schools for face-to-face yet. Allow teachers the choice to continue working from home. The ones who are comfortable being in person can take their chances but the ones who have their reasons should not be forced. Do not reopen schools till we have a more concrete plan in place to provide PPE and other protections for school staff and students, stabilize our distance learning programs to support ALL students and have a dedicated DOE contact tracing team.

Mahalo nui loa.

32. Honesty & trust are key issues in this time of Covid. Here at Kohala Elementary School, there was a student who was attending preschool on campus who was in close proximity to her brother who was a patient of Dr. Josh Green over the Labor Day weekend. After the news of Dr. Green's positive test, there was no follow up by our administrator to keep us teachers safe. In fact, we came to school this Monday with no idea what had just happened. Teachers and aides were appalled by our administrator's decision to work the situation out behind the scenes with no transparency-while still teaching in conditions that could possibly have been contaminated or infected. Granted, we all knew the story-who it was, when it happened, etc. But why is this going on? In this small community, this can't happen! We need to know! Why is the BOE acting in a manner that forces us to be the "Guinea Pigs" to such a dangerous virus? Teachers are afraid to speak up fearing that they'll lose their job. For all teachers do, we should be treated fairly and be taken care of by the employer. This isn't a time to play around! Let's be transparent. Let teachers work from home instead of sending them to school to brave the virus. This is serious and we should act now!!!
33. It is not safe to allow students back on campus for any kind of face-to-face learning at this point in time. On the Big Island, the numbers are growing and moving into our rural area where businesses are being shut down to deep clean and sanitize. Workers in these businesses live in the area and have children in our complex area.

Our school plans to use blended learning models for students upon their return. If we can use blended learning, we can continue virtual learning/distance learning which is safer for all students and faculty/staff. I strongly feel, if we can distance teach and be safe, that is the only choice we should be looking at to help our

students. We face-to-face virtually with students on a regular basis so that takes care of building relationships in safe manner. All of our students have chrome books, access to hot spots/wifi. When numbers were lower than they are now we had a “stay-at-home” order. Now that the numbers are huge, we go to work?

Sanitation? We have supplies, but the custodians are already grumbling about “How are we supposed to come in between classless and clean? And take care of our regular duties?”

What is really upsetting is our blanket denials for teleworking. Our principal has denied all teleworking requests that I know of and has created a hostile work environment trying to provide rationale for her denial. We have people on campus with health risk yet she said sanitation is adequate. Being at home is adequate and safe. If we get sick while at home it’s on us, if we get sick at school, will the DOE take responsibility? She has already told us we cannot have microwave ovens, or refrigerators in our rooms to save money. Allowing us to work at home will save money.

Please consider pushing back face-to-face learning and stay with the 4 weeks of no cases to start school up.

34. I am writing out of concern to the hostile work environment imposed on staff by Stevenson Middle School Admin. Teachers are at their breaking point. They want to do what’s right and help every student grow to their full potential while building important partnerships with their families and the community. Right now, due to the reactive leadership and lack of planning, teachers are stuck in a hostile game of “cut throat kitchen,” being stripped of all resources and curriculum and being told to pivot daily and even hourly.

At Stevenson Middle School, teachers can’t keep up with the demands and lack time to adequately prepare for instruction because they are constantly assigned “non-negotiable deliverables” that have to be completed with unrealistic deadlines. They were given two days’ notice to bring an assessment from all classes, graded and sorted which drastically changed from last year’s policy of only bringing one class set last year.

Teachers are disrespected when they raise concerns and ask questions about Covid, in-person learning or policies. They are quickly told to put all questions “in the parking lot” and are verbally attacked if they press for answers.

Teachers do not feel safe on campus. Students in the Learning Hub wander

around campus freely and when asked for a log of students on campus, the administration becomes agitated and hostile.

Classroom cleaners have been reduced to twice a week instead of five times a week. Over 100 staff members including custodians, teachers and support staff are being forced to use one single stall bathroom per gender and the bathroom is not cleaned or sanitized throughout the day while the principal has her own private bathroom.

EAs from the CBI program have been walking students all over campus without social distancing or wearing PPE which puts all students, teachers and staff on campus at risk.

Principal Balatico has denied telework for teachers but constantly allows certain teachers (friends) close to her to leave campus early and often, while all others are told they have to remain on campus until 3:00 as contracted. This is a clear violation of the DOE policy of nepotism. This past month, she even hired her own mother as the health nurse.

Teachers have been told they cannot use the air conditioning in their classrooms while those with health conditions are left to suffer and the office ACs are running all day and can be heard across campus.

One of our teachers who has a child with special needs was turned down for telework and had no choice but to leave the DOE. Teachers with underlying health conditions are scared to even apply because of her clear message that they will be shut down. Anyone who asks questions about telework is retaliated against by principal Balatico and CAS Dilwith.

Washington Middle School principal allowed his teachers to use their professional discretion to determine if telework was right for them and he was verbally attacked by CAS Dilwith.

Please do some fact finding and send DOE officials in to do a temperature check on employees at Stevenson Middle School to assess their physical and emotional well being. We ask that you do not send KMR Investigations Officer Ted Mura because he covers and hides information for CAS Dilwith to protect her and employees close to her.

35. I am a CTE teacher, my room is not disinfected daily and I have at least 50 people coming through my room. Maintenance is stretched thin, like previous years, often

understaffed. Janitors are physically unable to complete the volume of rooms. I often offer to clean my room for the janitor as she is physically and mentally exhausted. Because maintenance is having a physical reaction to the chemicals of the CV19 sprayers, they have opted for manual wiping down at the end of the day. There is no physical way for them to wipe every surface touched in every room. I watch the honest and incomplete effort daily.

I have asked admin if there is a schedule and how do we know if the room was disinfected. The reply was a spreadsheet of the maintenance department work week and the assurance that it was being done. I am watching it not be done consistently. I do not feel comfortable re-submitting my inquiry to admin, given the dismissive nature of the first reply.

There are three (3) main CV19 issues:

1. Maintenance is understaffed, under-equip w/PPE, under-trained. There is no transparency in completion.
 2. Admin needs to be more approachable about concerns put forth from staff, and accountable about compliance. The pre-existing culture of mistrust prohibits honest discourse. Whistleblowers will be 'blacklisted,' it's a known thing, which is why this is anonymous.
 3. Communication, protocols and procedure needs to be transparent and collaborative with ALL school site staff.
36. Sacrifice is a word that I have never thrown around lightly. Being a teacher in one of the most expensive states in the nation requires sacrifice of immense measure, not only from me financially but also from my family. It is not uncommon for me to work 9-10 hour days and on the weekends, but this is a sacrifice I willingly make because I want to ensure my students are receiving the best education available. However, this word has struck a deeper meaning with my family recently, and I am writing to you to share how this word is impacting my life and how your decision about our return to school will continue to impact my life and the sacrifices my family and I will need to make.

My father was diagnosed about 8 years ago with a lung condition that turns his healthy lung tissue into fibrous tissue. He has to work extremely hard to breathe, and over these last 8 years his condition has worsened. What makes him remarkable is that during this time he has continued working full time as an EMT. He picks up overtime shifts, works with the bike team for events at Aloha Stadium,

and works at KCC training new EMT hires, and genuinely loves what he does. This is where my passion for teaching comes from; he has always told me to pick something I love doing and do it to the best of my ability and with everything I have. He has saved countless lives and has helped to train wonderful EMTs who have gone on to great careers as paramedics, nurses, and even a few doctors. This pandemic has hit my family especially hard because he is an essential worker. He gets no break from his disease and puts his life on the line transporting COVID positive patients every single week. Even though he puts his life on the line for what he loves, there is one thing that is very clear to our family and friends; if he contracts this virus he will die. He will not be able to recover from the lung damage inflicted on him and we will lose him forever. He is only 58 years old, and he is the only living grandfather my son has. I am terrified that I will bring the virus home from school because someone was not following universal precautions. I am terrified of killing my father because I am forced to be at school with young students. I am terrified of watching him struggle to breathe while the virus turns what little usable lung tissue he has left into swiss cheese. It is an eventuality that we will lose him to his lung condition, but I don't want to lose him any sooner than I have to.

Please consider my family, and other families in this situation, when you are making decisions about the future of our schools. I am willing to sacrifice a lot, but I am not willing to sacrifice someone else's life in order to bring students back on campus.

37. Dear Members of the Board of Education,

I am writing as both a parent and educator in the public school system.

This year has been incredibly stressful, not only because of COVID, but the lack of good leadership during this time. Superintendent Kishimoto has shown that she is unable to make responsible decisions for her employees and students of Hawaii. She is not truthful and does not own her mistakes. Rather, she puts the blame on the Department of Health and teacher's unions.

Her plans thus far have been vague and when questioned by the Board and/or Senators, Superintendent Kishimoto never gives clear answers. If her plan is to reopen in school for the second quarter, we want to know exactly what it will look like. What are the procedures and protocols? Has the DOE received clear metrics from the DOH? With the numbers still high, it is NOT SAFE to return to schools!!

I want to know why Dole Middle school was not closed after the positive cases.

Why are the teachers there still not being allowed to telework, even after the death of Dayna Inouye? Why are teachers at some schools being approved for the same reasons others are not? Why are fear of COVID and health issues not valid reasons for telework? Chairperson Payne, you said after the extension of Distance Learning for the first quarter, that you'd expect more teachers teleworking. This has not happened!!! Teachers are being DENIED, all while the Superintendent and Assistant Superintendent are working from home! Why are teachers being denied when they can do the same thing while safe at home??? Governor Ige and Mayor Caldwell have both stated if we can work from home we should work from home.

The DOE should put a stop to Acellus being used for Distance Learning. It is HORRIBLE! The Hawaiian history lesson is appalling...do we really want our children of Hawaii to not learn the real history of our islands and people???

I can't even preview the lessons for PE/SEL. I'm worried about assigning inappropriate content. But I have to, otherwise my students won't be given a grade.

Please do not allow the reopening of schools!

Sincerely,

A concerned parent and teacher

38. I have two concerns for this school year. The first is that I applied for telework 3 weeks ago, with a doctor's note, and my application was sitting on my principal's desk for weeks. Last week I was notified a student would be coming to my room first period every day and when I followed up with my principal she said she was now making the decision to deny my telework application because I need to be on campus for this one student during the one period of the day. I am concerned that the school is sending students to the various teachers following their daily schedule, which means the students are going to multiple classrooms each day. In this case I am expected to be conducting my online course while also supporting an in-person student. Further, I am concerned that I am scheduled to be alone with the student in my classroom because there is no EA/other staff member and he is the only student assigned to my class period. This seems like a liability. I was under the impression that schools were expected to set up learning hubs for special education students or students with connectivity challenges. My school has not set up learning hubs and has instead directed the students to just follow their schedule going to each teacher's classroom. I know that my classroom is not being sanitized each day and I expect the other classrooms with students in them are not either.

39. I am concerned about the safety of our campus. The cleanliness of our campus is not being maintained with the staff being on campus. The custodians need more training on proper cleaning of our facility. I don't feel safe bringing the students back on campus until more training is provided to the custodians.
40. My campus has expanded the definition of vulnerable students to include most any student whose parent calls the office to express a struggle with distance learning. We started the year with about 8% of our student population as full time, on campus, learners. Any student with an IEP, 504 plan, or EL designation was called and given the option to come to school 5 days a week. In addition, children of school staff have also been allowed to be on-campus learners. The number of on-campus learners has now grown to 12% of our student body. These students are supervised all day by EA's with the part time support of PTT's. Many of these folks are not distance specialists and do not have the proper training to oversee or help our high needs learners. There have already been disciplinary issues including student suspensions for behavior.

Our students are spending the days in their learning lab pods, however they are allowed to mix at will before school, during recess, and during lunch. Social distancing is encouraged, but most students do not abide by these rules and security and supervision has not been able to control this. Teachers have witnessed students playfully wrestling, putting their arms around each other to make social media videos, and pulling their masks down while socializing within 6ft. The teachers do not blame the students. These are all natural behaviors for middle schoolers, however there is not enough supervision to stop it.

Our school claims to have a cleaning schedule that is reported to the principal. I work in a room where other adults come in and out during the day. In this room, we see a custodian maybe once a day. The last time we had a custodian enter our room during school hours was three days ago. He came in one door, sprayed solution on a single light switch and then walked out. No other surfaces, including the other door, were sanitized. In addition, our staff members with sinks in their classrooms have been denied soap. Soap is being supplied in bathrooms only .

Today our main bathroom was out of paper towels for most of the day. The bathroom that a majority of our special needs students are using is infested with ants that crawl all over the sinks. How are we supposed to trust that our bathrooms are clean when we have no towels and there are trailing ants all over?

As much as we are advertising to the community that our school is running a distance learning model, this simply isn't true. 3-4 busses of students arrive on our

campus each morning. Our campus is not able to follow the recommended guidelines with this many students.

41. My administrator told me I should consider doing a home visit for a student who has not been attending their virtual classes during this lock down period. Although he chose to use language as if he were giving me a choice, ultimately he is my boss. I fear that if I don't oblige, there will be backlash.

He asked me to do the home visit shortly after the stay at home work at home order was put into place; no gathering with anyone outside your household; parks, trails, restaurants, malls, etc. all closed. I cannot even visit relatives outside of my own household, yet I am being asked by my boss to visit students and their families. I do not feel comfortable/safe doing a home visit and violating mandates that have been put into place by state officials.

These are the things we are being required to do because we are deemed essential and need to report to campus. The state is failing us by not keeping teachers safe.

I am now required to call the student's parent and request that the student attend school in person. I will have to supervise this student face to-face all day. I greatly fear for my safety as well as the student's safety. I feel as if my back is up against a wall and I have no choice but to follow the orders that are putting my life in jeopardy.

42. I am writing this testimony in hopes of shedding some light on some of the real conditions and situations occurring at schools in Hawaii. I understand that the superintendent has given authority and control to principals to lead their schools as they see fit, but let's be clear - not all principals have the same vision or values. Unfortunately there are some who do not value the health and safety of their teachers, staff and ultimately their students. ALL schools need more consistent guidelines and rules that must be followed to ensure the health and safety of the teachers, staff and students.

In my school, teachers are all still required to sign in daily through the office, which due to scheduling, is often too crowded given the social distancing orders, and repeatedly features people not wearing masks or face coverings, standing way too close together and waiting in line to speak to someone in the office. Throughout the day, us teachers are still exposed to dangers and contradictory workplace regulations. Our staff meetings are not done through WebEx or Zoom, but with an in-person audience, despite the resources available to do so more safely.

Teachers who have requested to attend these meetings virtually have been retaliated against and have had digital teaching tools taken away.

