Dear BOE Board, Chairpersons and Superintendent,

I am deeply concerned about my grandchildren and all the other children who is having to attend in person school during this Pandemic with the Delta variant spreading around like a wild fire! The children should be at home where it is safe and be given the opportunity to do online virtual learning with teachers.

Why send our kids to school when we have a devastating Pandemic “Delta Variant spreading around?

Dr Fauci said, “Now, you have a virus that does a better job of infecting anybody much more than the previous virus — including children”.

Governor Ige limits people gathering, 10 indoors and 25 outdoors. Restaurants, Bars, Restaurants, Gyms and social establishments at 50% indoor capacity. Children at school are crowded into their classrooms. There is no social distancing in classes children are sitting next to other children for an entire class period breathing the same air.

They are in some classes 30 students in a class. Where is the 10 indoors or the 50% capacity? In school there is no distancing in the class, no 50% in the classroom and changing classes during the school day, all the students are crowded going to their next classes. —- It is not safe!

Please get the students out of in person school, before a wildfire of COVID Delta cases sweep through the campus bringing more patients to the hospitals which is already Overflowing.

I can’t imagine what the children are feeling hearing how high the numbers are going and the restrictions given —-yet you are sending them to in-person school. Knowing that many of them will get the Delta variant. They must be scared!

Please immediately stop in person school right away before more children get the deadly Delta variant.

Thank you
Sincerely,
Diane Favreau-Chung


Aloha,

My name is Trent Nakashima and I am a 9th grade and 12th grade ELA teacher at Baldwin High School on the island of Maui. I have a dilemma. On one hand, I love teaching and seeing the kids, but when we are risking the lives of our kids as well as ourselves, one has to rethink this. It is very hypocritical to have the governor talk about not having gatherings of more than 10 indoors and 25 outdoors and I have 35 bodies in my classes. I do not have one class under 29 this year! My seniors are naturally bigger in size than my freshman, so those classes look even more ridiculous. Besides being in the heart of summer with no air conditioning, one can only think about the threat of COVID in the back of their minds all the while putting on a fake smile to encourage the students.

My suggestion would be to go back to the blended learning we ended the year at last year and give up the physical sports and gatherings. I coach football and I am an advocate for cancelling the season. Having played in college as well as high school, I know firsthand how dirty the game can be. Although the students are missing out, we are all in the middle of a pandemic and it is just a reality that is as real as can be. I do not want to see some kid or teacher being rushed to the hospital. We are more built for distance learning than ever. People who claim there were more failures and retention last year, need to check their data because I had a lot less. I built a great relationship with the kids from last year and although I love meeting them in person, most have told me they felt blessed to have had the opportunity to have school from home.

Please rethink the whole system for this year or come up with some sort of modified plan. Every day, we get an email about a staff member and two or three students being sent home due to COVID. Allowing students to have the distant learning option and having a couple of teachers per subject in secondary education would suffice. Many elementary schools are doing it on Maui. Even with that, two schools got shut down due to too many cases. I am going to do whatever you ask because I have no other choice, but with that in mind, please realize you are playing with peoples' lives; some children's as well. I am diabetic and I am about the fifth person in my family I am worried about.

Humbly, Trent Nakashima

Sent from Mail for Windows
We are trying our best to keep the school safe for all of our students, teachers, and staff. Everyone is pitching in from the minute students arrive on campus until they leave during our staggered pick up times. You will see administrators helping everywhere even in the kitchen serving lunches to wiping down the tables in the cafeteria. You will see counselors, PPT and EAs, and support staff everywhere helping to keep our school safe! Custodians are constantly working around the clock. We all do it because we want to do whatever possible to keep our students in school.

But the physical setting and environment is our biggest concerns no matter how much we physically do in our power by cleaning and as much as possible physical distance the students and wear masks.

Students will follow the rules. But students are children ages 4 to 11 years old in an elementary school. They play patty cake in their ohana bubbles during their wait time in the lanai for their teachers in the mornings. They talk to each other in a group circle during recess. They run and play with each other. They eat lunch with their masks off in the cafeteria full of approx.. 60 – 70 students as they look around and talk to others 6 feet apart. After they’re done eating, they pull their masks down to talk to others in the cafeteria to hear each other better and then get caught doing so and put it back up. Or they continue to drink their water in their hydro to keep their mask down and be able to talk to their friends. All students in the cafeteria spend approx. 30 minutes together eating, talking, sneezing or coughing all with their masks off when needed and on when they know we are watching. But how do you watch 60+ students with only 3-5 staff members (custodians, lunch room supervisor, counselors, admin) when you know once you turn your back they will resort to what is comfortable when talking. Not all but many do this; but just one student doing so is all too much!

Our school is trying our best to keep everyone safe. Some of us have elderly parents to go home to care for, some of us have children who are under 12 and cannot get vaccinated yet.

We care so much about the whole child – academics, social and emotional well being of each child. We care so much that we no longer choose to perform only our professional responsibilities and duties. We no longer see that coming in every day at 7 am or sooner and leaving after 3 pm is too much.

But what are we doing? We cannot control everything that a child does because he is a child. We cannot stop the Delta variant and how it is so easily transmissible in the schools. What will it take for us to realize this reality? I cringe at what I see that goes on in the school with children. They are innocently being children and that in itself is dangerous to do.

They don’t belong in an environment that may potentially get them ill and God forbid take their life away.

Do we have to wait till it happens?
Aloha,

My name is Pua Medeiros and I am a secondary social studies teacher at Kea’au High School. I am providing a typed electronic testimony regarding the safety of my students, colleagues, my own children, and myself. I am very fearful to say the least, of this new variant of COVID that seems to be spreading more rapidly as the days go by. I feel it’s very irresponsible of our own leaders, such as our governor, to essentially use our children and teachers as guinea pigs to see if COVID will further spread. Ige made a claim stating that the cases of COVID are more community spread rather than tourists bringing in the virus. If that is the case then way on earth would he have children and teachers at school in the masses? That just does not make sense to me. Also, why is it that State offices are not entirely working and functioning in full capacity but the biggest state institution is supposed to function in full capacity? This also does not make any sense to me. State and County mandates require that people are not supposed to gather in groups no larger than 25 people. I have 32 students in 2 of my classes, although I realize that there are exemptions to the above mandate, it’s scary to know that our leaders are making decisions such as these and risking further community spread. It seems like logic is over run with stupidity and carelessness here. Restaurants and other establishments are also mandated to function in 50% capacity but, again, public schools are supposed to function with 100% capacity. Something is terribly wrong with the thought process here and our State leaders need to get a grip and dose of reality in the ways in which they are governing in the midst of this pandemic. I get that school is important but not at the expense of our keiki people, wake up and do your due diligence for the greater good of our communities through out our great aloha state.

Me ke aloha pumehana,

Pua Medeiros

Sent from my iPhone
To our Interim Superintendent, Governor Ige, and others concerned about students and staff at our public schools,

If I have to wrap my thoughts/opinions/feelings into one statement one week into this school year I would say: the state and the HIDOE were not prepared for a safe and appropriate response to the pandemic as we start this school year. As a seasoned educator (13 years) as well a mother of a student who attends a public school, I know that in person learning is the best environment for student learning. I agree that distance learning is not conducive to reaching grade level benchmarks. However, I do not agree with the stance that it's okay to bring everyone back in school because "transmission" is not evident in schools. This is a direct contradiction of the Governor's current stance on indoor gatherings with a limit of 10. Why is this rule for everyone else but does not apply to children and staff? Is it because parents need to work to keep the economy running? Does economics come before safety and education? I am not a politician but I do have common sense and rules typically are put in place with the understanding that it applies to all - issue of equity. However, this rule hinders public safety in our schools - in fact, it endangers everyone.

All I am asking is for transparency. Someone needs to explain to us the "why". Tell us why we can have classrooms nearing 30 students (with no social distancing) if outside of the schools no one can gather in groups more than 10? Why is the DOE agreeing to this? Is the HSTA the only entity listening to the voices of educators and parents who do not feel schools are safe? There are so many questions that needs to be answered by the leaders of the state and education. Frustration and resentment only festers when confusion is allowed to linger - this is something our schools cannot afford at this moment.

Prior to the pandemic in Spring of 2020, the state was in discussion with the HSTA to improve certain conditions. One issue that was resolved was that of paying SPED teachers an extra $10K a year to recruit and keep qualified SPED teachers. The next item on the list was to address the compression issue where seasoned teachers were to be paid accordingly based on years of service - some teachers who had taught close to 20 years were underpaid because of years of contacts that did not include steps (raises) like the one we are currently in. In addition to the compression issue, the state was dealing with a recruitment and retaining issue that seems to get worse year after year. The last 2 items were never addressed because the pandemic struck, but these are still huge issues that cannot be ignored. In the face of uncertain times, shouldn't we have systems in place to recruit and keep teachers? I am appalled watching colleagues leave the field entirely and being replaced by unqualified long-term subs. In addition, our own local children are not blind to the issues that educators face and that is why they will not choose to enter the field.

Although coronavirus cases were dropping statewide, nationwide, and internationally, it was still there. Our efforts to curb transmission helped but a new variant was approaching. Even then, our leaders did nothing hoping that we would slowly to back to normal. What upsets me the most is that the Governor and leaders of the HIDOE failed to have a contingency plan...our state did not have a back up plan - and now the response to plan is given to individual schools to figure out. The state had all of last school year and summer to plan/purchase/create an online option for families - that was up to schools again to figure out. If leaders had listened to thousands of educators, parents, and students, they would have remembered to not expect teachers to teach in person and online. Yet this is what is being expected again. Why are we here again? We are to lose hope, lose educations, lose support when our leaders choose not to listen to our needs.

So here we are, year 2 with the coronavirus - with a even more problematic variant. Let's bring all the students back - but wearing masks, of course. Let's expect schools and teachers to roll with the punches - that's what they're paid to do - even though everyone agrees last year did not go well. Let's stop transmission by minimizing the size of gatherings - but let's not apply this to schools. Let's make all state employees get vaccinated - it's okay to violate people's right to choose (I myself am vaccinated but do not agree that the state has the right to force this upon everyone). Let's get our economy rolling - tourists are welcome even when resources are scarce and tensions are high with residents. Rather than making across the board decisions that I feel is based on convenience for the state, come to the table and have a conversation: We want all schools back in school, how can we make it safe for everyone? Purchase millions of rapid tests that can be done in schools with certified nurses. How can we keep all state employees safe if they do not get vaccinated? Offer to pay employees to test weekly. What if parents do not want kids in school? We will provide an online program for parents who do not want kids to be in school for safety issues or we will provide training for schools to run their own online programs.
It's just the start of Week 2 in school and the majority of all public schools in the state has already seen at least 1 case of coronavirus. Staff are being forced to get vaccinated - and we have one of our SPED teachers who has just resigned because of this rule. This. This is why you all need to listen. This affects schools, staff, students in a bad way.

Please, do what's best for students. What's best is to do what's best for educators. Please remember that making the right decisions are hard - but make decisions for the right reasons and to help educators and students - not to help the economy. From my point of view, keeping businesses running is taking a precedence and it's creating a feeling of hopelessness and frustration.

Sincerely,

A local educator (of 13 years)
Honorable Chairperson and Board Members,

In my experience, nearly everything that's being touted about layered measures to mitigate COVID in Hawaii Public Schools is an exaggeration and in some cases just flat out lies.

- Students aren't properly masking and need to be reminded over and over to wear their masks and to stay 6ft apart.
- What recourse do teachers/schools have when individual students put those around them at risk with their refusal to properly mask?
- I am in a 100 year old school building. Ventilation is so poor that my classroom is regularly 6-10 degrees hotter than outdoors.
- There isn't enough staff to ensure adherence to masking and social distancing during lunch and recess.
- How are classrooms exempt from 6ft social distancing when students are present for prolonged periods of time? My students heads are 4ft apart because of classroom size.
- "When possible" is just flat out insulting to the health and safety of students, the community, and staff.
- Grocery stores, Retail Stores, Restaurants, Bars all have guidance of 6ft.
- All of my students are unvaccinated because they're too young.
- We are on a Middle School campus, so they spend an hour in each class and then move throughout the school interacting with all other students and many other teachers.
- There aren't enough teachers or classrooms for smaller class sizes.
- Families, Teachers, School Staff, and Administrators have been put in the impossible situation of figuring this out without the resources necessary to do so.
- **ALL STUDENTS WHO DON'T HAVE THE CHOICE TO GET VACCINATED SHOULD HAVE THE OPTION FOR DISTANCE LEARNING BEING TAUGHT BY A REAL, HUMAN TEACHER!**

Hospitals are at capacity - what happens when this past week's cases of 700+ per day need hospitalization? What's going to happen to the children who need critical care that's not related to COVID? What's going to happen to the children who need critical care that is related to COVID?

One of the truths of this whole situation is that many families don't have a place for their child to go if the schools are closed to the majority of in-person learning and that is a major driving force behind keeping schools open for full in-person learning. Governor Ige says that "it's worth the risk" - but statistically someone's child is going to die. Is that child, are those children, just going to be the collateral damage of "economic concerns"?

The Hawaii DOE is failing everyone right now - all in the name of keeping students in schools so their parents can go to work.

**Why aren't we doing what's ethically and morally right?**

Thank You,
Aloha!

I am a first grade school teacher on Maui. I would like to keep my name anonymous, and I would like to share my testimony.

I have been trying so hard keeping my classroom, fellow students and colleagues their families safe from this corona virus pandemic. Our desks are spaced 3 feet apart all facing forward, we are all masked (but we still have some occasional 6 year olds slipping their masks under their noses or taking them off), we constantly wash and/or sanitize our hands, we have 2 air purifiers in our classroom, and I am safely trying to teach more than 6 feet away from the nearest student in front of the class. However, all these measures I have taken to protect these children were still not enough. On Friday the 13 at around 12:30 PM, I receive a phone call from our health aid telling me that I have a student who tested positive. Then, the following day another student in my class tested positive.

I could not help but break down crying thinking I may have failed trying to keep my students and their families safe at school. Worst of all, I call my husband for moral support, and having to ask him “should I not come home?” Not come home to my family because I may have been in contact with students who tested positive. I have a 4 year old daughter who I shower with hugs and kisses every day, and live with my retired parents, who help us take care of our daughter while my husband and I go to work every day. The emotional roller coaster and my mental health that day took an enormous hit on my blood pressure. Also the anxiety of waiting, waiting for my test results to come back, planning for the worst, but hoping and praying for the best.

On that Friday the 13, while my students were getting picked up one by one from their parents, I was also asked by my administrator to prepare for distance teaching/learning. Given my fragile state, I was not ready to distance teach/learn. If so, what if I was tested positive. Clearly I would not be able to.

I am trying to keep my classroom safe, but I feel our school could do a little better. We are asking our students to hand wash frequently, but our school has made a schedule where some students go to recess first and play (and are likely to grab rocks, dirt, twigs, leaves, etc…) and when asked if they are going to wash their hands when they go to the cafeteria to eat, our administration replied they will “sanitize” their hands with sanitizer. Therefore, dirt and grime will still be on their hands and the student will be eating their lunches with “clean dirt” on their hands. Also in our cafeteria, the students are eating facing each other, not 6 feet apart.

Also, teaching to our students with our masks on is very difficult. Trying to stretch my voice across the classroom to 6-7 years olds with my mask on has taken a toll on my voice and breathing. It is not healthy.

This pandemic has affected every person’s life in a negative way. We are all trying to do our part, we all want the kids back at school. But how can we do that in a safe and healthy way knowing that we are still teaching in the same rooms, eating in the same cafeteria prior to the pandemic. Classrooms and cafeterias are crowded. I have a niece who can’t eat lunch at her high school cafeteria because the lines are too long and there isn’t enough time to get her food and eat it. And if she does get her food there is no place to eat it.

We need to try harder in helping keep our keiki safe during this pandemic. If you can, vaccinate… don’t wait.

Mahalo for hearing me.
To Whom It May Concern,

I am submitting testimony in regards to the current condition of my classroom and COVID safety protocols. I do believe that everyone is trying their best to ensure that all students are safe and that procedures are being followed to limit the spread of COVID 19. However, there are things that are not within the control of the administration or the teachers despite every effort to maintain the safety guidelines that are put into place.

Most classrooms are completely filled with 30 or more students, with more students being enrolled daily. It is not possible to social distance at all and the students are sitting right next to each other. Being children, they do not consistently wear their masks or wear their masks correctly. They are constantly being reminded to cover both their noses and mouths but they find it difficult because it is so uncomfortable and hot. I do not have the proper ventilation in my classroom and so incorrect mask usage poses a dangerous risk to students and the teachers when the amount of viral load that can be transmitted, especially in the case of the Delta variant, is so contagious.

Incorrect mask usage is also a problem before school, at recesses, and after school. Kids just want to be kids and they disregard the protocols when they are not being monitored by an adult at all times. When students are not in their classes, they often pull their masks off their noses or wear their masks on their chins. Unfortunately, there are also some adults on campus who also do not wear masks or wear masks correctly while on campus.

There is also a lot of crowding in lunch lines and in the cafeteria. This is scary because the students’ masks are off completely. Most of the students are not vaccinated or are ineligible to be vaccinated. Students eat lunch within a close proximity to each other and we do not have the space to have students eat outside.

We were supposed to have been given wipes for our classrooms, but I did not receive cleaning materials for my class. I had to go and seek it out while others had supplies delivered to them. I have gone through a bag of industrial sized wipes within one week. Some teachers were also given disinfectant spray but I was not. Last year, the janitors would come around and spray sanitizer over all of our rooms at the end of each day but that has not happened this year despite having more kids in classrooms.

Teachers and students are not being notified in a timely manner if they have been exposed to COVID. I have had many students out due to being a close contact. Students are all over the place in terms of curriculum because they have to be out for a minimum of 10 days at a time. I also feel uncomfortable with only having a 10 day absence in place rather than a negative test. If schools were given and allowed to test their students, this would alleviate a lot of concerns. I have had kids who have come to school and then have disappeared because they are considered close contacts but we don’t get any information about them other than they were out.
Teachers are supposed to be 6 feet away from their students, but this is impossible given that they actually need help. It is not natural or nurturing to tell our kids to stay away from us. It is also impossible to help or give feedback from afar, especially in a mask when they cannot hear you and you cannot hear them.

I do believe in face to face teaching and learning. And I do believe that kids need social and emotional support right now. Since the start of school, the students' demeanor has drastically shifted from what they were like when they were only online. This is the right environment for them but I feel like that amount of students on campus at one time is not safe. I feel like there should either be hybrid teaching and learning at a lower percentage of the population or students can come on their face to face days and then do homework and supplementary online programs that they are being mandated to do anyway, like Achieve 3000 or iReady, on their at home days. Until the amount of cases decreases, it is in the best interest of the kids to have another layer of protection in place for them at this point in time.
I am submitting written testimony regarding the opening of our schools for the 2021-2022 school year. As A special education teacher, I feel I need to express how unsafe the circumstances are right now regarding our students and our school community. With so many groups we serve who choose not to be vaccinated, do not watch the news, do not follow our current scary situation, this is not a time for our schools to be gathering in groups. This is just downright unsafe. Please, I am urging us for all our our safety, let’s move to a complete distance learning model so that we are confident that we are not spreading this virus. I strongly urge us to close our schools, and go to distance learning models. We can do this! It is so much better for our safety and health. Thank you, Tai Baird, Special Education teacher, island of Maui.
Reasons why I will not be vaccinated and/or tested:
* These vaccines and testing swabs are in an experimental stage, and I do not choose to be a guinea pig for the pharmaceutical companies, or the government.
* Religious exemption, God made our immune systems which are very strong and resilient when treated and cared for properly. My children are not vaccinated, I have not been vaccinated since being of age to make my own choice, nor do we take antibiotics. It is wrong to use fetal cells in vaccinations.
* It is against our constitutional rights to be mandated to take a vaccine or a test for covid 19. This should be a personal choice.
* I do not feel they are safe and have read numerous medical documents and listened to doctors who are researching the vaccines and coming up with data and information that does not coincide with what we the people are being told.
* The number of fatalities and adverse reactions far exceed an acceptable safe number.
Discussion Item VI-A: Presentation on opening schools for the 2021-2022 School Year

Comment

Hello Board Members,

I am writing this testimony as both a parent of students in the Hawaii Public Schools and as a teacher. What the Department of Education is showing in the news is not what is happening in most of Hawaii’s schools. My classroom and many others have double desks. There is no way to distance students on those desks. I have 28 seats and my biggest class has 27 students. They are sitting shoulder to shoulder in my classroom. I try my best to keep them apart and to constantly remind them to wear their masks properly. If you walk around campus, it looks like it did before covid except they have masks on. I have caught students sharing food and sharing water from the same flask. I talk to them about germs and how it’s not safe to share right now, but I’m sure it’s happening out of our view too. Our first day of school, we had hundreds of students packed into our cafeteria for over an hour. I realize we want to give the students a sense of normalcy, but this is putting them at risk. We’ve been told to limit gatherings, yet we are packing the students into our rooms for 75-80 minutes each period. Don’t get me wrong, I love seeing my students. I love seeing their smiling eyes. But, I also worry about them and the danger we are putting them in. Having a hybrid schedule where we split them in half would be much safer than what we are doing now.

As a parent of a student who is not able to be vaccinated, I was horrified to get a phone call to tell me my child had been identified as a close contact to a student who tested positive for Covid-19. The exposure happened on her first day of school! This meant she had to quarantine for 10 days after exposure. As I made phone calls to find out if I needed to have my son also quarantine, I thought of how many I could have exposed if this exposure caused us to be positive. The exposure happened on a Thursday. We were notified on the following Tuesday. That meant that I had taught classes on Friday, Monday and half of Tuesday before the phone call. My husband went to work and my son went to school on those same days. That’s a lot of people who could have been exposed.

The Department of Education keeps saying that not many opted for distance learning. That’s because it’s not being offered everywhere. The schools that are offering distance learning have waitlists. My daughter’s school offers distance learning, but they recommend only taking the core subjects. So, what does that mean for her being promoted to the next grade? We agonized over the decision to send her to school or put her on distance. Since she is too young to be vaccinated, it would be safer to put her on distance learning. But, we also didn’t want her only taking core classes and missing out on all her other classes. There was no other acceptable alternative.

Thank you for reading my testimony.

Sincerely,
I work at Farrington high school and I love it. But the DOE's response to Covid is ridiculous. We have over 2000 students plus staff on campus daily. The governor said not to have large gatherings and the DOH said the state is on fire and on its way to becoming a disaster. My CAS is tone deaf on this issue. We are not safe and we are putting our students and staff in danger. The state just closed the libraries down because of covid but we are expected to work with over 2000 students. I question why we are exposed to danger but other state agencies are not. I am a dedicated educator but am considering quitting to keep my own family safe. I take care of my 89 year old mother and I am afraid for her. My students are sitting in classes of 25+ and they are not even 2 feet from each other. I have 8 students excluded from school and 2 that their parents will not allow them to come to school because of covid. You are all educated people who know the danger covid especially the delta variant but you stay silent. Remember you are giving silent consent to no real mitigation factors no social distancing and no regard for human lives

Michelle Murray
Aloha Honorable Leaders,

We are experiencing unprecedented rates of covid positive cases in our state and our schools. Yet, our reaction to these numbers is illogical and honestly disrespectful. The governor must think we lack common sense not to notice our policies blatantly do not correlate or make sense.

When we had far fewer positive cases, we went completely virtual; with the current case count coinciding with the state being open to tourism, a blended model would make more sense (if safety were really the main concern, virtual classes would be considered). We are packing 30+ students into spaces with no social distancing in many smaller classrooms, and I am not sure 3 feet of social distancing can be done in large classrooms anyway. It is absurd that we would reduce 6 feet of social distance to three with a higher positivity rate than ever. We are being told sports must stop and that we can't have assemblies, yet we continue to pack students into overcrowded classrooms for up to 75 minutes. As of Monday, August 16th, I had 20 students out on quarantine due to direct exposure in classrooms on campus.

Last school year, I was fully vaccinated, caught covid from a positive student in my class (my only exposure), and brought it home to my three children. Already, during this school year, as I mentioned, 20 of my students are out on quarantine from direct exposure in class. Our admin has been turned into contact tracers, which is problematic.

As for athletics, our athletes have gone through enough. At our school, they are not catching covid at practice. They are catching/being exposed in overcrowded classrooms. The burden of forced vaccine/testing is unjustly being placed only on athletes. Our state restricts gatherings of no more than ten people indoors. That directive should be followed in the schools as well, or at least 50% capacity. What kind of logic are we following when state mandates limit in-door gatherings, but state schools are exempt like covid can't touch us here.

If we stay fully open and disregard the numbers, let us be fully open and have assemblies and sports with covid protocols in place. Let's have consistency in our messaging. On the other hand, if we say assemblies and athletics are too risky, having 30+ students in a classroom is also too risky. If we are going to mandate vaccines for athletes, which is another controversial issue because bodily autonomy is a thing, then all students should have to vaccinate to come to school. Nobody can require that in a public school, and thus it should not be required for athletes.

The bottom line is Covid is running rampant on school campuses and will continue to spread with this new variant, especially if we go full steam ahead packing students into overcrowded classrooms. Therein lies our problem; the focus should be on school safety and policy be directed to all students.

If the messaging is that school is safe and we can pack all these students in a classroom, then the message should also be assemblies and athletics are also open and safe because schools are safe. If the covid numbers suggest otherwise and safety is truly a concern, the first thing that should be removed is the overcrowded classrooms! We cannot have double standards. It is either safe to run our schools with in-person learning or not; we rely on those who hold leadership positions to decide that and act with clear, logical, relevant, safe, and responsible guidance.

Mahalo,

Dr. Lawrence P. Frank, Jr
Radford HS PE Chair, Head Cheerleading Coach
(23 years in the DOE)
August 19, 2021

Hawaii State Board of Education
General Business Meeting
Catherine Payne, Chairperson
Kenneth Uemura, Vice Chairperson

Aloha Chair Payne, Vice Chair Uemura, and Members of the Board,

Founded in 2017, HawaiiKidsCAN is a local nonprofit organization committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. We strongly believe that all students should have access to excellent educational opportunities, regardless of family income levels and circumstances.

As an organization that has consistently testified to the Board of Education through the duration of the pandemic, HawaiiKidsCAN has advocated for transparency and clarity of data, communications, and planning.

1) HawaiiKidsCAN offers comments on Finance and Infrastructure Committee Report on: (1) Presentation on Department’s allocation plan for use of federal funds in the second round of the Education Stabilization Fund’s Elementary and Secondary School Emergency Relief (“ESSER II”) and in the third round of ESSER funds authorized under the American Rescue Plan Act of 2021 (“ESSER ARP”).

HawaiiKidsCAN, along with several BOE members, expressed disappointment with the plan the Hawaii Department of Education (HIDOE) presented on June 17, 2021 for the use of federal ESSER funds. We felt that the plan submitted lacked the level of specificity and detail that was evident upon even a casual review of plans submitted by other states to the U.S. Department of Education (ED).

While the allocation plan being considered today is a step forward in terms of specificity, we find that there are a number of questions the BOE should pose to the HIDOE:
• In our June 17 testimony, we shared concerns about the lack of clarity in the HIDOE plan about how to adequately assess needs at the school and complex levels. The section for Complex Area Accelerated Learning Proposals (2.03) and Complex Area Staff Well Being & Safe Return to School Proposals (7) reference a needs assessment to be created by the State Level Coordinated Support program, but it is unclear how this will be deployed and what items will be included. In contrast, Tennessee requires the same rigorous needs assessment to be completed by all local districts. This level of guidance creates consistency across districts and schools, and a common framework for understanding how to prioritize funds and programming. This is especially important given the wide variation of school models and challenges across the HIDOE system in the 2020-2021 school year. The Tennessee needs assessment can be found here: https://www.tn.gov/content/dam/tn/education/esser-planning-resources/ESSER%20Needs%20Assessment-Districts.pdf.

• In our June 17 testimony, we praised the HIDOE plan for including the following interventions: “Summer learning programs; high-dosage tutoring responsive to families’ schedules, such as during evenings and weekends; extended learning time; and academic coaching will be managed by each school and complex area to allow for flexibility to address their unique needs. Professional development opportunities will be provided to educators to ensure they are equipped to address the array of student needs that have developed since the onset of the public health emergency.” Our concern was no specifics about how these interventions would be deployed were provided, and today’s allocation plan bears those concerns out:
  o We found no mention of tutoring or extended learning time in the allocation plan. Our assumption is that these services might be included in Rigorous Out-of-School time enrichment activities (2.02) and Complex Area Accelerated Learning Proposals (2.03). Again, this continued lack of specificity is concerning.
  o For Rigorous Out-of-School time enrichment activities (2.02), we were concerned that only a range of 3,500 - 4,500 students are expected to participate. This would represent less than 3% of the total HIDOE student population, resulting in limited impact.
  o As a reminder, we testified on June 17 that other states have been able to provide a higher level of specificity. For example, Tennessee is using 5% of funds for a statewide tutoring model, called TN ALL Corps (Tennessee Accelerating Literacy and Learning Corps), that will ensure Tennessee students have access to high-dosage, low ratio tutoring over the next three years. Louisiana has Accelerate, a K-12 just-in-time tutoring initiative, as well as a framework to help schools select from evidence-based programs.
Rhode Island is launching a math strategy that will provide Eureka specific curriculum implementation supports in the elementary grades, as well as coordinating several tutoring initiatives in the state, such as an expansion of RI’s AmeriCorps organizations and a partnership with Schoolhouse.world, Khan Academy’s tutoring-focused sister organization, to help align efforts around a common vision for serving students.

- On June 17, we flagged where the HIDOE ESSER plan mentioned transitions: “Programs targeted to help students transition to their next school (elementary school, middle school, high school, or post-secondary institutions) will also be implemented to increase student success at the next level. One such program is a summer start kindergarten transition program, a three-week summer bridge program to prepare students for entry into kindergarten.” Upon review of the allocation, plan we are encouraged to see the kindergarten transition summer start program budgeted, but we could find no other targeted programs for specific transition grades, with this work simply lumped into Summer Learning (for Summer 2022 or 2022 & 2023) (2.01).

- On June 17, we also flagged where the plan mentioned learning acceleration: “HIDOE is currently finalizing a learning acceleration framework to provide guidance to schools, complex areas, and state offices in mitigating the learning loss caused by the COVID-19 pandemic.” We did not find any example of this framework in the allocation plan. Is this work bucketed under State Middle School Student Leadership Coordinator (2.08)? Why would this only be applicable to middle school?

- We applauded the BOE and HIDOE for making summer school free in 2021. Based on the allocation plan, it is unclear to us if summer school will continue to be free. If not, what is the justification for ending this important service?

- HawaiiKidsCAN has testified on numerous occasions for a more strategic approach to the deployment of distance learning, with far greater coordination across the state and complex areas. On June 3, we testified that we should ensure “that virtual learning remains an option for all families who want it this fall.” We’ve heard from anxious parents, students, and teachers on the seemingly rushed statewide distance learning program or confusion at the school level, so we urge HIDOE to streamline offerings moving forward as much as possible. For example, the allocation plan puts State Online Learning Programs (2.06) and Distance Learning SY 2021-2022 & SY 2022-2023 (2.07) into different silos, whereas we would push HIDOE to explain how these programs work together moving forward so as to avoid duplication and be more planful around what is sure to be an evolving public health situation.
2) HawaiiKidsCAN offers comments on Discussion Item A) Presentation on opening schools for the 2021-2022 school year

We recognize the incredibly challenging task facing schools in trying to ensure students are learning and that the entire school community is mentally and physically safe. Overall, HawaiiKidsCAN finds the 3-1-1 strategy to be the right approach for our public schools.

In particular, we have questions about the Attendance priority area. In our conversations with parents, it is unclear what the systemwide approach to learning is when a student is required to be home under quarantine. We’ve heard that some schools are sending paper packets home, but this does not seem to be universal. How are schools ensuring that students are still learning and accounted for in this scenario? Are students able to access distance learning in order to avoid falling behind? How does extended quarantine get considered when schools report out on chronic absenteeism?

For teachers who have to quarantine, what happens to the students in those classes? Are those teachers still able to conduct distance learning? Do we have the level of substitute staffing to handle multiple long-term quarantine absences, especially for teachers who have large classes? How does quarantine impact sick leave?

Mahalo for your consideration,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN
Aloha Chairperson Payne and members of the BOE,

I am very concerned about the rapidly rising number of COVID-19 cases that are occurring on school campuses since the first week of school. I would like to please request a consideration to implement a hybrid model to reduce class sizes and to make it easier for social distancing and contact tracing. I live on the Big Island and we are having extremely high daily case counts with the highest positivity rate in the State. Our hospitals are at max capacity. We are in a state of community spread where it is unsafe to leave the house. Not all schools have the same mitigation processes in place, as noted by Superintendent Hayashi. Not all schools are doing wellness checks, temperature checks, and some schools are taking several days to report COVID cases to families. If this is not something that happens immediately, COVID-19 may have already spread to many people. Please help support our students, allowing them to attend school, yet keeping them a little safer by allowing them to spread out and social distance.

Thank you for your attention to this matter.
August 19th, 2021, General Business Meeting  
Discussion Item A: Presentation on opening of schools  
Commenting and providing feedback on the return to full in person learning as a DOE teacher

Aloha,

To start, I am asking that you please order the DOE to revise their 2021-2022 SY school year reopening guidelines to include the combination of hybrid/distance learning models based on positivity counts as well as mandate that the DOE meet with HSTA to negotiate another MOU to better protect teachers. Why hasn’t this been considered a priority? Libraries are closing once a week; courts are postponing trials and yet schools continue to march on as if COVID doesn’t exist. What makes courtrooms and libraries different from schools? Both are controlled settings that shuffle different groups of people, mainly adults or children supervised by adults, through their structures throughout the day. Masks are still required. If anything, there’s usually the presence of either law enforcement personnel or contracted security outside of those buildings who could assist workers if people refuse to comply with mask mandates. The population on a school campus is much greater than that of a library or court with less staff around to monitor and enforce mandates for children the ages of 5 all the way to 18. Josh Green claims we do not need to change anything about full in person instruction because we do not have any major outbreaks occurring within the schools but from when I last checked, neither do the courts or libraries here in Hawaii yet they’ve made recent changes to their operations. I suspect other state offices that service the public and have inconveniently been operating throughout this entire pandemic in ways that do not service the public, even when positivity levels were much lower, will follow suit. So please tell me what makes schools impervious to doing the same regarding models of instruction to protect our children, staff members and communities?