The situation continues to worsen as social distancing guidelines including wearing masks and sitting at least 6 feet apart are routinely disregarded. As a way to save on custodial hours, my administration has also decided to not utilize all classrooms on campus. Teachers are assigned 4 to 5 teachers in a classroom to teach remotely. (Teleworking is not an option at my school, and most people do not dare even request it.) Since there are so many of us teaching in one room we have to wear masks and headphones throughout the day, which makes it even harder for us to communicate with students remotely. Teaching elementary students is difficult enough without these added obstacles.

This contradictory attitude got even more convoluted during our PD waiver day, where the 8 to 10 of us in a grade level were required to sit in the same classroom to meet throughout the PD via WebEx. The whole point of distanced learning and communication is to keep people apart such as to reduce the rate of transmission, and it is therefore self-sabotaging to perform distanced communication with a dozen people in one elementary school classroom.

It's a ridiculous idea, in the sense that it is an idea worth ridicule, that our schools could be expected to even have a mixed approach to digital and in-person learning at this point. Most teachers would be in favor of classes of ten or so students alternating throughout the week, but NOT with the current standards of social distancing and mask-wearing in schools at the moment. We need more specific detailed and mandatory rules and guidelines that will ensure the health and safety of everyone on campus.

In short, schools are a long ways away from being safe for students to inhabit once again, and the callous disregard for the health, safety, and care for teachers is proof of all the structural holes that undoubtedly leave room for Covid-19 to enter our schools and potentially make them a hotspot for the disease. If we want to consider having children back on campus, we must take hold of regulating schools in such a way that teachers aren't a scapegoat in what will be a lost battle for education and against Covid-19.

43. Why are teachers' children allowed on campus? They can't get Covid? Why are SPED children allowed on campus? They can't get Covid? A teacher has died! How many teachers need to die before you take this seriously? Governor Ige makes us essential workers, do we get hazard pay? NO! In fact, he wants to furlough us! Essential, but not really. Furloughs for 2-3 years? Some of us are

looking towards retirement, not if we get furloughed. This year we were working on decompression and instead they want to take money away from us! Enough is enough! Treat teachers fairly!!

44. Our school does not have a health room or nurse on campus. We do not have adequate janitorial supplies and staff. The covid cleaning that has been witnessed is basically spraying the desks with a green solution and wiping them all down using the same rag in every classroom. They also do this on other surfaces that are known to be high traffic use like doorknobs. However, that isn't always the case. Trash is collected but the original trash bag is left in the bin. When students come in, right now mostly just SpEd or any student that is struggling, due to time constraints, the teachers are not always able to be consistent with sanitizing protocols such as cleaning the desks and other items used in between students/classes. It is difficult to maintain proper distance when you have SpEd kids needing extra help. There is not enough staff to monitor students who need to use the restroom or need someone to accompany them to the office. There is more but I think that's enough for now. I'm hoping that because we're on Maui and do not seem to have as many new cases, this will eventually blow over.... But in case not, I thought I needed to share.
45. Since the first case of Covid 19 on the island, we've asked our school, what is the plan? What happens if one of the teachers or students gets Covid? There is no plan. Any time we try to ask questions about our safety, we are told our questions "cannot be addressed at this time" and we are forced to place questions in a "parking lot" document. The response? Admin will address at a later time. But that later time never comes. There are around 100 employees on campus every day, forced to share a single stall restroom— one for men and one for woman—for the entire campus. Students are being allowed back on campus at random without any prior knowledge being given to the teachers. When we ask how it was determined that they returned, we are not given an answer. Students have been showing up on campus for a learning lab, and wandering the halls. There are no rules or regulations in place for students to know where they need to show up and stay in one place, it is chaos. CBI students are walking all around campus and down the halls with their EAs, going by teachers classrooms instead of staying in their classroom. Some CBI students aren't even wearing masks which makes the risk even higher for staff members and other students. Students keep coming on campus every day and teachers have been given no information regarding this. Why? Why are they coming on campus when our cases are so high? SPED teachers are being asked to offer to parents to have students come back to campus to have face-to-face classes— even if distance learning is working for the student. We are worried that this is only being done so that administration can tell

us we can't try to telework because students are on campus. We were told that an employee had a potentially positive covid case and we were told we still needed to report anyway to school the next day. While we did not ever receive an answer if the employee tested negative or positive, one employee still not been back to work for weeks which would indicate that the case was likely positive. This message was never relayed to the staff. We never heard if the case was positive or negative, we only know that the person has not yet returned on campus. Classroom cleaning has been cut from every day to only twice a week (even though some classrooms have students). When teachers asked if we would be responsible for sanitizing our rooms ourselves, we were never given a response. Teachers are being bullied into giving co-teacher access to their google classrooms by administration. If they do not add administration, they are called into the admin office to be interrogated about it in person. The PPE provided is not enough to last even a month. Curriculum coordinators Julia Smith and Dani Hitt are focused on enforcing admin rules for data teams instead of asking how they can help teachers. Each department (minus math who is using a free trial) was told there was no money to purchase curriculum for students. Why do we have two curriculum coordinator positions when we do not have any funds for curriculum for our students? Curriculum that would enhance distance learning would be far more valuable for student needs versus another curriculum coordinator position. The curriculum coordinators offer no support to teachers but instead use opportunities provided by admin to threaten and silence those who have questions. Staff meetings are filled with "non-negotiable deliverables" consisting of busy work instead of allowing staff to prepare instruction and train for what is going to happen next. Every day I have at least 12-15 people stop by my room and ask me questions. Parents show up unexpectedly and open classroom doors, asking where the office is. We are scared. We are not safe on campus. We have begged for the option to telework, only to be shot down and told no. Nepotism runs rampant. Friends of administration are allowed to telework for a day if needed, while others are turned down, and certain teachers are allowed to leave campus early. The principal's mother was recently hired as a school nurse. Teachers were told they are not allowed to run their air conditioning units while on campus- even if students are not present. Admin and main office run air conditioners constantly all day in while teachers are suffering from the extreme heat. Some teachers who are at risk and vulnerable have been told they cannot run their AC. Teachers continuously ask for answers regarding Covid 19 school information and are attacked by admin in a threatening and confrontational way for asking. Although every teacher would love to have students return, we know it is NOT safe for students to return face to face, even for special education students. Dole Middle School's tragic loss of a staff member due to covid 19 should be an example of why all staff members need to be allowed to

telework. There is no vaccine for Covid 19. People of all ages are dying. Why are we risking our lives when the rest of the nation is closing down campuses completely, offering teleworking options and making sure the safety of students and teachers come first? We must change. We need to see compassion from the Department of Education. Stevenson is in trouble. We are scared. We have no answers from our administration.

46. Aloha BOE,

My testimony is anonymous because I know my principal would be vindictive if I made my testimony public.

I have not been given any sanitizing/cleaning products.

I was given a welcome back to school logo mask but no other PPE have been provided even though I, and others, have requested a face shields.

I was told the room I am in would not be sanitized because it is not use by students. Luckily, the custodian sanitized it anyway.

Staff was not informed that Kindergarten students would be attending school as a learning hub. Later, when questioned, it was called education for the most vulnerable students. Either way, this is a change in the MOU program.

Now, First grade students are attending as “learning hubs.” Again, staff was not informed of this change in programming.

All telework requests have been denied except teachers who are quarantining.

Non-classroom teachers who feel their workspace is unsafe are being told to find their own room.

Teachers were told Acellus is their content to teach from. Now, Acellus is being questioned and teachers are being expected to make up the gaps without materials and planning time.

Teachers are working harder than ever trying to contact students and families that do not participate in their education without support from administration. Administration feels attendance should be based on signing into Acellus.

Please help the teachers and support the students and families.

47. My ultimate goal is for our keiki to return to school. In order for this to happen, there needs to be many things done for them to come back safely. NO steps have been taken to ensure their safety and the teachers/staff's safety!!! Admin had all this time to order cleaning supplies, hand sanitizer stations, automatic soap stations, plexiglass partitions for the teachers, dividers for the students, etc. These vital supplies should be in our classrooms as we speak!! We have nothing around our school! No matter what, we all know this virus is not going away anytime soon. Moreover, we need these essential supplies for the next how many years!!! My next concern is our school's wifi. This is our fifth week of teaching online and the internet at our school is so slow!! We are not able to access and play our resources/curriculum and both teachers and students get kicked out of our live sessions daily. Students who need wifi at home still did not receive their hot spots. That means they will be missing the first 6-7 weeks of school. There also needs to be better communication between district and admin to teachers. We know nothing of the steps being taken to ensure our safety.
48. Since returning to work, I have observed our custodians eating together without their masks. They eat in the school's main hallway. One of the school's vice-principals visited my classroom without his mask though he was holding it in his hand. Just today, when I asked a question about a donation of masks to our school, another vice-principal took off his mask to answer me. I regularly see the clerk who works in the library wearing her mask but it doesn't cover her nose and I also saw her driving a golf cart without her mask. Since the start of the school year, I have seen varying degrees of compliance with the Governor's and Mayor's mask order in our school's office. There are times when I go into the office and most of the staff are not wearing masks. There is one security guard who never wears his mask. Last but not least, I caught 2 students who were filming a video for new students walking down the hallway with no masks and no social distancing. When I asked why they weren't wearing their masks, they told me that they were told they didn't have to.
49. I am going to be very worried if students come back for in-person instruction. Currently our SPED students come to class for in-person instruction - my door is right by the field so I see the students playing at recess with their masks not on properly or not on at all and there is no social distancing in their lines when walking. I've also seen staff members taking off their masks near students. I am aware of at least 4 positive covid cases at our school from students and parents. 3, of the ones I know of our on our grade level alone! It just goes to show how easily the virus would be brought to school if we were doing face to face instruction. I have 30 students enrolled in my class. Even with an A/B rotation schedule that still leaves me with 15-17 students per day because students with IEPs and ELLs

would come to school every day. It's impossible to maintain Ohana bubbles at school. Kids play together after school. Our community is mainly low income and military, and families live very close to each other. Covid can be easily spread in our close-knit community and imported from the mainland students. Please allow us to continue with distance learning. We've worked really hard to teach online for the students and are finally getting the hang of the routine. Going back face-to-face in 2nd quarter would make things chaotic!

50. I am very concerned about my school's decision to allow kindergarteners to return to school. There are as many 7 adults helping with the drop offs and pick ups and many times the parents are not wearing masks. Recently the school has allowed two first grade classes to also return to school for in person instruction. There was no information given to staff regarding the return of students to the campus.

Another concern I have is the lack of consistency in the staff adhering to safe practices of mask wearing and social distancing. I have seen teachers congregating without masks in the break room for lunch and they continued to sit and talk without masks for a long period of time.

I would like to be able to work from home seeing I have a number of risk factors for catching the virus. I have been told that no one is being able to work from home and I feel that is putting my health at potential risk. I would hope the Board of Education would allow people to work from home.

51. The problem with our current work conditions is that we don't have enough physical space to keep students and staff safe if we go back to school face-to-face. So bringing students back to school without addressing this problem is very irresponsible. We need to make sure there is reliable Covid testing on a regular basis so that we can prevent the spread.
52. I am writing to ask to extend the distance learning. I feel with this "new" virus, there are so many unknown factors and the safest place for teachers and staff to be is at home. Teachers should be able to choose telework for their safety. I have spoken with some teachers who prefer to come to school and work by themselves in their classrooms and that should be a choice.

I also have a concern about the training that teachers got to teach the curriculum. NONE!!! We did not have any training on how to use Google Classroom, Google Meets, or Seesaw. I have had to watch countless hours of YouTube videos on my own time on how to use these platforms. Did the DOE expect teachers to just know to use these platforms? It is a good thing that I have teachers who are very

knowledgeable in using these and have helped me. I am constantly calling them on what extensions to add to my Chrome in order for me to teach effectively and for help to troubleshoot my daily problems. My friends have had to find time before and after school to teach me how to use my extended screen so I can see my students, how to project my stories and use my document camera. I don't think that it was their job to do that. The DOE always expects teachers to "find a way and just do it." We want to do what is best for students so we do what is necessary for our kids. This needs to stop. The DOE needs to start looking ahead and planning for what is needed for schools to move forward.

At our school, our internet services are not big enough to handle all the teachers at one time. I am trying to teach and the internet keeps lagging. I can't load videos and curriculum needed to teach. Many times, I have to log out and tell my students to just stay on and I will be back. Some teachers end up just posting work and not teaching live because it is very frustrating to have to wait. When talking to my students, the screen freezes and their voices cut in and out. If the DOE lets teachers telework, it will open bandwidth for the teachers who choose to teach at school. There are also students who don't have internet access at home and we have not gotten any hotspots. They have had no contact with their teachers and no live lessons since March. This is terrible and unfair. I feel so sad for these families and don't know how I can help them.

It is also unfair and scary for the SPED teachers. They are constantly in danger of getting COVID. I have watched a SPED student drooling on the arm of the EA while toileting which is not o.k. This takes me to another point. PPEs are not adequate. Our school gave out wipes and gloves to only some classrooms. They ran out and it is September and I and other teachers still have not received any. We were also given 5 N95 masks and were told we can't use them unless we think a child may have COVID. How would we know? The SPED teachers and EAs were issued gowns. The EA that was mentioned above was using it, and was told by admin it is not for toileting. I am sure the admin would not do it without being totally covered up. I have had to go and buy my own PPE. It may be over the top, but I feel it is my responsibility to myself, family, and parents that I stay safe. I have purchased my own sprays from a chemical company, antibacterial wipes, goggles, face shields, gloves, N95 masks, regular masks, alcohol, spray bottles and sneeze guards. Some items are in anticipation of students returning in a few weeks. These items are hard to find so I was proactive in purchasing these items. The school has not bought many of these items and are trying to purchase them now and they can't find them. We don't have sanitizing stations around the school so the teachers and SPED students can frequently clean their hands.

Another concern is cleaning. Classroom cleaners were not deemed essential, so the rooms that they were cleaning now fall on the custodians. They are trying to do their job duties plus more. More monies should be given to the schools to hire adequate staff to clean and sanitize. They are given guidelines on cleaning which require more time, but no extra staff. Our custodians were told recently that they have to now check and clean their bathrooms every hour. They are overworked and underpaid. They can't effectively clean because they are overextended so I have to clean and sanitize so I feel safe.

We knew that opening schools would be a daunting task, but it is unrealistic to do so without these items in place before school started. The DOE had months (since March) to plan these things. With this unknown virus, we knew we were probably going to distance learning. Somebody dropped the ball. I know for a fact that the "higher ups" would never work in this type of situation. Meetings in the DOE are still being held virtually because they don't feel safe. Why is it safe for us? Let's trade jobs for a week and see if they would be o.k. in these working conditions.