Please allow me to personally “invite” you into my classroom as you read through this testimony. Imagine sitting in a non-air-conditioned space, on this windless day in Hawaii nei, with sweat uncomfortably dripping down your back and mind you, the day just started and sunshine blazing through the doors and windows, making the room feel even hotter than it already is. Imagine trying to learn as well as teach with your face being smothered by a mask that is soaking wet with sweat, elbow to elbow with people you are not related to after months of being told to practice social distancing and avoid gatherings of any kind with people outside of your household while feeling full of anxiety at the same time for your safety. Imagine having to work at a desk that is sticky and wet from the mixture of perspiration and humidity that has not been cleaned after the people before you sat there. Half of my classroom doesn’t have electrical outlets and I must use every inch of spare space to squeeze in enough desks to accommodate full classes of students so the only part of the room I can have fans in is the front, which does not help matters. Our school also doesn’t
have the money to purchase new fans for every single classroom (but we are getting a new football field) and I have less than $6 in my own bank account to go till our next payday, but I’ve got car repairs, bills, and other responsibilities to pay for since my medical premiums went up and my pay was cut thanks to the approval of our newly “negotiated” contracts! I can tell you as a teacher that all I’ve been feeling since summer ended is sick to my stomach and miserable over this entire situation. I feel devalued, demoralized and like a slave rather than an educated professional who has nothing but love in her heart for kids and teaching them how to be better readers, writers, speakers, and human beings. I have been struggling to sleep, eat and function because I am afraid of not only compromising my own health but also finding out a student of mine is sick or ends up in the hospital and may not even have a ventilator to be hooked up to because our hospitals are full of people needing help. I have not received any training on how to address learning loss, assist students with the transition back to school after being out of the norm for over a year and a half or how to help the ones who have experienced trauma and are struggling emotionally either. I am being forced to pretend everything is fine, we are back to normal and COVID did not really exist after all and the measures we’ve been taking and sacrifices we’ve made were a waste of time. I can assure you; my students see the same hypocrisy about this entire situation that I do.

In addition, there’s not much else I can say that many concerned parents, community members, medical professionals and other people working in education have said already but given the high surge in numbers due to the Delta variant, I am not understanding why classrooms full of unrelated people are exempt from being considered a “gathering” but restaurants and other businesses are now operating at 50%. Why are government offices as well as other state entities still closed or only open on an appointment basis but will shut down immediately if one person contracts COVID? Why is UH offering their employees and students distance learning and telework options when these are adults who can get vaccinated and should be working on campus as well? Masking indoors is a mandate statewide so using it as an argument as to why schools should be open to in person learning is a moot point since other businesses are not acting as though they are essential even though they are for the public. Why are board meetings still virtual when the people who take part in them are adults who can also be vaccinated and masked in a contained, air conditioned and much more appropriately ventilated space than a classroom? Given the nature of all these double standards floating around, distance and blended learning models need to make their way back into our schools until things are safer for us all.

While Governor Ige and other politicians as well as “medical professionals” continue to defend their stance of “in person learning being worth the risks” by repeating their “mitigation measures” when they are on television, what they fail to realize is that even with a mask mandate in the schools, students still wear them inappropriately. In many ways, they cannot help it. If they try to participate in a class discussion, their mask slips down. If they need to ask me a question, their mask slips down. When they eat lunch and drink water, their masks slip down. When they gather with their friends before the start of class, during passing times and at recess, their masks slip down. Masking is hardly a mitigation measure just because of the ways in which teenagers are used to acting while they are at school. Rather than bring them in at a gradual pace and re-introduce themselves to the “new normal”, we jumped the gun and went full speed ahead. Can you blame the kids for being confused about all these mixed messages?

Secondly, another mitigation measure that I find fault with is promoting the vaccine and this is not because of how I feel about vaccinations. I am vaccinated. But I also support free choice and am not going to
push the government’s agenda on my students even though I keep being told to advertise vaccination in my classroom. My students come from all walks of life and who am I to tell a parent what they should or shouldn’t do when it comes to their child’s health? If teachers can get placed on investigation for encouraging conversations about politics or religion in a classroom, what makes you think a parent wouldn’t turn a conversation about vaccinations into a complaint as well?

Similarly, hand washing is only effective if you have enough soap and hand sanitizer in a classroom or a bathroom on campus. Since we’ve started school a week ago, I’ve had students tell me twice that there’s no soap or paper towels in our bathrooms. In addition, you also cannot force teenagers to wash their hands. Lastly, keeping the kids 3 feet apart or to the “greatest extent” possible is not happening in many classrooms, especially secondary ones. Classrooms are also not being sanitized and cleaned on a regular basis since we are short classroom cleaners at my school and many others throughout the state.

Furthermore, if Governor Ige truly cared about education, our classrooms would not resemble dirty, dusty dungeons from the plantation era. Every classroom would have AC. Each teacher would have a classroom set of computers for students to use. Desks and chairs would not have 20 plus years of graffiti and chewing gum decorating them. Teachers and students would not have to float between classrooms due to black mold growing on the walls of their portables. Class sizes would not be nearing 40 with only one teacher and over 20% of those students either having IEP’s/504’s/behavior issues or being EL’s. We’d have more counselors and mental health services available for our at-risk populations. Our kids would not be at the bottom when it comes to meeting benchmarks and standards. They wouldn’t be wandering around campus, hiding out in bathrooms with their cell phones or vaping with their friends and getting away with it if education were truly a priority. I’m not sure when our politicians last set foot in a classroom but times have changed and the days of teachers talking the entire period and students just writing notes down have gone away. Teachers nowadays encourage discussion, collaboration, and student-centered approaches to learning - these are instructional methods that are extremely difficult to implement given the pandemic crisis we are in now with our class sizes and lack of space. If all we are expected to do is talk with a mask on for 80 minutes straight and the kids take notes, we might as well be behind a computer screen, properly distanced, mask free and safe at home to keep space open in the hospitals. The kids question why they can be mask free in an open-air cafeteria with their peers right next to them but cannot do so in a classroom? It’s the same concept. I also do not address this point because I am “anti-mask” even though I hate wearing one in this heat. I’m merely pointing it out because it is a double standard and I feel the same way my students do– none of these “mitigation measures” are really keeping us safe and if it were truly safe to be in school, why did we just spend the last year in a half at home, suffering and sacrificing when the case numbers were lower, and the Delta variant didn’t exist yet?

To conclude, please, let’s drop the false political narrative and take some action. Make highly qualified, teacher-led distance learning an option in the state of Hawaii to keep families and school staff safe. Teachers and students should not be forced into classrooms without any space to breathe during the surge of a pandemic. Less bodies on campus means more spaces that can be utilized for students and staff members who DO feel safe being in person while those of us with health issues or concerns can work with students who are more comfortable at home. Having a quality blended learning/online DOE program needs to be an option even after this pandemic is under control because traditional classroom settings are NOT for everyone. If you truly value differentiation and supporting student needs, please give us more options. The
education system in Hawaii needs reform and you have tech savvy, younger generations of teachers like me who genuinely enjoy teaching and are perfect matches for these types of positions.

Thank you and have a nice day,
Jennifer Corpion, Secondary ELA Teacher
Aloha I am writing This letter as a testimony to request face-to-face learning during this difficult times because our kids need schools just like tourist need hotels because our kids need sports just like tourist activities because our kids need consistency just like the rest of the island and people that come to Visit.

One thing we had and we could have again that had some sort of consistency was the testing! Test tourist and residents before they get to the islands and after they arrive to to the island. Not to mention inter-island testing.

Our Keiki had enough!!!! Treat them fairly! Keeping them out of school is keeping them away from academic and emotional growth is not the right thing to do!

Let the adults that understand change deal with it! Enough is enough!

I cannot stress this topic because at this point there’s so much more to say that I don’t know if you will really pay attention to or do anything about!

one thing I know for sure my son is a year or 2 behind because of distance-learning last year, and my family cannot afford to take him to a private school. I work a full-time job and so is my husband he is only nine years old how is he going to stay home alone to do distance-learning it is just not the right thing and The county knows it! And the department of education knows it! so keep face-to-face learning it cannot be any other way.

For the hard working families that care about making Maui a great place to live, grow and flourish.

Thank you for taking the time to read my testimony.

Sent from my iPhone
General Business Meeting (full Board)
Agenda item: opening of school year ’21-2’22d

Position: Is the DOE in denial? Please respect the science of survival! Get real, folks! FACE-TO-FACE SCHOOL NEEDS TO BE SHUT DOWN if only for a few weeks to a month! These past 2 weeks, (4) students in my class have “disappeared off” every so many days to be excused until “clearance” is given and I am supposed to think, “Oh!????” Carry on nonchalantly in class with high school teenagers who constantly need to be reminded to keep the mask over their noses and social distance? It is terrifying to go to school every day; am I the only teacher struggling with anxiety and sleep issues? I
August 17, 2021

Dear BOE,

I am a teacher on Kauai and I am writing to express my concerns over the Doe having to plan for the start of the school year. We have already seen hundreds of cases popping up at our public schools in the first two weeks of school. Students are quarantining due to being close contacts and so are teachers. Some teachers have been made to attend the opening of school meetings, committee meetings or faculty meetings in closed, air-conditioned rooms. Virtual meetings are a thing of the past for many schools. Teachers’ and students’ safety is definitely not top priority for the DOE.

We needed to have a plan prior to the start of the school year and we haven’t seen one yet. The DOE needs to meet with the union so that a current MOU can be negotiated to help ensure that teachers are kept safe working in such close contact with so many students. This in turn can help students stay safe and not get infected and bring it home to their families. Each school seems to be left to figure this out and so each school is doing something different when they should all be following the same guidelines. Procedures and protocols should be the same across the board, not left up to schools to figure out.

Please help keep us safe again. We’ve been through this before, but the DOE acts like we haven’t. A plan should have been in place a long time ago since they had all of last year to figure out how to bring students and teachers back as safe as possible. I truly do not understand why we are in this predicament. Something needs to be done now!!

Sincerely,

Kapa’a Elementary School-Teacher

Kauai, Hawaii
Aloha Board Members,

Please accept my testimony in regard to the opening of schools during the Covid-19 pandemic. It is my intention that a safe and equitable solution is found to resolve some safety and work issues presented by the increasing cases of Covid 19 in our community and schools.

Mahalo for your consideration,

Miriam Clarke
Teacher at Pukalani Elementary School, Maui

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.
Numb and confused. I have been trying to find my words for this complicated situation, but I have been at a loss until just recently. I acknowledge that there are no easy answers and for every reason children should be in school and learning in person, there is a reason to think this is a dangerous gamble.

Last year, teachers and students did something that had never been done before. Mountains were climbed by teachers who worked tirelessly to recreate their profession, and students sacrificed, most importantly, the social and emotional learning that happens during in person learning. As a result, our community was safe. The end justified the means.

At the school I teach at we have seen more cases of Covid among our students in the first two weeks of school than we had during the entire span between March of 2019 and June 2021. And for some unknown and unsupported reason we are crowded in classrooms, masked and sweating in an attempt to regain something that no longer exists. A safe and standard education is no longer a reality. Students are missing days and weeks at a time due to being a close contact, or even worse sick with highly contagious symptoms. Sadly, and through no fault of teachers, we are not prepared to provide a cohesive educational experience when a student or students are suddenly being sent home to quarantine for 10 days, not to mention prepared for what could happen when a teacher also needs to quarantine.

Last year schools were supported, maybe inconveniently, by families who ultimately had the responsibility to care for and monitor their children while teachers provided a stable and consistent model of hybrid learning, and as a result our community was safe. Currently, we are teaching in person, grateful to be back in familiar territory, grateful to support families, and able to provide services to children who would not be receiving them at home, but we are left with gaping holes each and every time a cluster of students is sent home. Are we or are we not teaching in a hybrid situation? I am confused as
to what the DOE expects from teachers, angry this is such a gray area, and alarmed at the rate students are becoming infected with various strains of Covid 19.

I feel as though teachers are again expected, without compensation, to be doing two jobs in one. We have proven that it can be done, and we were willing to be flexible when we knew that we were doing our part to keep our community safe. This year it feels like we are again climbing mountains to reach students quarantining at home and those learning at school, but the difference is that we are NOT safe. Our cases of Covid in schools are increasing daily, we are putting families, children, and teachers at risk. I don’t know what the answer is, I just know the reality of what I am seeing on a daily basis at my school. Students are getting sick, and sent home at various intervals. They are missing chunks of learning and teachers are left wondering how to maintain the learning connections between home and school, scrambling to send home computers, chargers, packets, and creating online assignments for some, while also teaching classroom students in an efficient and effective way. Two jobs in one. Same as last year but without the MOU from the DOE and without the result of safety. As a teacher I am left numb and confused wondering what will happen next and who will be sent home tomorrow.
VI-A: Presentation on opening schools for the 2021-2022 school year
1 message

Kathy Tanita Ohama <kathy.tanita_ohama@k12.hi.us>  Tue, Aug 17, 2021 at 11:10 PM
To: Testimony.BOE@boe.hawaii.gov

To Whom It May Concern,

This is my 30th year of teaching. I do **not** feel safe in school and I worry about the welfare and safety of the students at our school.

My administrators are doing a great job but since they follow the directives from those above them, there is only so much that they can do.

**My concerns are:**

1. 3 ft of distance between desks is not feasible due to the size of the room and the amount of students in it. I have about 30 students per period. This is not safe.

2. We were told that we did not have to disinfect the rooms and the bell schedule does not allow for it. This is not safe since the Delta Variant stays on surfaces for 24 hours.

3. The Delta Variant can be spread among vaccinated people, yet students and teachers are not told to quarantine or to get tested. This is not safe.

4. The students eat and/or mingle outside but many times they take off their masks. This is not safe.

**I strongly suggest:**

**That we go back to distance earning for everyone's safety.**

Thank you and take care.

Sincerely,
Kathy Tanita Ohama

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.
I struggled to come up with the words for this testimony. I have many strong emotions but, above all, I feel helpless.

The reality of the situation is this: I already have 1 positive case in my classroom. 7 of my students are at home quarantined because they were close contacts. I sent a student home sick today who turned out to be a close contact, but myself and all the other students are expected to be back on campus tomorrow because that student hasn't tested yet.

But that's just this week.

At this rate every student in my class will have had COVID by the end of the school year, maybe even by the end of the 2021 calendar year. Our "protocols" are not enough. In fact we barely have any. Our school claims parents can't enter due to the risks, yet I see parents walking around daily. Students are too young to consistently mask properly or their parents have taught them it isn't important. There is no distancing on campus because we have too many students, and we are too short staffed to monitor during lunch which is the only time they are actually "required" to be "distanced" 3ft, at least at my school. Even the staff, including our principal and vice principals, have had trouble keeping their masks on. I see teachers and other adults walking around maskless or using bandannas/mesh masks that do nothing. Every day I risk my life and my families lives by going to work, and every day I get closer to resigning because a job is not more important than the life and health of myself or my loved ones.

The most frustrating thing for me is that none of this even benefits the students. First and foremost their health and the communities health is at stake. Kids can catch, spread, and die from COVID. Especially since I teach at an elementary school, which means none of my students can be vaccinated yet.

But secondly, they are not learning! Just today, nearly half of my class was out for 10 days of quarantine. Am I expected to continue teaching new content when half the students will miss it? Do I need to reteach material every other week? I cannot provide instruction to the students at home, I do not have time to plan quality work to send home every time another student starts quarantine. A student is considered "chronically absent" at 15 days, and already I have students who will reach that by the end of the 1st quarter. In my opinion, inconsistent learning on campus is much worse than consistent distanced learning.

My last comment is this: it is clear the Department of Education does not care about the safety of its educators. We are not expected to quarantine despite interacting the positive students, because we are vaccinated. But vaccinated people can still catch COVID, they can definitely still spread it, and on rare occasions they do die from it. I am not considered a close contact to the positive students in my class despite spending ~6 hours a day in a room with them. I am not even asked to test, let alone quarantine. If you spent 6 hours in a room with a covid case, walked by them regularly, spoke to them, and had to remind them every 10 minutes to fix their mask, would you feel protected? Would you feel safe going home to your family?

The DOE won't come to the table with the HSTA which tells me all I need to know about the DOEs position: they don't want to hear it. Well, I hope they hear this: I am not the only teacher at my school considering quitting.

Sarah Totten
Kealakehe 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.
ITEM IV. COMMITTEE ACTION ON RECOMMENDATION CONCERNING PRIORITY ALLOCATION OF FEDERAL FUNDS IN ESSER II AND ESSER ARP

AUGUST 19, 2021 · BOE FINANCE COMMITTEE · CHAIR BRUCE VOSS

POSITION: Support with revisions.

This is the hardest year ever to be on the front lines with unvaccinated kids in overcrowded schools during a pandemic of which the virus is more contagious than chickenpox. Last year a student I taught contracted covid and his father died. I expect to go to a few funerals of staff and students before this year is over. We need every member of the Board of Education to show some leadership. Your actions today could save or end many lives.

1. I urge the committee to revise the HIDOE’s proposal to include funding for the 21 hours of professional development time lost in the last round of contract negotiations and to match the $2,200 retention bonus that was passed by legislators. Don’t sit on the money and allow the legislature to use the rationale that the DOE can operate with less funding, when this state has suffered from too few teachers, dilapidated building and meager funding since 1911 (Hawaii Pono).

2. Board members and the HIDOE should also engage in impact bargaining with HSTA to negotiate the terms of testing options available to teachers and school staff under the state’s vaccine mandate. You need to direct the DOE to do this or it won’t happen. Our schools must be the conduit to lead our communities out of this pandemic. That can’t happen if they are infested with covid.

3. It is imperative, then, that the HIDOE act with urgency to design and implement a health metric to guide school safety protocols. At least the Elementary schools with the unvaccinated children and overcrowded classrooms should go back to distance learning for two weeks minimum. Is the current health metric that once the ICU’s are filled with children and turning away people, schools will close? I have an ER Doctor friend of mine told me today that he is treating people in the lobby and in their cars.

4. Provided that for indoor air quality measures, priority shall be given to those projects that also provide heat abatement through mechanical cooling, such as air conditioning with appropriate Centers for Disease Control filtration systems.

5. I encourage you to require schools to deliver rigorous COVID-19 curricula to all students and increase campus-based vaccination efforts. Again we need to take our head out of the sand and teach the next generation the historical background of vaccines. We need to teach our keiki how to recognize disinformation from social media or we will never get out of this mess.

Mahalo,
Mr. Hughey
Third Grade Special Education Teacher
King Kamehameha III Elementary
Testimony regarding discussion item "VI-A: Presentation on opening schools for the 2021-2022 school year."

1 message

Derek Bishop <derekcbishop@hushmail.com>  
To: testimony.boe@boe.hawaii.gov  
Cc: president@hsta.org  

Wed, Aug 18, 2021 at 6:15 AM

Testimony regarding discussion item "VI-A: Presentation on opening schools for the 2021-2022 school year."

Dear Hawaii State Board of Education,

My name is Derek Bishop. I am a 31-year special education teacher veteran at Paauilo Elementary and Intermediate School on the Big Island. This is my testimony regarding discussion item "VI-A: Presentation on opening schools for the 2021-2022 school year."

My concern is that Hawaii pursue a path of minimizing harm as it manages COVID. Please instruct the Department of Education to do more thorough due diligence as it researches courses of action. There are "authorities" that offer conflicting guidance. For example, the DOE has its preschool teachers enforcing mask wearing on 3 year olds, based on CDC guidance. Compare this to guidance provided by WHO and UNICEF:

"Based on the expert opinion gathered through online meetings and consultative processes, children aged up to five years should not wear masks for source control. This advice is motivated by a “do no harm” approach and considers: childhood developmental milestones; compliance challenges and autonomy required to use a mask properly."


I work with 3-5 year olds and view it as child abuse to force these little kids, who are at essentially zero risk for COVID, to wear these masks. I, also, dislike the heat to my face and decreased oxygen uptake that accompanies mask wearing as an adult. It places a great burden on my interacting with others.

When you are recommending policies that harm economic productivity and human health, please consider multiple sources of information. The CDC is a private corporation that owns patents to over 80 vaccines, earns $billions annually from the sales of vaccines, and has as a core mandate, the promotion of vaccine use in the US.

COVID has a survival rate of 99.7%, and higher for people below 70 years of age. The seasonal flu is more dangerous. Death rates world wide have not increased over the past decade. Consider that. There is no "pandemic" with bodies piling up in our streets. Please consider the social, psychological, and economic impacts of regulations that place our keiki at risk.

Also, please research the claims of the Lt. Governor Josh Green and the CDC that the unvaccinated are worsening the "pandemic." Consider that economic and other motives lie behind these claims.

I will leave you with a quote from a recent Mercola piece from August 16, 2021:

The Lies Behind the ‘Pandemic of Unvaxxed’

https://mail.google.com/mail/u/3?ik=84c4e7b8e2&view=pt&search=all&permthid=f%3A1708448370351103827&simp=smg-f%3A17084483703… 1/6

STORY AT-A-GLANCE

According to the Centers for Disease Control and Prevention, the White House and most mainstream media, what we have now is a “pandemic of the unvaccinated,” with 95% to 99% of COVID-related hospitalizations and deaths being attributed to the unvaccinated.

To achieve that statistic, the CDC included hospitalization and mortality data from January through June 2021. The vast majority of the United States population was unvaccinated during that timeframe.

January 1, 2021, only 0.5% of the U.S. population had received a COVID shot. By mid-April, an estimated 31% had received one or more shots, and as of June 15, 48.7% were fully “vaccinated.”

Natural immunity offers robust protection against all variants, whereas vaccine-induced immunity can’t. The reason for this is because when you recover from the natural infection, you have both antibodies and T cells against all parts of the virus, not just the spike protein.

According to Dr. Anthony Fauci, the Delta variant is both more transmissible and more dangerous than the original virus and previous variants, but real-world data show it is actually weaker and far less dangerous, even though it does spread more easily.

According to the Centers for Disease Control and Prevention, the White House and most mainstream media, what we have now is a “pandemic of the unvaccinated.”

According to the official narrative, 99% of COVID-19 deaths and 95% of COVID-related hospitalizations are occurring among the unvaccinated. In a July 16, 2021, White House press briefing, CDC director Dr. Rochelle Walensky claimed “over 97% of people who are entering the hospital right now are unvaccinated.”

But as reported by Fox News anchor Laura Ingraham on “The Ingraham Angle,” “that statistic is grossly misleading,” and in an August 5, 2021, video statement, Walensky inadvertently revealed how that 95% to 99% statistic was created.

Grossly Misleading Data Manipulation

As it turns out, to achieve those statistics, the CDC included hospitalization and mortality data from January through June 2021. It does not include more recent data or data related to the Delta variant, which is now the most prevalent strain in circulation. The problem is, the vast majority of the United States population was unvaccinated during that timeframe.

January 1, 2021, only 0.5% of the U.S. population had received a COVID shot. By mid-April, an estimated 31% had received one or more shots, and as of June 15, 48.7% were fully “vaccinated.” Keep in mind that you’re not “fully vaccinated” until two weeks after your second dose (in the case of Pfizer or Moderna), which is given six weeks after your first shot. This is according to the CDC.

So, those receiving an initial dose in June, for example, won’t be “fully vaccinated” until eight weeks later, sometime in July or August.

By using statistics from a time period when the U.S. as a whole was largely unvaccinated, the CDC is now claiming we’re in a “pandemic of the unvaccinated,” in an effort to demonize those who still have not agreed to receive this experimental gene modification injection.

Selective Pressure Promotes Emergence of New Variants

Here’s what Canadian viral immunologist and vaccine researcher Dr. Byram Bridle told Ingraham about the claim that we’re in a pandemic of the unvaxxed, and that the unvaccinated are hotbeds for dangerous variants:
“Absolutely, it’s untrue to be calling this a pandemic of the unvaccinated. And it’s certainly untrue … that the unvaccinated are somehow driving the emergence of the novel variants. This goes against every scientific principle that we understand.

The reality is, the nature of the vaccines we are using right now, and the way we’re rolling them out, are going to be applying selective pressure to this virus to promote the emergence of new variants. Again, this is based on sound principles.

We have to look no further than … the emergence of antibiotic resistance … The principle is this: If you have a biological entity that is prone to mutation — and the SARS-CoV-2, like all coronaviruses is prone to mutation — and you apply a narrowly focused selective pressure that is nonlethal, and you do this over a long period of time, this is the recipe for driving the emergence of novel variants.

This is exactly what we’re doing. Our vaccines are focused on a single protein of the virus, so the virus only has to alter one protein, and the vaccines don’t come close to providing sterilizing immunity.

People who are vaccinated still get infected, it only seems particularly good at blunting the disease, and what that tells you therefore is that these vaccines in the vast majority of people are applying a nonlethal pressure, narrowly focused on one protein, and the vaccine rollout is occurring over a long period of time. That’s the recipe for driving variants.’

Natural Immunity Offers Far Superior Protection

Bridle also explains why natural immunity offers robust protection against all variants, whereas vaccine-induced immunity can’t. When you acquire the infection naturally, your body develops antibodies against ALL of the viral proteins whereas the COVID shots only trigger antibodies against one, namely the spike protein.

As mentioned above, when you have antibodies against just one of the viral proteins, the virus only needs to mutate that one protein in order to evade your immune system. When you have natural immunity, on the other hand, your antibodies will recognize all parts of the virus, so even if the spike protein is mutated, your body will recognize other parts of the virus and mount an attack against those.

That SARS-CoV-2 works the same way other viruses do was shown in a Nature Reviews Immunology study by Alessandro Sette and Shane Crotty, published in October 2020. The study, “Cross-Reactive Memory T Cells and Herd Immunity to SARS-CoV-2” argued that naturally-acquired immunity against SARS-CoV-2 is potent, long-lasting and very broad in scope, as you develop both antibodies and T cells that target multiple components of the virus and not just one.

If we are to depend on vaccine-induced immunity, as public health officials are urging us to do, we’ll end up on a never-ending booster treadmill. Boosters will absolutely be necessary, as the shot offers such narrow protection against a single protein of the virus. Already, data around the world show vaccine-induced protection is waning rapidly in the face of new variants, and Moderna has publicly stated that the need for additional boosters is expected.

How Dangerous Is the Delta Variant?

According to Dr. Anthony Fauci, the Delta variant is both more transmissible and more dangerous than the original virus and previous variants. July 4, 2021, he told NBC News:

“It is more effective and efficient in its ability to transmit from person to person. And studies that we've seen where they have been the variant that's dominated in other countries, it's clear that it appears to be more lethal in the sense of more serious — allow you to get more serious disease leading to hospitalization, and in some cases leading to deaths.”
In a June 29, 2021, interview,10 Fauci called the Delta variant “a game-changer” for unvaccinated people, warning it will devastate the unvaccinated population while vaccinated individuals are protected against it.

The Delta is more contagious but it’s far less deadly, far less worrisome. In fact, it’s a much weaker virus than both the U.K. [Alpha] and the South African [Beta] variants. ~ Dr. Peter McCullough

Remember, Fauci is not a clinician and has never treated someone infected with SARS-CoV-2. Other health experts and practicing physicians who treat COVID-19 patients disagree with Fauci’s claims, arguing that not only is the Delta variant not more dangerous, it’s certainly not more dangerous for the unvaccinated.

As reported by Ingraham in June 2021 (video above), there’s an evolutionary genetics theory called Muller’s Ratchet, which states that as an outbreak starts to peter out, the virus tends to mutate into a more transmissible form, but at the same time it grows weaker, causing far less serious infection. According to epidemiologist and cardiologist Dr. Peter McCullough, this is exactly what we’re seeing. He told Ingraham:

“The good news is on the 18th of June, the United Kingdom presented their 16th report11 on the mutations — and they’re doing a great job, much better than our CDC — and what they demonstrated is that the Delta is more contagious but it’s far less deadly, far less worrisome. In fact, it’s a much weaker virus than both the U.K. [Alpha] and the South African [Beta] variants.”

Spike Mutations Render Vaccinated Vulnerable to Delta

Importantly, the Delta variant contains three different mutations, all in the spike protein. This, McCullough explains, allows this variant to evade the immune responses in those who have received the COVID jabs — but not those who have natural immunity which, again, is much broader. In a June 30, 2021, appearance on Fox News (video above), McCullough stated:12

“It is very clear from the UK Technical Briefing13 that was published June 18th that the vaccine provides no protection against the Delta variant. It’s a very mild variant.

Whether you get the vaccine or not, patients will get some very mild symptoms like a cold and they can be easily managed … Patients who have severe symptoms or at high risk, we can use simple drug combinations at home and get them through the illness. So, there’s no reason now to push vaccinations.”

Children’s Health Defense chief scientific officer Brian Hooker, Ph.D., has echoed McCullough’s sentiments. The Defender quotes Hooker:14

“What we’re seeing is virus evolution 101. Viruses like to survive, so killing the host (i.e. the human who is infected) defeats the purpose because killing the host kills the virus, too. For this reason, new variants of viruses that circulate widely through the population tend to become more transmissive but less pathogenic. In other words, they will spread more easily from person to person, but they will cause less damage to the host.

The vaccine focuses on the spike protein, whereas natural immunity focuses on the entire virus.

Natural immunity — with a more diverse array of antibodies and T-cell receptors — will provide better protection overall as it has more targets in which to attack the virus, whereas vaccine-derived immunity only focuses on one portion of the virus, in this case, the spike protein. Once that portion of the virus has mutated sufficiently, the vaccine no longer is effective.”

Real-World Data Show Most of Infected are Fully ‘Vaccinated’
Real-world data from areas with high COVID jab rates show the complete converse of what media, the CDC and White House officials are telling us. In addition to the British Technical Briefing No. 16,15 cited above, we have additional data from Israel, Scotland, Massachusetts and Gibraltar:

• August 1, 2021, director of Israel’s Public Health Services, Dr. Sharon Alroy-Preis, announced half of all COVID-19 infections were among the fully vaccinated.16 Signs of more serious disease among fully vaccinated are also emerging, she said, particularly in those over the age of 60.

A few days later, August 5, Dr. Kobi Haviv, director of the Herzog Hospital in Jerusalem, appeared on Channel 13 News, reporting that 95% of severely ill COVID-19 patients are fully vaccinated, and that they make up 85% to 90% of COVID-related hospitalizations overall.17 As of August 2, 2021, 66.9% of Israelis had received at least one dose of Pfizer’s injection, which is used exclusively in Israel; 62.2% had received two doses.18

• In Scotland, official data on hospitalizations and deaths show 87% of those who have died from COVID-19 in the third wave that began in early July were vaccinated.19

• A CDC investigation of an outbreak in Barnstable County, Massachusetts, between July 6 through July 25, 2021, found 74% of those who received a diagnosis of COVID19, and 80% of hospitalizations, were among the fully vaccinated.20,21 Most, but not all, had the Delta variant of the virus.

The CDC also found that fully vaccinated individuals who contract the infection have as high a viral load in their nasal passages as unvaccinated individuals who get infected.22 This means the vaccinated are just as infectious as the unvaccinated.

• In Gibraltar, which has a 99% COVID jab compliance rate, COVID cases have risen by 2,500% since June 1, 2021.23

While those who benefit from keeping the pandemic going would like you to cower in fear at the thought of the Delta variant, there’s really no evidence that it’s any worse than the original. It’s more transmissible, yes, but far less dangerous, as its primary symptoms are that of a regular cold.

According to Harvard and Stanford professors, the actual number of Americans dying from or with COVID-19 are actually at an all-time low, so alarmism is uncalled for.24

And, as for viral social media posts by doctors and nurses claiming hospitals are overflowing with unvaccinated COVID patients, don’t believe them. Most are bots. We’ve repeatedly seen evidence that fearmongering is being spread not by real people but by fake accounts run by artificial intelligence. This includes blue check accounts. Here’s a sampling of recent bot farm tweets trying to scare everyone:

Don’t Fear It, Just Treat It

In closing, remember there are several different treatment protocols for COVID-19 that appear just as effective for variants as for the original virus, including the following:

Front Line COVID-19 Critical Care Alliance’s I-MASS Prevention and At-Home Treatment protocol
The FLCCC’s I-MASK+ Prevention and Early Outpatient Treatment protocol
The FLCCC’s I-RECOVER management protocol for long-haul COVID-19 syndrome
Nebulized hydrogen peroxide for prevention and treatment of COVID-19, as detailed in Dr. David Brownstein’s case paper26 and Dr. Thomas Levy’s free e-book, “Rapid Virus Recovery.” Levy believes nebulized hydrogen peroxide can also be an invaluable strategy for combating spike protein toxicity27 because, in addition to being a powerful antiviral, it will also augment and speed up cellular healing, in part by improving oxygenation
In regards to VI:A

Aloha,

I am writing this testimony in favor of our students continuing face to face in person learning.

The last year + , has been detrimental to my children’s learning. They have suffered from having to partake in virtual learning in place of in person learning. They are frustrated and falling further behind.

They thrive off interaction with their peers and their teacher. I have already seen a huge difference in their emotional state from getting to go full time in person. They are happy. They deserve to go to school. Our children deserve to be put first.

Private schools have figured out how to keep their students going in person full time for over a year now.... why can’t our DOE figure it out. It’s not fair. My kids don’t understand why their private school friends got to go to school all last year but they couldn’t. Perhaps we should look to them for a contingency plan.

I hope every possibly thing will be done to put our keiki first, so that they can thrive and continue to learn. Virtual learning is not sustainable for us as parents or our children. I’d much rather pull them out of the public school system.

Mahalo,
Bianca Cappello

--

Mahalo,

Bianca Cappello
Realtor RS-80936
1-808-377-0070
Keller Williams Realty Maui
Aloha,

It’s important that my kids and their peers be in the classroom full time for face to face learning. My kids have suffered and are behind from the past year and a half of disruptions.

The private school system has been able to figure out how to keep their kids in school with very little disruptions. Does only the families with money get to provide a complete learning experience to their kids?

Should full time face to face learning be halted we will be pulling our kids out of the public school system. Enough is enough as every other state has managed to operate as normal as possible but Hawaii can’t seem to figure it out.

Mahalo,
Charles Cappello
Hawaii Board of Education:

My name is Aaron Kubo I am an eighth-grade social studies teacher at Hilo Intermediate School in the Hilo-Waiakea Complex area on Hawai`i Island. I am testifying on discussion item VI-A: Presentation on opening schools for the 2021-2022 school year.

As of writing this testimony on August 17, 2021 there are about 8,238 active cases in the state of Hawai`i, with 1,436 of them on the Big Island with 31 persons hospitalized. There is a clear and dramatic rise in COVID-19 positive cases.

I live in a multigenerational household with medically vulnerable persons as well as kids that cannot get the vaccine yet. I, myself, am considered medically vulnerable as well. Other diseases and pre-existing conditions like heart attacks, strokes, cancer among many others still are going on and affecting our communities. I live on the Big Island with limited medical facilities and with the increase in positive COVID-19 cases it is adding undue burden and stress to our already over taxed medical communities.

Currently, I have about three to four students absent per class for unknown reasons with more not coming every day. I may or may not receive a homework request for two weeks from parent(s)/guardian(s). I may or may not receive notice that the student is going to be out. Sometimes parent(s)/guardian(s) email me directly telling me why their child/ward is out, often times however, I receive nothing and they are simply absent for weeks.

Faculty and staff are told of active cases on campus but how are they to truly know where that student/adult has been and for how long? How are administrators to actually do the contract tracing when they do not know everywhere the adult/student has been? Before school and recesses are unstructured time and adults cannot monitor all spaces with fidelity for that many people; not realistic. Is 15 minutes of contact still true with the Delta Variant? Are administrators trained to be contact tracers? Should they have to be?

It is hot and humid every day on our campus with many sweating through their paper/cloth masks. Is this safe? Where is the guidance on this? Some masks do not fit the student’s faces and so they twist the bands, crisscrossing it over their ears which then bunch the mask along their cheeks, no longer creating a nice seal. Is this safe? Every day of teaching I am exhausted (fatigued) from being in a hot humid room all day, have a strained throat (scratchy throat) for talking louder through a mask and have headaches (due to
dehydration) as I am unable to drink as much water as necessary because of having to wear
the mask all the time and not enough breaks to do so. Are these symptoms considered
COVID-19 symptoms? How many of you are currently performing your job in a hot
sweaty environment? With a mask on the entire time? With 20-30 students who may or
may not be vaccinated? Who may or may not be wearing an appropriate mask? It is
rough!