53. Dear Board of Education,

Thank you for meeting with the HSTA today. There are many issues that need to be addressed here. The main concern for me is health and safety. I have been on an emotional roller coaster before school was even back in session. The fear of being unprepared to open the schools with COVID-19 numbers higher than it's ever been. The relief of finding out that all of HSTA's tireless efforts yielded success. The joy of seeing my students' smiles on Webex. The heartache of learning my student's parent passed away from COVID-19.

I would first like to address the ever changing situation on my campus. During the first week of school, my administrator designated Sped students as the vulnerable population. The second week, it expanded to include 504 and EL students. The third week, it expanded to the homeless population. The fourth week it included students who were having connectivity issues. Finally, this week it includes students with poor attendance, poor grades (Ds and Fs), and students without a quiet work space at home.

The amount of students deemed vulnerable and offered face-to-face is quickly growing. It is concerning that the definition of "vulnerable population" varies between schools and that there is no statewide guideline.

There are approximately 35-40 students who are coming on campus daily. They are being housed in the "Learning Hub" located in the cafeteria. Educational

Assistants are supervising these students during the morning. Most students will leave campus right before lunch. There are about a handful of students who stay for the whole day. During the afternoon block, the students who stay for the whole day report to their care coordinators' classrooms if they are Sped. Full day students who are not Sped, need to stay in the cafe and I am being directed to supervise them, along with the other counselors and occasionally an administrator. It's not a safe situation for anyone.

Since the schools opened, we have had multiple incidences of potential COVID-19 cases on campus - 5 to be exact, with one of them being a 1:1 nurse who was also housed in the Learning Hub with all the students, EAs, and various other faculty and staff members, including myself. All students, faculty, and staff were directed to report to school the very next day, even though the 1:1 nurse was directed to quarantine for 14 days. We also had a positive COVID-19 case with one of our very own teachers. The timeline is below:

August 20 (10 days prior to the positive results) - Individual's last day on campus.

August 22 - Individual was tested.

August 25 - Results were negative.

September 1 - Individual was re-tested

September 5 - Results were positive.

There were at least 5 other staff, including myself, who were in close contact with this individual. We were not notified by her, our administrator, or DOH of her positive results. On September 9, one of the staff personally asked the teacher of her results, and the tested teacher in question confirmed that it was positive. On September 14, my administrator sent an email stating that DOH deemed exposure at school to be "low risk."

Any level of risk could and should be avoided at all costs. We should not be forced to put our lives at risk. Telework should be provided to all teachers. Why does the Stay at Home, Work at Home order not apply to us? Are our lives worth less than that of private school teachers? We can teach virtually and our students can learn virtually. It may take a little more effort on our behalf, but health and safety is top priority in the whole state, so why are we exempt?

I have been fielding calls and emails regarding the COVID-19 positive teacher because our families have not yet been notified. Sick teachers cannot teach and sick students cannot learn. We must all do our part and stay home in order to combat this deadly, infectious virus. We need to have a mandated telework option for all teachers and continue distance learning for all students. No life is worth the

risk. It breaks my heart that the state has the option to be proactive, but instead chooses to be reactive. This virus is tearing these children's families apart left and right and you have the power to help us, help them.

Sincerely,
Concerned Educator

54. I am testifying about discussion item VI, B: Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.

First of all, as for the subject of student access devices and connectivity, at our school for students who need computers have either received a device and or have been getting access through coming to school and utilizing a tech lab in our school library, at the beginning there were a a very few number of students and now the number of students have been increasing. The librarian is worried that more and more students are coming unto campus. The librarian also mentioned to me that students who are using the tech lab now say they cannot do work at home or want to just get out of their house are coming to the tech lab at school and are not doing their work and imposing a risk for teachers. The librarian also mentioned that other teachers in classrooms have been worried about their health and risk the virus due to the number of students showing up increasing in their classes in addition to the FSC students. One teacher already had 5 students in her class and those were students who aren't FSC students. I know the intention is to help all of these students, but it is posing a risk for our teachers on campus. The librarian said if the numbers of students continue to increase, she is worried about herself and the CI workers and all of the teachers that use the library to make copies. Something needs to be done to keep the staff and faculty safe while helping these students.

Secondly, it was bluntly made known to all of the teachers that we would be denied telework even if we asked for it. The only way we would get telework approved was if we got COVID-19. The main reason mentioned by our principal was to be fair to those who had FSC students because those teachers had to come to school to help those students so because of this everyone has to go to school and telework request would be denied. Now that all of the teachers have been at school, in the office, library and cafeteria and since we have not gotten any air filtration checks and teachers take off the masks in their rooms because they are alone and think they are safe doing that not only does that increase the risk of COVID 19 spread because more people on campus including the students (FSC or others) but it also

has been difficult at times to utilize the broadband internet for synchronous online teaching because all of the teachers are utilizing the school broadband WiFi at the same time during class. It has disrupted my class many different times during the past three weeks. During 4th quarter last school year, I felt utilizing my internet at home was much better and I work the same both at home and school. I don't understand why we cannot have the option to telework and that we have to be told because it's not fair to our FSC teachers that we need to work at school especially when there are many people already there and don't know how many more will come in the coming days. I also did not like how we were told that being at school is better than doing telework through our PD team. Without the proper checks in place (especially air filtration), it still is not safe. I still wear my mask in my office and take many precautions. At-risk teachers are also coming to school and they feel like they have to or they will be denied anyway or retributed in some fashion.

Thirdly, I feel we still don't have enough PPE and supplies to say that I feel safe in school and be ready to have students come to classes. Teachers have received 1 face shield, 1 box of gloves and 1 spray bottle for their room. Also only those who have asked for plexiglass (higher risk teachers) received it, but it is not enough to protect us. When asking the admin for plexiglass, they said they could not support all of the teachers at the school. I had to purchase my own supplies and spent 400 dollars. I had to do it because 1 of each is not enough and I didn't receive a box of gloves or any spray because I'm a floating teacher and go to four different classrooms so definitely the number of supplies is not enough for me. I did it because I knew we would not get the supplies we needed. I also was told I would not be reimbursed for my supplies. I was devastated to hear this when I thought we would be reimbursed. I heard through various BOE meetings that we would receive supplies, but no new supplies came in since those meetings via WebEx and TV. When are they going to come and will we get enough supplies?

I know this is not an easy situation, but it has already been 5 months since COVID 19 came and I know many teachers including myself do not feel safe and we have not been given the respect and professionalism we deserve. We can't even have the option to telework and nothing at the school has been checked and we don't have supplies. We love teaching and the kids, but how can we do the best at our job if we don't feel safe and aren't treated as professionals. I came into this job because I love teaching and kids and because I felt I would be taken care of and treated with respect, but I feel now that I am not a professional or trusted when I have been teaching for 10 years in the DOE now. It makes me really sad and at the end it affects everyone. I know teachers who have taken leave and left the profession because of these items that have still not been taken care of and still left in the air. They feel the same way I do and have taught for many more years than

me.

I feel more needs to be done to check the schools-buildings, facilities, air filtration systems and supplies need to be distributed as well as better ways to enable the schools to help those who need it. We also need to know information dealing with these topics since we work at our own school. We need the metrics for all of these items including the metrics from the DOH and DOE for dealing with COVID 19 incidents at schools. I still don't know what to do when a student has COVID 19 in my class and how to go about the situation, I don't know what to expect and what to do. There are still so many questions about this.

It is going to be second quarter and more action needs to be taken. We cannot go into hybrid learning if none of these action items are taken care of and the school staff and faculty are not notified about this. It is dangerous and not fair and professional to everyone working at the school. I want school to be back to normal, but we should already have taken the proper steps to go there, but at my school, I have not seen it happen yet. We should go back to school and start hybrid once the metrics are determined, buildings are checked and enough supplies are given and information is given to everyone on campus. Please think about the lives of everyone, our students, teachers and community. Thank you for taking the time to read my testimony.

55. I am writing to urge the BOE not to open schools face to face 100%. Although I have been working tirelessly to create lessons for virtual learning including planning, implementing, and assessing assignments, I still do not feel it is safe to welcome students back to campus. I am a teacher on Kaua'i and although this first quarter has me beyond exhausted daily, we are all safer at home.

One issue I have is that so many teachers, including myself, are pretty much doing things on our own, without much support from our administrators. I am tasked with moving my curriculum online for my young learners, creating my curriculum in Hawaiian as an immersion teacher, translating for parents, teaching online (a whole new world and set of issues for me), helping parents to navigate it all as tech support, and then being demanded by our administrators to do extra work to create online things for parents that they will never even look at! When asking for support from admin, we get no answers or are sent to a guide to find unclear answers.

The teachers at my school are not treated equally when it comes to telework. We were all told it was not allowed and we would have to use our sick days instead of being able to teach from home, yet some teachers along the way were allowed to

and received pay for teleworking. Some teachers have five or so “vulnerable” students that are present in school daily! This is one reason, in my thoughts, why many have been denied telework.

With all of this being said, as a Hawaiian language teacher at a charter school, where are our differential pays? We did not receive the pay last year or this year and we are struggling to make ends meet. We deserve more pay than ever right now and the fact that we have been denied our differential pay is beyond me. Please help us and our keiki only return to school when it is safe and we can guarantee to provide a quality education.

56. Despite my principal's efforts to urge teachers & school staff members to socially distance, this is just not the reality at my school. I have seen many special education teachers & EAs take off their masks in their air-conditioned classroom while working closely (not 6 ft apart) from one another. I have had to tell several people who wanted to speak to me, "Where's your mask? Put it on before you talk to me." Only recently (this week) have the custodians started to disinfect door handles and light switches.

I made it abundantly clear to my colleagues how scared I am of COVID-19 and how I take extra care in following CDC guidelines. In fact, the day before the school year officially began, I set up a revocable trust with my attorney. I even made a shower curtain barrier in my classroom because none was provided to me. When I walk around campus I make sure I have something to protect my hands from touching door handles and other things. I am also one of the only teachers at my school who teaches with all my windows open as that was what we were told to do. I do not run my air conditioner. In addition, I have requested to be a distance teacher if students have to return f2f in the future.

Bottom line, my elderly parents and in-laws take care of my kids so I can do my job. I do not want to take any chances to compromise their health, my health, or any family member's health (including my husband and kids).

57. I am testifying on discussion item VI, B: Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress. In addition to the above concerns, I am also very concerned about teachers' well-being. I have been working 12-14 hours a day and continue to work on the weekends as well. If I only worked my contractual hours of 7:50-2:50, I wouldn't be able to even have a lesson ready for

my students. Teachers are working beyond our contractual hours with no compensation. Is this right? Are students coming back next quarter? I am under the impression that some students will be coming to school after October break. I am not comfortable with this. I feel distance learning should continue through December. Flu season is coming upon us and the cases are still high. Our state is still on a shut down and will need to reopen slowly. I won't feel safe if students return to school. I don't feel our school is ready for students to come back to school yet. Will the Board of Education provide us with time to prepare for the second quarter? What are the guidelines for giving quarter 1 grades? Most teachers had to prepare for hybrid learning and then switch to distance learning. In reality, those 9 days of training didn't really give us much time to prepare. I know the students and teachers are tired of distance learning and I want my students back in the classroom but I don't feel safe with my students returning back to school. It's better to be safe than sorry. One of my students comes to school on a daily basis. This student is in the library with other students and teachers. When this student needs help, the teacher/EA isn't able to maintain the 3 ft distance. If the students return to school, and need help with something it is a natural tendency for us to go and help them and stand beside them to show them. We can't possibly help them in person from 3 ft away. With being said, what is the plan for the reopening of school? What will it look like? Will teachers have to decide whether or not we will maintain the distance or just help our students like we usually do?

58. On the first week of school, when the teachers came back, it was apparent that the school had not planned and prepared very much over the summer. They did remove half of the desks and chairs to prepare for social distancing in the classes. All of the removed furniture was sitting in the halls just outside the classes while they figured out where they were going to store it. There were no signs put up about wearing masks or social distancing, the water fountains were not saran wrapped. The rooms had been given a good clean over the summer which was really nice to come back to, last year my classroom only got mopped twice because of custodial staffing problems and always being short staffed.

We had some staff meetings over the summer but everyone still had a lot of questions, I set up for the first meeting which was streaming from the cafeteria, I wasn't sure if it was face to face or streaming but since streaming seemed safer I did that. It was awful, the admin was wearing face shields and passing around a microphone, the system was lagging, sound was terrible so I missed a lot of what was being said. I learned from teachers in the cafeteria that some people had noses poking out of masks and a lot of people take off their masks when they are speaking. I did hear to go pick up a box of PPE at the cafeteria but when I went there was none for me and my rooms (I have a lab and classroom). I bought my

own hand sanitizer and spray bottles for disinfectant but I wanted to make sure I used the one approved by the school, it took weeks for them to get me the sanitizer. We still thought the kids were coming back and I was worried about all the furniture in the hall but then one custodian moved it all into a storage room because he was worried about it being in the halls. He is also a father of 2 students. He stopped to ask me and another science teacher about how viruses work because he was worried, his wife is medically fragile and he doesn't want to bring anything home. I asked our HSTA rep to ask about getting him more PPE and they (at the covid team meeting weeks after school opened) said, no, he had enough.

We had to fight to get a drive-by pick up for computers, they wanted to bring the kids by bus into the classrooms for orientation. We had to spend time presenting our evidence and argument to admin, time we could have been spending prepping to go virtual. Why do we have to keep fighting to get the schools to do the safe thing?

There have been at least 2 known positive cases at our school but only one was reported in a really confusing letter. We all know the DOH is not set up for efficient contact tracing and last I heard they had still not contacted the school about either case, it was the individual. When I asked if they were going to close and disinfect I was told no, I need to read the handbook, the trigger for that is 5%. We still have SPED FSC students coming on campus! I asked the FSC teachers if they feel safe and they said no. Who is making these decisions? I am a science teacher and I am very concerned. We see hot spots in Hilo and Keaau, why aren't we being proactive and removing as many people as we can from campus? We have a hub for students without internet access at home but because of a positive case it caused a lot of people to be quarantined and there was nobody watching students so an old student popped into my class (I taught first 2 weeks from school) to say hi, he was very sweet when I explained to him he was not allowed to roam around, he just wanted to say hi. Some teachers have had to bring their kids to school because they don't have child care. A lot of our teachers care for their elder parents and worry about bringing Covid home. If we can teach from home, we should! Why is teleworking being denied? I live right up the street from the Okutzu Veterans home where we lost 13 veterans in the last couple weeks, this is devastating, why are we taking any risks? We need to isolate as much as possible. Our school is doing a lot of great things as well, we want to serve our community, but we need to do it in a way that minimizes risks as much as possible and err on the safe side.