We also have students that can request a medical exemption for mask wearing and wear a
face shield instead. I am not disputing the medical exemption, however, is wearing only a
face shield safe? Does this protect the student from catching COVID-19? Does this
protect everyone else from possibly catching it from those exempted from mask wearing?
What is being done to protect all parties?

In many districts there are a shortage of substitutes and with more and more faculty and
staff staying home, for whatever reason, what is being done to ensure coverage during
those time periods? What happens when there is not enough coverage? If teachers,
janitors, staff, administrators are sick and cannot come to school…who takes over? Who
will teach the students when teachers cannot work? Who will feed the students when
cafeteria workers cannot work? Who will take care of the school/disinfectant/sanitize it
when the janitors/custodians cannot work? Who will operate the school/run the office/take
care of ill students if the staff/administrators cannot work? Still left with many questions.

The courts in Hawai‘i are not going to hold in person jury trials until at least October.
Governor Ige revised the law to no more than 10 persons indoors at any given time. Every
day more and more students are either getting COVID-19 or are possible close contacts and
need to quarantine. What is being done?

As I was a close contact with someone that got COVID-19 as well as working in a school I
decided to take a COVID-19 test as a precautionary measure. Once I told the nurse that I
work in a school setting, classroom, they wrote “high risk” on the paper. If we are
considered high risk why are we not all provided N-95 or similar masks? They are now
saying that after eight to nine months of getting the vaccine a booster, third shot,
“…elicited significantly higher antibody levels against the original pandemic virus, as well
as the more transmissible delta and beta variants.” This may mean requiring a booster shot
for more than just immunocompromised people, for everyone. It can also be inferred that
the original doses are no longer as effective at protecting people from COVID-19.
It is understandable that many people in the state of Hawai‘i want students back in school. Many educators want to be back in the classrooms with their students too but done in the safest possible way based on the most up to date science available, including pertaining to the Delta Variant, in an organized manner, with a well thought out plan with clear and consistent guidance and expectations (with consequences clearly explained and laid out), with all necessary safety precautions met, including all safety materials provided at all schools, for the sake of all parties involved. Right now things are chaotic, educators are exhausted, stressed out, and are left feeling helpless and frustrated at a time where there needs to be clear, strong and consistent leadership. Everyone knew this was coming and yet poor planning, unclear guidance sent out at the last minute is extremely disappointing and dangerous.

Respectfully,

Aaron Kubo, Hilo-Waiakea Complex, Hawai‘i Island
August 19, 2021
General Business Meeting

Dear Chair Payne and Members of the Committee,

We would like to comment on Discussion Item VI. A., DOE’s presentation on the opening of schools for the 2021-2022 school year.

The DOE’s memo states that “schools have spent several months demonstrating that campuses can operate safely while accommodating students for in-person learning.” This was true before the COVID-19 Delta variant spread through the islands, causing a surge of infections, and endangering our young students who are not able to be vaccinated. We are disappointed that the DOE’s memo has not mentioned a contingency plan in case infections increase or if schools need to close. While we agree that we should encourage in-person learning as much as possible, we think that the DOE plan fails to sufficiently provide for distance learning, which would be the fall back if the COVID-19 situation continues to worsen. We would like the DOE to articulate such contingency plan with distance learning so that we can be assured that our students will continue to receive a safe, quality education.

We also have questions about how the DOE is accounting for attendance and school hours when a classroom closes due to a COVID-19 infection. We have heard that some classrooms have shut down due to an infection and students and teachers have had to quarantine for two weeks. In some cases, we understand that students have had no instruction for two weeks. Is this time away from school considered an absence, which affects attendance and chronic absenteeism? If there are two weeks of no instruction, will this mean that the DOE would fail to meet the required school hour requirement? What happens if after the first quarantine, a second infection shuts down the same classroom again?

Additionally, we have a few suggestions to address the current situation.

1. Random testing would provide information to schools for quick action on mitigating the spread of COVID-19 infection
2. A return to more grouping of students in bubbles would also help contain the spread of the virus as well as provide better information on contact tracing
3. Expanded distance learning options with a teacher and a cohort of children would ensure online learning with proper support
4. Metrics for when a classroom should close or when a school should transition to distance learning

Thank you for this opportunity to testify.
Sincerely,

Cheri Nakamura
HE’E Coalition Director

HE’E Coalition Members and Participants
Academy 21
Alliance for Place Based Learning
American Civil Liberties Union
*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
Special Education Provider Alliance
*Teach for America
The Learning Coalition
US PACOM
University of Hawai‘i College of Education
*Youth Service Hawai‘i

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

As a parent of Elementary school students that cannot be vaccinated, I urge you have DOH and DOE update school safety mandates with this more contagious Covid Delta Variant. As stated by Dr. Libby Char and Governor Ige this is a PANDEMIC of the UNVACCINATED which is ALL our our students under 12 years old, who are not eligible for the vaccine. There needs to be stricter safety mandates in all schools to minimize the transmission of the Delta Variant. Suggests to be considered:
1. Continue Mask Mandates indoors and outdoors in schools
2. Social Distance in the classrooms 3-6 ft while in classrooms from all sides of a student’s desk.
3. Social Distance 6ft in cafeterias, increase ventilation, and plexiglass barriers for all students- these students are unmasked.
4. Social Distance during drop off and pick-up of students. Very difficult due to lack of space and the number of students on campus even if start and end times are staggered. School staff and volunteers unable to control- too many students in a small property.
5. Free weekly Covid testing at the school
6. Transparency of ventilation classroom reports for all schools- Mandate schools with poor ventilation to purchase fans, open classroom doors, and windows.

Other suggestions to be considered for Blended learning, hybrid learning, or distance learning:
- Low vaccination rates in the Community/School Complex
- High Covid Positivity Rate in the Community/School Complex.

NO one wants their ineligible for the vaccine children to not be able to attend in-person school. As our Hawaii leadership team has stated, Delta Variant has changed how we combat COVID and it's now the PANDEMIC of the UNVACCINATED. So our DOH and DOE need to CHANGE their mitigation safety mandates in schools to protect our keikis that are ineligible for the vaccine. We cannot be “ok” that “yes we will see COVID case counts go up as students go back to school,” stated by Dr. Libby Char. We need to re-look and mandate the safest possible strategies to protect the ineligible for the vaccine students. It's the RIGHT thing to do for our KEIKIS!!!

Mahalo Nui Loa!

Sent from my iPad
August 13, 2021

An open letter to:

Hawaii State Department of Education Interim Superintendent Keith T. Hayashi
State of Hawaii Board of Education Chairperson Catherine Payne
Members of the State of Hawaii Board of Education
Hawaii Governor David Y. Ige

From: Concerned educators of Hawaii’s public schools

Subject: The Safety Our Students Deserve

The first weeks of the 2021–22 school year have been incredibly alarming as COVID-19 case counts skyrocket to record levels.

Health and safety guidelines, including proper masking and social distancing, go unenforced in our schools. Reporting and notification remain inconsistent. A lack of personal protective equipment, improper ventilation, and other outstanding issues are not being addressed.

We are seeing frequent failures to adhere to guidance with no support regarding COVID-19 response in our schools. This ultimately hurts the education we all believe is essential for our keiki.

During the 2020–21 school year, the Hawaii State Teachers Association (HSTA) and the Hawaii State Department of Education (HIDOE) agreed to modify the HSTA collective bargaining agreement to ensure safer practices in the workplace in light of the COVID-19 pandemic in the form of a memorandum of understanding (MOU). However, this MOU expired on June 30, 2021, and the state refused to bargain a renewal and update of the MOU for the 2021–22 school year.

It’s time to reconsider this decision and meet us at the bargaining table to address these mounting concerns and more.
Many educators feel schools are not safe

When asked, respondents to an HSTA survey of members on Friday, July 30, indicated overwhelmingly that they felt somewhat unsafe or very unsafe for both themselves (~60%) and for students (~70%) as they prepared for roughly 175,000 public school students to return to in-person learning.

When asked a week later to provide comments on how safe or unsafe conditions were with students back on campus, over 80% of responses relayed how unsafe conditions were and continue to be.

Guidelines for social distancing, masking, etc. not followed

The most prevalent feedback revolves around the fact that social distancing is often impossible. From classroom arrangements where students have no choice but to sit shoulder to shoulder at the same table to crowded cafeterias and impromptu gatherings to socialize with friends, the potential for transmission has risen significantly with all students back on campuses.

Crowded classrooms

A middle school teacher in Honolulu reported:

*There is barely enough space to fit desks in the room so forget about safety. It’s just pack them in as much as possible. We keep procedures in the classroom, but at lunch, the cafeteria is overfilled. We have whole grade-level assemblies of 100 kids at a time, and recess is kids hanging all over each other and in everyone’s face with and without masks worn properly. It’s an absolute free for all.*

Large, in-person meetings

Likewise, administrators are also mandating that faculty members meet unnecessarily in person. Here’s what one Honolulu teacher had to say:

*A principal doesn’t care about his staff. He forced his entire staff to meet in the library with no social distancing or ventilation. He forced the entire staff to ride in packed school buses, two people per seat, on a staff “field trip.”*

The irony is not lost on us that the governor issued an executive order on Aug. 10 prohibiting indoor social gatherings from exceeding 10 people. How does this match what a teacher from Hawaii Island wrote?

*How is it that we can meet (in the high school setting) four classes a day with 28+ students and yet family members are being asked to limit gatherings to 10 max? How is it that the state is being asked to practice six-foot social distancing and we in the classroom are being asked to only have three feet between students?*
Protocols ignored, unenforceable

Mask wearing was another major issue that respondents commented on. One teacher from Hawaii Island shared:

I already have had to call parents of students who think it's a joke to wear a mask and repeatedly and purposely wear them incorrectly, exposing noses, or just take them off in class. I have seen students go to off-limits areas that aren't monitored as well, take off their masks, and some engage in PDA. While I understand the urgent developmental need for socialization and human contact, it's unsettling to see rules being disregarded and more opportunities for the spread of the coronavirus.

A Windward Oahu teacher also spoke to the difficulty with masks:

Students do not keep masks on. Kids take them on and off. It's a battle to keep them on and it is incredibly hot in our unairconditioned classrooms which makes it even harder to enforce as students are profusely sweating and are more uncomfortable breathing through sweat-soaked masks.

And students are coming to school with symptoms, according to a Central Oahu teacher:

One student has a runny nose and wet cough, but I was told that the student had a doctor's note from the last school year for allergies and was fine. Another student told me that he had a sore throat and cough. When the health aide asked the student why he didn't tell her that he was feeling sick when she did the morning wellness check, the student said that his dad told the student not to tell the health aide that he was sick.

Lack of notification, inconsistent response and reporting

As cases in Hawaii rise, so too are the cases being discovered in our schools. Yet we are seeing inconsistent responses when these cases occur. For example, one school might quarantine an entire class while another school might only quarantine a tight radius of students, even though both sets of students may have had multiple interactions inside and outside the classroom during the school day.

Our educators have also pointed out that known positive cases in their schools are not always reflected in the weekly reporting of cases on the HIDOE website, as is now required by law.

Delayed notification puts families at risk

A teacher on Hawaii Island reported that the school’s failure to follow protocols put a family member at risk:

I was in contact with an active case of COVID-19 on Friday. I assumed that I was not associated with the cases at my school since I wasn't contacted by my principal, like she
announced she would do if we had contact with any of the three cases. Unfortunately, she contacted me on Monday after I spent time with my unvaccinated family member over the weekend.

Discrepancies in reporting

A teacher in Windward Oahu noticed a discrepancy between what was reported on the HIDOE website and the known positive case count on their campus:

*Not all cases are being reported to the DOE. My campus has known cases but they are not listed on the reporting for either this week or last week.*

Underlying health and safety issues persist in our schools

Many of the safety precautions that were put in place for the 2020–21 school year were summarily removed for 2021–22. With current daily case counts roughly triple what they were a year ago, reinstating some of these safeguards would go a long way toward increased safety in our schools.

Insufficient sanitization

A Leeward Oahu teacher shared that sanitizing protocols, which were followed regularly last school year, are no longer in place:

*There were sanitizing protocols and regular sanitizing happening last year, however this year there are the same set protocols but they are not being done. No sanitizing has been done in classes and high-touch areas to minimize spread. I have to sanitize my own class regularly to help minimize the spread for my students and myself to help minimize the risk of bringing home germs to my family, my 99-year-old grandmother.*

Poor ventilation

In Central Oahu, a teacher reported:

*Ventilation in classrooms is left to the discretion of teachers, some classes have very little airflow. No “specialist” has come to our classrooms or campus to verify safety.*

A Honolulu teacher echoed similar sentiments:

*We had two full days of meetings in an unventilated library. Janitors are not wiping down desks and we have to buy the PPE. There are no clear plans at school for social distancing and yet you want us to use our sick leave if we catch COVID at school?*
Teaching under impossible circumstances

The HIDOE had months to plan for the upcoming school year. Yet, its COVID-19 Health and Safety Guidance for School Year 2021–22 wasn’t posted until the afternoon of Friday, July 30, after educators were already at school for three days with just one more day to prepare for the return of their students.

Teachers want to provide safe spaces where their students can learn without distraction. However, the vigilance necessary to maintain that safety in overcrowded classrooms is already taking its toll.

Just saying schools are safe doesn’t make it so

According to a Kauai teacher:

The public is being told that it’s safe at schools because schools are following the mitigating measures. I am here to say, “NO, THEY ARE NOT!”

A Honolulu teacher sums up the situation:

Our school administrators are doing their best to protect students and staff under the circumstances we’ve been dealt. There’s just too many kids and too many people, and I am scared.

Another Honolulu teacher offers this plea to parents:

Everyone says that this year will be so much easier than last year, but this year will bring a myriad of unique challenges now that most students are back and we are still in a pandemic. As a teacher, I cannot make any promises that your child will be safe. Please understand that I am doing my best with what I have.

We need to come together now

When the coronavirus first hit Hawaii’s public schools, former Superintendent Christina Kishimoto signed a letter of commitment with HSTA to ensure continuity of education through the crisis by addressing changing working conditions. At the end of the 2019–20 school year, it was clear that COVID-19 would still be around and the HIDOE and HSTA negotiated an MOU for the 2020–21 school year.

Efforts to renew and update the MOU went nowhere as the employer refused to consider any COVID-related modifications for the 2021–22 school year. They expected all students to return to in-person learning and insisted that safety concerns would be addressed through the HIDOE’s own health and safety guidance.
However, due to the Delta variant, COVID-19 continues to spread like wildfire in Hawaii and has become even more contagious. Infection among children has also grown and even people who are fully vaccinated are susceptible to breakthrough infections. Children under 12 years old still have no access to vaccinations. Current health and safety protocols cannot counteract students sitting shoulder to shoulder in cramped classrooms or gathering unmasked in large crowds in the cafeteria. Furthermore, the HIDOE and the Department of Health have removed the thresholds and any contingencies that would be triggered by an explosion of cases.

We cannot do this alone. We must come together to make the right decisions that will keep our communities safe. HSTA continues to stand ready and willing to work as partners in this process. We urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Sincerely,

Osa Tui, Jr.
HSTA President, McKinley High

Logan Okita
HSTA Vice President, Nimitz Elementary

Lisa Morrison
HSTA Secretary-Treasurer, Maui High

Aaron Kubo
HSTA NEA Director, Hilo Intermediate

Attachment: Concerned educators of Hawaii’s public schools co-signers

Cc: Hawaii State Public Charter School Commission Interim Executive Director Yvonne Lau
    Hawaii Senate President Ronald D. Kouchi
    Hawaii Senate Education Committee Chairperson Michelle N. Kidani
    Hawaii Speaker of the House Scott K. Saiki
    Hawaii House Education Committee Chairperson Justin H. Woodson
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Roberta Akiu</td>
<td>HSTA Central President, Mokulele Elementary</td>
<td></td>
</tr>
<tr>
<td>Dana Kobayashi</td>
<td>HSTA Central Director, Wheeler Elementary</td>
<td></td>
</tr>
<tr>
<td>Tina Miyataki</td>
<td>HSTA Hilo Director, Waiakea Elementary</td>
<td></td>
</tr>
<tr>
<td>Raechelle Villamagna</td>
<td>HSTA Honolulu Director, Waiakea Elementary PCS</td>
<td></td>
</tr>
<tr>
<td>Jill Jacobs</td>
<td>HSTA Kona President, Keakekehe Elementary</td>
<td></td>
</tr>
<tr>
<td>Brandon Cha</td>
<td>HSTA Leeward Director, Pearl City High</td>
<td></td>
</tr>
<tr>
<td>Sarah Milianta-Laffin</td>
<td>HSTA Leeward Director, Ilima Intermediate</td>
<td></td>
</tr>
<tr>
<td>Tes Kaulia</td>
<td>HSTA Molokai President, Maunaloa Elementary</td>
<td></td>
</tr>
<tr>
<td>Ashleigh Milani</td>
<td>Ahrens Elementary</td>
<td></td>
</tr>
<tr>
<td>Celeste Katagama</td>
<td>Ahuimanu Elementary</td>
<td></td>
</tr>
<tr>
<td>Katrina Kanemoto</td>
<td>Aiea Elementary</td>
<td></td>
</tr>
<tr>
<td>Joy Cauble</td>
<td>Aiea High</td>
<td></td>
</tr>
<tr>
<td>Benjamin Goodson</td>
<td>Aiea High</td>
<td></td>
</tr>
<tr>
<td>Matthew Momohara</td>
<td>Aiea High</td>
<td></td>
</tr>
<tr>
<td>Roy Chang</td>
<td>Aiea Intermediate</td>
<td></td>
</tr>
<tr>
<td>Shannon Allen</td>
<td>Aikahi Elementary</td>
<td></td>
</tr>
<tr>
<td>Gayle Choi</td>
<td>Aina Haina Elementary</td>
<td></td>
</tr>
<tr>
<td>Rhonda Morishige</td>
<td>Ala Wai Elementary</td>
<td></td>
</tr>
</tbody>
</table>

The Safety Our Students Deserve related to COVID-19
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Amie Yee  
Ala Wai Elementary

Donna Daum  
Alakai O Kauai PCS

Ashleigh Nguyen  
Alakai O Kauai PCS

Stephanie Hayashi  
Aliamanu Elementary

Dina Hasey  
Aliamanu Elementary

Jennifer Kanhai  
Aliamanu Elementary

Brianne Kuratani  
Aliamanu Elementary

Wilene Morey  
Aliamanu Elementary

Leilani Nomura  
Aliamanu Elementary

Monica Ramirez  
Aliamanu Elementary

Jamieyn Sabas  
Aliamanu Elementary

Amy Christine Suzuki  
Aliamanu Elementary

Saundra G Takara  
Aliamanu Elementary

Jennifer Teruya  
Aliamanu Elementary

Sarah Overton  
Aliamanu Middle

Marna Baricuatro-Rae  
Anuenue School

Blayne Kamalani  
Anuenue School

Katherine Kumaew  
Anuenue School

Adrianne Llanos  
Anuenue School

Samuel Makua  
Anuenue School

Sara Aronin  
Baldwin High

Joseph Cosner  
Baldwin High

Tammy Gamble  
Baldwin High

Donna-Lynne Havlon  
Baldwin High

Laura Lipp  
Baldwin High

Joyce Miyamoto  
Baldwin High

David Negaard  
Baldwin High

Tori Silva  
Baldwin High

Carlene Symons  
Baldwin High

Amber Takatani  
Baldwin High

Joan Tamashiro  
Baldwin High

Kimberly Tengan  
Baldwin High

Donna Vierra  
Baldwin High

Michelle Ichikawa  
Barber's Point Elementary

Lorie Javier  
Barber's Point Elementary

Laureen Kaliloa  
Barber's Point Elementary

Leilani Villalobos-Arakaki  
Barber's Point Elementary

Sherry Lynn Cassetta  
Campbell High

Laxmi Diaz  
Campbell High

Elizabeth Holmes  
Campbell High

Kariy Kamehiro  
Campbell High

Laurabel Katagiri-Hoshino  
Campbell High

Jiena Marquez  
Campbell High

Jo Ann Mastin  
Campbell High

Chastity Nobriga  
Campbell High

Val Tina Osishi  
Campbell High

Melissa Padilla  
Campbell High

TraciAnn Palmer  
Campbell High

Sybil Ranada  
Campbell High

Corey Rosenlee  
Campbell High

Christina Russo  
Campbell High

John Takamori  
Campbell High

Shannon Takashi  
Campbell High

Dawn Tuifua  
Campbell High
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Jo-Hannah Liz Valdez
Campbell High

Nellwyne Young
Campbell High

Byron Bass
Castle High

Rockwell Bounos
Castle High

Dale Detton
Castle High

Nelson Maeda
Castle High

Susana Racadio
Castle High

Leah Rampolla
Castle High

Wendy Hong
Central District Office

Alvin Lacar
Central District Office

Juliana Romero
Central District Office

Shana Valenwuela
Central District Office

Evelyn Cullen
Central Middle

Melelina Fiaui
Central Middle

Christopher Heaton
Central Middle

Sheila Leong
Central Middle

Abigail Palmer
Central Middle

Noelani Takayesu
Central Middle

Kathleen Wines
Connections PCS

Terri Kwahara
Desliva Elementary

Tracie Yamashita
Desliva Elementary

Angie Choi
Dole Middle

Nolvea Goo
Dole Middle

Ryan Jetnil
Dole Middle

Cathy Lagrimas
Dole Middle

Kevin McGinnis
Dole Middle

Victor Padilla
Dole Middle

Elizabeth Gaccione
Dreamhouse Ewa Beach PCS

Kristina Viloria
Dreamhouse Ewa Beach PCS

Tamarie Butcher
Eleele Elementary

Lori Carl
Eleele Elementary

Spence Irinata
Eleele Elementary

Florence Langaman
Eleele Elementary

Miyazaki Miyazaki
Eleele Elementary

Ashley Newton
Eleele Elementary

Raquel Rita
Eleele Elementary

Judith Ryan
Eleele Elementary

Pamela Tipton
Eleele Elementary

Misty Tsukayama
Eleele Elementary

Torre Wetzachio
Enchanted Lake Elementary

Diana Sutton
Enchanted Lake Elementary

Roda Aggabao
Ewa Beach Elementary

James Braithwaite
Ewa Beach Elementary

Karen Casino
Ewa Beach Elementary

Jody Nakasone
Ewa Beach Elementary

Susan Nakasone
Ewa Beach Elementary

Jordan Ota
Ewa Beach Elementary

Tracy Aki
Ewa Elementary

Reshel-Ann Arias
Ewa Elementary

Heather Knaus
Ewa Elementary

Dondra Ozaki
Ewa Elementary

Kaleena Secoville
Ewa Elementary

Shari- Lyn Yamamoto
Ewa Elementary

Brittany Beauchan
Ewa Makai Middle School
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Miki Cacace
Ewa Makai Middle School

Carol Esquibel
Ewa Makai Middle School

Rebecca Forte-Blunt
Ewa Makai Middle School

Shirley Fusato
Ewa Makai Middle School

Jacqueline Lockhart
Ewa Makai Middle School

Chad Maluoe
Ewa Makai Middle School

Kristen Masunaga
Ewa Makai Middle School

Justine Nakagawa
Ewa Makai Middle School

Joeelyn Pajimula
Ewa Makai Middle School

Lisa Ponce
Ewa Makai Middle School

Nathan Reyes Oda
Ewa Makai Middle School

Megan Rigos
Ewa Makai Middle School

Ihilani Szmodis
Ewa Makai Middle School

Angela Zaldivar
Ewa Makai Middle School

Warites Agag
Farrington High

Ricky Anderson
Farrington High

Jerome Crisostomo
Farrington High

Raymond Cruz
Farrington High

Mason Dimond
Farrington High

Kirstyn Galius
Farrington High

Jennifer Grant
Farrington High

Carrie Hendryx
Farrington High

Bobbie-Lynn Kalama
Farrington High

Elianna Kantar
Farrington High

Matthew Kim
Farrington High

Rayne Lau
Farrington High

Jasmin Kay Libron
Farrington High

Melody Lin
Farrington High

Michelle Murray
Farrington High

Celeste Pali
Farrington High

Sandy Ramiscal
Farrington High

Nohea Revelemahan
Farrington High

Catherine Ritti
Farrington High

Jeremy Seitz
Farrington High

Lauta’amuta Fea Shen
Farrington High

Wejelynce Simon
Farrington High

Patricia Smith
Farrington High

Inger Stonehill
Farrington High

Coralyn Sunico
Farrington High

Brad Tanabe
Farrington High

Lawrence Wayman
Farrington High

Claire Yamada
Farrington High

Nicole Yasuda
Farrington High

Alette Yoshih-Ho
Farrington High

Louise Cayetano
Fern Elementary

Shannon Kaaa
Fern Elementary

Linda Khalek
Fern Elementary

Kelli Taboada
Fern Elementary

Helena Costa
Haaheo Elementary

Adrean Floro
Haaheo Elementary

Brandi Tulang Mahuna
Haaheo Elementary

Janice Avellana
Haaheo Elementary

Susan Frost
Haaheo Elementary

Abigail Schwartz
Haiku Elementary

The Safety Our Students Deserve related to COVID-19
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School/Government</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melissa Novikoff</td>
<td>Hala'u Ku Mana PCS</td>
</tr>
<tr>
<td>Peggy Folker</td>
<td>Hana High-Elem</td>
</tr>
<tr>
<td>Allison Kohlhepp</td>
<td>Hanalei Elementary</td>
</tr>
<tr>
<td>Amber Tai Hook</td>
<td>Hauula Elementary</td>
</tr>
<tr>
<td>Teresa Tremaglio</td>
<td>Hawaii Academy Arts-Sciences PCS</td>
</tr>
<tr>
<td>Blake Hamura</td>
<td>Hawaii District Office HW</td>
</tr>
<tr>
<td>Dana Adler</td>
<td>Hawaii Technology Academy PCS</td>
</tr>
<tr>
<td>Julie Hamilton</td>
<td>Hawaii Technology Academy PCS</td>
</tr>
<tr>
<td>Leilani Peila</td>
<td>Hawaii Technology Academy PCS</td>
</tr>
<tr>
<td>Corrie Gomes</td>
<td>Heeia Elementary</td>
</tr>
<tr>
<td>Katherine Shinzato</td>
<td>Heeia Elementary</td>
</tr>
<tr>
<td>Krystal Soraoka</td>
<td>Helemano Elementary</td>
</tr>
<tr>
<td>Nikki Howick</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Shannon Luciano</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Jennifer Pang</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Michele Sasaki</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Dina Yamagi</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Amy Colmenares</td>
<td>Highlands Intermediate</td>
</tr>
<tr>
<td>Monica Fatu</td>
<td>Hale O' Olomana</td>
</tr>
<tr>
<td>Beth Semner</td>
<td>Hana High-Elem</td>
</tr>
<tr>
<td>Carol Seielstad</td>
<td>Hanalei Elementary</td>
</tr>
<tr>
<td>Susan Lee</td>
<td>Hawaii Academy Arts-Sciences PCS</td>
</tr>
<tr>
<td>Randi Wold-Brenner</td>
<td>Hawaii Academy Arts-Sciences PCS</td>
</tr>
<tr>
<td>Danielle Dixon</td>
<td>Hawaii District Office K/K/P</td>
</tr>
<tr>
<td>Shoshannah Brasher</td>
<td>Hawaii Technology Academy PCS</td>
</tr>
<tr>
<td>Melissa Hawkins</td>
<td>Hawaii Technology Academy PCS</td>
</tr>
<tr>
<td>Florence Scott</td>
<td>Hawaii Technology Academy PCS</td>
</tr>
<tr>
<td>Shawna Hirakawa</td>
<td>Heeia Elementary</td>
</tr>
<tr>
<td>Katherine Tanaka</td>
<td>Heeia Elementary</td>
</tr>
<tr>
<td>Dayle Tamagawa</td>
<td>Helemano Elementary</td>
</tr>
<tr>
<td>Carol Kawano</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Molly Wardany</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Nicole Paro</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Ann Uyehara</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Dwayne Abeiel</td>
<td>Highlands Intermediate</td>
</tr>
<tr>
<td>Amy Colmenares</td>
<td>Highlands Intermediate</td>
</tr>
<tr>
<td>Kathini Myers</td>
<td>Haleiwa Elementary</td>
</tr>
<tr>
<td>Sara Deblin</td>
<td>Hanalei Elementary</td>
</tr>
<tr>
<td>Lisa Chang</td>
<td>Hauula Elementary</td>
</tr>
<tr>
<td>Gina Little</td>
<td>Hawaii Academy Arts-Sciences PCS</td>
</tr>
<tr>
<td>Brema Gorresen</td>
<td>Hawaii District Office HW</td>
</tr>
<tr>
<td>Darlene Ewan</td>
<td>Hawaii School For The Deaf &amp; The Blind</td>
</tr>
<tr>
<td>Carmen Calderon</td>
<td>Hawaii Technology Academy PCS</td>
</tr>
<tr>
<td>Elizabeth Oden</td>
<td>Hawaii Technology Academy PCS</td>
</tr>
<tr>
<td>Meg Baumgardt</td>
<td>Heeia Elementary</td>
</tr>
<tr>
<td>Rosemarie Rawlins</td>
<td>Heeia Elementary</td>
</tr>
<tr>
<td>Michelle Matsumoto</td>
<td>Helemano Elementary</td>
</tr>
<tr>
<td>David Harvey</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Kelsey Komoto</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Leon Moore</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Cassandra Reid-Selth</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Valerie Yamakawa</td>
<td>Hickam Elementary</td>
</tr>
<tr>
<td>Cathie Collier</td>
<td>Highlands Intermediate</td>
</tr>
<tr>
<td>Leisha Cunningham</td>
<td>Highlands Intermediate</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jon Shirafuji</td>
<td>Highlands Intermediate</td>
</tr>
<tr>
<td>Wanette Shirafuji</td>
<td>Highlands Intermediate</td>
</tr>
<tr>
<td>Jacob Tamaye</td>
<td>Highlands Intermediate</td>
</tr>
<tr>
<td>Kathryn Tonaki</td>
<td>Highlands Intermediate</td>
</tr>
<tr>
<td>Kristin Aiona</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Michelle Araki</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Elizabeth Benson</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Claire Camero</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Nyra Dee</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Alexis Duldulao</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Kirsten Eberly</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Drew Fernandez</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Wendy Hamane</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Sarah Kalawe</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Elizabeth Laliberte</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Cori-Ann Lorenzo</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Donald Memmer</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Vickie Murata</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Debra Sanbei</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Todd Sato</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Rana Suginoohara</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Nancy Usher</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Cheryl Walker</td>
<td>Hilo High</td>
</tr>
<tr>
<td>Linda Esprecion-Andres</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Pualeilani Fernandez</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Cynthia Fong</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Haunani Haassenritter</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Cheney Kaku</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Michelle Kaku</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Laura Kelson</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Dana Karamoto</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Pascale Pinner</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Alson Sakamoto</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Terrilee Switzer</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Elizabeth Timbal</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Jade Toma</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Jodie Urakami</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Heiki Wolf</td>
<td>Hilo Intermediate</td>
</tr>
<tr>
<td>Kayla Callarec</td>
<td>Hilo Union Elementary</td>
</tr>
<tr>
<td>Wenona Correa</td>
<td>Hilo Union Elementary</td>
</tr>
<tr>
<td>Irene Garrison</td>
<td>Hilo Union Elementary</td>
</tr>
<tr>
<td>Nicole Harrison</td>
<td>Hilo Union Elementary</td>
</tr>
<tr>
<td>Dayelyn Kanewa</td>
<td>Hilo Union Elementary</td>
</tr>
<tr>
<td>Phillips Laura</td>
<td>Hilo Union Elementary</td>
</tr>
<tr>
<td>Lisa Leach</td>
<td>Hilo Union Elementary</td>
</tr>
<tr>
<td>Gerlinde Morris</td>
<td>Hilo Union Elementary</td>
</tr>
<tr>
<td>Kacie Shirai</td>
<td>Hilo Union Elementary</td>
</tr>
<tr>
<td>Noa Thomas</td>
<td>Hilo Union Elementary</td>
</tr>
<tr>
<td>Kelsie Valledor-Yoshida</td>
<td>Hilo Union Elementary</td>
</tr>
<tr>
<td>Ronda Goo</td>
<td>Hokulani Elementary</td>
</tr>
<tr>
<td>Jacie Kanetani</td>
<td>Hilo Union Elementary</td>
</tr>
<tr>
<td>Ryan Kanetani</td>
<td>Holomua Elementary</td>
</tr>
<tr>
<td>Christel Lleces</td>
<td>Holomua Elementary</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Christen Obedoza
Holomua Elementary

Heidi Seriano
Holomua Elementary

Kelly Tanimura
Holomua Elementary

Mark Tanimura
Holomua Elementary

Jainee-Ann Uemura
Holomua Elementary

Kara Yasui
Holomua Elementary

Abby Arnott
Holualoa Elementary

Anabelle Barte
Holualoa Elementary

Britaneey Cosner
Holualoa Elementary

Courtney D’Agostino
Holualoa Elementary

Bennadeth Ellis
Holualoa Elementary

Brennan Ellis
Holualoa Elementary

Lianne Ichishita
Holualoa Elementary

Marina Keizer
Holualoa Elementary

Jessica Lee Loy
Holualoa Elementary

Saleena Takaki Puou
Holualoa Elementary

Lisa Vail
Holualoa Elementary

Josephine Cho Freehauf
Honaunau School

Frederelyn Freeman-Koepke
Honaunau School

Gwendolyn Radeiwon-Yurong
Honaunau School

Suey Andrade
Honaunau Elementary

Deneva Broughton-Neiswanger
Honokaa Elementary

Jennifer Freitas
Honokaa Elementary

Lisa Manning
Honokaa Elementary

Brenda McDonald
Honokaa Elementary

Karla Miranda
Honokaa Elementary

Nahym Nishida
Honokaa Elementary

Niki-Lyn Silva
Honokaa Elementary

Lisa Anderson
Honokaa High-Inter

Ashley DeSilva
Honokaa High-Inter

Felicia Ferrance
Honokaa High-Inter

Liberty Furchgott
Honokaa High-Inter

Toni Hall
Honokaa High-Inter

Milette Ho’opai
Honokaa High-Inter

U’ilani Macabio
Honokaa High-Inter

Ric Elloy Wendosa
Honokaa High-Inter

Christopher Mione
Honokaa High-Inter

Lili Solomon
Honokaa High-Inter

Maeroose Tabios
Honokaa High-Inter

Maron Marael Tabios
Honokaa High-Inter

Aaron Tanimoto
Honokaa High-Inter

Lane Yanagisawa
Honokaa High-Inter

Liane Auyong-Imamura
Honolulu District Office

Dawn Dunford
Honolulu District Office

Lorriann Kondo
Honolulu District Office

Liane Marutani-Cole
Honolulu District Office

Michelle Palafox
Honolulu District Office

Dessy Scoville
Honolulu District Office

Beckey Wong
Honolulu District Office

Leilani Johnson-Hagmoc
Honolulu Middle

Wariko Niosco
Honolulu Middle

Naomi Ikeda
Honowai Elementary

Troy Jarrell
Honowai Elementary

Lori Madrona
Honowai Elementary

The Safety Our Students Deserve related to COVID-19  Page 7 of 35
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Chad Sekiya</th>
<th>Crystal Alejandro</th>
<th>Deborah Eveland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honowai Elementary</td>
<td>Ho'okele Elementary</td>
<td>Ho'okele Elementary</td>
</tr>
<tr>
<td>DeAnna Gomez</td>
<td>Desiree Gomez</td>
<td>Jennifer Gutierrez</td>
</tr>
<tr>
<td>Ho'okele Elementary</td>
<td>Ho'okele Elementary</td>
<td>Ho'okele Elementary</td>
</tr>
<tr>
<td>Howell Howard</td>
<td>Rose Howell</td>
<td>Carla Laybon</td>
</tr>
<tr>
<td>Ho'okele Elementary</td>
<td>Ho'okele Elementary</td>
<td>Ho'okele Elementary</td>
</tr>
<tr>
<td>Joey Laybon</td>
<td>Michelle Pascual</td>
<td>Angela Ramey</td>
</tr>
<tr>
<td>Ho'okele Elementary</td>
<td>Ho'okele Elementary</td>
<td>Ho'okele Elementary</td>
</tr>
<tr>
<td>Sarah Ramia</td>
<td>Stacey Reese</td>
<td>Maryann Agualdo</td>
</tr>
<tr>
<td>Ho'okele Elementary</td>
<td>Ho'okele Elementary</td>
<td>Iao Intermediate</td>
</tr>
<tr>
<td>Sonia Avasthi</td>
<td>Jill Beyer</td>
<td>Monica Collias</td>
</tr>
<tr>
<td>Iao Intermediate</td>
<td>Iao Intermediate</td>
<td>Iao Intermediate</td>
</tr>
<tr>
<td>Katie Hearl</td>
<td>Ann Nakashima</td>
<td>Cynthia Van Kleef</td>
</tr>
<tr>
<td>Iao Intermediate</td>
<td>Iao Intermediate</td>
<td>Iao Intermediate</td>
</tr>
<tr>
<td>Kelly Wadlegger</td>
<td>Debra Weise</td>
<td>Jo Ann Yao</td>
</tr>
<tr>
<td>Iao Intermediate</td>
<td>Iao Intermediate</td>
<td>Iao Intermediate</td>
</tr>
<tr>
<td>Avery Espinda</td>
<td>Lili Fujino</td>
<td>Lea Ann Kakiimoto</td>
</tr>
<tr>
<td>Iliahi Elementary</td>
<td>Iliahi Elementary</td>
<td>Iliahi Elementary</td>
</tr>
<tr>
<td>Iris Nakasone</td>
<td>Koryne Acob</td>
<td>Kristy Arakawa</td>
</tr>
<tr>
<td>Iliahi Elementary</td>
<td>Iliahi Intermediate</td>
<td>Iliahi Intermediate</td>
</tr>
<tr>
<td>Elizabeth Baker</td>
<td>Erin Kato</td>
<td>Lennie Long</td>
</tr>
<tr>
<td>Iliahi Intermediate</td>
<td>Iliahi Intermediate</td>
<td>Iliahi Intermediate</td>
</tr>
<tr>
<td>Kellie-Ann Morikawa</td>
<td>Michael Press</td>
<td>Natalie Scarborough</td>
</tr>
<tr>
<td>Iliahi Intermediate</td>
<td>Iliahi Intermediate</td>
<td>Iliahi Intermediate</td>
</tr>
<tr>
<td>Aoi Shiungawa</td>
<td>Rachel Silverman</td>
<td>Elizabeth Araki</td>
</tr>
<tr>
<td>Iliahi Intermediate</td>
<td>Innovations PCS</td>
<td>Inouye Elementary</td>
</tr>
<tr>
<td>Dallas Kinsey</td>
<td>Michelle Lau</td>
<td>Christine Putzula</td>
</tr>
<tr>
<td>Inouye Elementary</td>
<td>Inouye Elementary</td>
<td>Inouye Elementary</td>
</tr>
<tr>
<td>Jerilyn Schaefer</td>
<td>Stephanie Seeden</td>
<td>Tami Seo</td>
</tr>
<tr>
<td>Inouye Elementary</td>
<td>Inouye Elementary</td>
<td>Inouye Elementary</td>
</tr>
<tr>
<td>Torrianne Sue-Remata</td>
<td>Kristin Villalobos</td>
<td>Michelle Garofalo</td>
</tr>
<tr>
<td>Inouye Elementary</td>
<td>Inouye Elementary</td>
<td>Iroquois Point Element</td>
</tr>
<tr>
<td>Kevin Kato</td>
<td>Sloane Kealalio</td>
<td>Robin Kouchi</td>
</tr>
<tr>
<td>Iroquois Point Elementary</td>
<td>Iroquois Point Elementary</td>
<td>Iroquois Point Element</td>
</tr>
<tr>
<td>Deanne Pog</td>
<td>Samantha Seeman</td>
<td>Tammy Silao</td>
</tr>
<tr>
<td>Iroquois Point Elementary</td>
<td>Iroquois Point Elementary</td>
<td>Iroquois Point Element</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ted Edwards</td>
<td>Jarrett Middle</td>
</tr>
<tr>
<td>Audrey Shiotsu</td>
<td>Jarrett Middle</td>
</tr>
<tr>
<td>Kathy Leong</td>
<td>Ka Waihona O Ka Na'auao PCS</td>
</tr>
<tr>
<td>Susan Tamayo</td>
<td>Kaahumanu Elementary</td>
</tr>
<tr>
<td>Trina Oato</td>
<td>Kaahumanu Elementary</td>
</tr>
<tr>
<td>Tracy Hookala</td>
<td>Kaia Elementary</td>
</tr>
<tr>
<td>Laurie Ines</td>
<td>Kaelepulu Elementary</td>
</tr>
<tr>
<td>Annamarie Medeiros-Bruno</td>
<td>Kaewai Elementary</td>
</tr>
<tr>
<td>Autumn Cranwell</td>
<td>Kahakai Elementary</td>
</tr>
<tr>
<td>Chris Rances</td>
<td>Kahakai Elementary</td>
</tr>
<tr>
<td>Tuasya Freitas</td>
<td>Kahala Elementary</td>
</tr>
<tr>
<td>Elizabeth Salerno</td>
<td>Kahala Elementary</td>
</tr>
<tr>
<td>Michele Mainaapoo</td>
<td>Kahaluu Elementary</td>
</tr>
<tr>
<td>Josette Alcin Hanohano</td>
<td>Kahuku High &amp; Intermediate</td>
</tr>
<tr>
<td>Kathleen Brizuela Aksalon</td>
<td>Kahuku High &amp; Intermediate</td>
</tr>
<tr>
<td>Beatrice DeRego-Coffield</td>
<td>Kahuku High &amp; Intermediate</td>
</tr>
<tr>
<td>Nathan James</td>
<td>Kahuku High &amp; Intermediate</td>
</tr>
<tr>
<td>Lila Mae Lelepalii</td>
<td>Kahuku High &amp; Intermediate</td>
</tr>
</tbody>
</table>

The Safety Our Students Deserve related to COVID-19
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Amber O’Reilly  
Kahuku High & Intermediate

Nadia Raich  
Kahuku High & Intermediate

Kris Cabanilla  
Kahului Elementary

Fiona Cherrett  
Kahului Elementary

Rhynne Fukumaga  
Kahului Elementary

Dawn Henderson  
Kahului Elementary

Keith Isagawa  
Kahului Elementary

Tammi Ishikawa  
Kahului Elementary

Angela Kan Hai  
Kahului Elementary

Francine Lee  
Kahului Elementary

Cleora Logan  
Kahului Elementary

Wendy Shishido  
Kahului Elementary

Wendy Wells  
Kahului Elementary

Tracy Daane  
Kailua Elementary

Jenny Kimhan  
Kailua Elementary

Michelle Matsueaki  
Kailua Elementary

Maira Reyes  
Kailua Elementary

Wendy Boggs  
Kaimiloa Elementary

Suzanne Cummings  
Kailua High

Gayle Fujita Ramsey  
Kailua High

Raylene Peters  
Kailua High

Samantha Silva  
Kailua High

Laura Tomasello  
Kailua High

Ellie Kamahel  
Kailua Intermediate

Scott LaBoy  
Kailua Intermediate

Chivas Niau  
Kailua Intermediate

Lisa Rodrigues  
Kailua Intermediate

Susan Roman  
Kailua Intermediate

Eunice Werner  
Kailua Intermediate

Wendy Boggs  
Kaimiloa Elementary

Ashley Domingo  
Kaimiloa Elementary

Victoria Alexis Kaleimamahu  
Kaimiloa Elementary

Rosemarie Reyes  
Kaimiloa Elementary

Lisa Shimabukuro  
Kaimiloa Elementary

Randall A. Burgess  
Kaimuki High

Kevin Carr  
Kaimuki High

Johnathon Griffiths  
Kaimuki High

Maria Guardino  
Kaimuki High

Lynette Low  
Kaimuki High

Nicholas Matherne  
Kaimuki High

Chani Matsui  
Kaimuki High

Dean Nakagawa  
Kaimuki High

Jennie Oliver  
Kaimuki High

Renea Ruark  
Kaimuki High

Thomas Schmel  
Kaimuki High

Kapena Wong  
Kaimuki High

Reid Yoshikawa  
Kaimuki High

Alita Charron  
Kaimuki Middle

Keani Dawn  
Kaimuki Middle

Melissa Ellison  
Kaimuki Middle

Robert Hayakawa  
Kaimuki Middle

Rachel Hung  
Kaimuki Middle

Teresa McAvaney  
Kaimuki Middle

Kelli Wiike-Lee  
Kaimuki Middle
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amy Ogasawara-Fukunoto</td>
<td>Kaimuki Middle</td>
</tr>
<tr>
<td>Colleen Mosher</td>
<td>Kaimuki Middle</td>
</tr>
<tr>
<td>Jennifer Solmirin</td>
<td>Kaiser High</td>
</tr>
<tr>
<td>Dallas Uti</td>
<td>Kaiser High</td>
</tr>
<tr>
<td>Peggy Barretto</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>Charisse Kapapa</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>Nadine, Okazawa</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>Bethany Thorpe</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>April Babcock</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>Gary Kikuchi</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>Shauna Miyazono</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>Erich Smith</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>Ryan Williams</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>Molly Hagmann</td>
<td>Kalakaua Middle</td>
</tr>
<tr>
<td>Micah Pexa</td>
<td>Kalakaua Middle</td>
</tr>
<tr>
<td>Sara Uyeno</td>
<td>Kalakaua Middle</td>
</tr>
<tr>
<td>Dezireen Austin</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Tracy Deshields</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Raena Shigeta</td>
<td>Kaimuki Middle</td>
</tr>
<tr>
<td>Nicole Ames</td>
<td>Kaiser High</td>
</tr>
<tr>
<td>Stephanie Takashima</td>
<td>Kaiser High</td>
</tr>
<tr>
<td>Jamie-Lee Alderman</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>Georgia Blas</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>LeeMyra LeMaster-Sega</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>Cheryl Oishi</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>Lynn Tsuzaki</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>Catherine Dichner</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>Lisa Lea</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>Micah Pregitzer</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>Vanessa Souki</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>Stacie Caires</td>
<td>Kalakaua Middle</td>
</tr>
<tr>
<td>Valerie Harmon</td>
<td>Kalakaua Middle</td>
</tr>
<tr>
<td>William Schriefer</td>
<td>Kalakaua Middle</td>
</tr>
<tr>
<td>Trina Albright</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Rachelle Bras</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Flora Green</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Jamie-lee Psak</td>
<td>Kaiser High</td>
</tr>
<tr>
<td>David Tanabe</td>
<td>Kaiser High</td>
</tr>
<tr>
<td>Joanna Arakaki</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>Melissa Ching</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>Julie Nakamura</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>Jason Pavia</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>Jennifer Wong</td>
<td>Kaimuki Elementary</td>
</tr>
<tr>
<td>Shino Izumi-Hee</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>Marie Lindsey</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>Kimberly Shimo</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>William Tong</td>
<td>Kalaheo High</td>
</tr>
<tr>
<td>Janice Eala</td>
<td>Kalakaua Middle</td>
</tr>
<tr>
<td>Richard Jenkins</td>
<td>Kalakaua Middle</td>
</tr>
<tr>
<td>Rochelle Shiraki</td>
<td>Kalakaua Middle</td>
</tr>
<tr>
<td>Athena Anderson</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Tracy Deshield</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Lisa Ann Hookano</td>
<td>Kalama Intermediate</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric Iwasaki</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Leinani Kana</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Cory Lee</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Donna Montalvo</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Robi Nitake</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Andrew Okimoto</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Anne Orellana Whitney</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Emily Pepitone</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Melissa Reyes</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>David Tanaka</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Jenna Tate</td>
<td>Kalama Intermediate</td>
</tr>
<tr>
<td>Chuyang Baiademe</td>
<td>Kalani High</td>
</tr>
<tr>
<td>Jennifer Chang</td>
<td>Kalani High</td>
</tr>
<tr>
<td>Alexander Kendrick</td>
<td>Kalani High</td>
</tr>
<tr>
<td>Travis Masuda</td>
<td>Kalani High</td>
</tr>
<tr>
<td>Shawna Matsumura</td>
<td>Kalani High</td>
</tr>
<tr>
<td>James Mosher</td>
<td>Kalani High</td>
</tr>
<tr>
<td>Guenn Adare</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Waracka Amber</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Kristen Bento</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Corina Calsing</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Britney Carey</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Sara Mine</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Letaasha Northrop</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Martha Prieskorn</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Susan Pugliese</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Aysha Spencer</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Adam Tuifagu</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Andrea Wilson</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Pamela Wilson</td>
<td>Kalanianaole Elem-Inter</td>
</tr>
<tr>
<td>Krysten-Joy Caraang</td>
<td>Kaleipuu Elementary</td>
</tr>
<tr>
<td>Sherri Ko</td>
<td>Kaleipuu Elementary</td>
</tr>
<tr>
<td>Kathy Kobayashi</td>
<td>Kaleipuu Elementary</td>
</tr>
<tr>
<td>Emmett Wong</td>
<td>Kaleipuu Elementary</td>
</tr>
<tr>
<td>Kathleen Grondin</td>
<td>Kalii Elementary</td>
</tr>
<tr>
<td>Sarah Jenny</td>
<td>Kalii Elementary</td>
</tr>
<tr>
<td>Melanie Okimoto</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Eva Aweau</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Marilou Bologay</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Ardith Chung</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Brittawy Ea</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Rabago Emmalaine</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Cara Fukuda</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Jo Ann Hino</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Rebecca Hirakami</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Shelley Konishi</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Lee Kunimitsu</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Marcie Matsuoka</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Toshi Miyashiro</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Michelle Nakazato</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Lisa Ozaki</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Michele Patague</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Marilyn Shota</td>
<td>Kalii-Kai Elementary</td>
</tr>
<tr>
<td>Darren Takushi</td>
<td>Kalii-Kai Elementary</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesli S. Takashi</td>
<td>Kalihi-Kai Elementary</td>
</tr>
<tr>
<td>Athena Cheng</td>
<td>Kalihi-Uka Elementary</td>
</tr>
<tr>
<td>Liza Kanikho</td>
<td>Kalihi-Uka Elementary</td>
</tr>
<tr>
<td>Jessica Killilea</td>
<td>Kalihi-Uka Elementary</td>
</tr>
<tr>
<td>Avis Moriyama</td>
<td>Kalihi-Uka Elementary</td>
</tr>
<tr>
<td>Clyde Sabas</td>
<td>Kalihi-Uka Elementary</td>
</tr>
<tr>
<td>Reina Chang</td>
<td>Kalihi-Waena Elementary</td>
</tr>
<tr>
<td>Janet Kaneshiro</td>
<td>Kalihi-Waena Elementary</td>
</tr>
<tr>
<td>Natalie Lee</td>
<td>Kalihi-Waena Elementary</td>
</tr>
<tr>
<td>Chang Matthew</td>
<td>Kalihi-Waena Elementary</td>
</tr>
<tr>
<td>Joanna Pillitteri</td>
<td>Kalihi-Waena Elementary</td>
</tr>
<tr>
<td>Debbie Shimabukuro</td>
<td>Kalihi-Waena Elementary</td>
</tr>
<tr>
<td>Pualani Wilmington</td>
<td>Kalihi-Waena Elementary</td>
</tr>
<tr>
<td>Shestin Gibeau</td>
<td>Kamaile Academy PCS</td>
</tr>
<tr>
<td>Kathleen Hoppe</td>
<td>Kamaile Academy PCS</td>
</tr>
<tr>
<td>Raena Lele</td>
<td>Kamaile Academy PCS</td>
</tr>
<tr>
<td>Jessica Molina</td>
<td>Kamaile Academy PCS</td>
</tr>
<tr>
<td>Annmaria Spruell</td>
<td>Kamaile Academy PCS</td>
</tr>
<tr>
<td>Elizabeth Baclayan</td>
<td>Kamakahelei Middle</td>
</tr>
<tr>
<td>Sarah Kern</td>
<td>Kamakahelei Middle</td>
</tr>
<tr>
<td>Manuel Manzo Jr</td>
<td>Kamakahelei Middle</td>
</tr>
<tr>
<td>Toni Tasaka-Alapai</td>
<td>Kamakahelei Middle</td>
</tr>
<tr>
<td>Sarah Tochiki</td>
<td>Kamakahelei Middle</td>
</tr>
<tr>
<td>Catherine Davis</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Julia Davison-Wyse</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Denise Dryhurst</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Jill Kaho'ohanohano</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Nivol Niemi</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Kayleen Pieper</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Angela Tompkins</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Kaitlyn Aare</td>
<td>Kamehameha III Elementary</td>
</tr>
<tr>
<td>David Brown</td>
<td>Kamehameha III Elementary</td>
</tr>
<tr>
<td>Justin Hughhey</td>
<td>Kamehameha III Elementary</td>
</tr>
<tr>
<td>Jessica Sill</td>
<td>Kamehameha III Elementary</td>
</tr>
<tr>
<td>Susan House</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Lisa S. Kameshiro</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Kyle Kim</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Joanne Martin</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Cody Okuhara</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Michelle Otsu</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Sarah Passoff</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Bethany Yamaguchi</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Kendi Fuller</td>
<td>Kanoelani Elementary</td>
</tr>
<tr>
<td>Lisa Hee</td>
<td>Kanoelani Elementary</td>
</tr>
<tr>
<td>Kathrynn Roxburgh</td>
<td>Kanoelani Elementary</td>
</tr>
<tr>
<td>Kaithyn Atkins</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Mailie Becka</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Shana Benz</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Maya Chong</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Thomas Meringolo</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Eldon Pate-Kahakalau</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Jamie Perry</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Susan Chandler</td>
<td>Kanuikapono PCS</td>
</tr>
<tr>
<td>Erin Noel</td>
<td>Kanuikapono PCS</td>
</tr>
<tr>
<td>Pualani Wilmington</td>
<td>Kamaile Academy PCS</td>
</tr>
<tr>
<td>Kathleen Hoppe</td>
<td>Kamaile Academy PCS</td>
</tr>
<tr>
<td>Raena Lele</td>
<td>Kamaile Academy PCS</td>
</tr>
<tr>
<td>Jessica Molina</td>
<td>Kamaile Academy PCS</td>
</tr>
<tr>
<td>Annmaria Spruell</td>
<td>Kamaile Academy PCS</td>
</tr>
<tr>
<td>Elizabeth Baclayan</td>
<td>Kamakahelei Middle</td>
</tr>
<tr>
<td>Sarah Kern</td>
<td>Kamakahelei Middle</td>
</tr>
<tr>
<td>Manuel Manzo Jr</td>
<td>Kamakahelei Middle</td>
</tr>
<tr>
<td>Tony Tasaka-Alapai</td>
<td>Kamakahelei Middle</td>
</tr>
<tr>
<td>Sarah Tochiki</td>
<td>Kamakahelei Middle</td>
</tr>
<tr>
<td>Catherine Davis</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Julia Davison-Wyse</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Denise Dryhurst</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Jill Kaho'ohanohano</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Nivol Niemi</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Kayleen Pieper</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Angela Tompkins</td>
<td>Kamali Elementary</td>
</tr>
<tr>
<td>Kaitlyn Aare</td>
<td>Kamehameha III Elementary</td>
</tr>
<tr>
<td>David Brown</td>
<td>Kamehameha III Elementary</td>
</tr>
<tr>
<td>Justin Hughhey</td>
<td>Kamehameha III Elementary</td>
</tr>
<tr>
<td>Jessica Sill</td>
<td>Kamehameha III Elementary</td>
</tr>
<tr>
<td>Susan House</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Lisa S. Kameshiro</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Kyle Kim</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Joanne Martin</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Cody Okuhara</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Michelle Otsu</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Sarah Passoff</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Bethany Yamaguchi</td>
<td>Kaneoche Elementary</td>
</tr>
<tr>
<td>Kendi Fuller</td>
<td>Kanoelani Elementary</td>
</tr>
<tr>
<td>Lisa Hee</td>
<td>Kanoelani Elementary</td>
</tr>
<tr>
<td>Kathrynn Roxburgh</td>
<td>Kanoelani Elementary</td>
</tr>
<tr>
<td>Kaithyn Atkins</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Mailie Becka</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Shana Benz</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Maya Chong</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Thomas Meringolo</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Eldon Pate-Kahakalau</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Jamie Perry</td>
<td>Kanu O Ka Aina PCS</td>
</tr>
<tr>
<td>Susan Chandler</td>
<td>Kanuikapono PCS</td>
</tr>
<tr>
<td>Erin Noel</td>
<td>Kanuikapono PCS</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Miharu Ishikawa  | Keri Powers Pye  | Laura Burton  
Kaohao PCS  | Kaohao PCS  | Kapaa Elementary  

Ciara Delos Reyes-Caires  | Violet DePoe  | Abigail Lapetina  
Kapaa Elementary  | Kapaa Elementary  | Kapaa Elementary  

Sienna Makarewicz  | Jennifer Nagle  | Yvette Rapozo  
Kapaa Elementary  | Kapaa Elementary  | Kapaa Elementary  

Heidi Tokuda  | Jennifer Veeck  | Bernadine Villatora  
Kapaa Elementary  | Kapaa Elementary  | Kapaa Elementary  

Todd Barcial  | Tamarine Carvalho  | Jean Esaki  
Kapaa High  | Kapaa High  | Kapaa High  

Guy Ho  | Natasha Arruda  | Christine Bandsma  
Kapaa High  | Kapaa Middle  | Kapaa Middle  

Russell Josephson  | Monica Kawakami  | Mia Grant  
Kapaa Middle  | Kapaa Middle  | Kapalama Elementary  

Heather Higa-Funada  | Stephanie Kau  | Carrie Markham  
Kapalama Elementary  | Kapalama Elementary  | Kapalama Elementary  

Dawn Washima  | Eleanor Shinsato  | Shari Ann Williams  
Kapalama Elementary  | Kapalama Elementary  | Kapalama Elementary  

Diane DeCorte  | Jonette Fujitake  | Jennifer Jo  
Kapiolani Elementary  | Kapiolani Elementary  | Kapiolani Elementary  

Jenna Nakao  | Fukuda Nanea  | Jadee-Marie Oda  
Kapiolani Elementary  | Kapiolani Elementary  | Kapiolani Elementary  

Season Paniku  | Chelsie Santos  | Koren Zane  
Kapiolani Elementary  | Kapiolani Elementary  | Kapiolani Elementary  

Kristin Frank  | Sondra Appleton  | David Bucknell  
Kapolei Elementary  | Kapolei High  | Kapolei High  

Alice Iraha  | Craig Kleefisch  | Jasmine Kumar  
Kapolei High  | Kapolei High  | Kapolei High  

Sharmayne Lee  | Gillian Grace Leibelt  | Glendaile Llamelo  
Kapolei High  | Kapolei High  | Kapolei High  

Ryan Matsumoto  | Jewella Ogitani  | Sarah Smorol  
Kapolei High  | Kapolei High  | Kapolei High  

Jeremy Soriano  | Jill Tanaka  | Carl Wright  
Kapolei High  | Kapolei High  | Kapolei High  

Domna Fisher  | Lissa Hakala  | Espinoza Jamiw  
Kapolei Middle  | Kapolei Middle  | Kapolei Middle  

The Safety Our Students Deserve related to COVID-19  
Page 14 of 35
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristal Jonasen</td>
<td>Kapolei Middle</td>
</tr>
<tr>
<td>Lorena Jose</td>
<td>Kapolei Middle</td>
</tr>
<tr>
<td>Joy Otsuka</td>
<td>Kapolei Middle</td>
</tr>
<tr>
<td>Shirley Yamauchi</td>
<td>Kapolei Middle</td>
</tr>
<tr>
<td>Kyle Hall</td>
<td>Kapolei PCS</td>
</tr>
<tr>
<td>Harlan Hema</td>
<td>Kapunahala Elementary</td>
</tr>
<tr>
<td>Vierra Jayli</td>
<td>Kapunahala Elementary</td>
</tr>
<tr>
<td>Tanya Park</td>
<td>Kapunahala Elementary</td>
</tr>
<tr>
<td>David Berry</td>
<td>Ka‘u High-Pahala Elem</td>
</tr>
<tr>
<td>Christine Bothmer-Stinson</td>
<td>Ka‘u High-Pahala Elem</td>
</tr>
<tr>
<td>Janice Javar</td>
<td>Ka‘u High-Pahala Elem</td>
</tr>
<tr>
<td>Angela Miyashiro</td>
<td>Ka‘u High-Pahala Elem</td>
</tr>
<tr>
<td>Michael Depoe</td>
<td>Kauai District Office</td>
</tr>
<tr>
<td>Marla Domingo</td>
<td>Kauai District Office</td>
</tr>
<tr>
<td>Leila Kuboyama</td>
<td>Kauai District Office</td>
</tr>
<tr>
<td>Alicia Miyashiro</td>
<td>Kauai District Office</td>
</tr>
<tr>
<td>Carrie Lea Sato</td>
<td>Kauai District Office</td>
</tr>
<tr>
<td>Michelle Dressler</td>
<td>Kauai High</td>
</tr>
<tr>
<td>Leinaala Kealoha</td>
<td>Kauai High</td>
</tr>
<tr>
<td>Lindsey Lee-Hornstine</td>
<td>Kauai High</td>
</tr>
<tr>
<td>Terry Low</td>
<td>Kauai High</td>
</tr>
<tr>
<td>Darryl Miyasato</td>
<td>Kauai High</td>
</tr>
<tr>
<td>Kristi Weises</td>
<td>Kauai High</td>
</tr>
<tr>
<td>Alexa Nelson</td>
<td>Kauai High</td>
</tr>
<tr>
<td>Nathan Pontious</td>
<td>Kauai High</td>
</tr>
<tr>
<td>Carin Shotliff</td>
<td>Kauai High</td>
</tr>
<tr>
<td>Jeri Yamagata</td>
<td>Kauai High</td>
</tr>
<tr>
<td>Jesand Amodo</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Ember Brock</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Constance Contreras</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Adelle Horikawa</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Skye Kusao</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Jaime Lee</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Gayle Oura</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Porsche Paulei-Storm</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Jessica Remotap</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Kelli Shirota</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Tiana Sur</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Tiffany Whitman</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Jamie Yamamoto</td>
<td>Kauluwela Elementary</td>
</tr>
<tr>
<td>Kris Cabreira</td>
<td>Kaumana Elementary</td>
</tr>
<tr>
<td>Travis Flynn</td>
<td>Kaumana Elementary</td>
</tr>
<tr>
<td>Mari Oshiro</td>
<td>Kaumana Elementary</td>
</tr>
<tr>
<td>Cari-Lynn Barcual</td>
<td>Kaumualii Elementary</td>
</tr>
<tr>
<td>Stacie Cantu</td>
<td>Kaumualii Elementary</td>
</tr>
<tr>
<td>Amber Thronas</td>
<td>Kaumualii Elementary</td>
</tr>
<tr>
<td>Laurie Madaeni</td>
<td>Kaunakakai Elementary</td>
</tr>
<tr>
<td>Malia Sakamoto</td>
<td>Kaunakakai Elementary</td>
</tr>
<tr>
<td>Dawn Bischoff</td>
<td>Kawanakaoa Middle</td>
</tr>
<tr>
<td>Jon Chung</td>
<td>Kawanakaoa Middle</td>
</tr>
<tr>
<td>Brian Platt</td>
<td>Kawanakaoa Middle</td>
</tr>
<tr>
<td>Korine Kodama</td>
<td>Kawanakaoa Middle</td>
</tr>
<tr>
<td>Mari LeFevre</td>
<td>Kawanakaoa Middle</td>
</tr>
<tr>
<td>Kathleen McDonough</td>
<td>Kawanakaoa Middle</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Name</th>
<th>School</th>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marsha Miyata</td>
<td>Kawanakaoa Middle</td>
<td>Jade Pham</td>
<td>Kawanakaoa Middle</td>
<td>Lillian Shaw</td>
<td>Kawanakaoa Middle</td>
</tr>
<tr>
<td>Perry Matthew</td>
<td>Ke Kula O 'Ehunuikaimalino</td>
<td>Dawn Kalaʻi-Aguiar</td>
<td>Ke Kula O Nawahiokalanʻopuʻu</td>
<td>Willette Akina-Akan</td>
<td>Ke Kula O Nawahiokalanʻopuʻu Iki, PCS</td>
</tr>
<tr>
<td>Nancy Peterson-Holt</td>
<td>Ke Kula O Samuel M Kamakau PCS</td>
<td>Bertha Alicia Alcaraz</td>
<td>Ke Kula O Nawahiokalanʻopuʻu</td>
<td>Robyn Amana</td>
<td>Keaau Elementary</td>
</tr>
<tr>
<td>Windy Berrigan-Sanchez</td>
<td>Keaau Elementary</td>
<td>Leisley Cobile</td>
<td>Keaau Elementary</td>
<td>Daphna Ehrenhalt</td>
<td>Keaau Elementary</td>
</tr>
<tr>
<td>Asia Harman</td>
<td>Keaau Elementary</td>
<td>Christin Kekaulua</td>
<td>Keaau Elementary</td>
<td>Sharyn Nakano</td>
<td>Keaau Elementary</td>
</tr>
<tr>
<td>Joy Oliveira Smith</td>
<td>Keaau Elementary</td>
<td>Vanessa Quiecho</td>
<td>Keaau Elementary</td>
<td>Susanna Rivera</td>
<td>Keaau Elementary</td>
</tr>
<tr>
<td>Wendy Sako</td>
<td>Keaau Elementary</td>
<td>Brittnie Toloumu</td>
<td>Keaau Elementary</td>
<td>Melissa Watanabe</td>
<td>Keaau Elementary</td>
</tr>
<tr>
<td>Katherine Wood</td>
<td>Keaau Elementary</td>
<td>John Bonewitz</td>
<td>Keaau High</td>
<td>Shu-Ying Bonner</td>
<td>Keaau High</td>
</tr>
<tr>
<td>Chase Desa</td>
<td>Keaau High</td>
<td>Linda Eriksson</td>
<td>Keaau High</td>
<td>Charlotte Godfrey-Romo</td>
<td>Keaau High</td>
</tr>
<tr>
<td>Casey Halten</td>
<td>Keaau High</td>
<td>Shana Kirin</td>
<td>Keaau High</td>
<td>Cynthia McAnish</td>
<td>Keaau High</td>
</tr>
<tr>
<td>Marlene Medeiros</td>
<td>Keaau High</td>
<td>Marlene Medeiros</td>
<td>Keaau High</td>
<td>Michele Meyers Conel</td>
<td>Keaau High</td>
</tr>
<tr>
<td>Terence Moniz</td>
<td>Keaau High</td>
<td>Laurie O'Brien</td>
<td>Keaau High</td>
<td>Jennie Olavon</td>
<td>Keaau High</td>
</tr>
<tr>
<td>Arnold Penueta</td>
<td>Keaau High</td>
<td>Andrew Sanchez</td>
<td>Keaau High</td>
<td>Daniel Tavares</td>
<td>Keaau High</td>
</tr>
<tr>
<td>Kuʻulei Arceo</td>
<td>Keaau Middle</td>
<td>Julianne Arkangel-Kawaha</td>
<td>Keaau Middle</td>
<td>Randee Arkin</td>
<td>Keaau Middle</td>
</tr>
<tr>
<td>Kristin Bajo</td>
<td>Keaau Middle</td>
<td>Sandra Bonk</td>
<td>Keaau Middle</td>
<td>Kristel Brogdon</td>
<td>Keaau Middle</td>
</tr>
<tr>
<td>Katherine DeKemper</td>
<td>Keaau Middle</td>
<td>Joshua Jacobs</td>
<td>Keaau Middle</td>
<td>Andrea Medrano</td>
<td>Keaau Middle</td>
</tr>
<tr>
<td>Gordon Piianaia</td>
<td>Keaau Middle</td>
<td>Elizabeth Sharrock</td>
<td>Keaau Middle</td>
<td>Janice Tanaka</td>
<td>Keaau Middle</td>
</tr>
<tr>
<td>Brenna Usher</td>
<td>Keaau Middle</td>
<td>Cindy Cheek</td>
<td>Kealakehe Elementary</td>
<td>Suzanne Dadzie</td>
<td>Kealakehe Elementary</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kelly Duell</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Joy Hanato</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Jemma Lee</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Lorene Livingston</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Brett McCordle</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Antoinette Reynolds</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Ann Marie Sager</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Kyle Segawa</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Kari Swangel</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Susan Tanaka</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Sarah Totten</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Christina Vien</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Shauna Yusko</td>
<td>Kealakehe Elementary</td>
</tr>
<tr>
<td>Fawzia Ali</td>
<td>Kealakehe High</td>
</tr>
<tr>
<td>Bill Armijo</td>
<td>Kealakehe High</td>
</tr>
<tr>
<td>Keith Colvin</td>
<td>Kealakehe High</td>
</tr>
<tr>
<td>David Hattt</td>
<td>Kealakehe High</td>
</tr>
<tr>
<td>Wamuel Jadulang</td>
<td>Kealakehe High</td>
</tr>
<tr>
<td>Fumi Koizumi-Droge</td>
<td>Kealakehe High</td>
</tr>
<tr>
<td>Tamisha Lee</td>
<td>Kealakehe High</td>
</tr>
<tr>
<td>George Mackin</td>
<td>Kealakehe High</td>
</tr>
<tr>
<td>Rebecca Marsh</td>
<td>Kealakehe High</td>
</tr>
<tr>
<td>Sandra Stone</td>
<td>Kealakehe High</td>
</tr>
<tr>
<td>Kristy Sumada</td>
<td>Kealakehe High</td>
</tr>
<tr>
<td>Erin Williams</td>
<td>Kealakehe High</td>
</tr>
<tr>
<td>Michelle Anastasio</td>
<td>Kealakehe Inter</td>
</tr>
<tr>
<td>Rebecca Brito</td>
<td>Kealakehe Inter</td>
</tr>
<tr>
<td>Foster Karen</td>
<td>Kealakehe Inter</td>
</tr>
<tr>
<td>Kenneth Kimmage</td>
<td>Kealakehe Inter</td>
</tr>
<tr>
<td>Deborah Richard</td>
<td>Kealakehe Inter</td>
</tr>
<tr>
<td>Alfonso Rivera</td>
<td>Kealakehe Inter</td>
</tr>
<tr>
<td>Angela Tamchin</td>
<td>Kealakehe Inter</td>
</tr>
<tr>
<td>Jennifer Baptista</td>
<td>Kealakeh Elementarit</td>
</tr>
<tr>
<td>Donna Hanohano</td>
<td>Keaukaha Elementary</td>
</tr>
<tr>
<td>Kimberly Kahawaiiola'a</td>
<td>Keaukaha Elementary</td>
</tr>
<tr>
<td>Evie Saltiban</td>
<td>Keaukaha Elementary</td>
</tr>
<tr>
<td>Sherry Nakata</td>
<td>Keaukaha Elementary</td>
</tr>
<tr>
<td>Mia Pereira</td>
<td>Keaukaha Elementary</td>
</tr>
<tr>
<td>Wendi Kimura</td>
<td>Keaukaha Elementary</td>
</tr>
<tr>
<td>Amy Stoddart</td>
<td>Keaukaha Elementary</td>
</tr>
<tr>
<td>Holly Uehara</td>
<td>Keaukaha Elementary</td>
</tr>
<tr>
<td>Lynn Charton</td>
<td>Kekaha Elementary</td>
</tr>
<tr>
<td>Shaunna Ganun</td>
<td>Kekaha Elementary</td>
</tr>
<tr>
<td>Jonelle Renti Cruz</td>
<td>Kekaha Elementary</td>
</tr>
<tr>
<td>Beate Arendale</td>
<td>Kekaulike High</td>
</tr>
<tr>
<td>Glenda Bendell</td>
<td>Kekaulike High</td>
</tr>
<tr>
<td>Jonathan Bowe</td>
<td>Kekaulike High</td>
</tr>
<tr>
<td>Michelle Brown</td>
<td>Kekaulike High</td>
</tr>
<tr>
<td>Jeanine Coombs-Todd</td>
<td>Kekaulike High</td>
</tr>
<tr>
<td>Ann Crawford</td>
<td>Kekaulike High</td>
</tr>
<tr>
<td>Saafiga Foster</td>
<td>Kekaulike High</td>
</tr>
<tr>
<td>Curt Hashimoto</td>
<td>Kekaulike High</td>
</tr>
<tr>
<td>Lori Johnson</td>
<td>Kekaulike High</td>
</tr>
<tr>
<td>Rebecca Kiili</td>
<td>Kekaulike High</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Patricia Pascual  
Kekaulike High