Our school is in Puna, we have a lot of at risk students and I am really impressed how many are attending my online classes and doing work. We can make this work

but we need to do it safely and mindfully.

Sorry I don't have time to go into more detail or prepare a piece that does not need to be anonymous but I am so busy with work!!! I feel like we are having to spend so much time fighting for our right to safety it takes away from focusing on our job, teaching! I got a kind of unofficial approval to telework? I filled out the application and was told okay because I am a professional and can be trusted. I was also told the name of one of the infected people (I did not ask. I think it is illegal to reveal that info FERPA and HIPPA-right?) and since I have some underlying medical issues I should stay home for now. Everyone who can should stay home for now.

59. Good afternoon, I am submitting my testimony because I am not ready for students to come back into my classroom. While our numbers are low, teachers have been asked to sanitize our classrooms and I still do not think that we can maintain social distancing with 5 year olds. Aside from the cleaning and sanitizing, I feel like coming to school for hybrid learning will be **DETRIMENTAL TO OUR K-1 students**. I think that if we ask the kids to come to campus 2 days a week, they will not be able to work independently for the other 2-3 days. Our kupuna are watching the majority of our students and they would be at risk. Also, a lot of the parents and grandparents do not know how the curriculum is taught. Math AND ELA are taught differently than they once were and if we want our students to stay on track with the standards, a certified teacher needs to be the primary teacher for the children.

We have just figured out how to run our small groups and whole group instruction. We have 3 weeks to teach and assess for report cards. I am afraid if we change it now to hybrid, we will have to take more time to rework schedules and procedures which again will take away from students' learning. Then if cases go up, we may have to go back to 100% distance learning. I think this is a huge sacrifice for our children. Now that we are set with distance learning, and families are getting used to it, I propose we stick to it and not flip flop. If we continue to change our models, its going to upset our families, our teachers, our kupuna, but more importantly our keiki. We have to choose 1 and stick to it. I think our K-1 students need instruction 100% throughout the week, whether it's 100% distance learning or 100% face to face, no in between. If/when we come back face to face, administrator's need bigger budgets for sanitizing classrooms. At my school, we have been told that the "janitors don't have time" to thoroughly sanitize our classrooms and to be honest, neither do I.

60. I am extremely uncomfortable with students returning to classrooms as my wife has a preexisting condition and I do not want to compromise her health. I also have serious doubts about the DOE's ability to adhere to health protocols set by the

CDC.

61. We had one positive case a few weeks ago. Staff was notified on Aug 24th (Mon) at 3:52 pm by email. The emails said the campus will be closed and we taught from home on Aug 25th (Tue).

Turns out, we received another email at 2:52 pm on Aug 25th, which says we will have to go back to campus from Wednesday. The closure was only one day.

Some staff was notified of close contact after the 2nd email-more than 24 hours later than the initial email. This staff had close contact with the positive case person, but her brother who also teaches at Kalaheo, and lives with her was not the subject to be contacted, nor their family.

Our union rep questioned our admin as steps 3 & 5 from HIDOE Pandemic Contagious Virus Plan July 2020 (Pg.54), were skipped. Asked why we can reopen so early.

The admin can explain a clear, scientific, convincing reason for this IRREGULAR decision, but after all, we never received any explanation of skipping steps to this day---it has been 3 weeks.

I believe administrators are obligated to explain and if they cannot, then maybe the district or DOE should explain it to us. We even do not have any agency to report this kind of violation when the school is literally risking many staff's health and life. There might be a new/updated protocol, but we could not find it---it is not public if there is any. Then what are our admin or CAS following?

As school administrators are not explaining any reason for this short closure, I am feeling any reporting might result in retaliation and would like to stay anonymous. And this created a complete trust issue towards my admin.

From this experience, I know:

--DOE took more than 10 days to update the website to tell which district had cases. What is the point to know by the district? We need to publicize the name of the school. It says "case confirmed on Sept 9...17 days after we were notified. It is too slow, ridiculous and pointless.

--Variety of School closure and disinfection protocols do exist. Some say total closure will be 10days, 14 days, 21 days. The update is fine if there is any but NONE of the protocol says closure can be one day.

--Our school at least notified the school community (Staff/students/families) but contact tracing was not good enough.

As a conclusion, how am I supposed to feel safe to work on campus?

I would like to ask BOE to approve:

-Distance Learning extension until we will have sufficient amount of ACCURATE testing + SAFE, well-tested medication & vaccine. Students should not be back to campus until we can open it without caution.

-Teleworking by choice-not by principal's approval, BY TEACHER's CHOICE. DOE trained us with its mandatory training-they should be confident with what they made us to do.

-Clear, scientific protocol with clear rubric/requirement upon positive case on campus

-System to report protocol violation without worrying any retaliation

-Faster announcement of positive cases for community safety (Maybe self-reporting system) with individual school names

-Free testing every 2 weeks for the teachers

It is not about political choice, it is about our health and life.

62. Why are teacher's children allowed on campus? They can't get Covid? Why are SPED children allowed on campus? They can't get Covid? A teacher has died! How many teachers need to die before you take this seriously? Governor Ige makes us essential workers, do we get hazard pay? NO! In fact, he wants to furlough us! Essential, but not really. Furloughs for 2-3 years? Some of us are looking towards retirement, not if we get furloughed. This year we were working on decompensation and instead they want to take money away from us! Enough is enough! Treat teachers fairly!!

63. Aloha,

I am testifying on discussion item discussion item VI, B. I am a teacher on the Big Island of Hawaii and have been teaching for 25 years. I am currently undergoing chemotherapy treatments for Breast Cancer and will be done at the end of

October. I am on medical leave as my treatments put me at extremely high risk of not only contracting COVID, but any other disease out there.

I was going to apply for telework, but the stipulations are so explicit, I wouldn't have qualified anyway. I HAVE CANCER. Why wouldn't I get approved? My principal told me I should just use my sick leave, which in desperation I agreed to because my treatments were starting soon. I simply cannot be in school physically. Telework should be an option for EVERYONE without a reason. School is simply not a safe place, no matter what protocols are in place.

I love to teach and I want to ensure a safe environment for myself, my colleagues, my staff, and especially my students. Although there have been numerous "safety plans" developed by my school, I do not feel confident that it will be safe for any of us to return any time soon. As you know, there has been a HUGE surge of cases on the Big Island, and that is one of the reasons I don't feel safe.

HIDOE has yet to release a detailed plan on the procedures we should follow if anyone tests positive on my campus. Schools are being forced to do their own contact tracing, and to say our custodians are "cleaning" is a stretch. There is simply not enough training for custodial staff to effectively clean every surface.

Our HSTA contract states that if campuses aren't safe for students, they aren't safe for staff either. I want you to ask yourself if someone in YOUR office/building contracted COVID, would YOU feel safe going back to work knowing that cleaning is so-so, there is no contact tracing, and no mandatory testing of everyone in your building?

IT IS NOT SAFE FOR STUDENTS, IT IS NOT SAFE FOR TEACHERS!

Mahalo for your attention.

64. With an explosion of cases here on Hawai'i Island, it would be absurd to force face to face instruction. Until recently, we had zero fatalities due to COVID. As of yesterday, however, we have lost 10 invaluable members of our community. On O'ahu we have lost many more than 10 community members, and we recently lost a sister in education. The fact that the DOE is considering ending our virtual learning platform, and is actually pushing for a return to face to face instruction, is an absolute slap in the face to our teachers, keiki, and community. At Kea'au High, there have been multiple positive cases. Not once has the school been closed in order to clean the affected area. Many teachers on campus are scared, many teachers are fearful to express their concerns, as the principal is notoriously

callous, and is actively harassing teachers for a myriad of inconsequential things. Are we ready to return to face to face instruction? Absolutely not! Is Kea'au High going to appropriately handle the influx of positive cases that will inevitably occur if the students return? Absolutely not. The only option we have to ensure our safety is to remain within our virtual learning models.

65. This testimony is in regards to sanitation and cleaning. I have a “hub” of 10-12 students daily. I am in a class-space too small to properly socially distance. I do not have a sink. I do not have windows to open to encourage air flow. My air conditioner broke. My building custodian DOES NOT vacuum, sanitize, nor take out the trash daily. Multiple complaints about custodians on campus not wearing masks and nothing has been done to remedy this. Complaints have been brought up multiple times to administration however NOTHING has changed.

66. Aloha,

I am a second-year teacher at a school in the Farrington complex and would like to remain anonymous. Here is my COVID-19 story that I would like to share.

In August 2020, I came into contact with a student who was positive for COVID-19. This student was asymptomatic, and didn't know she had the disease at the time of contact. She came to school to pick up her beginning of the school year belongings. Unfortunately, I did not find out until the following day that she was COVID-19 positive. By this point, I had met with other students in my classroom. When my students' parent informed me that my student had tested positive for COVID, I immediately informed my principal. At first, I was told to meet with my last student of the day to give her her beginning of the school year items. Prior to finding out about the student who tested positive for COVID, another teacher on campus had planned to come into my classroom to meet with my last student of the day as well. Since my principal told me that I was still to meet with this last student, I took it upon myself to notify the other teacher of what happened so he wouldn't come into my classroom, as it would put him at risk of getting COVID. After I got off the phone with my co-worker, I was then told to bring the last students' items to the office. Another ten to fifteen minutes passed by, before my instructions changed again. By this point, around forty-five minutes had passed since I found out I came into contact with the student who tested positive for COVID. Finally, I was sent home to quarantine. I was told to keep information about this situation confidential, to speak to my doctor, and that I would be teleworking until I was cleared to return to work.

Since there are no designated COVID-19 testing facilities for DOE employees,

once I got home I looked for somewhere that I could get tested that day. I do not have a primary care physician on Oahu because I am from another island. After doing my own research on where to get tested, I ended up going to an urgent care, where they told me a letter from the school might be able to cover the testing costs. Although my principal wrote me a letter for the urgent care, I still had to pay \$215.00 out of pocket to get tested. As a new teacher who pays rent, and other bills we are already on a tight budget. To hold any teachers responsible for funding our own testing in a situation we could not control is absolutely unreasonable.

My boyfriend that I live with also had to quarantine, and is considered a high-risk candidate because of his underlying health issues. Coming into contact with the student who was positive for COVID caused, and continues to bring a lot of anxiety for everyone. On top of having to cover the costs of my testing, and the anxiety of spreading this deadly disease, I also had to tell my brother who was coming to stay with me to attend grad school that he needed to find other accommodations for his own safety.

During the time I spent quarantining, I had to continue to reach out to my admin about what the protocol would be for returning to school. Although my test results were negative, I found out that I needed to get tested again because I started to have some minor symptoms. I also may have taken the first test too early. Luckily, I was able to get free testing for my last test.

Before getting cleared to return to school, I emailed my admin sharing my concerns about the lack of protocol, anxiety, and financial burden, along with a request to telework. I was told that the protocol we have in place is to “follow frequent hand washing/sanitizing, social distancing, mask-wearing, contacting the CAS, starting the process of notification, and cleaning.” However, the lack of protocol I wanted to address was about coming into contact with a student who tested positive as the directions that were given to me changed three times before I was sent home. Then, I had to reach out about how many times I needed to get tested, when I needed to return to campus...etc. As for the anxiety I feel, I was told to reach out to our school counselor for “self-calming techniques”. In regards to the financial burden, my principal’s response stated that he “hoped the letter would cover the testing, but that sucks.” Unfortunately, my request to telework was also denied because I had vulnerable students who could potentially come onto campus. I was not given any apology for what happened, or reassurance that returning to campus would be safe.

I am now back on campus and continue to have anxiety about getting and spreading COVID, as well as about the financial burden of having to cover future

COVID testing expenses in the event that free testing is unavailable. I hope that teachers will receive more flexibility with requesting telework, or that all schools will not have ANY students on campus to stop the spread of this dangerous disease. Thank you for your time.

67. Administration seems very concerned about keeping the office safe but not as concerned about keeping the teachers as safe.

1. The office has been outfitted with a giant acrylic shield for the counter and a smaller shield similar to those at banks and such at the locked front door so outsiders cannot enter the office. All business is conducted outside.

No teacher has been provided similar protection in the classroom out of the PPE funds. Teachers who do have such protection provided their own.

2. Protocols set up by the administration to alert teachers when families/households have been quarantined are not followed consistently. We had one case recently where a household was in quarantine and the Office knew but did not inform the teacher when parent and child showed up in person for training to use the iPad.

3. Recently one student exhibited symptoms (lethargy, coughing and sneezing) that were atypical for this child. Teacher wanted the parent contacted and the child sent home as a precaution since s/he could be an asymptomatic carrier of COVID-19. The questions arose: a) who is responsible for the supervision of this child while waiting to be picked up, b) where is the triage area, c) what happens when parent cannot be contacted and d) who follows up and shares findings?

Yes, we do want our students back in class but we want to feel safe and that means everyone should be following safety protocols and everyone should be offered the same level of PPEs. Teachers and aides have direct and continued exposure to students. We are most at-risk. We ask for your support in keeping all of us safe and COVID-19 free.

68. I feel that kids are already used to online please don't change it by rushing them back to school until it is safe. Parents and children with health issues are being put in a dangerous situation, For those parents who want to send their kids to school because they have work or just tired of having them home let them have a choice to send their kids to school see how that works out for them. We all don't like the idea of sending our kids to school until there is a vaccine.

69. I am a school leader, department head, part of an interdisciplinary grade level team, a grade level team, a WASC leader for Category E (was supposed to be 9/21 and cancelled after wasting several mtgs preparing for this). I teach a “wheel technology class for all 8th graders plus an advisory class. The class is delivered online.

I have been doing PD independently since March, through HSTE, and Hawaii Creative Media classes, as well as self-directed PD. I have an M.Ed in Ed Technology from UH Mānoa, and am working on a doctoral degree in learning design and technology (LTEC) at UHM.

I teach synchronously – every time class is scheduled – I am available for the entire class period using Google Meet and Classroom.

I have been teaching full-time since teachers reported to school. I was on Oahu, applied and granted exemption in March to return to Maui to clean out my class. Returned to Oahu. Got sick, tested for Covid. Kaiser: negative but that doesn't mean you don't have covid. My doctor put me in isolation due to my continuing symptoms until Aug 31, during this time, travel quarantine re-imposed so need 14 days upon return to Maui. No exemption. Got sick again. Teleworking approved by principal Tim Lino on Sept 3, with the agreement that if I had students on campus, I would hire a sub.