Laila Popata  
Kekaulike High

Brooklynn Ramos  
Kekaulike High

Dawn Shirota  
Kekaulike High

Andrzej Wolski  
Kekaulike High

Jayna Yamamoto  
Kekaulike High

Lorna Gomes  
Kaulu Elementary

Yolanda Dana  
Keonepoko Elementary

Paulette Gangano  
Keonepoko Elementary

Emily Lethlean  
Keonepoko Elementary

Hope McKeen  
Keonepoko Elementary

Cormor Piper  
Keonepoko Elementary

Lester Rivera  
Keonepoko Elementary

Patricia Shillingford  
Keonepoko Elementary

Tricia Shillingford  
Keonepoko Elementary

Debra Shirai  
Keonepoko Elementary

Falaepeuli Asaeli  
Keone`ula Elementary

Ceily Best  
Keone`ula Elementary

Andrea-Li Fukuda  
Keone`ula Elementary

Jennifer Kramer  
Keone`ula Elementary

Samoana McAngus  
Keone`ula Elementary

Dawn Sarsona  
Keone`ula Elementary

Maureen Uytingco  
Keone`ula Elementary

Corrina Yonemori  
Keone`ula Elementary

Kathleen Barr  
Kihei Elementary

Bernadette Fulgencio  
Kihei Elementary

Jody-Lynn Glickman  
Kihei Elementary

Kristen Goodwin  
Kihei Elementary

Cory Horwitz  
Kihei Elementary

Evelyn Ibonia  
Kihei Elementary

Mary Joyce Manglicmot  
Kihei Elementary

Anna McNay  
Kihei Elementary

Jessie O’Neill-Prest  
Kihei Elementary

Corey Pasman  
Kihei Elementary

Rachel Reyes  
Kihei Elementary

Renee Romerdahl  
Kihei Elementary

Matthew Ruiz  
Kihei Elementary

Mary Schaeffer  
Kihei Elementary

Michael Kline  
Kilauea Elementary

Cynthia Luafalemana  
Kilohana Elementary

F Bellinger  
King Intermediate

Ratu Jared Bukaran  
King Intermediate

Dennis McCaulley  
King Intermediate

Michelle Murphy  
King Intermediate

Joelle Neuman  
King Intermediate

Richard Pettit  
King Intermediate

Deborah Schmeding  
King Intermediate

Lori Harris  
Kipapa Elementary

Cory Ann Kaimuloa  
Kipapa Elementary

Dana Katsura  
Kipapa Elementary

Kimberly Nakamura  
Kipapa Elementary

Nancy Parker  
Kipapa Elementary

Mark Tanaka  
Kipapa Elementary

Sandra Gusman  
Kohala Elementary
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Name</th>
<th>School</th>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristy Ku</td>
<td>Kohala Elementary</td>
<td>Melanie Matsuda</td>
<td>Kohala Elementary</td>
<td>Anne Tucker</td>
<td>Kohala Elementary</td>
</tr>
<tr>
<td>John Bolitho</td>
<td>Kohala High</td>
<td>Amber Corrales</td>
<td>Kohala High</td>
<td>Brittney Hedlund</td>
<td>Kohala High</td>
</tr>
<tr>
<td>Renee Bautista</td>
<td>Kohala Middle</td>
<td>Jennifer De Silva Stevens</td>
<td>Kohala Middle</td>
<td>Jasmine DeCosta</td>
<td>Kohala Middle</td>
</tr>
<tr>
<td>Peter O'Donnell</td>
<td>Kohala Middle</td>
<td>Blaine Tsukayama</td>
<td>Koloa Elementary</td>
<td>Jacqueline Cramer</td>
<td>Kona Pacific PCS</td>
</tr>
<tr>
<td>Anika Agerlie</td>
<td>Konawaena Elementary</td>
<td>Cami Iwanaga</td>
<td>Konawaena Elementary</td>
<td>Holly Nakamoto</td>
<td>Konawaena Elementary</td>
</tr>
<tr>
<td>Thelma Reeves</td>
<td>Konawaena Elementary</td>
<td>Maile Wilum</td>
<td>Konawaena Elementary</td>
<td>Tessa Fries</td>
<td>Konawaena High</td>
</tr>
<tr>
<td>Timothy Henry</td>
<td>Konawaena High</td>
<td>Shannon Jacob Kline</td>
<td>Konawaena High</td>
<td>Ernie Okamura</td>
<td>Konawaena High</td>
</tr>
<tr>
<td>Jean Riley</td>
<td>Konawaena High</td>
<td>Anna Bartels</td>
<td>Konawaena Middle</td>
<td>Danielle Bloch</td>
<td>Konawaena Middle</td>
</tr>
<tr>
<td>Kaylee Castillo</td>
<td>Konawaena Middle</td>
<td>Mia-Tia Cummins-VanHerreweghe</td>
<td>Konawaena Middle</td>
<td>John Franks</td>
<td>Konawaena Middle</td>
</tr>
<tr>
<td>Rhiana Fry</td>
<td>Konawaena Middle</td>
<td>Kathy Jo Kube</td>
<td>Konawaena Middle</td>
<td>Aasa Lundstrom-LeTo</td>
<td>Konawaena Middle</td>
</tr>
<tr>
<td>Candice Nozaki-Wong</td>
<td>Konawaena Middle</td>
<td>Danielle Russell</td>
<td>Konawaena Middle</td>
<td>Nicole Ullian</td>
<td>Konawaena Middle</td>
</tr>
<tr>
<td>Caitlin Wagstaff</td>
<td>Konawaena Middle</td>
<td>Elizabeth Wiggans</td>
<td>Konawaena Middle</td>
<td>Mark Fontaine</td>
<td>Kua O Ka La PCS</td>
</tr>
<tr>
<td>Eileen Carr</td>
<td>Kualapuu Elementary PCS</td>
<td>Penny Davasechelle</td>
<td>Kualapuu Elementary PCS</td>
<td>Mich'lae Waialeale</td>
<td>Kualapuu Elementary PCS</td>
</tr>
<tr>
<td>Karen Fujimoto</td>
<td>Kuhio Elementary</td>
<td>Emily Hiram</td>
<td>Kuhio Elementary</td>
<td>Christina Cowell</td>
<td>Kula Elementary</td>
</tr>
<tr>
<td>Kristi Kakuchi</td>
<td>Kula Elementary</td>
<td>Patrick McCall</td>
<td>Kula Elementary</td>
<td>MariaDonell Thomas</td>
<td>Lahaina Intermediate</td>
</tr>
<tr>
<td>Andrew Akahi</td>
<td>Lahainaluna High</td>
<td>Debralyn Arellano</td>
<td>Lahainaluna High</td>
<td>Tracy Brojakowski</td>
<td>Lahainaluna High</td>
</tr>
<tr>
<td>Anne Cook</td>
<td>Lahainaluna High</td>
<td>John Noah P. Hoomanawanui</td>
<td>Lahainaluna High</td>
<td>Sara Murpky</td>
<td>Lahainaluna High</td>
</tr>
<tr>
<td>Anjanette Naganuma</td>
<td>Lahainaluna High</td>
<td>Matthew O'Brien</td>
<td>Lahainaluna High</td>
<td>Noe Pizano</td>
<td>Lahainaluna High</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Name</th>
<th>School</th>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Sternthall</td>
<td>Lahainaluna High</td>
<td>Marianne Winfield</td>
<td>Lahainaluna High</td>
<td>Victoria Zupancic</td>
<td>Lahainaluna High</td>
</tr>
<tr>
<td>Anna Court</td>
<td>Laie Elementary</td>
<td>Susan Chew</td>
<td>Lanai High-Elem</td>
<td>Elizabeth Conroy-Humphrey</td>
<td>Lanai High-Elem</td>
</tr>
<tr>
<td>Romeo Eleno</td>
<td>Lanai High-Elem</td>
<td>Lisa Galloway</td>
<td>Lanai High-Elem</td>
<td>Linda Jones</td>
<td>Lanai High-Elem</td>
</tr>
<tr>
<td>Luz Larotta</td>
<td>Lanai High-Elem</td>
<td>Brenda Palumbo</td>
<td>Lanai High-Elem</td>
<td>Valerie Robinett</td>
<td>Lanai High-Elem</td>
</tr>
<tr>
<td>Robin Rosenbalm</td>
<td>Lanai High-Elem</td>
<td>Anita Tacderas</td>
<td>Lanai High-Elem</td>
<td>Jacqueline Ho</td>
<td>Lanakila Elementary</td>
</tr>
<tr>
<td>Brandon Ing</td>
<td>Lanakila Elementary</td>
<td>Amy Kamakawai</td>
<td>Lanakila Elementary</td>
<td>Carol Kim</td>
<td>Lanakila Elementary</td>
</tr>
<tr>
<td>Stacy Miyashiro</td>
<td>Lanakila Elementary</td>
<td>Cassie Romero</td>
<td>Lanakila Elementary</td>
<td>Autumn Encinas-Domingcil</td>
<td>Laupahoehoe Community PCS</td>
</tr>
<tr>
<td>Jessica Kato</td>
<td>Leeward District Office</td>
<td>Lawrence Hill</td>
<td>Lehua Elementary</td>
<td>Selene Maballo</td>
<td>Lehua Elementary</td>
</tr>
<tr>
<td>Karen Noda</td>
<td>Lehua Elementary</td>
<td>Valerie Simmons</td>
<td>Lehua Elementary</td>
<td>Daniel Taira</td>
<td>Lehua Elementary</td>
</tr>
<tr>
<td>Wendy Uyeda</td>
<td>Lehua Elementary</td>
<td>Kryssa Isobe</td>
<td>Leihoku Elementary</td>
<td>Nicholle Omayas</td>
<td>Leihoku Elementary</td>
</tr>
<tr>
<td>Kim Blanchard</td>
<td>Leilehua High</td>
<td>Cori Hirayama</td>
<td>Leilehua High</td>
<td>Jamie Ideue</td>
<td>Leilehua High</td>
</tr>
<tr>
<td>Davidene Iman</td>
<td>Leilehua High</td>
<td>Lois Lozano</td>
<td>Leilehua High</td>
<td>Brenda Nomura</td>
<td>Leilehua High</td>
</tr>
<tr>
<td>Margaret Ohara</td>
<td>Leilehua High</td>
<td>Brianna Souza</td>
<td>Leilehua High</td>
<td>Waha Weeks</td>
<td>Leilehua High</td>
</tr>
<tr>
<td>Andrea Baer</td>
<td>Lihikai Elementary</td>
<td>Tai Baird</td>
<td>Lihikai Elementary</td>
<td>Kathleen Ann Batulayan</td>
<td>Lihikai Elementary</td>
</tr>
<tr>
<td>Ashley Cabanas</td>
<td>Lihikai Elementary</td>
<td>Marilyn Coloma</td>
<td>Lihikai Elementary</td>
<td>Christine Cook</td>
<td>Lihikai Elementary</td>
</tr>
<tr>
<td>Margaret Dalezell</td>
<td>Lihikai Elementary</td>
<td>Wiki-Ann Fetalvero</td>
<td>Lihikai Elementary</td>
<td>Jane Filipi</td>
<td>Lihikai Elementary</td>
</tr>
<tr>
<td>Tiana Haia</td>
<td>Lihikai Elementary</td>
<td>Sydney Harris</td>
<td>Lihikai Elementary</td>
<td>Amanda Jimenez</td>
<td>Lihikai Elementary</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Veanne Matson  
Lihikai Elementary

Kristi Nitta  
Lihikai Elementary

Renee O’Brien  
Lihikai Elementary

Celia Oshita  
Lihikai Elementary

Eve Ramos  
Lihikai Elementary

Daryl Sato  
Lihikai Elementary

Dawn Schorling  
Lihikai Elementary

Kris Shirota-Hong  
Lihikai Elementary

Sehameen Vasquez  
Lihikai Elementary

Jonathan Vince-Cruz  
Lihikai Elementary

Samantha Yamada  
Lihikai Elementary

Courtney Yamashiro  
Lihikai Elementary

Gregory Serve  
Liholiho Elementary

Corey Yasuda  
Liholiho Elementary

Lisa Garnett  
Likeliike Elementary

Mari Hakama  
Likeliike Elementary

Patrice Wizmo  
Likeliike Elementary

Kristine Nakaoaka  
Likeliike Elementary

Evelyn Akai  
Lincoln Elementary

Erin Kamemoto  
Lincoln Elementary

Kristi Maruno  
Lincoln Elementary

Kalelani Ogata  
Lincoln Elementary

Erin Baldauf  
Lokelani Intermediate

Catherine Fitzpatrick  
Lokelani Intermediate

Janet Araki  
Lunalilo Elementary

Landra Bonifacio  
Lunalilo Elementary

Sarah Cappel  
Lunalilo Elementary

Sarah Click  
Lunalilo Elementary

Sheri Gallagher  
Lunalilo Elementary

Robyn McNichols  
Lunalilo Elementary

Tiffany Sera  
Lunalilo Elementary

Lori Towata  
Lunalilo Elementary

Amber Tyndzik  
Lunalilo Elementary

Katie Robinson  
Maemae Elementary

Piane Styles  
Maemae Elementary

Jacklyn Brahun  
Mali Elementary

Jo-Lyn Correa  
Mali Elementary

Christine Hanakahi  
Mali Elementary

Stacey Hunt  
Mali Elementary

Lauren Mauai  
Mali Elementary

Lisa Perez  
Mali Elementary

Sara Allen  
Makaha Elementary

Lorraine Bennett  
Makaha Elementary

J Kuroda  
Makaha Elementary

Amalyn Mesina  
Makaha Elementary

Athena Willigan  
Makaha Elementary

Chantel Navarro  
Makaha Elementary

Lori Nelson  
Makaha Elementary

Jaclyn Wills  
Makaha Elementary

Melanie Yagi  
Makaha Elementary

Ashlie Johnson  
Makakilo Elementary

Ella Chabra  
Makalapa Elementary

Cameron Inouye-Ng  
Makalapa Elementary

Kathlene Suzuki  
Makalapa Elementary
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alyssa Balderas Silva</td>
<td>Makawao Elementary</td>
</tr>
<tr>
<td>Robyn De Leon</td>
<td>Makawao Elementary</td>
</tr>
<tr>
<td>Leanne Dunn</td>
<td>Makawao Elementary</td>
</tr>
<tr>
<td>Holly Lee</td>
<td>Makawao Elementary</td>
</tr>
<tr>
<td>Sarah Shewmaker</td>
<td>Makawao Elementary</td>
</tr>
<tr>
<td>Theresa Thompson</td>
<td>Makawao Elementary</td>
</tr>
<tr>
<td>Jamie Walker</td>
<td>Makawao Elementary</td>
</tr>
<tr>
<td>Wendy Wilhelm</td>
<td>Makawao Elementary</td>
</tr>
<tr>
<td>Dari Ann Matsuda</td>
<td>Manana Elementary</td>
</tr>
<tr>
<td>Tina Marie Myers</td>
<td>Manana Elementary</td>
</tr>
<tr>
<td>Flor Angeline Rodriguez</td>
<td>Manana Elementary</td>
</tr>
<tr>
<td>Darcie Kajioka</td>
<td>Manana Elementary</td>
</tr>
<tr>
<td>Kristen Maehara</td>
<td>Manoa Elementary</td>
</tr>
<tr>
<td>Allison Miyamoto</td>
<td>Manoa Elementary</td>
</tr>
<tr>
<td>Christy Okano</td>
<td>Manoa Elementary</td>
</tr>
<tr>
<td>Cody Parmley</td>
<td>Manoa Elementary</td>
</tr>
<tr>
<td>Patty Gorski</td>
<td>Maui District Office</td>
</tr>
<tr>
<td>Debra-Ann Kiyabu</td>
<td>Maui District Office</td>
</tr>
<tr>
<td>Wimarie Loy</td>
<td>Maui District Office</td>
</tr>
<tr>
<td>Katherine McDougall</td>
<td>Maui District Office</td>
</tr>
<tr>
<td>Jessica Adkins</td>
<td>Maui High</td>
</tr>
<tr>
<td>Rachael Denessen</td>
<td>Maui High</td>
</tr>
<tr>
<td>Clint Gima</td>
<td>Maui High</td>
</tr>
<tr>
<td>Michelle Gima</td>
<td>Maui High</td>
</tr>
<tr>
<td>Carol Holland</td>
<td>Maui High</td>
</tr>
<tr>
<td>Ryan Ishizu</td>
<td>Maui High</td>
</tr>
<tr>
<td>Lisa Kakiuchi-Gina</td>
<td>Maui High</td>
</tr>
<tr>
<td>Jodi Kwiimitsu</td>
<td>Maui High</td>
</tr>
<tr>
<td>Nanna Lindberg</td>
<td>Maui High</td>
</tr>
<tr>
<td>Tiara Matsu</td>
<td>Maui High</td>
</tr>
<tr>
<td>Naomi McCall</td>
<td>Maui High</td>
</tr>
<tr>
<td>Vickie Murata</td>
<td>Maui High</td>
</tr>
<tr>
<td>Leah O'Brien</td>
<td>Maui High</td>
</tr>
<tr>
<td>Adrienne Pulu</td>
<td>Maui High</td>
</tr>
<tr>
<td>Teresa Rosario</td>
<td>Maui High</td>
</tr>
<tr>
<td>Michele Sera</td>
<td>Maui High</td>
</tr>
<tr>
<td>Bronwyn Tatman</td>
<td>Maui High</td>
</tr>
<tr>
<td>Joseph Bein</td>
<td>Maui-Waena Intermediate</td>
</tr>
<tr>
<td>Kamiki Benavides</td>
<td>Maui-Waena Intermediate</td>
</tr>
<tr>
<td>Erick Justin Domingo</td>
<td>Maui-Waena Intermediate</td>
</tr>
<tr>
<td>John Fitzpatrick</td>
<td>Maui-Waena Intermediate</td>
</tr>
<tr>
<td>Shannon Kealoha</td>
<td>Maui-Waena Intermediate</td>
</tr>
<tr>
<td>Ann Jimenez</td>
<td>Maui-Waena Intermediate</td>
</tr>
<tr>
<td>Kevin Kawamura</td>
<td>Maui-Waena Intermediate</td>
</tr>
<tr>
<td>Teri Reed</td>
<td>Maui-Waena Intermediate</td>
</tr>
<tr>
<td>Melinda Martinez</td>
<td>Maui-Waena Intermediate</td>
</tr>
<tr>
<td>Kim Ramos</td>
<td>Maui-Waena Intermediate</td>
</tr>
<tr>
<td>Woana Piena</td>
<td>Maui Waena Intermediate</td>
</tr>
<tr>
<td>Karen Oliver</td>
<td>Mauka Lani Elementary</td>
</tr>
<tr>
<td>Diane Omura</td>
<td>Mauka Lani Elementary</td>
</tr>
<tr>
<td>Shunya Ka‘ulei Arakaki</td>
<td>McKinley Community School</td>
</tr>
<tr>
<td>Yahna Kawaa</td>
<td>Maunawili Elementary</td>
</tr>
<tr>
<td>Kellsie Tokita</td>
<td>McKinley Community School</td>
</tr>
</tbody>
</table>

The Safety Our Students Deserve related to COVID-19
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Joseph Cho  
McKinley High

Shane Cummings  
McKinley High

Rajani Dhakhwa Morita  
McKinley High

Hobbes Lee  
McKinley High

Jonathan Loomis  
McKinley High

Eren Star Padilla  
McKinley High

Kyung Park  
McKinley High

Cynthia Reves  
McKinley High

Lisa Saito  
McKinley High

Stacie Sakihara  
McKinley High

Dusty Santos  
McKinley High

Irene Tanaka  
McKinley High

Dana Ayala  
Mililani High

Laurie Blalock  
Mililani High

Deborah Hagihara  
Mililani High

Vanessa Humphreys  
Mililani High

Kathleen Kaya  
Mililani High

Dale Kenai  
Mililani High

Tyson Kikugawa  
Mililani High

Kimberly Lauzon  
Mililani High

James Millwood  
Mililani High

Malika Nahina  
Mililani High

Curtis Ogi  
Mililani High

Katie Rockwell  
Mililani High

Buron Shang  
Mililani High

Sara Yamaguchi  
Mililani High

Dana Ayala  
Mililani High

Cheryl Caffrey  
Mililani Ike Elementary

Lisa Ebinger  
Mililani Ike Elementary

Sherry Esteban  
Mililani Ike Elementary

Shelley Fujimori  
Mililani Ike Elementary

Kyllie Nakamura  
Mililani Ike Elementary

Lori Ann Powell  
Mililani Ike Elementary

Javen Aranaydo  
Mililani Mauka Elementary

Kim Baker  
Mililani Mauka Elementary

Ketti Fong  
Mililani Mauka Elementary

Kelsey Goo  
Mililani Mauka Elementary

Julie Ko-lee  
Mililani Mauka Elementary

Chelsie Miyashiro  
Mililani Mauka Elementary

Ashley Monden  
Mililani Mauka Elementary

Michele Okahashi  
Mililani Mauka Elementary

Lori Rickerby  
Mililani Mauka Elementary

Ryan Watada  
Mililani Mauka Elementary

Julie Ariola  
Mililani Middel

Keri Coloma  
Mililani Middle

Yvonne Kauihou  
Mililani Middle

Tracie Kurashige  
Mililani Middle

Carlos Pai  
Mililani Middle

Richard Stange  
Mililani Middle

Jennifer Takamori  
Mililani Middle

Benny Villanneva  
Mililani Middle

Michelle Wilson  
Mililani Middle

Carole Wong  
Mililani Middle

Stacey Kelley  
Mililani-Uka Elementary
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nekita Kennedy</td>
<td>Mililani-Uka Elementary</td>
</tr>
<tr>
<td>Danielle Roussos</td>
<td>Mililani-Uka Elementary</td>
</tr>
<tr>
<td>Kathi Uyemura</td>
<td>Mililani-Uka Elementary</td>
</tr>
<tr>
<td>Nicole Arakawa</td>
<td>Mililani-Waena Elementary</td>
</tr>
<tr>
<td>Verona Holder</td>
<td>Mililani-Waena Elementary</td>
</tr>
<tr>
<td>Angelita Iaea</td>
<td>Mililani-Waena Elementary</td>
</tr>
<tr>
<td>Lola Ito</td>
<td>Mililani-Waena Elementary</td>
</tr>
<tr>
<td>Michelle Ito</td>
<td>Mililani-Waena Elementary</td>
</tr>
<tr>
<td>Sherri Koide</td>
<td>Mililani-Waena Elementary</td>
</tr>
<tr>
<td>Leilani Manoa</td>
<td>Mililani-Waena Elementary</td>
</tr>
<tr>
<td>Ramejean Gamiao</td>
<td>Moanalua Elementary</td>
</tr>
<tr>
<td>Christie Isaacs</td>
<td>Moanalua Elementary</td>
</tr>
<tr>
<td>Rebekah Lynn Messer</td>
<td>Moanalua Elementary</td>
</tr>
<tr>
<td>Brady Chang</td>
<td>Moanalua High</td>
</tr>
<tr>
<td>Berna Dela Cruz</td>
<td>Moanalua High</td>
</tr>
<tr>
<td>Jeffrey Fujimoto</td>
<td>Moanalua High</td>
</tr>
<tr>
<td>Mark Ikenaga</td>
<td>Moanalua High</td>
</tr>
<tr>
<td>Keith Kitamura</td>
<td>Moanalua High</td>
</tr>
<tr>
<td>Joanna B Kobayashi</td>
<td>Moanalua High</td>
</tr>
<tr>
<td>Jennifer Ladao</td>
<td>Moanalua High</td>
</tr>
<tr>
<td>Jaimelmu Tateyama</td>
<td>Moanalua High</td>
</tr>
<tr>
<td>Theresa Tomimbang</td>
<td>Moanalua High</td>
</tr>
<tr>
<td>Margaret Travers</td>
<td>Moanalua High</td>
</tr>
<tr>
<td>Lorena Wong</td>
<td>Moanalua High</td>
</tr>
<tr>
<td>Scott Yamada</td>
<td>Moanalua High</td>
</tr>
<tr>
<td>Jarrett Haniujo</td>
<td>Moanalua Middle</td>
</tr>
<tr>
<td>Andrew Hopoi</td>
<td>Moanalua Middle</td>
</tr>
<tr>
<td>Jolene Ifuku-Yi</td>
<td>Moanalua Middle</td>
</tr>
<tr>
<td>Kristina Lee</td>
<td>Moanalua Middle</td>
</tr>
<tr>
<td>Minori Oumi</td>
<td>Moanalua Middle</td>
</tr>
<tr>
<td>Monica Armstrong</td>
<td>Mokapu Elementary</td>
</tr>
<tr>
<td>Michelle Baker-Naota</td>
<td>Mokapu Elementary</td>
</tr>
<tr>
<td>Suzanne Braun</td>
<td>Mokapu Elementary</td>
</tr>
<tr>
<td>Jennifer Dougherty</td>
<td>Mokapu Elementary</td>
</tr>
<tr>
<td>Sheri Frye</td>
<td>Mokapu Elementary</td>
</tr>
<tr>
<td>Alicia Wochizaki</td>
<td>Mokapu Elementary</td>
</tr>
<tr>
<td>Phaedra Robinson</td>
<td>Mokapu Elementary</td>
</tr>
<tr>
<td>LeeAnn Van Woerkom</td>
<td>Mokapu Elementary</td>
</tr>
<tr>
<td>Neva Watsuoka</td>
<td>Mokulele Elementary</td>
</tr>
<tr>
<td>Amy Ohinishi</td>
<td>Mokulele Elementary</td>
</tr>
<tr>
<td>Lee Ann Oshiro</td>
<td>Mokulele Elementary</td>
</tr>
<tr>
<td>Jodi Tahara</td>
<td>Mokulele Elementary</td>
</tr>
<tr>
<td>Malia Lee Akutagawa</td>
<td>Molokai High</td>
</tr>
<tr>
<td>Frances Alkino</td>
<td>Molokai High</td>
</tr>
<tr>
<td>Perry Buchalter</td>
<td>Molokai High</td>
</tr>
<tr>
<td>Alexandra Buchanan</td>
<td>Molokai High</td>
</tr>
<tr>
<td>Jason Elder</td>
<td>Molokai High</td>
</tr>
<tr>
<td>Josephine Faalele</td>
<td>Molokai High</td>
</tr>
<tr>
<td>Jessie Ford</td>
<td>Molokai High</td>
</tr>
<tr>
<td>Kenetta Kawa</td>
<td>Molokai High</td>
</tr>
<tr>
<td>Diane Woknau</td>
<td>Molokai High</td>
</tr>
<tr>
<td>Ponciano Raguindin</td>
<td>Molokai High</td>
</tr>
<tr>
<td>Tilana Roberts</td>
<td>Molokai High</td>
</tr>
<tr>
<td>Lisa Takata</td>
<td>Molokai High</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

John Van Ornum
Molokai High

Karen Hirata
Momilani Elementary

Irene Barber
Mountain View Elem

Judith Dahl
Mountain View Elem

Jaime Lewis
Mountain View Elem

KumuEl Negus
Mountain View Elem

Michelle Buck
Naalehu Elem-Inter

Cherrish Spagar
Naalehu Elem-Inter

Elizabeth Bowen
Nahienaena Elementary

Joy Kubota
Nahienaena Elementary

Stephanie Shoemaker
Nahienaena Elementary

Francesca Alberto-Rojas
Nanaikapono Elementary

Kimi Mark
Nanaikapono Elementary

Christina Cubilo
Nanakuli Elementary

Hilary Arakaki
Nanakuli High-Intermediate

Angel Decierdo
Nanakuli High-Intermediate

Kathryn Fisher
Nanakuli High-Intermediate

Rich Harragan
Nanakuli High-Intermediate

Maliekekai Ward
Molokai High

Lisa Nakama
Momilani Elementary

Ana Bingham
Mountain View Elem

Dayna Lynn Ganigan
Mountain View Elem

Catherine Lott
Mountain View Elem

Kerry Ogawa
Mountain View Elem

Jahashlyn Noella Karasuda
Naalehu Elem-Inter

Kiley Adolpho
Nahienaena Elementary

Claire Dobson
Nahienaena Elementary

Wegan Landes
Nahienaena Elementary

Janell Simpliciano
Nahienaena Elementary

Marissa Falcele
Nanaikapono Elementary

Bryson Matsushima
Nanaikapono Elementary

Cathy Guerrero
Nanakuli Elementary

Ruby Ching
Nanakuli High-Intermediate

Blythe Emler
Nanakuli High-Intermediate

Maris Galban
Nanakuli High-Intermediate

David Kaniaupio
Nanakuli High-Intermediate

Lori Boelhler
Molokai Middle

Kainoa Arensdorf
Mountain View Elem

Kelley Brown
Mountain View Elem

Kyra Ito
Mountain View Elem

Hana Mauldin
Mountain View Elem

Erik Onishi
Mountain View Elem

Amelia Monroe
Naalehu Elem-Inter

Michelle Bonet-Salawich
Nahienaena Elementary

Carla Hazlet
Nahienaena Elementary

Seamus Murphy
Nahienaena Elementary

Sueanne Walters
Nahienaena Elementary

Rebecca Hadley-Schlosser
Nanaikapono Elementary

Fay AngelesAguda
Nanakuli Elementary

Margarita Alo-Chu
Nanakuli High-Intermediate

Cassandra Christensen
Nanakuli High-Intermediate

Leonard Ferguson
Nanakuli High-Intermediate

Alison Growley
Nanakuli High-Intermediate

Stacy Koyama
Nanakuli High-Intermediate
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Vanessa Lariosa  
Nanakuli High-Intermediate

Cheryl Orallo  
Nanakuli High-Intermediate

Raeemie Pagaduan  
Nanakuli High-Intermediate

Kevin Tyman  
Nanakuli High-Intermediate

Megan Wilson  
Nanakuli High-Intermediate

Pamela Yuen  
Nanakuli High-Intermediate

Lisa Espiritu  
Nimitz Elementary

Lori Shibata  
Nimitz Elementary

Jennifer Fung  
Ni‘u Valley Middle

Tracey Joy Matsui  
Noelani Elementary

Colleen Skrimstad  
Nuuanu Elementary

Donna Okita  
Olomana School

Maureen Appleton  
Paaulu Elem-Inter

Hanalei Conda  
Pahoa Elementary

Margaret Grabowsky  
Pahoa Elementary

Amy Masaoka  
Pahoa Elementary

Joel Behr  
Pahoa High-Inter

Lisa Labrador  
Pahoa High-Inter

Kori Nishi  
Nanakuli High-Intermediate

William Pacheco  
Nanakuli High-Intermediate

Kele Roberts  
Nanakuli High-Intermediate

Jeffrey-Conrad Uyemura-Reyes  
Nanakuli High-Intermediate

Debra Yamakawa  
Nanakuli High-Intermediate

Kristy Alama  
Nimitz Elementary

Jason Wong  
Nimitz Elementary

Hana Na  
Ni‘u Valley Middle

Demi Yoshiimoto  
Noelani Elementary

Andrew Belh  
Olomana School

Del Onaga  
Olomana School

Haley Agbayani  
Pahoa Elementary

Melissa Domingcil  
Pahoa Elementary

Karen Kohagura  
Pahoa Elementary

Irene Perez-Gilbride  
Pahoa Elementary

Samantha Fuhrmann-Blyth  
Pahoa High-Inter

Michelle Lindsay-Lewis  
Pahoa High-Inter

Patricia Ohashi  
Nanakuli High-Intermediate

Leah Angela Padilla  
Nanakuli High-Intermediate

Wokulani Stephens  
Nanakuli High-Intermediate

Randal Vause  
Nanakuli High-Intermediate

Monica Yasuda  
Nanakuli High-Intermediate

April Apana  
Nimitz Elementary

Chieko Idemoto  
Nimitz Elementary

Shannon Yano  
Nimitz Elementary

Noelani Chang  
Noelani Elementary

Erin Fukumoto  
Nuuuanu Elementary

Karine De Lima  
Olomana School

Kay Zane  
OTM

Debra Borges  
Pahoa Elementary

Gayle Enriquez  
Pahoa Elementary

Kali Linder  
Pahoa Elementary

Genevieve Balderston  
Pahoa High-Inter

Nancy Taukea  
Pahoa High-Inter

Kiyoumi Nozawa Edwards  
Pahoa High-Inter

The Safety Our Students Deserve related to COVID-19
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Sheryl Ogawa  
Pahoa High-Inter

Amy Pierce  
Pahoa High-Inter

Leilani Silva  
Pahoa High-Inter

Montana Tsubamoto  
Pahoa High-Inter

Heidi Zucker  
Pahoa High-Inter

Jessica Crivello  
Paia Elementary

Tanya Harders  
Paia Elementary

Jasmyn Kaniwi  
Paia Elementary

Chalice Kameshiro  
Paia Elementary

Kaleialoha Kaniaupio-Crozier  
Paia Elementary

DanaLei Koomoa  
Paia Elementary

Marie Edwards  
Palisades Elementary

Suanne Kim  
Palolo Elementary

Laurella Pang  
Palolo Elementary

Sarah Sousa  
Palolo Elementary

Matthew Wong  
Palolo Elementary

Shelley Furtado  
Parker Elementary

Deborah Yasuda  
Parker Elementary

Duncan Sutherland  
Pauoa Elementary

Jennifer Balter  
Pearl City Elementary

Arleen Bourcier  
Pearl City Elementary

Karol Dusendschon  
Pearl City Elementary

Laura Ginoza  
Pearl City Elementary

Mary-Faye Hagiwara  
Pearl City Elementary

Caryn Alyn Numakawa  
Pearl City Elementary

Judy Okaaki  
Pearl City Elementary

Amanda Park  
Pearl City Elementary

Brandi Smith  
Pearl City Elementary

Traci Tanouye  
Pearl City Elementary

Artulagi Ala  
Pearl City High

Kay Bicoy  
Pearl City High

Alden Bunag  
Pearl City High

Connie Calantoc  
Pearl City High

Michael Gardner  
Pearl City High

Michelle Hakes  
Pearl City High

Ernell Hallaman  
Pearl City High

Sharolyn Harris  
Pearl City High

Michelle Hopoi  
Pearl City High

Jayson Javice  
Pearl City High

Steven Kam  
Pearl City High

Cindy Kawamura  
Pearl City High

Joanne Kimura  
Pearl City High

Kumi Kojima  
Pearl City High

Jayson Kramer  
Pearl City High

Dayna Lopez  
Pearl City High

Anthony Lam  
Pearl City High

Jennifer Lum  
Pearl City High

Triciayln Negre  
Pearl City High

Gail Okada Fujino  
Pearl City High

Jacquelyn Pang  
Pearl City High

Brent Parks  
Pearl City High

Mio Sato  
Pearl City High

Ricky Shibuya  
Pearl City High

Tricia Sumstine  
Pearl City High
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kathy Tanita Ohama</td>
<td>Pearl City High</td>
</tr>
<tr>
<td>Sugiko Tomori</td>
<td>Pearl City High</td>
</tr>
<tr>
<td>Jeffrey Uyeda</td>
<td>Pearl City High</td>
</tr>
<tr>
<td>Sachiyo Xiomara</td>
<td>Pearl City High</td>
</tr>
<tr>
<td>Way Yamamoto</td>
<td>Pearl City High</td>
</tr>
<tr>
<td>Kathy Montgomery</td>
<td>Pearl City Highlands Elementary</td>
</tr>
<tr>
<td>Raynette Morioka</td>
<td>Pearl City Highlands Elementary</td>
</tr>
<tr>
<td>Claire Barroga</td>
<td>Pearl Harbor Elementary</td>
</tr>
<tr>
<td>Tanya Casil</td>
<td>Pearl Harbor Elementary</td>
</tr>
<tr>
<td>Rayna Kinoshita</td>
<td>Pearl Harbor Elementary</td>
</tr>
<tr>
<td>Jennifer McCord</td>
<td>Pearl Harbor Elementary</td>
</tr>
<tr>
<td>Courtney Mizufuka</td>
<td>Pearl Harbor Elementary</td>
</tr>
<tr>
<td>Malia Tamashiro</td>
<td>Pearl Harbor Elementary</td>
</tr>
<tr>
<td>Krystin Thorson</td>
<td>Pearl Harbor Elementary</td>
</tr>
<tr>
<td>Kyra Wong</td>
<td>Pearl Harbor Elementary</td>
</tr>
<tr>
<td>Leilani Ngumezi</td>
<td>Pearl Harbor Kai Elementary</td>
</tr>
<tr>
<td>Kimberly Oshiro</td>
<td>Pearl Harbor Kai Elementary</td>
</tr>
<tr>
<td>Emily Cheung</td>
<td>Pearl Ridge Elementary</td>
</tr>
<tr>
<td>Corri Ferreira</td>
<td>Pearl Ridge Elementary</td>
</tr>
<tr>
<td>Kathryn Miyamoto</td>
<td>Pearl Ridge Elementary</td>
</tr>
<tr>
<td>Tammy Sakato</td>
<td>Pearl Ridge Elementary</td>
</tr>
<tr>
<td>Jennifer Sarpi</td>
<td>Pearl Ridge Elementary</td>
</tr>
<tr>
<td>Alanna Souza</td>
<td>Pearl Ridge Elementary</td>
</tr>
<tr>
<td>Shelley Stern</td>
<td>Pohakea Elementary</td>
</tr>
<tr>
<td>Emi Yamada</td>
<td>Pohakea Elementary</td>
</tr>
<tr>
<td>Janice Acopan</td>
<td>Pomaikai Elementary</td>
</tr>
<tr>
<td>Tracey Baykayan</td>
<td>Pomaikai Elementary</td>
</tr>
<tr>
<td>Kristen Lawlor</td>
<td>Pomaikai Elementary</td>
</tr>
<tr>
<td>Eric Madrid</td>
<td>Pomaikai Elementary</td>
</tr>
<tr>
<td>Laura Chong</td>
<td>Pope Elementary</td>
</tr>
<tr>
<td>Casandra Koahou palalay</td>
<td>Pope Elementary</td>
</tr>
<tr>
<td>Charissee Perez</td>
<td>Pope Elementary</td>
</tr>
<tr>
<td>Lynn Sonoda</td>
<td>Pope Elementary</td>
</tr>
<tr>
<td>Miriam Clarke</td>
<td>Pukalani Elementary</td>
</tr>
<tr>
<td>Christine O'Sullivan</td>
<td>Pukalani Elementary</td>
</tr>
<tr>
<td>Amy Zolotow</td>
<td>Pukalani Elementary</td>
</tr>
<tr>
<td>Lorna Keaka</td>
<td>Puohala Elementary</td>
</tr>
<tr>
<td>Josephine Malama</td>
<td>Puohala Elementary</td>
</tr>
<tr>
<td>Tierra-Leigh McRoberts</td>
<td>Puohala Elementary</td>
</tr>
<tr>
<td>Puohala Elementary</td>
<td>Puohala Elementary</td>
</tr>
<tr>
<td>Dana Tomita</td>
<td>Puu Kukui Elementary</td>
</tr>
<tr>
<td>Taryn Decker</td>
<td>Puu Kukui Elementary</td>
</tr>
<tr>
<td>Cassidy Madrid</td>
<td>Puu Kukui Elementary</td>
</tr>
<tr>
<td>Kelly Hirahara</td>
<td>Puu Kukui Elementary</td>
</tr>
<tr>
<td>Harrison DePondichello</td>
<td>Radford High</td>
</tr>
<tr>
<td>Lawrence Frank</td>
<td>Radford High</td>
</tr>
<tr>
<td>Troy Freitas</td>
<td>Radford High</td>
</tr>
<tr>
<td>Susan Harrington</td>
<td>Radford High</td>
</tr>
<tr>
<td>Mawina Komeiji</td>
<td>Radford High</td>
</tr>
<tr>
<td>Thomas Lua</td>
<td>Radford High</td>
</tr>
<tr>
<td>Maria Oka</td>
<td>Radford High</td>
</tr>
<tr>
<td>Carol Salhara</td>
<td>Radford High</td>
</tr>
<tr>
<td>Patti Kadoshiro</td>
<td>Roosevelt High</td>
</tr>
<tr>
<td>Nancy Agustin</td>
<td>Roosevelt High</td>
</tr>
<tr>
<td>Karen Arakaki</td>
<td>Roosevelt High</td>
</tr>
</tbody>
</table>

The Safety Our Students Deserve related to COVID-19
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Steve Avellana  
Roosevelt High

Naomi Chun  
Roosevelt High

Nathan Davis  
Roosevelt High

Phillippe Fernandez-Brennan  
Roosevelt High

Ivy Kim  
Roosevelt High

Kazuyo Kitaguchi  
Roosevelt High

Tysha Konishi  
Roosevelt High

Jamie Kumashiro  
Roosevelt High

Jenny Leung  
Roosevelt High

Brian Look  
Roosevelt High

Daniel McLaughlin  
Roosevelt High

Priscilla No  
Roosevelt High

Jiaxin Ruan  
Roosevelt High

Sara-Ashley Tello  
Roosevelt High

Sharlene Teraoka  
Roosevelt High

Dara Zaimi  
Roosevelt High

Heather Wahan  
Royal Elementary

Heather Nishimura  
Royal Elementary

Ker Porter  
Royal Elementary

Sarah Starr  
Royal Elementary

Heather Corpuz  
Salt Lake Elementary

Cynthia Levy  
Salt Lake Elementary

Valerie Wimura  
Salt Lake Elementary

Troy Okumura  
Salt Lake Elementary

Dale Takimoto  
Salt Lake Elementary

Summer Tan  
Salt Lake Elementary

Ardis Apuna  
Scott Elementary

David Fujii  
Scott Elementary

Steven Hathaway  
Scott Elementary

Naedine Idica  
Scott Elementary

Brad Kusunoki  
Scott Elementary

Arnold Madela  
Scott Elementary

Vicki Minello  
Scott Elementary

Richard Nakatsu  
Scott Elementary

Michelle Ninomoto  
Scott Elementary

Rhosa Ugot  
Scott Elementary

Kuuipo DeReggo  
SEEQ PCS

Makayla Fitzpatrick  
Shafter Elementary

Carol Paul-Paez  
Shafter Elementary

Rena Sah  
Shafter Elementary

Lori-Am Takiguchi  
Shafter Elementary

Melissah Vannatta  
Shafter Elementary

Jennifer Wasada  
Shafter Elementary

Paul Wasada  
Shafter Elementary

Yordi Amelia  
Solomon Elementary

Joel Bustillos  
Solomon Elementary

Kimberly Deas  
Solomon Elementary

Kaila Hymes  
Solomon Elementary

David Martin  
Solomon Elementary

Michele Nakama  
Solomon Elementary

Lora Okumoto  
Solomon Elementary

Shelleen Sodersten  
Solomon Elementary

Melissa Tam  
Solomon Elementary

Colleen Tsuji  
Solomon Elementary
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Sierra Wenner
Solomon Elementary

Christine Asuncion
Stevenson Middle

Hitt Dani
Stevenson Middle

Kylee Nakamura
Stevenson Middle

Julia Smith
Stevenson Middle

Nicole Colello
Sunset Beach Elementary

Amy Denzer
Sunset Beach Elementary

Julie Kceohanu
Sunset Beach Elementary

MeganAnn Cappuccino
University Laboratory PCS

Douglas Doi
University Laboratory PCS

Marisa Hamakawa
University Laboratory PCS

Alison Hartle
University Laboratory PCS

Katherine Heidelberg-Bourne
University Laboratory PCS

Andrea Robles
University Laboratory PCS

Sherrie Galdeira
Volcano Sch Arts-Sciences PCS

Mara Saltzman
Volcano Sch Arts-Sciences PCS

Erin Allan
Voyager PCS

Dana Nieto
Voyager PCS

Kate Adams
Wahiawa Elementary

Wade Balidoy
Wahiawa Elementary

Kelcie Luke
Wahiawa Elementary

Heidie Motoyama
Wahiawa Elementary

Jade Santos
Wahiawa Elementary

Rachel Tsutsui-Kewma
Wahiawa Elementary

A.J. Clifford Alcover
Wahiawa Middle

James Au
Wahiawa Middle

Adri Castro
Wahiawa Middle

Gerald Dar
Wahiawa Middle

Jhaneen Kealalio
Wahiawa Middle

Mindy Miyamoto
Wahiawa Middle

Linda Seals
Wahiawa Middle

Cleota Brown
Waiahole Elementary

Richidette Directo
Waiakea Elementary

Jenny Fujiyama
Waiakea Elementary

Kristi Hashimoto
Waiakea Elementary

Terihiro Hayashi
Waiakea Elementary

Jill Igawa
Waiakea Elementary

Kara Iopa
Waiakea Elementary

Joy Ito-Carver
Waiakea Elementary

Crystalyn Ivey
Waiakea Elementary

Mona Saiki
Waiakea Elementary

Hunter Santos
Waiakea Elementary

Deanna Spain
Waiakea Elementary

Merlynda Uekawa
Waiakea Elementary

Jenny Dabalos
Waiakea High

Mireille Ellsworth
Waiakea High

Henrie Enriquez
Waiakea High

Heather Fomenko
Waiakea High

Eric Hagiwara
Waiakea High

Clemente Julian
Waiakea High

Elisa Jinaqueira
Waiakea High

Johanna Kaupu
Waiakea High

Audrey Kelly
Waiakea High

Thomas Murphy
Waiakea High
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melanie Santos</td>
<td>Waiakea High</td>
</tr>
<tr>
<td>Ronald Santos</td>
<td>Waiakea High</td>
</tr>
<tr>
<td>Piper Selden</td>
<td>Waiakea High</td>
</tr>
<tr>
<td>Clifton Silva</td>
<td>Waiakea High</td>
</tr>
<tr>
<td>Mineko Todd</td>
<td>Waiakea High</td>
</tr>
<tr>
<td>Adrel Vicente</td>
<td>Waiakea High</td>
</tr>
<tr>
<td>Jaimie Yonemoto</td>
<td>Waiakea High</td>
</tr>
<tr>
<td>Deborahah Anderson</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Promise De Reis</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Ana Garland</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Annie Kitamura</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Kristen Miyaizono</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Maile Niihipali</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Candace Paul</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Jonathan Peralto</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Sandra Sato</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Anita Silva</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Amy Var</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Wendy Wells</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Leilani Yamauchi</td>
<td>Waiakea Intermediate</td>
</tr>
<tr>
<td>Myongshin Boema</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Naomi Calisto</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Kristen Faford</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Naoko Furuta</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Ruby Hakoda</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Lauren Higa</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Lake Hill-Higgins</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Amy Hirai</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Stephanie Ichinose</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Erika Kaneo</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Cassie Lee</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Abel Maldonado</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Sharon Masayama</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Wanda Cheryl Materne</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Lane Matsuura</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Leah Matsuura</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Taryn Napoleon</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Kahanu Nguyen</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Terry Sever</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Jennifer Shimizu</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Nani Yanagi</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Todd Yamagi</td>
<td>Waiakeawaena Elementary</td>
</tr>
<tr>
<td>Leah Cornog</td>
<td>Waialae Elementary PCS</td>
</tr>
<tr>
<td>Corie Dela Pena</td>
<td>Waialae Elementary PCS</td>
</tr>
<tr>
<td>Natalie Dotseth</td>
<td>Waialae Elementary PCS</td>
</tr>
<tr>
<td>Macarmela Dulog</td>
<td>Waialae Elementary PCS</td>
</tr>
<tr>
<td>Chanel Ellison</td>
<td>Waialae Elementary PCS</td>
</tr>
<tr>
<td>Sarah Ferguson</td>
<td>Waialae Elementary PCS</td>
</tr>
<tr>
<td>Dian Hermes</td>
<td>Waialae Elementary PCS</td>
</tr>
<tr>
<td>Marissa Johnson</td>
<td>Waialae Elementary PCS</td>
</tr>
<tr>
<td>Heather Kwiatkowski</td>
<td>Waialae Elementary PCS</td>
</tr>
<tr>
<td>Stephanie Muneno</td>
<td>Waialae Elementary PCS</td>
</tr>
<tr>
<td>Sala Polakovic</td>
<td>Waialae Elementary PCS</td>
</tr>
<tr>
<td>Sarah Yee</td>
<td>Waialae Elementary PCS</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

Ilana Ashmore  
Waialua Elementary

Mia Beatty  
Waialua Elementary

Tiffany Eason  
Waialua Elementary

Cammeryn Lloyd-Venegas  
Waialua Elementary

Dustin Pacleb  
Waialua Elementary

Cynthia Chun  
Waialua High-Inter

Elizabeth Frisbie  
Waialua High-Inter

Tyler Hill  
Waialua High-Inter

Barbara ann Kauwala  
Waialua High-Inter

Denise Kusumoto  
Waialua High-Inter

Kevin Lee  
Waialua High-Inter

Taylor Marsha  
Waialua High-Inter

Lisa Ann Morisako  
Waialua High-Inter

Tk Maraki  
Waialua High-Inter

Tracie Muraki  
Waialua High-Inter

Stephanie Oshiro  
Waialua High-Inter

Victoria Pescaia  
Waialua High-Inter

Sheila Reyes  
Waialua High-Inter

Christopher Castillo  
Waianae Elementary

Wanda Hasegawa  
Waianae Elementary

Nuikalā Koerte  
Waianae Elementary

Melanie Pokakaa  
Waianae Elementary

Whitney Dawson  
Waianae High

Aaron Day  
Waianae High

Kaiea Ebanez  
Waianae High

Rhea English  
Waianae High

Rena Ganotisi  
Waianae High

Muranaka Kathleen  
Waianae High

Michael Loscalzo  
Waianae High

Moses Magno III  
Waianae High

K-Col Wmamane-Tapeni  
Waianae High

Joseph Martinez  
Waianae High

Charla Wilcox-Molina  
Waianae High

Morning Williams  
Waianae High

Anne Alves  
Waianae Intermediate

Dion Bacon  
Waianae Intermediate

Joseph DeMarco  
Waianae Intermediate

Phyllis Garlen  
Waianae Intermediate

Claudette Humphrey  
Waianae Intermediate

Carmen Jones  
Waianae Intermediate

Leilani Roberts  
Waianae Intermediate

Kileigh Sanchez  
Waianae Intermediate

Justin Seimidis  
Waianae Intermediate

Jholena Uila  
Waianae Intermediate

Kwai Daugherty  
Waiau Elementary

Taylissa Lehano  
Wahee Elementary

Erin Mickelsen  
Wahee Elementary

Kariane Park Toyama  
Wahee Elementary

Paige Soares  
Wahee Elementary

Melanie Teraoka  
Wahee Elementary

Jaymie Viela  
Wahee Elementary

Claudia Wethall  
Wahee Elementary

Brianna Wianecki  
Wahee Elementary

Robyn Aki  
Waiekeli Elementary
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Higa</td>
<td>Waikele Elementary</td>
<td>Namnette Ganotisi, NBCT</td>
<td>Waikiki Elementary</td>
</tr>
<tr>
<td>Laurie Tam</td>
<td>Waikiki Elementary</td>
<td>James Altergott</td>
<td>Waikoloa Elem &amp; Middle</td>
</tr>
<tr>
<td>Lauren Au Hoon</td>
<td>Waikoloa Elem &amp; Middle</td>
<td>Amy Carlson</td>
<td>Waikoloa Elem &amp; Middle</td>
</tr>
<tr>
<td>Susan Greff</td>
<td>Waikoloa Elem &amp; Middle</td>
<td>Mark Jeffryes</td>
<td>Waikoloa Elem &amp; Middle</td>
</tr>
<tr>
<td>Robert Lozano</td>
<td>Waikoloa Elem &amp; Middle</td>
<td>Cindy Martin</td>
<td>Waikoloa Elem &amp; Middle</td>
</tr>
<tr>
<td>Theresa McClary Jeffryes</td>
<td>Waikoloa Elem &amp; Middle</td>
<td>Elizabeth Texeira</td>
<td>Waikoloa Elem &amp; Middle</td>
</tr>
<tr>
<td>Mary Zuiderveen</td>
<td>Waikoloa Elem &amp; Middle</td>
<td>Alysia Flowers</td>
<td>Waikoloa Elem &amp; Middle</td>
</tr>
<tr>
<td>Denise Gima</td>
<td>Waituku Elementary</td>
<td>Kim Holokai</td>
<td>Waituku Elementary</td>
</tr>
<tr>
<td>Shahninae Nassar</td>
<td>Waituku Elementary</td>
<td>Jennifer Rule</td>
<td>Waituku Elementary</td>
</tr>
<tr>
<td>Ryan Towata</td>
<td>Waituku Elementary</td>
<td>Chloe Chong</td>
<td>Waimalu Elementary</td>
</tr>
<tr>
<td>Kris Estes</td>
<td>Waimalu Elementary</td>
<td>Doreen Tabe</td>
<td>Waimalu Elementary</td>
</tr>
<tr>
<td>Krystle Takashi</td>
<td>Waimalu Elementary</td>
<td>Anne Marie Ho</td>
<td>Waimanalo Elem-Inter</td>
</tr>
<tr>
<td>Nicholete Ito</td>
<td>Waimanalo Elem-Inter</td>
<td>Maria Sack</td>
<td>Waimanalo Elem-Inter</td>
</tr>
<tr>
<td>Margaret Takahama</td>
<td>Waimanalo Elem-Inter</td>
<td>Howard Hurst</td>
<td>Waimea Canyon Middle</td>
</tr>
<tr>
<td>Beth Ann Kauwe</td>
<td>Waimanalo Elem-Inter</td>
<td>Matthew Snowden</td>
<td>Waimea Canyon Middle</td>
</tr>
<tr>
<td>Joyce Vea</td>
<td>Waimanalo Elem-Inter</td>
<td>Darice Carvalho</td>
<td>Waimea Elementary</td>
</tr>
<tr>
<td>Jaime Heinze</td>
<td>Waimanalo Elem-Inter</td>
<td>Summer Pila</td>
<td>Waimea Elementary</td>
</tr>
<tr>
<td>Kelsey Rasmussen</td>
<td>Waimanalo Elem-Inter</td>
<td>Pamela Walton</td>
<td>Waimea Elementary</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sigrid Wilson</td>
<td>Waimea Elementary</td>
</tr>
<tr>
<td>Pete Mitsis</td>
<td>Waimea High</td>
</tr>
<tr>
<td>Linda LoBue</td>
<td>Waimea Middle PCS</td>
</tr>
<tr>
<td>Nauleiilima Murphy</td>
<td>Waimea Middle PCS</td>
</tr>
<tr>
<td>Joy Lynn Fujikawa</td>
<td>Waipahu Elementary</td>
</tr>
<tr>
<td>Kristyn Kruse Akana</td>
<td>Waipahu Elementary</td>
</tr>
<tr>
<td>Christy Ann Sanders</td>
<td>Waipahu Elementary</td>
</tr>
<tr>
<td>Desiree Arcalas</td>
<td>Waipahu High</td>
</tr>
<tr>
<td>Jennifer Arre</td>
<td>Waipahu High</td>
</tr>
<tr>
<td>Crystal Burdick</td>
<td>Waipahu High</td>
</tr>
<tr>
<td>Kelsey Coleman</td>
<td>Waipahu High</td>
</tr>
<tr>
<td>MaryLou DePondicchello</td>
<td>Waipahu High</td>
</tr>
<tr>
<td>Caroline Encomienda</td>
<td>Waipahu High</td>
</tr>
<tr>
<td>Erika Mae Espirita</td>
<td>Waipahu High</td>
</tr>
<tr>
<td>Teri Horiuchi</td>
<td>Waipahu High</td>
</tr>
<tr>
<td>Kellen Inafuku</td>
<td>Waipahu High</td>
</tr>
<tr>
<td>Mary Julie Madarang</td>
<td>Waipahu High</td>
</tr>
<tr>
<td>Jiamin Ruan</td>
<td>Waipahu High</td>
</tr>
<tr>
<td>Jean Sandy Villanueva</td>
<td>Waipahu High</td>
</tr>
<tr>
<td>Geraldine Batangan</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Charmaine Joy Belleza</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Donna Lyn Baguio</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Yuko Beutler</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Christine Bush</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Estel Chang</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Deborah Clevenger</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Terimel Cristobal</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Kimberly Cullen</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Michael Englir</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Keith Ishihara</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Melanie Ishihara</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Gayle Lou</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Garin Miyagi</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Precila Muramoto</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Elfie Rosario</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Frances Teruya</td>
<td>Waipahu Intermediate</td>
</tr>
<tr>
<td>Sheri Falls</td>
<td>Washington Falls</td>
</tr>
<tr>
<td>Taryn Imai</td>
<td>Washington Middle</td>
</tr>
<tr>
<td>Kristen Kimura</td>
<td>Washington Middle</td>
</tr>
<tr>
<td>Joanna Lee</td>
<td>Washington Middle</td>
</tr>
<tr>
<td>Johni Lee</td>
<td>Washington Middle</td>
</tr>
<tr>
<td>Anne McKnight</td>
<td>Washington Middle</td>
</tr>
<tr>
<td>Sara Ricer</td>
<td>Washington Middle</td>
</tr>
<tr>
<td>Neal Takamoto</td>
<td>Washington Middle</td>
</tr>
<tr>
<td>Lani Watanabe</td>
<td>Washington Middle</td>
</tr>
<tr>
<td>Hanlan Bowler</td>
<td>Webling Elementary</td>
</tr>
<tr>
<td>Patricia LaCuzen</td>
<td>West Hawaii District Annex</td>
</tr>
<tr>
<td>Kristen Bennett</td>
<td>West Hawaii Exploration Academy PCS</td>
</tr>
<tr>
<td>Katherine GoPaul</td>
<td>West Hawaii Exploration Academy PCS</td>
</tr>
<tr>
<td>Gielle Buchta</td>
<td>Wheeler Elementary</td>
</tr>
<tr>
<td>Maria Gordon</td>
<td>Wheeler Elementary</td>
</tr>
<tr>
<td>Jaycie Ige</td>
<td>Wheeler Elementary</td>
</tr>
</tbody>
</table>
We, the undersigned, urge you to join us in finding solutions that acknowledge the reality of our current conditions as we support our keiki through this difficult time.

<table>
<thead>
<tr>
<th>Jan Mori</th>
<th>Roddriann Ozier</th>
<th>Cheryl Sanico</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheeler Elementary</td>
<td>Wheeler Elementary</td>
<td>Wheeler Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leilani Vila</th>
<th>Brittany Vimahi</th>
<th>Mark Alsbergas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheeler Elementary</td>
<td>Wheeler Elementary</td>
<td>Wheeler Middle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Michelle Lee</th>
<th>Shirley Mori</th>
<th>Sansshine Badua</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheeler Middle</td>
<td>Wheeler Middle</td>
<td>Wilcox Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Angela Cam</th>
<th>Lani Gokan</th>
<th>Monique Kan-Souza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilcox Elementary</td>
<td>Wilcox Elementary</td>
<td>Wilcox Elementary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kathy Takiguchi</th>
<th>Edene Nagai</th>
<th>Julia Chen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wilcox Elementary</td>
<td>Wilson Elementary</td>
<td>Windward District Office</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marcie Waki</th>
<th>M Yoneda</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Windward District Office</td>
<td></td>
<td>Windward District Office</td>
</tr>
</tbody>
</table>
Testimony
1 message

Alexandra Obra <alexandra.obra@k12.hi.us>  
To: Testimony.BOE@boe.hawaii.gov

Dear Board of Education Members,

My name is Alexandra Obra, Principal of Waiāhole Elementary School. One of my priorities this school year and every school year is ensuring that I keep students, teachers, and staff members healthy and safe. This is a monumental task that keeps intensifying as the numbers of COVID-19 cases increase throughout the State of Hawaiʻi. I’ve been putting my own health and well-being at risk, and sadly I asked myself recently, is this all worth it? I’ve spent years educating myself to teach and support our keiki. I’ve made it my life’s mission to support our school’s community. When will our schools and communities get the support that we need? We are constantly getting asked to do more and more without any additional support.

In addition to educating our keiki and running a school, I’m now being asked to also become an expert in Public Health. We are being asked to contact trace, verify vaccinations, determine quarantine days, track COVID-19-like-symptoms, and much, much more. The list grows weekly. I want students and teachers back to school in person, but I also want to ensure that I can keep everyone healthy and safe. With Covid numbers continuing to increase and with hospitalizations on the rise, I fear we could once again be heading into a distance-learning only model.

State leaders and epidemiologists are saying that we are currently in a dire situation. At the end of the day, who is going to make sure that we can continue to do the job of educating our keiki while keeping teachers and staff healthy? Who is supporting our schools and educators? We are educators, but we are not super-human. We need help. We need resources, and we need guidance. Our keiki need us now more than ever before.

Sincerely,

Alexandra Obra

Ms. Alexandra Obra
Waiāhole Elementary School Principal

--

ʻIke aku, ʻike mai, kokua aku kokua mai; pela iho la ka nohana ʻoha
"Recognize others, be recognized, help others, be helped, such is a family relationship”
Mary Kawena Pukui
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.
Name: John Johnson
General Business Meeting, Item VI a

I am writing in regards to the opening of schools. I am a parent of three children, two of which are school-age in separate schools. I had wanted to put my children into a distance learning option, but my daughter's school doesn't offer it. Nor does the complex area. And we were told the complex area didn't opt to participate in the state's DL program. Furthermore, the state program would have required a one-year commitment whereas we simply wanted the students in DL until they get the chance to be vaccinated in a couple months (we hope). As for my son, his school also doesn't offer a DL option. He just started middle school in a new area and we are concerned with uprooting him with a GE to send him to another school where he can DL. Even if we sent one child to DL and the other was sent to class because there was no DL option, they will share whatever illness they acquire at school at home. My daughter has already gotten a Covid notification letter from her school. One of her classmates, additionally, is absent because her brother just tested positive after a classmate got ill.

We have been told that we have to send the children back in for their mental health. This overlooks the mental stresses that are incurred every time a classmate tests positive and the whole class is sent home to quarantine for a week and a half and has to get tested. I think many of us saw the lines of small children at Aloha Stadium this last weekend getting tested after being exposed in class. Roughly 45 of them got the call telling them they had Covid. How many thousands of kids are being traumatized with the worry of catching Covid in class and the heightened awareness they have to maintain on a regular basis? Imagine the effect it has on parents who are worried their kid is going to contract Covid at school. All of this negates the idea that the mental health benefits outweigh the negatives for returning to in-class learning.

Furthermore, there is a myth of "layers of protection" that simply do not exist. We are told that kids magically need 3ft of separation instead of the 6ft needed in the real world. Many kids are in overcrowded classrooms where even the 3ft separation is not possible. We are told that masking is another layer of protection. Except that most kids are wearing masks that provide at best 20% protection against the delta variant. We are told that kids will exercise good hygiene and wash hands regularly, but there aren't sinks in most classrooms and hand washing really comes down to the mindfulness of young kids. We were also told that a layer of protection is "bubbles" or "pods", but my kids have a few classes mostly with the same kids, but then other classes with other kids mixed in. That isn't a pod. Furthermore, they go to three different teachers, each of which has been breathing the air of several other classes of kids. So the concept of pods sounds great on paper, but seems to be a happy myth. One of our schools reassured us that they do regular testing to identify infections proactively, but since the start of school there has been ZERO testing and then we heard that the DOH didn't even bother to solicit bids for testing until the week before the teachers returned to school. In total the concept of layers of protection laid out by the DOE is a farce.

And then there is the reality of the delta variant of Covid. This variant, which makes up 80% of our cases, contains up to 1000x the viral load of the original virus. It's much more transmissible then anything the DOE experienced in their "successful" summer of only 1100 infections. We shut down the entire school system and put everyone on DL when there were few cases in Hawaii at all. Now that we are seeing average case loads of over 600 cases a day with the current strain of Covid capable of sickening children much easier than before, Why are we forcing kids back into often overcrowded classrooms? Why are we making the DL options as odious as possible in order to compel parents to send their kids in person? This makes no sense on any level. The hospitals are at capacity. Mainland pediatric hospitals are filling up. We know what is going to happen here.

Kids too young to be vaccinated should be at home with DL options. I could understand sending them to school if everyone involved was properly vaccinated. Then I feel the mythical layers of protection could provide minor benefit to those who are vaccinated. But until then we need to keep the unvaccinated children at home or at least provide them with a reasonable DL option that bridges the next couple of months until kids can be vaccinated and safely returned to class. That's all I, and many of my friends with unvaccinated kids, want. We want the BOE and DOE to put our kids' safety first and foremost.

Mahalo nui loa,
John Johnson
To whom it may concern,

I am a teacher at 'Aiea High School, and I would like to testify on discussion item VI-A: Presentation on opening schools for 2021-2022 school year. I also signed the letters from HSTA and the Hawaii for a Safe Return group, so I won’t repeat the data that they already provided. Rather, I will endeavor to share my firsthand experience of what it has been like back in the classroom these past couple of weeks. First, I would like to reiterate my testimony from last week because I am not sure if it was considered in time for last week’s meeting:

I write this letter after the fifth day of having students back in the classroom. Throughout the day, dozens of students cycle through my 90 degree classroom as two tower fans desperately try to circulate the heavy air in the classroom. It doesn’t look too much different from my classroom in 2019, except that I have shifted my seats to face the same direction. If I stagger the seats to align diagonally across the room, I can just barely arrange them so that there is three feet between each of the 25 student desks in my 28 by 28 feet classroom. I spent several hours of my personal time in the afternoon last week placing, measuring, and relocating the furniture in the room to arrive at the current configuration. On my roster for my largest class, I technically have 26 students, but there have been many absences, so I have managed to get by with this seating arrangement for the past few days. However, if that 26th student ever does show up, I will have to locate another student desk and spend several more hours of my personal time rearranging my classroom furniture to figure out how to safely fit 26 student desks in my sparsely furnished classroom while still allowing all students to see the whiteboard and TV at the front of our class. And yet I am one of the lucky teachers who happens to have small(er) class sizes this year. Other colleagues of mine have smaller classrooms that must accommodate as many as 30 students at once!

Even with all of the windows and doors open, the afternoon heat has been unbearable for the students. Yesterday, I did manage to pick up a box fan, which was generously donated to our school, but with just the one box fan that rests on the floor, I am left to determine for myself where to place it to cool and ventilate the room safely and effectively. To make space to distance the desks, I can’t have any furniture along the windowed side of the room, so I cannot prop the box fan up to bring in outside air. Currently, the box fan sits on the floor, circulating the air around my students’ feet. What frustrates me is that individual schools and teachers are being left to their own devices to figure out how to create safe classrooms. We are not health experts, and so we are spending hours of our own time researching proper distancing, ventilation, masking, and sanitization protocols. Leaving safety protocols up to the interpretation of individual schools and teachers has created massive inconsistencies. Even on my campus, students have wildly different experiences as they move from room to room. There should be a consistent message for creating safe classrooms from the top down.
As I mentioned, there have been many absences. 13 of my students were identified as close contacts in the past few days, and many more were absent for various reasons of which I was not made aware. That means that potentially 10-15% of the students on my roster are missing up to two weeks of school. What happens when they are once again identified as close contacts? How many weeks of school will be missed? How much disruption to learning is justified in a push to have schools 100% reopened? These students are missing critical first days when they typically get to know their teacher and fellow classmates. Wasn’t part of the rationale for reopening to allow students to interact with one another again? At least when we were in distance learning mode, students could interact with their classmates and teacher online in real time versus being stuck at home with minimal contact from school.

And if a parent does not feel safe sending their child to school under these circumstances? They are put onto a waitlist of students wishing to receive distance learning from a digital program - a solution that offers little to no teacher interaction. But even this subpar option is not guaranteed. For those students stuck on the waitlist, time ticks away as they miss more and more school. Parents need more options to keep their children safe while supporting their education. It is unconscionable that students who want to protect their health are simply thrown onto this online program. I would much rather instruct students in-person and online simultaneously. I would feel safer with the reduced number of students in my classroom, and students could still have a live teacher giving them the best learning opportunity possible under today's difficult circumstances.