In good faith, I have hired a sub who comes to meet and is a teacher in classroom, is with me the entire day when she comes, and I am training her to operate in my stead.

Yesterday, I got 4 MORE students – I think – communication has been ambiguous, who will come 5 days a week, which means I have to hire a sub 5 days a week.

Met with principal on the following points this morning:

- Why isn't IDEA being followed in terms of student placement? Why is this brand new SPED teacher (who is making \$10,000 pay differential plus will get 3 paid hours/per student to further evaluate? and has TWO PREP PERIODS in her line) making decisions unilaterally to place student she does not know in my classes? She is new to Hawai'i. I have actually had some of them when they were 6th graders, so have worked with them a full year. She is not even asking for our input, let alone having IEP mtgs. I added the SPED teachers as teachers in my classroom and they have not even looked at it. I have NO additional support, and they have not made an effort to help me develop

specially designed instruction for these students (who range from 1.7 grade to 3.4 grade in reading), yet bombard me with emails every other day - literally, asking what assignments are missing, how are they doing, etc.

- NEW Principal's response - I'll clarify and get back to you.
- Other part of that response – which I'm sick of hearing – because of covid, we have to be flexible and be prepared to accept things (like not following IDEA?) because of Covid – how can breaking the law now be ok based on decisions being made at school by individuals?
- I am not being offered any other support for the students (EA, student goes to resource room/study skills) which other teachers are doing. Some teachers are being allowed to send their students to the cafeteria – I think this is our learning hub, supervised by admin, with no learner support - only wifi. Lack of equity for students.
- Some teams have been allowed to “group” these students together so they have them all in one period. Not everyone is being allowed to do that.

I have testified at every BOE meeting except the last one, too busy teaching. I want to testify tomorrow and if I could do so in person, I would face the wall and talk. Why do we have to keep repeating ourselves?

My reality, I'm old, vulnerable, have doctor's letter saying so, and can't bring any of this up. My dad is 98, I'm caring for him – none of this counts. They will tell me there's no job for me at the school.

I'm tired of hearing people say – well you could retire – well – ANYONE can leave. And when is the last time they said that to Ruth Bader Ginsberg who is considerably older.

I thank you for the opportunity to actually tell my story. I have absolutely tried to be flexible and open and work my butt off for my students. I will try to submit written testimony as well. There was one other time I ever felt so disrespected and trivialized by the DOE. It's affecting my work with students. If nothing is done, I will need to end my 40 plus years as a teacher who ALWAYS gives more than is required – like MANY others.

The DOE is a fail. It is inherently a fail. Some have been able to get an education. Many have not, contributing to what we see happening around us. I tried. I believed in it. I think I'm done. I hate that.

70. At this time Kalihi area has a lot of cases and there are a few housing, It is not safe to send our children back to see now the kids are getting us to using online one

day a week for hybrid is a risk to our children, family members and teachers. Please think safe first before anything else, we need a vaccine before even thinking about sending our kids back to school with this virus still going on.

71. To whom it may concern:

I am a DOE teacher and my four year old son recently contracted COVID from his non-DOE preschool. I did end up catching it from him and we have both luckily been almost totally asymptomatic. I also seem to have narrowly avoided spreading it at my worksite.

That being said, the reason I am writing this is to attest to the complete failure of the DOH contact tracing system/policies and procedures regarding COVID. On (date redacted) around 11 am, I received a text from one of the other parents at my child's private preschool to check my email/the app the preschool uses for communication because a student had tested positive for Covid there. I contacted my principal who was very supportive, we agreed that even though the DOH would classify me as a "contact of a contact" who did not need to quarantine I should leave early and go on telework until I knew if my son had it or not. I assumed the DOH would be contacting me that day because this is so serious that our entire state/country/world has been completely upended to avoid the spread. Never heard from them. I called my child's pediatrician to schedule his covid test for the next day. I could not find anywhere to test me as a "contact of a contact" with no symptoms.

The next day, my child's preschool emailed to inform me that a teacher now also had tested positive. At that point, I tried to find a number to call the DOH myself on the state website. I called between 3 and 4 numbers and waited on hold for 5-10 minutes on each only to be run around in circles and told to call one of the numbers I'd already called. When I finally did get a person on the phone, she said no need for me to quarantine or get a test unless I showed symptoms. I was feeling a sense of urgency to get tested however and scheduled a "self-swab" test for the next day since I'd heard from a co-worker that they are testing anybody who wants a test there. Tuesday afternoon I took my son for his swab. Wednesday I went and did my self-swab test. Still no call from the DOH.

Two days later my son's pediatrician called to inform me that his test had come back positive. I can't even describe to you the panic and horror I felt. I let my principal know and started making plans for what to do should I become too sick to care for my child because I knew that the likelihood of catching it from my four year old was extremely high. I also personally took it upon myself to let any of my close

co-workers know as well. I share a very small office with one other person and we are located in the library where about 5-6 other people work regularly.

The following night (now four days after the preschool emailed) I finally received a call from the DOH to inform me that there was a positive case reported at his preschool. The public health nurse that contacted me had no idea that my son had tested positive or that one of the teachers had. She said "So you folks have been quarantining? Great. I'll call back tomorrow to get your details". No one called.

Two more days passed and I still hadn't received my results from my self-swab test so I went to a mass testing site sponsored by the county. I told them immediately that my son had already tested positive. We both continued to have no symptoms.

Two days later I got my results from the mass testing as positive. I immediately let my principal and close co-workers know and I called back the number from the DOH that had called the other night and left an urgent message. Only then - a full week after being notified by the preschool- did I receive a follow up call with any kind of direction on how long to quarantine, isolate, etc. My case worker said she would email me my paperwork, I got it a week later. I don't fault my case worker - I think she was totally overwhelmed and unsupported with her caseload and she had to use her discretion to decide that I was self educating and being proactive so our cases were not a high priority. When I did hear from her it was often late in the evening and on the weekend when she had clearly been working all day. She was completely professional and helpful in all interactions but it was plain to see that she was being given way more than she could reasonable be expected to handle and was doing her best to manage it.

The next day (day 8) I got back my results from the self swab test I'd taken as also positive also positive which meant that it was entirely possible that my co-workers, in particular the one I share an office with, could have been exposed while I was at work in the morning 8 days prior. We were wearing masks but did take them off to eat and drink water it's a small office with no ventilation other than air conditioning. I walk by her desk at least 10 times a day on my way in and out. The DOH never got her info from me or gave me a clear answer on if she should quarantine and for how long. She was never contacted by the DOH. My principal did end up allowing her to telework for the week just to be on the safe side.

So to recap, had I not seen the email from my son's preschool (the preschool didn't call), I would have been at work until at least four more days until when the DOH finally contacted me and possibly longer because I would still have been a "contact of a contact" until I was able to get him tested and get his results. That's four days

during which I would have been contagious but totally asymptomatic. I am so relieved that I took action quickly and was supported by my administrators in doing so. The DOE can NOT rely on the DOH for effective contact tracing or guidance. At a minimum we need to do in-house contact tracing which I would happily volunteer to be trained for.

The DOE needs to seek guidance from another qualified source and should be allotted funds to do so if we want our students to safely return to campus (and we all do, we really and truly all love those kids and want them safely back in the classroom). As an example of what this could look like, I know the San Diego Unified School District has guidelines developed with UCSD health experts.

Thank you for your time and service, nothing is easy right now but we can do better and we have to do better.

72. I am a support staff educator at the District level and I am in regular contact with teachers all around the district. The situation is not great. People are struggling and stressed. I believe the DOE's lack of transparency and communication is one of the key problems and creators of this stress. My key points of concern are:

1) Where are the metrics for if/when schools will reopen for in person learning? We all recognize and appreciate that things are fluid, but people feel the massive uncertainty and stress of NOT KNOWING what is coming next. This lack of honest and clear communication is a major problem and has been a consistent theme from the DOE.

2) Recent reporting in HawaiiNewsNow indicated that the State doesn't even know if the recent results of the surge testing on Oahu can even be trusted because of the amount of known and unknown false positives and negatives. How can we base reopening schools decisions on data that is potentially faulty?

3) My local schools are doing the best they can and I trust the Admin in those schools; they have the best interests of everyone in mind and heart. But the inconsistency between schools on our side of the island - that every Admin can essentially do what they see fit - and thus creating these vastly different experiences for students and parents from school to school. Having a one size fits all approach won't work of course, but this massive range of how long kids and teachers are online every day is unsettling and upsetting to many people.

4) Where is the support for teachers who are also parents of school-aged children? Again, some schools are helping those staff by letting their children do online

learning in school learning labs - which is effectively providing child care in the absence of allowing teachers to teach from home and manage their jobs professionally while still taking care of their own children. It's CRAZY that some state workers can work from home but teachers cannot. Where is the consistency and what is the rationale?

5) What happens when flu season gets underway and schools have been reopened? How many people will get sick and be out to school? How on earth will those teacher absences for flu and Covid be covered when we ALREADY had a massive substitute teacher shortage before Covid? It simply will not work and there is no plan that I can see. This will cause massive stress to the system and the people in it.

6) Acellus? Yikes. What else can be said? The Asst Superintendent could not even say WHY Acellus was contracted despite the fact that the reviewers delivered a scathing report on its content?

7) Lastly, trusting the DOE to accurately report positive cases in our schools is no longer possible for many of us, in part because we also no longer trust the DOH.

I would ask the BOE to announce ASAP that schools will be totally virtual until at least January so that we can credibly experience and interpret how Covid and the flu will evolve over the fall. And so teachers and students can settle into distance learning and try and get something accomplished and mastered. Everyone deserves this opportunity to know NOW, what is coming down the pike - and plan for it.

73. I work for the District Office in Social Emotional Learning. Over the last month I have been engaging in conversations with both teachers and parents, where I have been really trying to listen to the experiences they are having right now. Through these conversations I have been very discouraged hearing the struggles that people are facing. In particular, hearing the lack of grace that is being offered to teachers during this time from administration. Especially with teachers who are parents of school aged children. I have heard stories that make me question the focus of our education system. I personally got into education to serve our keiki, however when we do not support our teachers who are also care providers for our keiki- I feel that somewhere we have lost our way as educators. I feel that there is no reason for teachers to be denied the request to telework, it is time for us to be both creative and innovative in delivering education, while recognizing humanity first.

74. I do not want school to open! I am currently teaching virtually, but have 4 students attending because of special needs and vulnerable (homeless.). I don't feel safe the the following reasons: not everyone is wearing their masks correctly, adults are not making kids social distance, I only got a spray, towel, gloves, and a shield. There are no shields for my students desks, room is not being sprayed daily, no sanitizers in high track ares (xerox machine, library, cafeteria tables, etc., there are 1700 quarantining right now, but who knows it they are actually isolating themselves, masks not available for students (when I asked for refills, office said this is all we have --20 in a ziploc bag). I don't understand why we cannot teach remotely. I cannot be exposed to COVID due to the fact that I am a caregiver to my soon to be 89 year old mother and my husband has underlying conditions. Our union needs to follow what the other island are doing, especially if we pay union dues every paycheck, which is going to be raised just because we are having our last 3.5% raise on our contract. I am hurt that I will not see any compression pay after teaching nearly 30 years. I am considering retiring if we do not get the support. Teachers cannot be on the front lines right now. Lastly, if we do test positive will the union say that our health coverage will not pay it because it's not proven that a teacher caught it at the work place? I don't want teachers to be treated the same way as the officers and guards at OCCC. That is just not fair.
75. Aloha, I have been an ELA teacher at my school for 16 years and have seen many changes throughout the years. None so great as what is currently happening in our educational landscape. At my school alone we have "pivoted" from one plan to another within hours, and as an educator, it was put on my shoulders to reach out to the parents of my Advisory students to inform them of this change. Personally, I stayed at work until 4:30 doing this. I know that many of my colleagues use their own time over the weekend to get this done. In no way is this acceptable, the DOE and school-level leadership has no right to infringe upon teachers' personal time beyond contract hours. Unfortunately, time and again I have experienced and witnessed teachers being put into this unfair position. Furthermore, I have told by my administration that room cleanings will only occur twice a week, Wednesday and Fridays, between student Groups A and B. I have asked my administration why sanitation isn't being done on a more consistent basis for teacher safety during this time and have yet to be given a clear answer.
76. Since the start of school in August, many of us at our school on Kauai still have many health and safety concerns. That not have been addressed or fixed by our Principal. Today, Sept. 16th is the first day our HSTA APC will meet with the Principal to address our concerns. I am a Kindergarten/ SPED Inclusion teacher. Overall, I do not feel like Kauai is ready to open doors to students on campus, face to face. Even though there has been 0 cases reported (which I find very

questionable), we are not safe on campus. Some classes got caught teaching with teachers and students with NO MASKS or face shields. Thank you for your support BOE members.

Disinfecting and Cleaning- The classroom cleaner that is assigned to our Kindergarten building and two buildings does not follow the daily COVID cleaning schedule. I am constantly asking her to vacuum, mop, disinfect. The Custodial Supervisor is aware of the situation, but this concern is ongoing. I am wiping desks before and/or after each school day. I have asked other teachers if they have seen them disinfecting the water fountains and stairwell railings and other high touch areas around campus, and we have not seen anyone wiping or spraying.

Social Distancing- 6ft social distancing is still a concern on the playground and campus. The vulnerable students are on campus, they share a recess and are from 5 classes, they all play together, and physically touch each other. I reminded their homeroom and adult recess supervisor of our safety rules, but children have a difficult time staying away from each other.

Teachers were asked to open car doors and buckle/unbuckle students from their car seats. This is not safe for families and teachers. After telling the Principal I am not comfortable doing this, she said she will do this. (Everyday for +200 students). She was not able to do drop off or pick up on somedays, and the parents were told it is a rule for them not to leave their vehicle. We just stare at our students and yell at them through the window to unbuckle (not safe for students in carseats) and open their doors. We also need a designated space for parents to park to buckle their child in to their carseats, not drive off with their students not buckled.

PPE- I have been asking for alcohol wipes for our iPads to disinfect the screens. My Kindergarteners are not able to log in to programs and teachers need to type in their passwords for them. Gloves do not work on the touch screen. The Principal just said use what we used to use before COVID, no one used to clean the iPads this often.

Teaching on-line with students in room- Teachers are asked teach online as well as teach and help vulnerable students in the classroom. This balancing act is not fair to all parties involved. If a student needs help, teachers need to leave their computer and walk over to help students in class.

Substitute Teacher- There is no plan for attendance or grab and go food count if a teacher is absent. What happened to our online classes? Teachers are not going to give their WebEx and Google Classroom passwords which are our State ID

numbers. Admin needs to be prepared.