Today, a week after I sent the above testimony, I got the dreaded phone call in the middle of my first period of the day: “please provide the names of the students who were within six feet of so and so for more than fifteen minutes.” I had to stop in the middle of the lesson and ask my class to occupy themselves for a few minutes while I pulled up the seating chart my administrators had asked us to make to assist in contact tracing in the event of a positive case. I was in the middle of teaching a lesson on how to ask good questions, and so many questions spun around in my mind: Did she say three feet or six feet? Is that spacing enough considering I had to keep reminding this student to pull their mask up over their nose? Did I have any new students who had not been included in my seating chart? How many days of school has this student already missed because they were quarantined for the first several days of school? Do they have a computer at home so that they can continue to access their education? Do I include myself on the list because I had to stand near this student while catching them up on work that was missed from their first stint in quarantine? Should I get myself tested, even though I’m vaccinated, to ensure that I am not spreading illness to my family members? Then, when a student arrived late to my next class with a severe cough, more questions came. I didn’t want to embarrass the student, but they continually coughed over a period of several minutes, and this student has a habit of lowering their mask in class, even with repeated reminders. I eventually just had to make a judgement call and send this student to the health room. But they came back
during their other class with me at the end of the day with no explanation. Suffice it to say, I did not do my best teaching today because I was so concerned with mine and my students' safety.

I asked my students to share how safe they felt being back to school in-person. Just about 50% said they feel safe. This isn’t a terrible number, but it’s also not great. NO STUDENT SHOULD FEEL UNSAFE AT SCHOOL. If students don’t feel safe in their learning environments, they can’t learn effectively. Many remarked that they feel uncomfortable because they have classmates who take their masks off or let them fall beneath their noses. We teachers are doing our best to enforce safety protocols, but it is difficult to manage on top of our normal teaching duties. Some students noted that campus, especially the entrance, feels crowded with the whole school back (as opposed to having half the students at a time last year). Many are having a hard time learning because it’s just so hot. Some of our windows can’t open, and teachers are unsure of how to safely use their fans, so some leave the fans off. This creates an unbearable situation for students wearing masks, walking up our hilly campus, and being packed into rooms with 25 other students.

Last year, I pleaded for certainty and safety, asking for you to consider the impact to families. I described my intent to stay away from my 97-year old grandparents to avoid getting them sick, but that I feared that I was squandering the little time I had left with them. Well, in the past year, both of my grandparents have passed away, and my biggest regret is that I did not spend more time with them. My grandpa passed away on November 13. On October 31st, we found out that he only had a short time more to live, but because my school planned to welcome students back to in-person learning on November 9th, I spent several of his last days desperately trying to accomplish the impossible task of making my classroom safe for in-person learning and preparing lessons ahead of time in the event I would be absent. After his death, I did try to make a point to see my grandma more because she had Alzheimer’s and I worried about what his absence would mean for her. This was a little easier when I was given the option to work from home, but students returned to my school in 4th quarter. Over spring break, I spent a long visit with her, knowing that I wouldn’t really return until school was out, and I could be sure I wasn’t passing germs from school on to her. In a rare moment of lucidity, she repeated the Japanese phrase “kiotsuketene.” I had never before heard her say this phrase, which means take care, and it was one of our final special moments together. She passed away a couple of weeks into June, when I was just starting to feel confident that enough time had passed since the end of school that I wouldn’t be passing germs to her. All this is to say that when you are making these plans for keeping schools safe, please consider the people actually in the classrooms, and the family members who are also affected by your decisions.

Since January, I haven’t been sleeping well. I am so exhausted by the time I get home (hours after the school day has ended) that I fall asleep on the floor for a couple of hours after eating dinner. But then I have to wake up and prepare for the next day, so I often don’t go back to sleep until around 2 or even 3 in the morning. My mind is consumed with worry about the next school day. There are many more questions that I have not mentioned yet. How can I convince students that they have to keep their masks on in class? How can I make my class engaging
and different from last year’s distance learning experience while still maintaining social distancing? How can I ask students - without embarrassing them - to project their voices so that we can hear them through their masks? How will I catch up the students who are missing weeks of school because they are being quarantined? These questions keep me up at night. I can feel the interrupted sleep schedule and general lack of sleep beginning to affect me. Where I once prided myself on having a keen memory, I now find myself trailing off in the middle of a train of thought. I’ve never experienced dizzy spells before, but last week while welcoming students to the last class of the day, I experienced a bout of light-headedness so bad that I actually went next door and told the teacher to keep an ear open in case I passed out in class. While students can more freely step out of the classroom to take their masks off and/or drink water, I do not have that same freedom. It was hard enough trying to find time to use the bathroom during the school day before, and now I struggle to find time to drink water because it requires me to completely pause the lesson so that I can step out of the door to remove my mask. For safety reasons, I can’t give my students the same kind of self-directed hands-on activities as I have in past years, so when I take a break, the whole class grinds to a halt. I’m only 26 years old; I should not be experiencing these kinds of health issues, but whether due to lack of sleep, dehydration, or simply stress, I am.

What’s funny is that, when schools first shut down in March 2020, I was actually excited by the challenge of distance-learning. I was used to online and hybrid classes from my teacher education program at UH, and I thought they were taught very effectively. But in the past year and a half, I have become increasingly weary from the lack of planning by education officials, the lack of support and resources offered to teachers, and the red tape preventing us from innovating and creating a better, safer learning experience for students. I am exhausted, but I return to work every day with the hope that some positive changes will be made. So once again, I am pleading with you for the following:

- Create clear, specific, and consistent safety guidelines for each school and classroom to follow.
- Provide resources such as fans to every classroom (and guidelines for where to place them) to create safe classroom spaces.
- Provide teachers with appropriate PPE because it’s becoming increasingly clear that our homemade cloth masks are not cut out to protect us from the highly contagious Delta variant.
- Either buy more licenses for the online learning platforms OR (and this would be preferred) allow students to join classes from the safety of their own homes and be taught by a highly qualified live teacher.

Thank you for your consideration,

Jacie Miyashiro
Hello board members,

I'm a very concerned parent that would like to be able to help the schools have a successful school year with the safety and health of our keiki, staff and community as the number one priority. To do this, the board should take as many steps as possible to keep everyone safe. The current approach is NOT enough.

One simple measure is to allow parents, who can and willing, to keep their kids at home until this COVID surge is over. It's a commonsense approach to immediately minimize the number of kids in school that could potentially infect others or be infected with COVID. It will allow for more distancing in person as there are many families who have no choice but to send their kids to school.

Our schools should have been prepared for the in-person/distance learning switches that will happen throughout the school year due to all types of disruptions, like COVID exposure, illness, trips, etc. Allowing parents to keep their kids home should be seamless and easy. If it's not, you must analyze the current situation and implement steps to make it seamless. This will be a process that will reap benefits much beyond just this school year. I hope it will be implemented permanently so that should disruptions happen in the future, it's easy to transition.

I'm sure you will hear many other requests, and hope you consider them all, but the bottom line is you must act now! Are you monitoring the number of cases? What about the number of PICU and NICU beds available?

Please protect the lives of our kids before anything else. Despite others saying the risk is worth it, no one can speak for me or my family, or a family who is affected by COVID. If my child (or any child/person) becomes seriously ill, and you, as board members, did not take steps to allow parents like me to make the choice to keep my child at home during this surge, you share the blame. The risk for me is NOT worth it.

Thank you,
IV. Discussion Items

NOTE: Testimony relevant to each agenda item will be taken before the Board considers the item.

IV.A. Oppose

A. Presentation on opening schools for the 2021-2022 school year

Issue 1. High levels of infection in schools, during a full one week period, there were 325 cases.

I’m going to start off with the numbers. These numbers come from the weekly report from the Department regarding COVID cases in school. These reports come out on Fridays. Then taken down, never to be seen again. This is public information.

Week one of reporting data, July 10-16 there were a total of 8 COVID cases. Some schools had opened in July.
The second week from July 17-23 there were a total of 9 COVID cases. Again, some schools were back to in-person learning.
Week three, July 31-August 6 there were a total of 105 COVID cases. August 3 was the first day back to in-person learning for the majority of schools. Some schools started on the 4th or the 5th. So it wasn’t a full week of in-person learning.

During the 4th week, when all schools opened for in-person learning, there were 325 COVID cases. As the Governor and Dr. Char said on several news casts, “Positive cases will happen in the schools, this is worth the risk to reopen for in-person learning. There are no thresholds or metrics for closing schools. We will monitor the situation.”

Week four 325 cases:
- Elementary School: 181 or 55.69%
- Intermediate: 57 or 17.53%
- High School: 80 or 24.61%

Our elementary students are the most vulnerable. But “the state will monitor the numbers.”

See PAGE 4 for triggers? Press conference with the Governor and Dr. Char: no thresholds, we will be monitoring.

Science:
R(0) naught for the Delta variation is for every one person that is infected, can infect 7 others. So using the elementary cases: 181 \times 7 = 1,267 close contacts required to quarantine for 14 days after their last contact.
Issue 2: The Department posts weekly. Website does not show previous weeks reports. All reports need to be available to the public at all times.

The school’s weekly reports do not disclose how many close contacts had to quarantine. We do not know if they are students or teachers. That is probably not what is most important.

During the August 5th meeting of the Senate Special Committee on COVID, Senator Kidani told the interim superintendent and deputy superintendent, “There was no plan B, those that were doing well in distance learning should’ve been allowed. The expectation for all the students coming back to in-person learning with the numbers we are seeing was a mistake. You have done a big disservice to the students, parents, the whole community. You need to put more effort into this.”

That says it all. But here’s more. The Department’s presentation today is a bit different from the one presented at the Senate Hearing.

Because we are getting ALMOST the same presentation as the Senate, let me share some of the due-outs for the DOE to provide the Senate.

Senator Kidani asked for the COVID reports to come out daily rather than late Friday afternoons.
   a. Response from DOE: We’ll check into it and do our best to get it to you.

Senator Favella asked why are the schools exempt from social gathering limits?
   a. We’ll check into that.

Senator Favella asked why there aren’t any exemptions for families to attend sporting events since the exemptions are being made for inside the classrooms?
   a. Deputy Superintendent: That’s a great question. Spectators are a mixture of the community, families and toddlers. It is hard to control spectators. Controls of the venues depends on the county.

   **Follow up:** Senator Favella: Find out what is the allowance for spectators?

Senator Mercado-Kim asked, “What about the locker rooms, the showers? 
   a. DOE relies on the national response to these types of situations.

   Resource: DOE Athletic Guidebook.

Senator Dela Cruz (DC) asked what resources do you have for Distance Learning? Are you prepared?
   a. Deputy Superintendent: Every school has a contingency plan.

   **Follow-up (DC): Do you have that number** in mind, when to return to another level of teaching (distance learning)??

   a. Deputy Superintendent: We are watching the rest of the state’s triggers. We look to DOH.
Follow-up (DC): Triggers will change due to variants. Is there a timeline to establish the triggers?
a. Deputy Superintendent: DOH will establish the triggers.

In a news broadcast, Doctor Char said, “We are not going to set triggers, we are going to monitor the situation.”

Senator Dela Cruz: We want the statistics on Distance Learning. This information needs to be made public. What is the increased demand?
a. Deputy Superintendent: “We’ll get back to you.”

Follow-up (DC) What are the triggers, what are the resources?

Senator Mercado-Kim asked about rural areas and what are the plans for these students? And the Wi-Fi and Hot Spots?
a. Deputy Superintendent: Like last year we would set up vans for rural mobile hubs. We are also using Enterprise rentals.

Senator Mercado-Kim began a discussion on the Distance Learning (DL) Wait List, requests from families for DL were told they missed the deadline. How many are on the wait list?
a. Interim Superintendent: Not sure of the number on the wait list. We need to hire teachers for the demand.
b. Deputy Superintendent stated there were 146 on the wait list.

Senator Kidani asked them to find out what the students on the wait list are doing while they wait? No work, no teacher, nothing to do, just at home. How do you know if students have kept up, there is no accountability for them to move to another grade?

Senator Kidani suggested the Department reach out to those teachers who recently retired for distance learning. Or offer afternoon classes?

Last question from Senator Favella: Is it true the reason you pushed to open schools because you were worried about losing funding, lose money?
a. Interim Superintendent: We need to see the kids in school. Mostly for social, emotional learning.
Presentation to the Senate Special Committee on Covid: August 5. I guess this one is expired!!

Presentation to the Board of Education August 19

Totally unreadable: Public must be able to read the slides!!
Comments on the Special Meeting of August 12, 2021

Presentation on National Association of State Boards of Education ("NASBE") boardsmanship training to establish the foundation for recognizing full board authority, developing an understanding of working cohesively as a board, and Leading for Lasting Change

As presented in The Board’s training on pages 47, 51, 53

- Without a strategic plan, selecting a new superintendent is critical.
- Currently the interim superintendent has been selected. This superintendent has not been able to create a rapport with the State Legislature based on his testimony at the latest Senate Committee meeting on August 5th.
- His inability to anticipate questions to adequately answer their questions was evident. The answers were available but “he’d have to get back with them.”
- As stated by Senator Kidani, “You have done the public a great disservice.” Relying on the Senate to only ask questions related to the presentation is a mistake.

So go back to the drawing board on the selection of a new superintendent, and you are capable of doing that by Spring of 2022 using the key skills and attributes related to the Five Forces of Leadership by Thomas Sergiovani. Take Robert Hull’s offer for subsequent sessions. Hawaii wants to get this right this time.
Aloha Board Members

I find it hard to believe that none of you have read the papers, heard the news casts or read the daily reports of COVID Cases in our Schools. I believe you get a daily report of positive cases. Of course, what we don’t know are the number of contacts that one case could put into quarantine for 14 days after their last contact. In a classroom, that could be as many as 30 students, 1 teacher and their families.

This is exactly how community spread occurs.

Due to the rising numbers or fear of infection, many families opted for distance learning. What a fiasco! I can’t believe you are unaware of what is going on.

Below are two stories telling how Distance Learning is going to occur in our schools. They provide two distinctly different messages.

As you read the two stories, the first one that touts 5,000 licenses was presented to the Board by then superintendent Kishimoto.

Then the second story there is a LARGE DISCREPANCY between 5,000 licenses and 390 seats.

1. Hawaii Schools Will Offer Distance Learning Options But With Limited Resources

The state education department said it would also partner with complex areas that don’t have the resources to offer virtual programs at this time.

By Suevon Lee / July 21, 2021
Reading time: 4 minutes.

The Hawaii Department of Education has unveiled schools’ plans for distance learning options in the new school year but not all schools are offering one. Those that do will largely rely on an online program purchased by the DOE where families will serve as adult facilitators for the children since most teachers will only be doing the grading.

The department posted all of the distance learning plans by school and complex area on Wednesday to meet a Board of Education directive to make it easier for families to access the information. A table with those options indicates how each distance program will be facilitated, how much teacher participation will be offered and whether the school will accept “geographic exceptions” from families outside that district who wish to opt in.

For the most part, these plans will involve “a teacher of record for grading only” and will require a “caring/responsible adult at home who provides main facilitation.” But some
schools may still have teachers offering live or recorded lessons or providing instruction for core content areas.

The superintendent has said all schools will open for full in-person instruction by the Aug. 3 start of the new school year.

But not all of the 257 campuses will offer a school-based distance plan “due to low demand or capacity,” according to DOE. That appears to include at least 98 schools around the state.

The superintendent said in May that Hawaii’s 257 public schools will reopen for full in-person learning when the new academic year begins on Aug. 3, with distance learning provided only in extremely limited circumstances. Exceptions may include families with medically compromised children, for example.

That restricted the options for many families whose schools weren’t planning to offer a virtual plan to switching schools or home-schooling.

Only those 12 and over are currently eligible for the COVID-19 vaccine. The state is also currently experiencing a spike in new coronavirus cases, partly due to a new contagious variant that has been circulating largely among those who have not had a shot.

“We’re in this conundrum,” said Marika Bertram, a parent to a rising second grade son and a daughter in kindergarten who attend a Kailua school. Her son is eligible to enroll in K-12/Stride — the DOE’s new choice of online curriculum — because he is medically compromised, but she doesn’t want to send her daughter to campus for fear of bringing COVID-19 home.

“Until he’s vaccinated it feels irresponsible to put them back into school. We don’t want to risk it,” she said.

The DOE purchased 5,000 student licenses from K12/Stride Inc. for an online curriculum approved for grades K-8. It will replace the Acellus Learning Accelerator this year as the go-to online learning option for families who prefer it.

“It could be either school/teacher-designed, especially if a school has a dedicated teacher, or, a curriculum via K-12/Stride,” DOE spokeswoman Nanea Kalani said of the schools’ distance learning plans. “I don’t have a breakdown readily available.”

Not all of the DOE’s 15 complex areas have the capacity or demand to offer a distance program within their school sites, so in those cases the DOE will partner with these areas to pool resources and expertise and provide some kind of statewide option.

But even within those complex areas, distance learning might only be available to select students in select grade levels and families will have to work with school principals to see if their child is eligible to enroll.

2. Hawaii Education Department Releases Statewide Distance Learning Plan

The options are limited to 180 elementary schoolers, 90 middle schoolers and 120 high schoolers, for a total of 390 seats.

By Suevon Lee / July 29, 2021
Reading time: 5 minutes.

Several days shy of the start to the new school year, the Department of Education sent notice to school leaders Wednesday outlining a new statewide distance learning plan for families with pandemic-related health and safety concerns or those who want distance learning for other reasons.

Coordinated by the central administration, the plan will be extremely limited in both enrollment and scope. The number of distance-learning seats is capped at 390 total — 180 for elementary schools, 90 for middle schools and 120 for high schools — in a total DOE student population of roughly 161,000.
As parents have gone through the process of requesting Distance Learning, they must show proof of a medical condition, meet with the principal, and then a decision will be made. When did parents find out about this process? The week that school was to start. Some children are still at home waiting for a decision to be made. Some have been told there is a wait list and they could go ahead and send their children to school until a slot becomes available. The ONLY way a slot becomes available is when one student leaves.

At the Senate Special Committee on COVID, our new superintendent testified that “he did not know how many were on the wait list.” I personally do not believe there is a waitlist. As the Senate continued one of there statements was “you have let the state down.” What a way to start, new interim superintendent, not prepared to testify in front of the Senate.

On top of that, students that were approved have not started the program yet because their school doesn’t have a license.

Department of Education Guidelines distributed, again, just before school began. Here is one erroneous portion of the guidelines. You are intelligent enough to know that this is BAD ADVERTISING.

- Teachers and students who are vaccinated and have a close contact with in 3-6 feet over a period of 15 minutes or up to 24 hours **DO NOT HAVE TO ISOLATE OR QUARANTINE**. As stated in the DOE Guidance for Schools

Shout out to Kili Namau'u. You have always had your eyes and ears open. I believe you are well aware of what is occurring. Please speak for our children.

Board Members, it is appalling that this agenda was not postponed due to current issues in our State.
Testimony for general meeting from Jennifer Luke-Payne for Agenda item 6-A

Dear Board of Education Members,

My name is Jennifer Luke-Payne, I am the principal of Ka`a`awa Elementary School. I am writing this letter with reservations, because as of lately any request seems to end up adding more work for me. Despite my fears I felt it necessary to share some of the problems that school level leadership are dealing with. Just so I don’t keep rambling on, I will limit my focus on the three biggest roadblocks in my daily experience of running a school.

First, the rush to transition from the old FMS system to Aukahi has caused challenges in doing the simple task of paying bills. The new financial system “Aukahi” was not ready to be used. It is not flexible enough to meet our needs. I would guess most DOE schools are behind in paying bills. My SASA has two bills that she cannot pay because she needs to add one dollar to the PO and the system will not let her. This bill is from last school year so if we recreate the PO we will lose the money that pays for the bill. They say they are working on a way to fix it but so far nothing. As of yet I haven’t been able to do my portion of this because Aukahi is too sensitive to what is in a browser. These problems are two of the many issues Aukahi has caused. I know some problems will be solved with practice and time but some of it is just ludicrous. If things are not fixed soon it will cripple the system.

Second, time to do our job. Today a student asked me what I do when they are in class and for once I had a hard time answering. You see, everyday is completely different for me. Since COVID started I have had difficulty developing relationships with my students, supporting my teachers, and reflecting on practice. My students are in person but I am stuck doing DOE COVID health and safety measures, requests by requests from the board, district, and state. There are so many things that I deal with on a regular school year, but with COVID-19 it has brought my responsibilities to a whole new level. As of lately there are many days I have felt defeated. I spend so much time dealing with requests and mandates from district, state, and CDC that there are many days where I have felt like I haven’t really worked on my job. One close contact, one positive case on or off our campus requires hours and upon hours of work. If that wasn’t demanding enough the governor’s new vaccination mandate requires me to do a fourteen step verification process for each of my employees. I might sound a little crazy talking about things of this sort during a pandemic. But my students missed a lot of learning time, I have my own school protocols to complete each day, and I am the back up sub for everybody. The extra responsibilities get in the way of me doing my job. I understand why I am being asked to do these mandates and
requests. I just am not sure why assistance is not being given. Why is so much being asked with no consideration of the person who has to do the work. It is easy to make a request off of data, but can people start looking at how it will be done without burdening the school level? Are not school level personnel closest to the students and should then be supported?

Lastly, respect and consideration towards teachers. I know you will be listening and reading a lot of people asking for distance, hybrid or in person learning. Some will share stories of safety concerns and so forth. But before you take action or make a request, try to understand what it will take to do what you are asking and give the time necessary for schools to be successful in accomplishing it. Teaching is an art, it is done with careful planning, it is not something that can shift over night. Last school year school level people were yanked around without being consulted or listened to. Decisions were made too late to properly be implemented where it really matters. If you see that we will go to 100% distance learning in the near future give a date with a warning. For example, if things do not get better we will go to distance learning and give a date. With that kind of warning we might be better able to prepare. To not give schools the time needed to prepare for change is disrespectful and diminishes the skills and art that it takes to teach our children.

I am an educator, I am the leader of my school. I love my faculty, staff and students. I place them first. I am also overwhelmed by the demands that have been placed on me. People say “that’s why you get paid the big bucks.” But that is not true. There is no pay scale that gives permission to abuse a person. My teachers do not deserve to be yanked around. My families do not deserve to be unsure of what the government will do with schools and their child’s education. And I do not deserve to continually have every initiative dumped into my work responsibilities like I have room to take on more.

So work with DOE leadership to improve Aukahi, set a system that does not add to school level responsibilities, and lastly set a standard of operations to give schools time to adjust and plan for changes. Our students need us to work and support one another to succeed. If you need clarification or have questions please call me at (808) 305-6650 or email me jennifer.luke_payne@k12.hi.us.

Sincerely

Jennifer Luke-Payne
Principal Kaʻa`awa 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.
August 18, 2021

Board of Education  
State of Hawaii

Regarding August 19, 2021 BOE General Meeting at 1:30 a.m., Item VI. A. Presentation on opening schools for the 2021-2022 school year

Honorable Chair Payne and members of the Board:

I am writing as a member of Hawai‘i for a Safe Return to School to share stories from the group. Hawai‘i for a Safe Return to School is made up of parents, teachers, school staff, and community members, who are concerned with the health and safety in our schools during this pandemic. The group provides a space to share information on COVID-19, education, and our schools, and to ask questions and seek advice about the challenges people are facing.

Collecting the stories. Parents, teachers, and others often post about their experiences. Their stories provide insight into what is happening in our schools. We are collecting these stories to share so that there can be a better understanding of our schools at this time.

Why these stories are important. Policies made at the upper levels of the DOE, DOH, and the State impact the schools and the families they serve. Yet, often, and particularly during this pandemic, decisions are made without consulting the teachers, staff and administrators who must implement those decisions, and the students and families who are impacted by the decisions. And at times, there has been a disconnect between what is reported by the upper levels of the DOE and what is experienced by parents, staff, and others in the schools.

There has been no place for people to tell these stories, no ombudsman, no phone line to report issues. Yet, these stories provide the kind of information that is needed to determine how our schools are doing. This data can help us understand where we are with our schools, and what we need to do to get to where we would like to be.

What these stories show. While a sample, the attached stories are representative of others posted on Facebook. Some stories express appreciation, where schools have seriously considered the risk of COVID-19 to address concerns and have communicated with families.

Many stories, however, illustrate the stress and worry that families and school staff are experiencing at this time. They underscore the need to address shortcomings in DOE and DOH health and safety guidelines and the implementation of those guidelines. They demonstrate why we should revisit the DOE’s decision to focus solely on in-person learning rather than develop more meaningful options for distance learning in this pandemic.

There has been a tragic loss of the opportunity for the DOE to bring the community together by openly sharing information and working with stakeholders to find solutions to the issues presented by COVID-19. As these Board of Education meetings have become the only venue for public input for many people, please listen to the stories and the testimony from parents, teachers, and the community. The stories support the petition submitted by the Hawai‘i for a Safe Return to School. We ask for your help in improving the health and safety and the trust in our schools.
Thank you for your consideration.

Sincerely,
Lynn Otaguro
Oahu, Hawaii

Note: The names of most of the individuals who have shared their stories are not included at their request. The stories are attached.
Experience with DL and the necessity of it now

Please share about your experience with your school during this 2021-2022 school year.

I was the Distance Learning teacher for grades 3, 4, and 5 in the SY20-21. Because I'm a cancer survivor, I knew it would be best for me to be at home for that year. I was lucky to have had help from 2 part-time teachers: one taught math and the other helped with building social emotional lessons and following up with the students who were struggling to get all of the work done in Google Classroom. I created a schedule where each student received about 12 hours of instruction in a week. The 3 of us planned for the DL students and hit the ground running. I learned how to integrate technology with teaching, and I was able to foster relationships with the students too. I was willing to repeat teaching that way this year - even though it was difficult and not the most efficient because I had 3 different grade level curricula to consider. I was joyous to receive the vaccine, but was willing to teach DL again because of CoVid's persistence. I am back in the classroom, which I love; but the anxiety of wondering why all of us were sent back knowing that one of us would get sick is beyond me. I feel helpless because I don't know that I can protect my class of students, or myself for that matter. Our school has 6 cases from the last week alone, and I feel like the cases are going to increase because we don't know how it's being transmitted.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

The DoE fails to provide practical and relevant guidelines. For example, with kids missing class due to CoVid/illness or parents keeping their kids home because of cases in the school, teachers have to provide for those students who are at home, while teaching students in person; which is kind of what went on with half the class on campus and the other half at home. This variant is different from its' predecessor, and the DoE should pivot and make plans for Delta instead. Having half of the kids on campus at a time - especially since I have the kids that cannot be vaccinated due to their age - makes the most sense for now.

We welcome any comments or feedback.

Thank you for allowing us to share our stories here.
Distance Learning

Please share about your experience with your school during this 2021-2022 school year.

Last year, my children's school was able to do and offer full distance learning. Due to my youngest son having a heart condition, my husband and I felt that it would be better for him to stay home and not be exposed. With that being said, we couldn't let my oldest go in person either so he doesn't get exposed also. Neither could I since I work at the school. This year, there was no option, and it was last minute when we found out about any sort of DL options from other schools. My kid's both were forced to go in person. My oldest couldn't wait. He loves school. Yes, socializing is important, but what socializing is there? My kids aren't allowed to play at recess (which is also cut short). By the time they go outside, the bell rings and recess is over! Lunch in the cafeteria is also cut short. With all these restrictions, it's hard for kids to experience socializing. My oldest said he'd rather be at full distance learning instead of being in person with all these restrictions, rules, and rushed breaks that they need during the day. They also don't feel safe! Are we waiting for kids to get really sick or even die before they realize schools need DL options?

If you feel that an improvement could be made to address your concern, what might have made your experience better?

All I ask is for a DL option to be offered at each school. Use videos from last year's full distance learning and assign work if need be.

We welcome any comments or feedback.
Socializing and Mental Health as a reason for full f2f school openings

Please share about your experience with your school during this 2021-2022 school year.

I am a teacher- 26th year in Hawai`i. Right now, with all the restrictions and guidelines we have been given to implement, the way I am conducting classes is more similar to the way classes were being conducted with schools entirely online last year than some might realize. The difference is that the students are sitting in the same room with me… The amount of interaction we are able to have is very limited and distancing/masking makes communication/socialization extremely difficult… Taking these things into consideration, the argument that students are benefiting socially and will have much improved mental health by going through this experience/experiment begins to wear thin in places for me. I DO believe that there is no substitute for f2f learning, but with what is happening around the world, the fear factor, the inconsistency of information, the heat, the inability to breathe comfortably and countless other daily occurrences- the benefits of what f2f is really like this school year are questionable to me. I fear that those who are not actually in our classrooms have an incomplete view of what is occurring in many classrooms in our state. I am finding it hard to justify such risk for the perceived social and mental health benefits.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

We should be in Hybrid mode in schools at the very least. I would like to know how we can change the fact that schools are “exempt” from the safety protocols that are established for the rest of our communities- THEY SHOULD NOT BE

We welcome any comments or feedback.
Health and safety measures (masking, distancing, lunch, etc.)
Contact tracing and Notification of Cases

Please share about your experience with your school during this 2021-2022 school year.

By the 4th day in school with my students we were notified that one of our students was positive and had to stay home to quarantine. They also said that they were not infectious when on campus as well as no close contacts. Although the name was not shared with us, I could narrow it down to 2 students who were last on campus on the date of the letter. Both of those students were in 7 classes for 2 days before it was the weekend were they tested positive and stayed home. During those 2 days and 7 classes they sat next to at least 5 people surrounding them (but some how the 20 other kids in the class would not be considered close contacts) those kids were not notified, I assume, because I, nor any of the other teachers were asked for a seating chart to identify who they were near. When I asked about the protocols, our VP said, if they have their mask on then they are fine and don’t need to identify close contacts! I was shocked! Now that kid could have also used a bathroom during those days and the bathroom use is no longer being tracked at my school so it would be impossible to see who used a bathroom after the student. The kids are sitting anywhere on campus with anyone they want during recess and lunch and as much as my school may try to encourage mask wearing and social distancing during those times, it’s almost impossible to enforce 100% of the time.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

Bathroom use- we used to have a Google form that tracked use last year but this year was abandoned Social distancing and masks- we really should be on a blended schedule to make schools the “safe space” the Governor and DOH claims it to be. My students are about 1-1.5 feet away from each other since that is what the physical space allows for in my class and the number of kids per class. Positive cases- the school is not a child’s parent and should not decide for a parent if a child was exposed or not. If a child is positive in a class, the entire class should be notified (more than the generic letter sent to the entire school) and the parent can be the one to decide if they want to continue sending their child or have them tested. We can not say “they were wearing a mask so it’s fine” It seems they are just saying that the one positive case will stay home but until anyone else tests positive, everything will continue like normal. No quarantining, switching to blended or going distance.

We welcome any comments or feedback.

I am also a mom if 4 with kids at 3 different schools (elementary, intermediate and high school) including the school that I work at, in the 4 days of school so far this week I have received 5 different letters informing us of a total of 7 cases (one being a student in my class) at all 4 schools we are at! Schools are always over crowded and unsanitary to begin with. It is asking the
impossible for it to be sanitized to virus killing levels with the facilities we have, the physical space, the supplies provided (I got one small canister of sanitizer (almost gone) and one small canister of wipes (looooong gone already) and the amount of students we have to have in each class. I really support a move to full distance or blended learning and as much as I hate synchronous teaching, I think it was the safest option for all people involved. I also want to share a story of an elementary principal not informing a teacher’s class that there was a positive case in the class. The class only got the generic letter stating there was a case on campus! Those parents were never informed that for 3 days, their child was in class with a Covid positive person! The principal’s excuse? They were all wearing their mask right???? 🙈
Health and safety measures (masking, distancing, lunch, etc.)
Contact tracing and notification of cases

Please share about your experience with your school during this 2021-2022 school year.

Sent a kid to the home room because student was complaining of a sore throat and runny nose. Student was sent back because student did not have a fever and health room card stated "mom says to keep in school". I checked with the VP and principal about procedures - they told me that the health aide makes the final call on who is sent home. This same student also shared with me that their (same age) cousins were visiting from the mainland. At school, masks are worn below the nose by students AND staff. I was emailed by the health aide before the first day of school to excuse a student from wearing a mask because student’s parents wanted medical exemption. I had to ask the principal if they had the paperwork - apparently they hadn’t turned in any forms!!! They did NOT have medical exemption. Wondering if they would've shown up to school with just a face shield if I hadn’t asked. Very disturbing.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

Have clear answers about procedures and follow through. If the health aide makes final call, then she can chose to send home NO ONE. Schools only get covid positive if they require parents to test, but if they don’t test then no one will be positive for covid. It’s crazy.

We welcome any comments or feedback.

Mahalo for collecting responses.
Health and safety measures (masking, distancing, lunch, etc.)

Please share about your experience with your school during this 2021-2022 school year.

I emailed teacher and principal to ask what we can do to get outdoor seating for lunch, no reply. I pick her up for lunch everyday. I’ve had to not work to be able to do this. If she could eat outside I wouldn’t have to miss work to keep her safer. I may homeschool and get her a sitter when I work.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

Outdoor seating for lunch

We welcome any comments or feedback.

I’d like a mandate that all schools offer outdoor eating. Everywhere worse I’ve lived ate outside at school even in the cold winter.
Contact tracing and notification of cases

Please share about your experience with your school during this 2021-2022 school year.

I work at the front registration at a hospital adjacent to my child’s school. On Thursday morning, three different parents came directly to our hospital looking for covid testing because they had just picked up their children from school because they had been exposed to a positive case on campus. I work at the hospital and fully understand HIPAA violations. Knowing this had happened in the morning before 9 am, I thought that at least by the end of the day we’d get a notification of a positive case on campus. My son came home on Thursday stating that his teacher was telling them there was a positive case on campus. Friday came and went and no notification. No email or no standardized robotic voicemail. So I emailed the principal and to my dissatisfaction, she replied that they had “snail mailed” us the notification and contacts of contacts are not considered a safety issue. My whole issue is the communication and transparency for me as a parent.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

We should have gotten a notification within 24 hours of a positive case on campus and when that child was tested and when that child was last on campus and was it during an incubation period.

We welcome any comments or feedback.
Quarantining

Please share about your experience with your school during this 2021-2022 school year.

My class is being quarantined for 10 days because one of my students tested positive. But myself and my aid were told we did not need to quarantine because we were vaccinated. Also siblings did not need to quarantine. I am concerned about this protocol and why teachers or siblings aren't quarantined.... I realize we have less of a risk if we have been vaccinated but it's still a risk, not only of catching it, But also carrying the virus and spreading it...

If you feel that an improvement could be made to address your concern, what might have made your experience better?

We should have held off starting school for a couple of weeks to try to nip this in the bud. I don't know the answer, because I do know many of our parents have no child care and need to go to work 😥

We welcome any comments or feedback.
Health and safety measures (masking, distancing, lunch, etc.)

Please share about your experience with your school during this 2021-2022 school year.

I teach kindergarten so masking properly is a challenge. The curriculum that they have chosen requires lots of changing of partnerships etc. I do my best to keep students masks on and we do frequent hand washing but it takes 20/30 min for all students to wash their hands as I have 21. Some teachers have as many as 27! In the cafeteria we have students spread as far as we can and facing the same direction but the cafeteria cannot be considered well ventilated. Since grades 1-5 switch reading classes I feel like this is a ticking time bomb waiting to go off. We are short staffed in all areas so we are doing the best we can but we know things are just going to get worse.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

Eating outdoors, smaller class sizes, support from admin around masking.

We welcome any comments or feedback.

Thank you
Contact tracing and Notification of Cases

Please share about your experience with your school during this 2021-2022 school year.