Telework- We were told by our Superintendent and Principal that all telework will be turned down. He shared which positions he had accepted to telework and these are positions for those who work in the district office who normally do not interact with students.

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teacher testimony

Ms. O <teachermichellerose@gmail.com>

Wed, Sep 16, 2020 at 12:00 PM

To: testimony.BOE@boe.hawaii.gov

Aloha esteemed Board of Education members-

I am a middle school life science teacher at Iao Middle School on Maui. My administration has been very supportive and provided us with additional supports to make our online teaching successful.

I have concerns about students returning to schools after fall break:

1) Hawai'i still does not have a testing and tracing program that can accommodate multiple schools at one time. Hawaii's Covid 19 cases have not dropped to a low stable level over a sustained period of time. This means that there is still transmission of the virus through communities and will likely be passed to schools. If we have schools statewide operating in person at the same time, how will the Dept of Health be able to support testing and contact tracing in multiple schools simultaneously? We have not seen any framework for an effective and efficient testing and tracing intervention when there are positive cases at schools. Students, staff and teachers may be put at risk of exposure, and pass the virus along before it is addressed by the BOH.

2) It has been proposed that we return students to school using the blended learning model where some students will be in person and some will be virtual at the same time. To be clear: We did receive instruction and support on how to teach virtually, but teachers have received no training in how to effectively facilitate, manage, and teach both online and in person classes at the same time. Students and teachers are still getting accustomed to the virtual learning environment, to change it now without any training or guidance would cause even more stress and anxiety to teachers, students, and families.

3) The DOE has once again failed teachers by not providing any option for teachers who have children. For teachers with young children in DOE schools, they must either take a leave of absence to care for their children or pay for private tutoring programs in order to teach in public school and have their children attend public school. This is ridiculous and another example of the DOE failing to support teachers which will lead to an increase in the teacher shortage in Hawaii.

Thank you for your time and service,

Sincerely,

Michelle O'Byrne

September 16, 2020

PARENT TESTIMONY

Dear Board of Education, Chairpersons, and Superintendent Dr. Kishimoto,

My name is Salena Lee, I am a parent of three daughters. A 5th grader at Major Sheldon Wheeler Elementary, an 8th grader at Major Sheldon Wheeler Middle, and a 9th grader at Mililani High. Two of them also receive special education services through an Individual Education Plan (IEP). I have a grandson in 8th grade at Highlands Intermediate, a grandson in 5th grade at Maili Elementary, and a grandson in Kindergarten at Ewa Beach Elementary. I have also worked as an Adult Supervisor and a Paraprofessional Educator at Major Sheldon Wheeler Elementary for the past four years.

Discussion Items VI. B & C:

I have two daughters in 100% Distance Learning. One in 9th grade and one in 5th grade. They both have an IEP and are not receiving any services. The constant emails coming in from multiple people and having to keep up with a certain progress percentage by a certain date is causing more stress for them and our family. When in school they receive accommodations for their assignments and normally do not have any homework. There is no way they will meet the progress requirements. They are used to having paper worksheets and one on one assistance if needed. The hybrid model where you are required to log in throughout the day and for each class will not work for them either. We chose 100% Distance Learning when it was still called 100% Virtual Learning before Acellus was chosen and before knowing how it would work. For us, this is the only option because face to face daily school and their hybrid synchronous and asynchronous model will not work for them. What will happen at the end of each quarter and at the end of the year if they do not complete the required progress percentage? The stress of distance learning regardless if it's completely on their own or the synchronous/asynchronous way is not working for them. It is affecting them and making their anxiety worse. Our pediatrician is concerned about the way this is impacting them and had asked if I would homeschool them.

I have another daughter in 8th grade also on 100% Distance Learning but her school chose the hybrid model regardless if in school or virtual. She logs in for each class and her day goes from 7:40-2:40pm daily. She can handle this schedule and is independent so it works for her. However, she is also experiencing higher levels of anxiety due to all the emails and notifications coming through throughout the day and night. She did school work on an asynchronous day for over 12 hours.

Opening schools during this time is still not safe. However, having school in session during a pandemic is not fair for those who are not thriving and not able to receive services safely. Forcing kids and their families to adhere to schedules and the type of progress required in normal school is unrealistic. I have yet to have an updated IEP meeting for both my girls to

discuss their needs during this time. My 9th grader and 5th grader are not thriving. They are struggling and causing more issues with their behavior, one of the main reasons they were evaluated and qualified for an IEP since Pre-K.

Please consider changes to include leeway for students like my girls who are trying their best but will not be able to meet the progress requirements. If they were in school, this would not be an issue at all. They are being left behind. We are working with their teachers and admin but they say their hands are tied because of the requirements with Acellus and the percentage of progress that is required and they keep reminding us that it was our choice in the first place.

Regarding Acellus Learning Accelerator, I have been working at Wheeler Elementary for four years as an Adult Supervisor and a Paraprofessional Educator. I have serious concerns about the numerous negative reports I have been hearing from other parents, students, teachers, and the community. If I would ever come across anything like that while working with the students in the classroom I would be appalled. I would bring it to the attention of the admin and expect it to be dealt with immediately. The Sweetie Lips video, the use of a gun for the letter G, and the clip about Hawai'i. Those are just a few. So far I am only monitoring my 5th grader who has both 5th grade and 4th grade on hers. I came across one thing where one word was missing from a sentence. I was not able to take a screenshot of it.

The one thing I like about using Acellus is that it can be accessed anywhere and at any time of day or night. This works for us because I have three girls in three different schools. It allows me to help the others and for them to be staggered throughout the day. I just wish we were using a program that did not come with all the controversy behind it.

I would like for my girls to continue with 100% Distance Learning using something like Acellus. I don't think schools should continue using Acellus with so much controversy surrounding the founder and with all the content being reported. Our kids should not be exposed to such things. We should be confident in what they are using and not having to sit and watch the content for errors or racist stuff popping up on the screen.

Mahalo for considering my concerns.

Sincerely,

Salena Lee
Mother, Grandmother,
Paraprofessional Educator



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

Distance learning

Eman Al-misky <eman.al-misky@k12.hi.us>
To: testimony.BOE@boe.hawaii.gov

Wed, Sep 16, 2020 at 12:06 PM

We must continue Distance learning. I have a young child and husband at home. I don't want to put them at risk. The cases here in Hawaii are still high and I feel like the classroom is not big enough to keep students six feet apart. Safety of the older teachers such as myself should be considered. Some teachers in the mainland that have returned have died. We should put safety first.

Mahalo,
Eman Al-Misky

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Testimony

Jasmine Kaanapu <jasminekaanapu@gmail.com>

Wed, Sep 16, 2020 at 12:09 PM

To: testimony.boe@boe.hawaii.gov

To Whom It May Concern:

My name is Jasmine K., and I am a registered nurse at the Queens Medical Center. I am a mother of two school age-children who are currently in the 1st and 2nd grade. I understand the concern HSTA has of the "risk" posed to teachers, but there is not enough scientific data to prove that teachers are more at risk than the general population of catching covid-19. My coworkers are working the front lines daily. Police officers are working the front lines daily. Firefighters are working the front lines daily. Postal workers, grocery workers, and garbage disposal workers are still needing to report to work. There are many risks people take daily. For example, getting in a car to drive to work poses a risk. Another example, going to Costco to grab essentials such as bottled water and clorox wipes also poses a risk of catching any type of communicable disease.

I support students returning to school because they need in-face instruction. Parents should be given multiple options (distance, in-person, hybrid) and select the best option that works for their family. The mental health for my children is my greatest concern. They are only 6 and 7 years old. I do not support my children being on a device all day long everyday. They need social interaction, field trips, etc to learn and grow.

Thank you,
Jasmine K.



Parent testimony for BOE

Judith Santiago <judysan825@gmail.com>
To: testimony.boe@boe.hawaii.gov

Wed, Sep 16, 2020 at 12:12 PM

I am a parent with 2 children currently attending Shafter elementary school. Our family has so far had a positive experience with distance learning and hope that it is continued for the foreseeable future. Reopening during flu season with the added dangers of Covid-19 would be a serious failure imparted by DOE/BOE officials. As time has passed, we are still finding out the lasting effects of Covid-19 on children. New information has been coming out about how much higher the infection rate is for children in minority groups, which our family falls under, as well as most families in Hawaii. To know this information and still decide to move forward with face 2 face instruction anytime soon would not just be irresponsible, it would be negligent. DOE and BOE officials have a responsibility to keep not just our teachers safe but also our children and their families safe from harm that they could come by from contracting a highly contagious and possibly deadly virus. Our teachers deserve to be acknowledged as important and integral members of our communities. What they don't deserve is to be forced into a dangerous situation with face to face instruction that could affect them or their families. They don't deserve to be forced to choose their safety over their livelihood by not being allowed to telework. They can offer quality instruction from the safety of their homes if needed. I am hopeful that a decision will be made where the health and safety of everyone is the most important factor.



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

Distance Learning/In Person Testimony

Haven Huth <haven.huth@campbell.k12.hi.us>
To: testimony.boe@boe.hawaii.gov

Wed, Sep 16, 2020 at 12:14 PM

Hello, I'm an educator at James Campbell High School and I would like the distance learning to continue until the end of the semester because I feel that if the students were to go back after Fall Break in Mid-October, the chances of the students catching Covid-19 would probably be at a medium risk. I believe that if the students were to go back to school in Mid-October, some of the students may not wear a mask and could potentially spread the virus to others. Also, if we were to return to school, there should be strict safety measures like a mandatory face mask, daily temperature checks, and sanitation around the school. I believe that continuing the distance learning from home is the best option because it's much safer for the teachers and the students and the spread of Covid 19 is less. I've also been tracking the daily count of Covid 19 and If the students and teachers were to go back face to face, there will be a big spike in covid in the states and schools will go back to distance learning and another stay at home order. Distance learning makes more sense than going back to face to face learning.

Thank you for taking the time reading this testimony

Haven Huth
James Campbell High School
Grade 10



testimony

liberty furchgott <libertypoetez@yahoo.com>

Wed, Sep 16, 2020 at 12:17 PM

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

I am a special education teacher at Honoka'a High and Intermediate and I am submitting this testimony on discussion item VI, B: [Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.](#)

Since August I have had to report to school and although it was stated that the facilities would be cleaned regularly and multiple times throughout the day, this has not occurred. There are tracking sheets placed in classrooms to document the cleaning of facilities and every classroom that I have checked on as a faculty representative has not had more than a single cleaning since we, the teachers, have been back in session.

In addition to the hygiene & safety concerns at our school I have been denied telework two times so far. I, unlike many other teachers, am one to continue to advocate for effective practices and teacher safety so I have submitted more than one request. When I have been denied my request to telework the principal's rationale doesn't reflect what she is being asked to explain according to the form. Also of concern is that every time I make the request for telework the principal comes up with some other reason not previously stated in prior denials.

I have a pre-existing medical condition that makes me more susceptible to severe covid symptoms and despite my requests, and my ability to efficiently and productively work from a home office I have been continually denied telework opportunities.

I don't feel safe in my school facilities and it is not right that I am being forced to work in a location that potentially exposes me to the coronavirus even though students are online and I can 100% do everything that my job entails from the safety of my home.

Thank you for listening to my concerns,
Liberty Furchgott



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

Testimony for September 17, 2020 Meeting

Lauren Stein <lauren.stein@k12.hi.us>
To: testimony.boe@boe.hawaii.gov

Wed, Sep 16, 2020 at 12:26 PM

Dear Members of the Hawaii Board of Education,

As a public school teacher, I want to continue distance learning beyond fall break and at least until the end of winter break. As a board and as faculty/staff, we are still meeting via WebEx, Zoom, or Google Meet. How then can we assure the safety of children at our schools?

After 3 weeks of distance learning, my students are just now getting into a good routine. They know where to go, how to do their assignments and how to get help. They know how to use their devices and necessary programs. They have adapted remarkably well.

With so much change already, I am also concerned that if we were to return to face to face learning after fall break, cases would spike and we'd have to pivot twice in one quarter. Once to go to face to face and again to return to full distance learning. We should avoid having to change mid quarter at all costs. This would cause problems for planning, grading and general routine keeping.

While the cases are decreasing due to recent efforts, I think it is still too soon to reopen schools for face to face learning.

I also believe schools should be empowered to make allowances on a case-by-case basis for students or parents on campus so long as social distancing is maintained and masks are worn.

Thank you,
Lauren

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Testimony re VI. Discussion Item B during 09/17 General Business Meeting

Kat Mashima <kat@mashimaelectric.com>

Wed, Sep 16, 2020 at 12:29 PM

To: testimony.boe@boe.hawaii.gov

Dear Board Members:

I'd like to submit testimony regarding the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year.

I'm sure you will get a wide range of opinions and experiences as there seems to be no uniformity within the DOE system at this moment. Personally, I feel Superintendent Kishimoto is to blame. I understand that each school/complex/Principal makes their own decisions as to how the school does things, but it appears that Superintendent Kishimoto has failed her Principals with her ineptitude and lack of leadership skills. And she never holds herself accountable for any of the problems at the DOE. This is unfortunate for all the educators who are working hard to teach our children, and keep themselves safe at the same time.

Despite Kishimoto's failings, our distance learning experience has been wonderful thanks to our Principal, teachers, and admin that work hard to teach and take care of our kids.

I am a parent of 4th grade twins and I have been extremely happy with our distance learning experience. My kids are very happy with it also. They are good self-directed learners, so I mostly just have to make sure they have lunch each day. We also have a great teacher who is very involved with the kids and very responsive to parents via the Remind app, which is a huge help.

Unlike Superintendent Kishimoto, I had actually been preparing them for this scenario on my own at home since April, just in case they would not be able to go back to school in person. My personal experience has been great, but even if it wasn't, I would opt to keep them home for the entire year if we could.

I am the primary caregiver for my 90 year old Father-In-Law. He is doing well and still has a great quality of life despite all his respiratory and other health problems. I would like to keep it that way for as long as possible. We were already diligent about hand washing and mask wearing prior to COVID, especially during flu season, but I cannot have the kids bringing home COVID to him. This is not negotiable.

Also, my daughter has asthma and has been in the PICU before during the Enterovirus D68 outbreak in 2014. I know that generally, children have less problems with COVID than adults, I am still not willing to risk that she would be one of the ones that doesn't fare well. Again, not negotiable.

My asthma is mild compared to everyone else in our family, but we are self-employed and considered essential. My husband and I have no choice to go out for work, but we limit our outings to work and necessities to limit our exposure. We do as much as we can to stay safe, we mask, we social distance, we sanitize. We make huge sacrifices to keep those around us healthy and safe.

That being said, I am just not comfortable sending my kids back to school. I know it's important for them to socialize in person with their peers, and to be honest it would be a little easier for me to work from home if they were in class at school during the day. However, I don't think it's worth the risk for us to send them in person. I don't think one year of distance learning is going to set my kids back, but that's just our situation. I can't speak for others.

Thank you very much for your time.

Kathryn Mashima, President
Mashima Electric, LLC



Return to school testimony

Alicia Foshee <asfoshee@gmail.com>

Wed, Sep 16, 2020 at 12:31 PM

To: testimony.boe@boe.hawaii.gov

To Whom It May Concern:

I am the parent of two children who are school aged. My younger child is in 4th grade and goes to a private school in person and has since the school year started without any issues. She has thrived at her school academically and socially and I can see a difference in her mental attitude. She seems more positive and happier overall to be around her peers.

My older child is in 7th grade. This has been a very difficult year for her so far. She is doing well academically but she very rarely sees any of her friends from school since we do not live near them. She also struggles with certain aspects of her classes that would be better suited for in person learning. It is hard to play an instrument in band when you cannot play altogether. It is difficult to do science experiments at home when you don't have all the necessary supplies. I have also noticed a difference in her mental health as well. Children need socialization and while she spends plenty of time with her family and neighborhood kids (when that is allowed) it does not replace the need for friendships with children her own age that are having the same experiences she is having.

If you are really wanting to look out for the best interests of the children, their mental health and socialization skills need to be taken into consideration as well. It is not healthy for children to only spend time with their siblings and parents not be involved with their community. This is why children need to go back to school in person at least a few days a week if not completely full time.

Thank you,

Alicia Foshee



Testimony for 9/17 BOE meeting

carlotta meier-irving <cmeierirving@gmail.com>

Wed, Sep 16, 2020 at 12:39 PM

To: testimony.boe@boe.hawaii.gov

PLEASE reopen school to the extent possible, with first priority being for students who are "differently wired" and require assistance to get to the finish line.

Students with an IEP or 504 with documented accommodations and/ or modifications in order to learn NEED the additional support and contact that only comes F2F.

-Watching and listening to Zoom class does NOT work for everyone. They feel no sense to connection, especially when already socially challenged.

-Trying to keep things straight with a new platform (Lincoln Empowered) is another challenge.

-Feeling isolated and no sense of 'normal' is taking a HUGE mental health toll on kids who are already challenged. Their world was literally turned upside down in March and returning to school virtually has only increased anxiety, frustration and other negative thoughts. Kids NEED to get back to some sort of normal and since their lives revolve around education... school needs to become more normal for them.

-Trying to self-direct, stay organized and stay on task when you have Autism, ADHD, Anxiety or any other different wiring is like asking a person with no arms to feed themselves just because you gave them a fork or asking a paraplegic to get to the 2nd floor just because they have a wheelchair. Are these things impossible? NO... but require proper tools, skills, planning and accommodations. Giving a student a laptop and Zoom class schedule isn't enough for everyone.

There are several ways school could be opened safely. It may look different but for those who need it, it would mean the world. Give families a choice. Distance learning may work well for many... but for the rest, PLEASE give us the ability to get them more help and connection to others.

Maybe it's like student support for HS with X number of students allowed via sign up AFTER IEP/504 students are accounted for. Maybe everyone always wears a face shield and a mask is required when less than 6 feet...

I have been in health care for 29 years.

I work in a hospital and have stayed covid negative. Ut CAN be done.

In no way would I ever want to put someone/anyone in harm's way. There are ways to physically distance and stay safe.

What harm is being done, keeping them from the biggest "normal" they know?

What harm is being done forcing kids to learn in a way they cannot?

What mental harm are we doing with forced isolation except via more electronics, not human interaction?

PLEASE remember the students who need the additional support.

And of course, let parents decide if they want the F2F...

Thank you,
Carlotta Irving
Mother of 2 HS students
808-725-4825



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

Testimony: 17SEP2020 General Business Meeting

Blaine Stuart <findbgs@gmail.com>

Wed, Sep 16, 2020 at 12:40 PM

To: Testimony.BOE@boe.hawaii.gov

Distance Learning is harming the Social and Emotional learning of many children.

The long-term social and emotional effects on children from distance learning are unknown. By continuing distance learning we are essentially conducting a giant psychological experiment on public school children.

How much pain and suffering is necessary to get this message across? How many children need to die? How many suicides are acceptable? This is not a hyperbolic line of questioning. I am personally aware of at least two children that have been sitting in the Hilo Hospital Emergency Room for nearly a week because there are not enough psychological providers in the state to care for them. It's only going to get worse if this continues.

Face to face, in-person instruction is critical to social and emotional learning of children which in turn directly influences academic achievement. It is imperative that students return to in-person, face to face instruction in the classroom.

Blaine Stuart
Hilo, HI
Parent and Sub



Keep our schools safe

Adrianne Hale <adriannehale@gmail.com>
To: testimony.boe@boe.hawaii.gov

Wed, Sep 16, 2020 at 12:45 PM

My name is Adrianne Hale. I teach at Holualoa Elementary on Hawai'i Island. I urge you to support teachers in the option to telework. Though Superintendent Kishimoto has stated that principals and district superintendents have the option to provide teachers telework, many teachers have been denied telework. Many teachers have underlying health conditions that put them at higher risk for covid. They should be given the same work options as many state DOE workers have been given, which is the right to telework.

There is no reason a teacher can not continue to do their job from the safety of their home, much like you do and many other state employees have been. In fact many could do a better job because they would under the strain of exposing themselves to illness. Teachers, under the current work situation of distance learning, qualify to receive telework. Unfortunately, too many supervisors that they work under are too short-sighted to approve it.

I ask that you support our educators and advocate and do what is in your power to allow teachers the right to telework. This will further serve to safeguard the health of teachers and school staff.

Mahalo,
Adrianne Hale



Agenda items

Cheryl B <burgharc@gmail.com>

Wed, Sep 16, 2020 at 12:53 PM

To: Testimony BOE <Testimony.BOE@boe.hawaii.gov>

Aloha,

It was heartwarming to hear from some others that the current BOE members read through the testimony that is submitted. I will try to be mindful of this in my writing. This being said, my email may get long. In case this happens for you, I have placed 3 links to articles which I think will be valuable to you on most of the issues in your agenda.

*<https://medium.com/@thejlv/whose-politics-deserve-to-be-educational-26a7bdd807c2>

*<https://www.tolerance.org/magazine/fall-2020/min-jees-lunch?fbclid=IwAR1Y-MivBNLGIBfNbYyNkssiiTykTN1NhclD6aTqdgRduXsznEBJ-rjcRwM>

<https://www.tolerance.org/magazine/schools-confronting-racism-and-community-pushback-three-lessons-from-sounds-like-hate?fbclid=IwAR1Y-MivBNLGIBfNbYyNkssiiTykTN1NhclD6aTqdgRduXsznEBJ-rjcRwM>

It is my hope that at the end of this testimony you will see points on 3 related issues: Acellus, teacher retention and inequitable resources (including fresh foods for keiki).

One of the challenges that I have when writing about a specific agenda item, like the one on Acellus is that I see this issue as a symptom of the bigger picture that exists in the DOE. I have written numerous times in the past about how the BOE needed to begin to look at the system under which it works. It was important for me to remind all of you that things like the yearly calendar, names of schools and the ever present reluctance to address and solve the issues that have led to inequitable resources and the push back on anything Hawaiian, Oceanic, or Asian that appears in the colonized system called the DOE.

Again, Acellus is a symptom. Some people choose to ignore symptoms until the disease is past the stage of survival. As for me, I feel it's important to look at the root causes of the disease which leads to the symptoms such as an inappropriate resource for our keiki. This is not the first time a resource has been challenged.

MY QUESTION : DO DOE personnel have a procedure in place for when these resources are found? I don't remember seeing one when my class and I found them in Wonders when it was introduced to the schools. IF there is not a procedure, may I suggest this as a place to start?

DIRECTLY related to Acellus, at the point the words written about Hawai'i history and the Queen's name being misspelled, the DOE should have immediately dropped the program. By not doing so, it continued the lack of understanding or care about the peoples of these islands. It is related to every other way that the DOE pushes Hawaiian studies, culture, life to the background instead of in the forefront. We have a BOE approved path called Nā Hōpena Ao. There are folks willing to create an online curriculum based on our island's focus and life using the high standards that have always been a part of Hawaiian education.

THERE is no way that someone like Mr. Billings could possibly write curriculum or "fix" it when he only has his experiences upon which to draw. IT is way past time that Hawai'i stop looking to the US continent for its' educational solutions and paths. It confuses me greatly to think that some folks are digging their heels in on this issue when we all know it needs to go. The Superintendent has so many tools and resources and the knowledge to lead Hawai'i into developing curriculum. Why haven't we done it? Imagine the eagerness of folks to want to come to work in a system that honors the people within it. Honors their experiences, knowledge and capabilities and understanding of this place we call home.

Reading about Acellus and looking at some of the lessons presented, I can understand how someone with a colonized view or who had grown up with experiences like mine from the midwest of the US might not see the issues. Some might ignore them because it presents a fast way to get credits. Whatever the case, we know that it is poorly written, often racist and it does not belong anywhere near our keiki. For me, this online program (not accredited) reeks of the foundation of the world's current issues. IF IT is about the \$\$ spent, then let's look for ways to replace that money to

the schools and find the content to help the communities during this distance learning challenge. There are people like myself, willing to look at resources, look at equity in them or help in other ways. The community is here for the keiki.

Moving on from the symptom called Acellus, final notes. There is no reason with the communities which we live in that we are not able to make sure that everyone of our keiki has fresh food daily. It is the Hawaiian, Pacifica, Asian way in communities to help and work together. If the issue is the Federal fund's rules, then stop taking those funds or start using them the way we need to in Hawai'i. Too many times Federal funds' rules, thwart what is best for our keiki. (Race to the Top). Many schools have community gardens, let's think like our island nation, not like ships are always going to come in with cans of food.

Lastly, what is truly being done to support our educators through these times? I personally have seen their plans, their hopes, their efforts. I see them taking blame for things that are not their fault. There aren't enough hotspots, not everyone has access. The schools' infrastructure nor the DOE's can handle the loads of demand. On top of that, we have hungry kids, folks that don't want to be on camera because they live in their car or have no space of their own. We have educators afraid for themselves, their families and their students. What does the system do? Demands the same things they always have, many which were inappropriate in "normal" times. As the BOE, please step up and commend those folks for their efforts, take away the Draconian rules that imply that without being watched every second teachers will not do their jobs. Help provide an atmosphere where these people who dedicate their lives to public schools have a safe environment.

Suggested paths:

- *Provide space, time and funds for local folks to create curriculum. There are people ready to do so.
- *Create an office of Equity and Anti-Racism. It is way past due. This Acellus issue brings that even more present.
- *Look at the ways the current system has racism embedded into it. Look at the calendar, the holidays (Christian/US) and the names of schools and what they symbolize.
- *Consider looking at whether the current entire state as a district works best for our keiki now and into the future. There are some complex areas that stand out on all the islands who represent what can be done.
- *Turn to the communities on the islands, stop looking to the US Continent for answers. There's a wealth of resources here. In addition, reevaluate perspective. Why aren't we hiring folks from the Philippines, Marshall Islands and other places to help with our shortages of educators. While the push is to be like the US, we really have so many ways of doing things that do not fit the individualistic perspective of that continent.

Times are tough. We all know that. COVID clouds every view from which we look. It is also a time to rethink the paths we want to take for public education, for our keiki.

To all of you, thank you for taking the time to read this testimony. It got a bit long, but I am sure that you can understand that everything is connected. We have to address the root problem and many of us are here to help, just ask.

Cheryl Burghardt
Retired Elementary educator



Testimony

Sienna Makarewicz <ohanamaka@gmail.com>

Wed, Sep 16, 2020 at 12:57 PM

To: testimony.boe@boe.hawaii.gov

Dear BOE,

I would like to continue with distance learning. It has been difficult sometimes extremely challenging but we are finding a rhythm. I do not want to go through another upheaval. We are about to open up to tourists. That experiment should be done separately from the opening of school. Kauai has had low numbers but so did Molokai until they didn't. Please help keep us safe. We have had one death. I hope that is enough. It is too many for me.

As for Acellus, it is an embarrassment to the DOE. I looked at 3 items in Acellus and 2 of them gave me immediate concern. If anyone bothered to look at the program it is painfully obvious that it has major flaws. DOE had months to plan for a continued stay at home order. This is not the best that they could have come up with for distance learning. Parents and teachers need to plan now. We need to know if we will continue with distance learning so that we can plan and parents can make arrangements to for their children.

It would also be nice if teachers heard about these decisions from the DOE instead of on the news with everyone else. There needs to be better communication.

Thank you,
Sienna Makarewicz
Second Grade Teacher
Kapaa Elementary School
Sent from my iPhone



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

Extend Distance Learning phase

Denise Kiyuna <denigirl808@yahoo.com>

Wed, Sep 16, 2020 at 12:58 PM

Reply-To: Denise Kiyuna <denigirl808@yahoo.com>

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

To Whom it My Concern:

I am a parent of two children attending a DOE public school. I respectfully request that you approve an extension of the distance learning phase of the public schools reopening plan until January 2021(after winter break). I feel it is still unsafe to send them back into the schools for face to face learning at this time. I ask again that you please approve an extension. Thank you and be safe.

Sincerely,
Denise Kinoshita

[Sent from Yahoo Mail on Android](#)

Acellus is not the only problematic platform.

I want to share with you the situation about a boy who I will call Ryan, in order to protect his identity. Ryan is a senior at Kalani High School. He's a good friend to my daughter. The options Kalani's families were given were (a) choose FACE-TO-FACE (f2f) and risk our family's health, or (b) choose the 100% DISTANCE LEARNING option and get stuck with the abysmal PLATO remedial platform.

Ryan's family unfortunately chose Distance Learning--before the decision was announced for most to go back virtually with teacher-led instruction. Ryan was not given the option to go back and choose the DOE-certified TEACHER-LED virtual option. HE couldn't change his mind, even though the State and the DOE changed THEIR minds based on the changing conditions in our community.

Ryan is a bright student. He was preregistered to take Advanced Placement courses this year; but, because he chose 100% DL, he was unable to take ANY AP courses. The Plato platform does not allow students to take AP courses, because it's a remedial platform for credit recovery for students who FAILED core courses during the regular school year.

My daughter told Ryan, "You need to fight for your right to go back and choose f2f, so that you can take the course that you need for college." But, Ryan just sighed and told her, "I give up already. I'm just going to go to KCC." I'm not saying there's anything wrong with going to Kapiolani Community College, if that's where you want to go; but, Ryan has what it takes to attend a university on the mainland. He and his family are just so sick of this whole unfair situation; and, trying to reason with the principal at this school has been frustrating and utterly useless.

"It is what it is," said his principal. Apparently this principal says it so frequently that even his staff are mocking him and using "it is what it is," during distance learning sessions to the students.

This is the kind of collateral damage that the Superintendent, the principals and the Board of Education is condoning with the lack of clear guidance and lack of equitable access to educational resources.

The decisions you folks make have extremely FAR REACHING consequences for the students and their future goals. The students deserve better. Please ensure equitable access by allowing families who initially chose Distance Learning to opt back in to VIRTUAL f2f, so that they can have actual HODOE teachers teaching the students. HOW MANY RYANS are you willing to sacrifice?

Mahalo,
Dianne xxxxxx



In person learning during the second quarter

Lauren Stuart <lshuxel@yahoo.com>

Wed, Sep 16, 2020 at 1:13 PM

To: testimony.boe@boe.hawaii.gov

Dear esteemed Board members,

I am a pediatrician and mother of two elementary school aged children in Hilo. I have personally witnessed the consequences of distance learning and social isolation of our keiki over the last 6 months.

The numbers of children coming into the ED for psychiatric complaints is increasing by leaps and bounds. At any given time we have 1-4 children awaiting psychiatric beds in the emergency department at this time. Typically we see 1-4 children per month awaiting a bed. This exemplifies the increase in depression, anxiety and suicidal ideation or attempts in the pediatric population. Pediatric psychologists and counselors are fully booked, and cannot accept new patients at this time.

Furthermore, children are not only at risk for neglect as parents need to return to work, but are having to attempt to achieve distance learning goals without adequate support. I do my best to sit with my daughters during class time, but I also have to work a full time job. I have noticed that several of the children in my child's classes are home alone. Other children are left with grandparents who do not understand the technology. I watch my fellow healthcare providers scramble to work, and still assist their children with their class work. Not only is this not ideal for the children, it distracts frontline workers from caring for their patients. The stress of this is causing them to call in sick for work, increasing our healthcare shortage.

In one unfortunate example, a grandfather in charge of distance learning for his 3 grandchildren has contracted COVID-19. It was traced back to one of the asymptomatic children, and he has been in the hospital for weeks now. So now we are taking kids away from school, but they are still exposed by extended family members, and getting them sick. These kids would be distanced at school, and wearing a mask, thus reducing the likelihood of spreading COVID-19.

Lastly, There is the serious concern for increased addiction to screens. This is a real and serious addiction for all ages. Because families are overextended - trying to work, maintain a household, and educate their children, they rely on allowing children increasing screen time to "babysit".

I strongly believe that our children need the Structure, socialization and in person instruction that they can only obtain in the classroom. I understand the risks of COVID-19, probably better than most people, but with proper precautions I feel that the benefits far outweigh the risks. Parents should at least have the option of allowing their children to return to the classroom. It is a highly personal decision for each family, but it is currently not even allowed to be considered.

I would request the Board, whatever decision they reach, please do not change it continually any more. Children can no longer trust in the adults who are supposed to support them. This quarter has been a punishment to children due to the repetitive revoking of schooling. We started with 1. School starts August 4th. 2. School will be on an A/B schedule. 3. School will be delayed 2 weeks (are those kids of education fully lost?). 4. School will start September 14th. 5. School will start October 5th.

Can you see why children are losing faith in their educators? Whatever you decide, please consider both sides completely, and stick with your decision rather than continuing to reduce our children's and communities faith in the system.

Sincerely,

Lauren H. Stuart, MD

I can be reached at lshuxel@yahoo.com or via my cellular phone at (928)699-2538 if you have any questions.

Sent from my iPad



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

Back to school

andrew huang <ahuang89@gmail.com>
To: testimony.boe@boe.hawaii.gov

Wed, Sep 16, 2020 at 1:15 PM

To Whom It May Concern at DOE,

I'm very concerning of my kids returning to school after the 1st Quarter. After opening, I believe when any school is facing COVID-19 with students and faculties, DOE and politicians will find very difficult positions with public image. I know the numbers of COVID-19 has gone down but it doesn't mean is save at campus. Again, I do not feel comfortable to send my kids back to school face to face without any backup mechanism - medication to support.

Thank you for you to reconsider with safety of our kids and teachers.

Yours,
Andrew Huang



Testimony

Julia Min <juliamin10@yahoo.com>

Wed, Sep 16, 2020 at 1:27 PM

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

I am submitting testimony on discussion item VI, B: **Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress.**

I am a teacher at Mokulele Elementary School. I am teaching in person everyday to a class of 6 students. We are doing fine. I would like a healthy stock of sanitizing wipes. We don't have enough of them. They're easier to have on hand while I keep my class managed and sanitize during the day while the students transition.

We have 34 iPads at our school that I would like access for my students, now. I want them to be able to use them in class or take them home. If I can teach them now with the platforms we have then we will be better prepared in the event of a school wide shut down. My students also need to learn computer skills at an early age given our current way of learning.

The connectivity at our school is terrible. I would like our teachers to be able to teach "distance learning" from home for a week at a time and switch so we aren't over running our wifi at school. Or can you pay for a stronger wifi at our school so our virtual instruction isn't interrupted by a spotty connection.

As a mom of a kindergartener at Pearl Ridge Elementary School I would like to see him go to school everyday to learn in person. I want there to be a comfortable system in place to keep students, teachers and staff healthy. If they can do it and everyone feels comfortable with students coming back then that should happen in second quarter.

Thank you for hearing me,

Julia Fernandez



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

Opposition to resuming in-person instruction

Elizabeth Wong <bbhippo@yahoo.com>
To: testimony.boe@boe.hawaii.gov

Wed, Sep 16, 2020 at 1:29 PM

Dear BOE members,

Please delay opening public schools until there is an effective vaccine or treatment for COVID19. The recent decrease in COVID19 cases in Hawai'i is a direct result of the latest stay-at-home order, which greatly decreased the amount of contact between members of different households. Given the large number of students in the public school system, and thus the large amount of potential contacts there would be between students if they were to return to campus, I feel that it would be extremely unsafe for public schools to return to in-person instruction at this time. Thank you for your consideration.

Sincerely,
Elizabeth Wong

DOE Board Meeting September 17, 2020

Board of Directors

Testimony on

V. Action Item C.

- C. Board Action on designation of voting delegate and alternate delegate for the National Association of State Boards of Education's ("NASBE") 2020 annual conference

VI. Discussion Items

- B. Update on metrics to monitor and evaluate the Department of Education's comprehensive plan for reopening schools for the 2020-2021 School Year, including student access to devices and connectivity; personal protective equipment and sanitation supply needs; student attendance; and student academic status and progress
- C. Presentation on Acellus Learning Accelerator distance learning program ("Acellus"): program review process; how Acellus is used by schools; what elementary and secondary students use Acellus for; content and rigor; parent and guardian distance learning election; supports for students, teachers, administrators and parents and guardians

TESTIMONY ACTION ITEM:

C. I would nominate, as alternate delegate, **Kenneth Uemura** as Vice Chair to the Board, rather than Lynn Fallin. He has more experience

B. METRICS

TESTIMONY ON DISCUSSION ITEMS:

After printing 23 pages to be able to read and understand this memo, I realized that again instead of being concise we get long-winded.

Pages 3:

Meeting attendants:

Representatives from each Department State Office:

- Please list the state office and representative member.
- Are there minutes available? If so, please provide to the BOE for posting.

Leadership Team:

- Please list Leadership Team members.
- Are there minutes available? If so, please provide to the BOE for posting.

Page 3.

Bullet 2: Vital signs report needs to AGGREGATE DATA ON A STATE **AND** COMPLEX AREA LEVEL **(NOT AND/OR)**

Bullet 3: **UNACCEPTABLE:** Metrics for vulnerable students, page 3, indicates the timeliness of the data collection, cannot be done sooner than **November report**. This report will not be available until the end of November. **See Appendix B for how?**

Bullet 4: **OFFICIAL ENROLLMENT COUNT** creates confusion and misunderstanding of the reported data.

❖ USE TWO MEASUREMENTS:

- **OFFICIAL ENROLLMENT “ACTUAL” COUNT BY MONTH BY CATEGORIES**
- **BY CATEGORIES:**
 - **Movement of students in/out public school from private**
 - **Out-of-state**
 - **Out-of-country**

APPENDIX B

- ❖ For any percentage reported provide the N= (whole population measured by each metric) i.e. 5% of the total.
 - Provide the total or N. Percentages mean NOTHING without the whole.
- ❖ If the metric is identifying % per role, list each roles’ whole population. i.e. Role: SpEd teacher 80%
 - Provide 80% of the total. Provide the total or N.

B. METRICS

Health and Safety:

- ✚ Provide “N” for each and when stratifying each “role” provide the “N.”

Vulnerable Students:

- ✚ Provide data **SOONER THAN NOVEMBER. These are VULNERABLE STUDENTS!**
- ✚ Provide “N” for each.

In-Person Instruction:

- ✚ **DAILY ATTENDANCE: NOT ACCEPTABLE.**
- ✚ **In order to understand the upset among teachers, students and families you MUST show attendance by each model, by percentage, and total number.**
- ✚ **This will provide insight into how models are working and also provide real data on those using ACELLUS.**
 - Schools are using DIFFERENT MODELS! Some are face to face, some are hybrid, and some are at home.
 - The models need to be addressed.
 - REQUIRE DIFFERENTIATION BETWEEN DISTANCE LEARNING AND VIRTUAL LEARNING MODELS.
 - ASSUMPTION OF MEANINGS:
 - DISTANCE LEARNING: Teachers and Students are on-line, in class, able to talk and see each other.
 - VIRTUAL LEARNING: As an example: students enrolled in ACELLUS for all learning and no contact with teachers or classmates.

Access and Connectivity:

- ✚ Professional Development: Break measure down to at least “**BY COMPLEX.**” When stratifying each “role” provide the “N.”
- ✚ **CHANGE: BIFURCATE VULNERABLE students and NON-VULNERABLE students. BOE needs both measures.**
 - Percent of Non-vulnerable students with devices and *connectivity* at home. Add “*connectivity.*” **Rationale for using the word “indicating.”** Provide the “N.”
 - Percent of Vulnerable students with devices and *connectivity* at home. Add “*connectivity.*” **Rationale for using the word “indicating.”** Provide the “N.”
- ✚ **CHANGE: Percent of schools by complex, whose vulnerable students are adequately equipped to support distance learning, not including devices or connectivity.**
 - **Does this mean at home, support hubs, etc? if there are different locations, stratify by each type of location.**

B. METRICS

SCHOOL MEALS: DOE does not have to wait for a waiver on reimbursement to provide the number of breakfasts and lunches served. The real issue is the ability to address the following by knowing the current waivers from USDA, such as,

- ✚ Ability to pick up grab and go all at one school rather than several schools, with student I.D. by parent or guardian.
- ✚ Multi-child households in multi-level schools must drive to each school to pick up meals.
- ✚ All schools DO NOT have the same lunch times.

Child Nutrition Programs-HAWAII

Nationwide Waivers and Flexibilities Website by state:

<https://www.fns.usda.gov/disaster/pandemic/covid-19/hawaii#cn>

Nationwide Waiver to [Allow Parents and Guardians to Pick Up Meals for Children](#) – EXTENSION 4

- ❖ This waiver extends the Nationwide Waiver to Allow Parents and Guardians to Pick Up Meals for Children – EXTENSION 3- granted on Aug. 20, 2020, that expires on Sept. 30, 2020 - **until Dec. 31, 2020**, in conjunction with the Nationwide Waiver to Allow Summer Food Service Program and Seamless Summer Option Operations through December 2020. This waiver extension applies to the National School Lunch Program Seamless Summer Option (SSO) and the Summer Food Service Program (SFSP).

Nationwide Waiver to Allow Summer Food Service Program and Seamless Summer Option Operations through December 2020

- ❖ Allowing operation of SFSP/SSO through Dec, 31, 2020, facilitates the safe provision of meals by eliminating the need to collect meal payments, including cash payments, at meal sites, which speeds up service of meals, thereby reducing contact and potential exposure to COVID-19. Operation of SFSP/SSO also facilitates curbside meal pick-up; Program staff may simply keep a count of all meals served, instead of relying on a point-of-service system (POS) —which may be located indoors—to track and claim meals by type. Requiring schools to use a POS to check eligibility and collect payment could expose school food service personnel to hundreds of individuals a day, further increasing risks to both the children, families, and staff. Instead, Program staff could focus on quickly providing meals at meal sites instead of spending time confirming individual student enrollment and eligibility status.

OHANA HELP DESK:

- ✚ **ADD:**
 - Weekly number of open issues/closed issues.
 - This will show outstanding issues that get carried over into the next week.
 - The next week should separate out “open and closed” from previous week and “open and closed” from current week.
 - You must be able to measure productivity by issues and resolved issues to obtain a completion rate.
 - These need to be broken out into “types of issues.” i.e. connectivity, screen problems, audio problems, software/program problems, etc.

B. METRICS

Page 5: Vital Signs Metrics: Reopening of SY 2020-21 Reports

- ❖ The department's report should not be a novel.
- ❖ **CHANGE MEASURE: ISSUES RESOLVED/TOTAL NUMBER OF ISSUES BY CATEGORY**

C: ACELLUS

TESTIMONY ON DISCUSSION ITEM:

1. The Program:

- ❖ **UNTRUE:** Each Acellus course has a Department teacher of record to oversee the progress of each student and provide the additional support needed to ensure a quality learning experience for all learners. With Acellus, teachers make the instructional decisions.

2. Review Process: Re-evaluation of Acellus prior to the state of 2nd quarter.

- ❖ Is there a contingency plan to replace Acellus with another program? Money to by something that meets at least the quality indicators.

3. Usage by Schools:

- ❖ Of the 78,670 students, **how many students are using it as a standalone virtual learning curriculum?**

4. Content and Rigor:

- ❖ Careful monitoring of the corrections made by Acellus Learning Accelerator vendor to “**ensure the immediate removal of inappropriate content.**”

RED FLAG: Immediate removal of inappropriate content is an indicator that this program is substandard and must not be used.

- ❖ **Individual schools should not be RESPONSIBLE for the purchase of alternative programs due to Acellus being inappropriate.**
- ❖ **Cost effectiveness must not be a measure for purchase of any program.**