My child started middle school on Thursday, Aug. 5. He continued to attend classes (6 mixed periods/classes per day) until Wednesday Aug. 11. I received a call from the principal that my son was considered as a close contract with another child who had tested positive. Here is the series of events in sequential order: -The mystery child was on campus 8/5 (but had not returned to campus). -The mystery child started experiencing symptoms on 8/6, therefore s/he remained at home. -The mystery child tested positive on 8/10. -The school was notified on 8/11 and they conducted their internal contract tracing. - My son was identified as close contact (By schools definition, "someone who was within 3 ft. distance for at least 15 minutes"). It was shared with me that the child sat directly next to my son in one of his 6 periods. - I was called to pick up my son from school immediately. Once I arrived at the office, I was taken to principals office for a 1:1 meeting where the Principal explained to me the protocols. My son would need to be out of school for 10 days from the date of contact. That means several things: 1) My child could have been positive for the last 7 days, brought it home and had us infected. 2) He could have spread it to all of his classmates within the last 4 school days that he was there: 6 periods, 30 kids per class, everyone mixed and matched and not always in the same cluster. You do the math. 3) He’d be missing school to no fault of his own, regardless of how safe our family is. So.....I arrive to the office...it’s 3rd period....a staff member paged my son’s teacher. The teacher asks the class “which one of you is so&so? *my sons name*”. My son raised his hand. Teacher simply says: “You need to go to the office”. I was done talking in the principals room so the principal escorted me back to the front counter area of the office . My son is standing on the other side of the counter looking at me in shock. Like, “WHAT ARE YOU DOING HERE MOM? WHAT DID I DO?!?!?” 😡 😡 😡 😡 Apparently, they gave him no heads up. They didn’t pull him from earlier classes and separate him from other students to protect the other kids just in case. They didn’t even tell my son ANYTHING!! They left it up to me to tell him in the parking lot when we exited the building!!! I HAD TO TELL him why he just got pulled. He has anxiety. One moment he’s in class, 5 minutes later he’s in the car. Fast forward: Once at home, I ask my son what work he has. He has no idea. Of course not, he didn’t even have a chance to get his work...he was surprise attacked. I called the school. School says that it would be his responsibility to email all of his (6) teachers to ask for his work! 😞😞😞😞 He would still be responsible to hand in work on time - EVEN WITH NO INSTRUCTION. No I’m class instruction, no online instruction, nothing. Got his test results today. He tested negative. But here he is, at home...paying consequences. Lacking instruction. Getting absent days marked. And still unable to attend school....to no fault of his/ours. Sorry for the long essay. I appreciate all that you folks do.
If you feel that an improvement could be made to address your concern, what might have made your experience better?

The teachers need to be prepared to have some type of instruction for children who are pushed out of class. If not, work should be given an automatic “A” grade. Schools should start contact tracing notification as soon as a child is reported “ill”...not 6 days later. By then, it’s too late to save anyone. All classes should have online broadcasting (at least), so that children who aren’t in class can still get the same quality instruction, especially if they are expected to complete the same work.

We welcome any comments or feedback.
Distance learning
Health and safety measures (masking, distancing, lunch, etc.)
Contact tracing and notification of cases
Communication
Absences for quarantined students

Please share about your experience with your school during this 2021-2022 school year.

I am a parent of a 2nd grader and 6th grader at EB DeSilva Elementary School in Hawaii County. I received the school wide notice that there was a positive covid case on campus on Thursday 8-6-2021, 3 days after the first day of school. The notice stated that if you were NOT contacted by school administrators, your child was NOT considered a close contact. I watched my phone and email; nothing. I called the school that day and spoke with the Principle about my concerns with areas that may not have a lot of adult supervision; specifically on the bus and during breakfast. I was assured there are mitigation efforts in place and the school is safe. The following day on Friday, ANOTHER school wide notice is issued...we nervously wait by the phone...nothing. Being in a small neighborhood, we hear that the second notice is a sibling of the first case. OK, that makes sense. We continue with our sleepover plans with cousins over the weekend. On SUNDAY NIGHT at around dinnertime, I get a call from the Vice Principle that BOTH of my children are close positive contacts and must test and quarantine! And that their date of exposure was on WEDNESDAY the 5th! It took the school 4 DAYS AFTER the 1st school wide notice to contact me. When I asked what took so long, I was told they had to wait for rider information from the transportation company. I was informed my children needed to quarantine and test and would not be able to return to school until Monday the 16th; homework packets would be made available to us for pick up. When I asked about distance learning options, I was told I could utilize the k12 Stride online curriculum, but it would require me to unenroll my children from the school. I also learned my children’s quarantine would result in them being marked "absent". In addition, our classroom settings are now in direct contradiction of the governor’s most recent mandates regarding group sizes indoor and outdoor.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

I feel like some kind on DOH liaison for each school might alleviate the pressures on staff who already have jobs they have to do. At the very least, it could streamline the flow of information between departments and parents, especially where covid cases on campus are a concern. Also, assigned seating on the bus should be implemented.

We welcome any comments or feedback.
Distance learning
Health and safety measures (masking, distancing, lunch, etc.)
Contact tracing and notification of cases

Please share about your experience with your school during this 2021-2022 school year.

I’m a first year high school English teacher. I have a total of 135 students on my roster. My largest class is 32 students. Dealing being a new teacher and the consequences of teaching during this Delta surge is pushing me to the brink. By the second day of school, I had 10 students out on quarantine because of 3 positive cases at our school. Although they were missing from my classes, I did not know about their quarantine status until our Infinite Campus system was updated days later. Some of my students are quarantined for just 5 days, others 10 days with no explanation as to why. I’m expected to post all assignments to Google Classroom for my quarantined students to access, but so far, only 2 are doing so. I’ve reached out to them by email, phone call, but no response. Other teachers are experiencing the same and have asked leadership if they can hold Google Meets during classes so that the quarantined students can get the day’s lesson. This is basically what we were doing last year during blended learning, except we had half the students in the classroom. We were told it’s “up to you”. I don’t know if these quarantined students have access to WiFi or computers, and neither do the admin. I’m afraid of what I’ll have to deal with the students get back and they’re behind. And there’s no end in sight to this. As long as students are in school, there will be students quarantined. And as a new teacher, I have not had the time to figure out a plan for how I’m going to handle this. Since I received my curriculum maps from the department days before school started, I’m staying up till past midnight planning day by day. I was so exhausted yesterday from the stress, I almost passed out while I was speaking to my students and had to sit down at my desk to collect myself. In addition, social distancing is non existent. Many students refuse to wear their masks properly. They are less than 3 ft away from each other. Because we need to social distance, I’m not having them do group work. I don’t have the ability to distance myself from my students. Everyday, when I walk up to their desks and help them, and I’m surrounded by students who I constantly have to remind to put their masks on properly, I am worried I’m going to get infected and bring it home to my 5 year old daughter. I do not feel safe. It’s demoralizing to go into a situation day after day where I feel my health and safety and the health and safety of my family is on jeopardy. I’m not sure how much longer I can sustain this and I feel helpless.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

Input from the teachers when making decisions. Going back to a blended learning model.

We welcome any comments or feedback.
Health and safety measures (masking, distancing, lunch, etc.)

Please share about your experience with your school during this 2021-2022 school year.

My sons came in close contact. (Aug 2) was with this person all day. The person started to feel sick later that evening and brought the boys home. My youngest went to school the next day. Around 3:30 we get a call saying the person the kids were with tested positive. I immediately called the school and drs. Both people told me that my kids did not need to quarantine because we are all vaccinated and showing no signs. I felt uncomfortable about it. That Tuesday evening Aug 3 we all quarantined ourselves in our rooms until we got tested and did not allow anybody to go to school or work. We got tested Friday afternoon. No symptoms yet. Saturday my youngest was tested positive and started showing symptoms later that day. Had I taken him to school Wednesday Thursday and Friday, taking the bus, just imagine how many kids, teachers, and family that was exposed to covid. My oldest missed his first day of school. My oldest and I tested again few days later just to make sure because it can show up in your system differ from other people. So once we got the second negative, we then came out of our rooms but still quarantined in our house. My youngest has been in his room since Aug 3. He’ll come out Aug 16 since he was tested on Aug 6. Our meals with him is FaceTiming. Pretty much all day is FaceTiming. It’s sad. It breaks my heart to see him like this. And I can’t be near him and hold him when he’s feeling sick. He’s 12 and a huge mamas boy. If anybody comes in close contact with a positive case, do your part and isolate. You can be asymptomatic and not knowing you are spreading it.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

Change the guidelines. Because we are vaccinated and not showing any signs we didn’t have to quarantine

We welcome any comments or feedback.
Health and safety measures (masking, distancing, lunch, etc.)

Please share about your experience with your school during this 2021-2022 school year.

My main concern is the bus that picks these children up. My granddaughter mentioned that the bus driver is making everyone sit 3 to a seat. If they are in the same household, example 5 of my grandkids should sit together and not apart. Instead the drivers are letting the kids sit wherever they want without keeping at least 3 feet distance. She also mentioned that the driver told them they will be adding to other streets.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

Why is the school bus system not following the rules?

We welcome any comments or feedback.
Distance learning

Please share about your experience with your school during this 2021-2022 school year.

I was already concerned with the school year beginning as the numbers started to climb. I knew it would start to go higher. Sure enough the week before they were to start on 8/4 a letter was already sent home about a positive case (assuming it was a faculty staff or someone) Thursday 8/12 I got a call about a “possible” positive case and the class was dismissed to return in 8/23. The next day it was confirmed.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

All in all I believe the school is doing what they can to protect themselves and students. But let’s be real kids will be kids and these are full classes. I believe other things could be done. The state or DOE has to think about the students that cannot be vaccinated.

We welcome any comments or feedback.
Distance Learning

Health and safety measures (masking, distancing, lunch, etc.)

Please share about your experience with your school during this 2021-2022 school year.

My child is on track schedule and school started in July. I feel schools should not start without a safe health plan. School should not have started without proper planning. Many DOE decisions were made after my children's school started and before everyone else started. The decision for GE to be excepted for other school that provides DL was made after our school started. As a confused parent, no idea where to turn, bought uniforms and school supplies, while researching about homeschool and looking for something affordable. When school first started my child said he was sitting right next to other students with no social distancing during lunch. Lunch is a time when facemask is off. Shields on the table protects your child's food not their bodies. Every week there is a letter saying someone was infected. I am terrified and pray to GOD that this person was not anywhere near my children (not just 1 child). Vaccines are not FDA approved and children under 12 are unvaccinated. Taking care of your health should be #1 priority. These children do not belong in an environment that has over 100 people. Vaccinated people on campus may carry covid not even knowing. Scary enough to pass it to our children.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

School should not have started as planning for the school year is still on-going. If money is going to be spent on shields, then it should be protecting a child front and sides. Table shields are waste of funds as students should not only be protected when leaning forward into desk shields but also protected when sitting straight up. Every school should have a DL option. Maybe even help with homeschool program tuition. An option would be providing a homeschool curriculum and be a homeschool program. Under 12 years old should not be in person at school at this time.

We welcome any comments or feedback.

No matter how sanitized a school maybe, someone can still bring covid to school and from school bring it to other homes. Teachers may argue that DL is hard to teach, but if you are a good teacher, you find different ways to teach an individual and make learning fun and worthy rather than throwing huge amounts of assignments at kids. Parents also need to work with teachers and adjust together. Sometimes some parents just need to take a step back from their jobs and assist with their child's learning/education. Distance learning last school year was a very good experience for my children as well as me and my Kindergartener and it was one of the best opportunities. My children got to utilize their thinking skills by figuring out how to follow directions and complete assignments online. My Kindergartener was able to get 1 on 1 help from me which from not knowing anything to mastering everything. Rather than a teacher throwing an assignment saying practice this and try your best, instead I was able to build his confidence in
learning how to right on his own. I had the opportunity to see where my child was falling behind and execute it right away instead of waiting and monitoring and finding solutions at the last minute. Not only could I focus on my Kindergartener, but I could quickly get on top of my highschoolers because I know what they are doing as well as what their teachers are doing. With that being said, I was able to make sure all assignments were completed.
Health and safety measures (masking, distancing, lunch, etc.)

Communication

Please share about your experience with your school during this 2021-2022 school year.

Waikiki Elementary School has done an AMAZING job bringing all the keiki back safely. A huge kudos for all the work they have done.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

We welcome any comments or feedback.
Communication

Please share about your experience with your school during this 2021-2022 school year.

Both our kids' two teachers and our principal have been phenomenal communicators thus far. Our principal responded to an email of concern about an after-school program not meeting required numbers by sending out a school-wide notice with links to register within just a few hours. The program then met registration requirements and was able to start, thanks to the principal's quick response. Both teachers have provided platforms for parent communication (ClassDojo and Classtag, respectively) and lots of information sent home as well on expectations and hopes for the new year.

If you feel that an improvement could be made to address your concern, what might have made your experience better?

Keep it up. Go Falcons!

We welcome any comments or feedback.

Thank you HFSrS for providing this platform for parent and teacher voice!
Distance learning
Health and safety measures (masking, distancing, lunch, etc.)
Communication

Please share about your experience with your school during this 2021-2022 school year.

Wish the school has optional for non vaccinated kids to stay at home and the ones who vaccinated should be at school. (Middle and high schoolers not sure about elementary)

If you feel that an improvement could be made to address your concern, what might have made your experience better?

Wish the high school principal communicate better

We welcome any comments or feedback.

Wish that the Governor and mayor listen to our voice than worrying about tourists They need to do something what they can do with the school.
To the Board of Education,

I am attaching my testimony as a member of the Hawai‘i for a Safe Return to School. I apologize for its length, but it includes the stories of parents, teachers, and others.

Thank you,
Lynn Otaguro

August 18, 2021

Board of Education
State of Hawaii

Regarding August 19, 2021 BOE General Meeting at 1:30 a.m., Item VI. A. Presentation on opening schools for the 2021-2022 school year

Honorable Chair Payne and members of the Board:

I am submitting this in my personal capacity.

“Better dumb than dead.”

I am borrowing this quote from a Facebook comment. I don’t remember who wrote it, but it was probably a parent. And no, no parent wants their child to be dumb. But in this pandemic, parents would choose a child who has suffered “learning loss,” over having them become very sick, having long term chronic conditions, or dying. They know that children can recover the missing lessons, but not from some of the consequences of catching and possibly spreading COVID-19.

Safe and healthy schools as a goal. Thinking about this brings to mind the purpose and mission of our schools and the implicit promises we make when we invite children onto campus. While most would agree that schools should be places where students learn and develop the skills so that they can do well in this world, even more fundamental is that in fulfilling this goal, schools should be places that are safe and healthy for students.
When our schools open their doors to students for in-person instruction, we say that we are providing this place. It is our responsibility to make it so.

**This goal of having a safe school should determine our decisions and our actions.** If we place importance on keeping students safe during this pandemic, then our health and safety guidelines should reflect that. For instance, they should reflect the fact that the Delta variant spreads more quickly in a room, and they should provide the protocols to contact the families of all students who spend class periods in a room with a positive COVID-19 case.

**This goal of having a safe school should guide our interpretation and implementation of health and safety guidelines.** If those in our schools know that health and safety is our goal, then we would expect them to apply the guidelines in a way that best promotes safety. As an example again, in contacting families of students who are in a classroom with a positive COVID case, there should be less concern about parsing the provisions on distance between students or the time period spent together. There should be more concern about letting families know about the risk, so that they can watch over their children. The guidelines should be taken, not as rules to be implemented in a way that avoids responsibility, but as guidance to be applied in a manner to better protect health and safety.

Some schools are approaching health and safety in a way that looks to the purpose of the guidelines. Those principals carefully look at logistics and develop systems and plans to make things safer. They enforce mask wearing and other protocols. They communicate information and expectations to their families and communities. They are proactively planning for increased distance learning, should the need arise.

However, we know this is not true for every school. Unfortunately, for example, there are reports that at some schools, mask wearing is not enforced and that sick students are not sent home. Guidelines are implemented in a mechanical way, that does not appear to consider the reason for the guideline or the consequences of such a mechanical approach.

With these issues, however, rather than only looking at the individual administrators or schools, we should be looking at things systemically. Responsibility for implementing health and safety protocols, throughout this pandemic, has been pushed down to schools without adequate training or support. Systemically, more support needs to be provided and additional help needs to be given, for example, in the form of additional professional development, training, consultation on school plans, walkthroughs to check plans and implementation, review of and consultation on ventilation, and the sharing of checklists and exemplars.

**Making schools safer at this moment should be paramount.** As the message of values often travels top down, it needs to be made clear that making our schools safer is paramount at this time. For instance, we should not be looking at COVID case counts in schools like a student with a bad report card to be explained away, but as information to be used by us all to work on dealing with those cases. The importance of health and safety at this moment must be communicated by this Board and by the DOE, in message and action.

To address the issues of COVID in the schools, it is time to include the community, school staff, families, and all the people who anxiously want our schools to be safe and to succeed, and to provide information, frank assessment of the circumstances, and education, so that our schools can receive input and help. In that way, we can work together to make things better, so that no parent will need to say, “Better dumb than dead.”

Thank you for your consideration.

Sincerely,
Lynn Otaguro
Oahu, Hawaii
August 18, 2021

To DOE Board Members:

I was an elementary school counselor in the DOE for over 20 years. My Ph.D. is in marriage and family therapist I am now retired. I did the research, testified before the legislature and wrote the bill that changed the kindergarten cutoff date that has put Hawaii’s public-school students on a more even footing with the rest of the students in the country. I have always been a child advocate. I have been a child advocate for children in Hawaii since 1975 when I first took a job with the DOE.

The current situation with the delta virus requires decision makers to realize this is a new pandemic. You must act now to save lives and prevent the any further suffering of our students.

At the very least steps must be taken to protect elementary school students immediately starting with suspending school for those students who are 11 and under until they have been vaccinated. I just saw Dr. Peter Hotez ([https://www.bcm.edu/people-search/peter-hotez-232290](https://www.bcm.edu/people-search/peter-hotez-232290) on television who reported that Louisiana and Texas 2 weeks ago there were 1 or 2 children in pediatric ICU’s now there are 30+ and soon once school starts in Texas there will be many more.

A 16-year-old student in Florida died of the delta virus last Thursday. We need to learn and learn quickly from the mistakes that others have made before we put our children at further risk. Stop treating this new variant as the same old covid 19 virus. I can’t imagine the pain a principal or parent has as they have a conversation about a student who has become infected with the delta variant or a student who has died. Are you willing to have that conversation with a parent?

The local news last week reported that 30% of the cases in Waianae are now children. There will be significantly more if you don’t act now.

Current data shows vaccinated people who are asymptomatic can transmit the delta virus without knowing they are infecting others. That’s why wearing a mask is so important at this time and why the surge is so dramatically large.
Please disregard the noise from the right and do what is right for the students of Hawaii strongly advocate for the suspension of school until all students can be safely vaccinated and the delta surge has passed.

At the very least steps must be taken to protect elementary school students immediately starting with suspending school for those students who are 11 and under until they have been vaccinated.

The data are pouring in everyday to support suspending school until all are vaccinated and the delta variant surge has passed. I realize that in order for the Board of Education to take this position it will take courage but that is why you are there, you have the power please lead.

Regards,

Dean R. Liskum
August 19, 2021

PARENT TESTIMONY

Dear Board of Education, Chairpersons, and Superintendent,

I am a parent of a middle schooler and two high schoolers in the Central District area. I am writing on discussion item A. Presentation on opening schools for the 2021-2022 school year.

We have seen a surge in cases recently and there has been no action taken to keep our kids safe. No change in guidance, no change in protocols, no talk about switching back to distance learning, nothing. This has been extremely discouraging and disappointing.

We will not be sending our kids back in person and risk their lives or ours. Employers are being urged to work from home if possible, meetings are being held virtually because it’s not safe, the unemployment office just announced they will not be opening up as planned for in-person appointments due to the rise and concern for their director’s health. Why are we being forced to send our kids into school when the environment is much worse than the places above?

We got our fourth letter sent home yesterday from one of my kid's schools. Three of those letters were sent within 5 days. Multiple cases. And these numbers were not included on the DOE’s weekly covid reporting website. In fact, many schools were missing or case counts were not correct. What are they hiding?

Everyone in my family eligible for the vaccine was vaccinated as soon as we became eligible. My youngest is only 11 years old and will not be eligible for the vaccine till the end of October.

The decision to fully open schools was a total shock to us. Schools shut down for less cases and now we are told we must send our kids back to 100% in-person school. We have been doing our part since March 2020, following the safety guidelines recommended by infectious disease experts. Staying home and only going out for essential needs, not hanging out with others, not gathering, wearing our masks properly indoors and outdoors, washing our hands, staying away from crowds, not being indoors with others unless it’s essential, etc.
There have been many tough decisions we have made over the past 17 months and now we are supposed to just go from our safe bubble to sending our kids back to in-person school in mass crowds with other students and adults. Schools do not have the capacity to follow all of these guidelines we’ve been taught to keep us safe. Why are schools exempt from not gathering or being indoors for extended periods of time? Why are we sending our children into an environment that we have been told to avoid? The decisions being made and what is being allowed is appalling. Teachers are already overwhelmed and the burden of making sure 20-30 kids in a class are following these rules is not fair. This is not a regular back to school type of situation. This is a life or death situation and once the virus spreads it’ll only get worse.

When will those making the decisions to send kids back to school visit all the schools while classes are in session to see for themselves what a typical day looks like? I keep hearing things like schools can control spread because of the layers of mitigation strategies. Really? I’m sure you can imagine what recess looks like at a high school. All students are released for recess at the same time. There is no separation or designated areas for grades, ALL the students are free to roam wherever they please. It’s crazy! Why are adults urged to work remotely if possible and holding meetings virtually because it’s not safe but kids are being sent to school like there is no pandemic?

My freshman came home from school the first two days crying. The first day she was shaking. She was furious at the lack of care and from what she witnessed. My sophomore couldn't sleep last night because she didn’t want to go back. She doesn’t feel safe. They were as shocked as we were going back to in-person learning but they trusted what was being told to everyone and thought it would be safe and controlled but it wasn’t. The first day I dropped off my freshman to her orientation day and the crowd to check in was crazy! It was a mob of people with no social distancing and no markings or signs on the ground or posted anywhere. There were no adults monitoring the crowd. They were excited to return to school and get interaction with teachers and classmates but not like this. My girls do not like to miss school so for them to come to me and tell me they couldn't sleep because they just can’t set foot on campus under those conditions, it was very hard. I am heartbroken that no one is speaking to the wellbeing of children going into this type of environment when COVID-19 is spreading with the DELTA variant. The health and well-being of children should be a priority over academic gains. Who cares if they are behind academically if they end up dead?! This makes no sense. Please do something!
We are fortunate that my youngest daughter’s school is providing distance learning for her by using packets and google classroom. They even let us borrow a device so she can do her work.

I have two kids with an IEP and two with a GE. The decision to choose distance learning is a no-brainer but hard because no IEP services if they are not on campus full time. Homeschooling is an option we may need to seriously consider soon but I would hate to detach from our schools and lose my kid's IEP”s and GE.

We should not be in this situation having to make these decisions. Those in charge of keeping our kids safe during a pandemic that is killing people or leaving those infected with long covid and lifelong organ damage should be the ones making the call to not open schools. Again, why are we being forced to send our kids into an environment that we have been told to avoid since March 2020? Things are opening up because people are demanding it, but is it essential? Money over lives is not right, especially risking the lives of our children when they have no choice or say in the matter. Up to this day, no one has asked us as parents or our children how we feel or what we want or if we feel safe sending them back to school. Why don’t we get a say?

Please consider the children. How many of their lives need to be sacrificed before anyone does anything? Some parents are waiting for leaders to step up and switch all kids to distance learning. They are afraid of pulling their kids out and keeping them home. This will result in sick kids bringing home the virus to their families and some of them will die. Please take action now.

Respectfully,

S.L.
Mother
Central District
O’ahu, Hawai’i
August 19, 2021

STUDENT TESTIMONY

Dear Board of Education, Chairpersons, and Superintendent,

My name is Dakota, 13 years of age, and I am a freshman enrolled at Mililani High School. I'm writing this letter as a concerned student for both my peers and me. I understand that there have been COVID-19 safety precautions set by both the state and school. I have witnessed precautions not being followed with the right amount of attention. I've seen multiple holes in this sheet of "protection" you try to put over us. Multiple students not wearing their mask correctly, no proper social distancing methods, desks not 6ft apart, not even 3ft apart, no proper sanitation methods, etc.

With this, I believe I have a right to speak my mind, as I've said before, in concern for my fellow peers and me, I can't understand the amount of stress you feel in these hard times, but I can understand that there can be better ways to make Mililani High School safer.

These ways being multiple supervisors during both lunch and recess. Properly setting up classrooms, having proper sanitization methods for every class - for humans and objects, educating staff and students properly on COVID-19, if possible, etc. There are so many ways we can be sure to keep our school safe and protect the ones we love.

In reality, my family is at high risk of getting the virus. We have health and cultural disadvantages at this time, and there are so many others like my family and me. People who have health problems (cancer, asthma, etc.), cultural disadvantages, age disadvantages (12/younger), health care problems, trouble with proper safety in these times, etc, all these people fighting for their lives. If you have students or students with families with struggles such as some named above, it's your duty to step forward and protect them. And at this point, it feels like it's my duty to protect them too. These kids are defenseless against the words of the upper hand, but you need to understand that some of us understand too. We all want to protect ourselves, our families, our friends, and our fellow citizens/beings, but we can't do that if we don't protect ourselves first. So please, and this isn't a plead anymore it's a stand, take control. There were 1,167 cases last Friday. A THOUSAND. Those victims of COVID-19 being grandparents, parents, wives, husbands, mothers, fathers, workers, and most of all children. Those children being kids, grandkids, aunts, uncles, nieces, nephews, they could be workers, even mothers, and fathers, but also students. So many students, and some yours. Some of
those students are fighting for their lives, but you can prevent that. Make our school safer, their school safer, and make us feel at home again.

With these words, I hope you can understand my worry for the students of your school. Thank you for reading this letter, all you have to do now is take action.

Sincerely,
Dakota L.
13 years old
Student
Mililani, HI O'ahu
Freshman at Mililani High School
Central District
Aloha Honorable Board of Education Members,

I am a teacher at Maui Waena Intermediate School and am so happy to have my students back in person learning because it is so meaningful and engaging. Their personalities are expressed and they love being with their friends learning here at school.

That said, our schools are extremely fragile and if 80% of teachers were not vaccinated I imagine many more would be closed. We have a serious teacher shortage crisis that needs to be addressed. I would suggest you put pressure on the governor to use Federal Rescue funds to put all teachers on the step that they should be at. This way we can attract and retain teachers. I would also encourage you to increase substitute teacher pay and make the process to become a substitute an easier process because of our substitute teacher shortage. Here at our school all our subs are filling long term vacancies and we barely have subs to fill in if we are sick or need to quarantine.

I would encourage the BOE to make the DOE provide a standard for telling teachers and students if they are close contacts. At some schools like mine our principals come in and ask us for a seating chart and if we are vaccinated. That is our notice that we were likely within 6 ft. for 15 minutes or more. At other schools entire classes are shut down. I know there are different situations with different solutions, but having more guidance would be extremely helpful.

At our school our administration is really strict on masking and I really appreciate it because our students are amazing. They wear their masks all day for 7 hours and we have no crazy Karen's that refuse to wear their masks.

It would be really nice if there were testing options at school. If we are vaccinated and we find out we are close contacts I would like the opportunity to take a rapid test here at school. This would also be beneficial for our unvaccinated teachers that now need to take tests weekly to insure the safety of our students and fellow faculty members.

The last thing I ask is that you tell principals to do virtual staff meetings until the community spread of covid 19 is under control. At our school 80 staff members meet in the library. Many of our teachers feel uncomfortable and that it is not wise to meet with all teachers in the library at this moment because the delta variant spreads so easily. We let our principal know and the only option she would give us was to meet in the cafeteria which I do not think will ease the nerves of those staff members.

We love doing what we do best, teaching in person. We want to be here taching but we just want safe schools that our students deserve. Mahalo for listening to our concerns and taking action to direct the DOE to listen to their educators, respect their educators, and create a safe learning environment for our students and faculty.

Mahalo,
Fitz

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.
To all,

Please keep our schools open. Our children need to continue their education. Both of my children claim they feel they didn't learn or retain much online learning this past year and a half. It was a waste of their precious learning years.

I would also beg that you not include the ridiculous liberal narrative that I am hearing is coming out in the classroom now. Stop telling our children that it would be in their best interest to take a shot that has not been approved by the FDA. And not a hastily approved one either. These are our children, not yours.

Our children should not have to be penalized for the mistakes of our Governor. Had they begun testing incoming tourists and residents in June of 2020 as Alaska did we could have kept the outbreaks to minimums. The current mistake of not testing the vaccinated to come into our state on July 8th is the obvious reason our numbers have doubled every week since. Please advocate to our Governor to revert back to testing All incoming tourists and residents now, so that we can reduce our cases and continue with in person school.

It is disheartening to see how far left the DOE is leaning. The liberal addenda should not enter our school systems.

Aloha
Hi, my name is Mikey Montoya. I am a parent of an elementary school student here in Hawaii. I feel that even with the COVID numbers going up, our kids really need face to face education. With masks and social distancing I feel our kids are safe in the classrooms. Please keep the kids in class! Thank you so much.

Get Outlook for iOS

Thank you for contacting the Board of Education. This email address is specifically designed to receive public testimony for upcoming Board of Education meeting agenda items. Attached please find the links to the most recent agendas for the Board's Human Resources Committee, Finance and Infrastructure Committee, and General Business Meeting scheduled this Thursday, August 19, 2021. Please identify what agenda item your testimony is related to or it will not be included in public testimony.

August 19, 2021 Human Resources Committee Meeting (Virtual) (hawaii.gov)

August 19, 2021 Finance and Infrastructure Committee Meeting (Virtual) (hawaii.gov)

August 19, 2021 General Business Meeting (Virtual) (hawaii.gov)

Mahalo,
Board of Education Staff

General business meeting (student achievement)

Get Outlook for iOS

From: Testimony BOE <testimony.boe@boe.hawaii.gov>
Sent: Wednesday, August 18, 2021 12:42:50 PM
To: michael montoya <mikeym.girl@hotmail.com>
Subject: Re: Testimony
As a retired educator, it is deeply concerning to me how rapidly the community has begun personal attacks on educators for what is a systemic issue. There should be no sides on the paths to making sure ALL people on our islands are safe and have the resources needed to take care and live their lives. It is important that the BOE and DOE have clear guidelines and paths, which up until now there have not been. HOW can we be two years into this situation and still not have a better path for our keiki? Take down the lens of the system and think about what we can do as humans.

Realizing that there are no paths to please everybody, I would hope that the BOE will be supportive of the individual teachers who are working under extreme conditions while trying to take care of their own families along with those families who are making positive efforts as well in difficult situations.

Educators have always been on the front lines of every societal issue that occurs. As you know, safety doesn’t just come from protecting against Covid, there are all the other ‘safety’ protocols as well. Imagine, working so hard on all of these pandemic issues, and the emotional toll of having parents single you out for a systemic decision while having to watch an active shooter drill in which you’re told to use a mask to stop bleeding. Preparing lessons, seating charts and having some students who are hungry or have special needs in some way without proper sanitary conditions and ventilation (because it was that way before Covid), this is the real world of today’s educator.

There are so many people with the resources, time and energy who want to help forge forward with new paths, lens (example the Pineapple Academy), yet here we are again.

My heartfelt plea is that you do something before someone is physically hurt. People are receiving harassment and threats. This should not be an individual’s responsibility to take on, it should be their employer who has put them in the situation. Don’t wait until something horrible happens. Our community is divided and it’s affecting every aspect of the educational community. When we no better, we have to do better.

C. Burghardt
Retired educator
this Thursday, August 19, 2021. Please identify what agenda item your testimony is related to or it will not be included in public testimony.

August 19, 2021 Human Resources Committee Meeting (Virtual) (hawaii.gov)

August 19, 2021 Finance and Infrastructure Committee Meeting (Virtual) (hawaii.gov)

August 19, 2021 General Business Meeting (Virtual) (hawaii.gov)

Mahalo,
Board of Education Staff

Cheryl B <burgharc@gmail.com>
To: Testimony BOE <testimony.boe@boe.hawaii.gov>

VI. A
Thank you
[Quoted text hidden]

Testimony BOE <testimony.boe@boe.hawaii.gov>
To: Cheryl B <burgharc@gmail.com>

Mahalo for your email.
[Quoted text hidden]
Dear Board of Education,

I am a high school teacher, and I am very concerned about the current situation that all students are back to school in person, but we do not have strict and clear protocol and guidelines in our school to protect our students and teachers. I do not feel confident telling parents that we are doing our best to protect their kids when they called me to express their concerns.

First, we do not have a consistent protocol when we have positive diagnostic students with COVID. Not all closed contacted teachers were informed by admin. I received information from colleagues, but not admin about my students got positive diagnostic. To be sad to say, I stayed with those students for more than 45 minutes every day, and yet, I was not informed and considered closed contact. Importantly, no one asked me for a closed contact list when I knew who those students sat and hung out with. Importantly, it is impossible for my classroom to have a minimum 3fts sitting arrangement. Therefore, students are sitting right next to each other. This is very disappointing for teachers, and we can't trust our admin to protect us and creating a safe working and learning environment for students and employees.

Second, there is no strict guideline during passing and recess. Students take off their masks and hang out in the hallway, and surprisingly, they are allowed to do that when we have at least 500 students try to get to their classroom at the same time. Our school hallway is indoor and has poor ventilation. I am very concerned about this because students can be infected by passing through the hallway to their classes.

Third, our mask-wearing policy is not consistent with each teacher. Some teachers allow their students to take off their masks in their classroom during class time, but some strictly follow the policy. The inconsistency of the mask-wearing policy opens up gates to students feel it is fine not to wear a mask in the classroom. This is extremely dangerous for everyone in the classroom.

As teachers, we can try our best to protect our students, but we need strict and clear guidelines and policies to follow. This is a war that requires everyone's effort! We need the DOE to set strict and clear rules that require all schools to follow to protect everyone.

Best

Testimony BOE
August 19, 2021 General Business Meeting (Virtual) (hawaii.gov)

Mahalo,
Board of Education Staff

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

Sorry for the inconvenience.

Agenda: August 19, 2021, General Business Meeting

---

Re: Testimony for 8/19 BOE Meeting

---

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

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

Wed, Aug 18, 2021 at 1:29 PM

Mahalo for your prompt response.

---
Aloha Chair Payne, Vice Chair Uemura, and Board members,

My name is Mireille Ellsworth, teacher at Waiakea High School in Hilo and a public education activist as one of the leaders in the Hawai‘i for a Safe Return to Schools Facebook group, the Hawai‘i Teachers for Change, and the Hawai‘i Badass Teachers Association.

I am currently on leave, which is the unfair and discriminatory “accommodation” given to me under HIDOE’s Office of Civil Rights Compliance as I have underlying health conditions that put me at extreme risk if I were to catch COVID-19. As a person who may very well need my accumulated sick leave in the future because of my health conditions, I am being forced to “burn through” my sick leave to keep myself safe from the risks of teaching in-person.

Last year, my principal kindly granted me telework, and I taught from home the entire school year. I had extraordinary success teaching 10th and 11th grade English, speech, debate, and acting. My acting class performed two plays live online, which I was able to record on Zoom, and I had the least failures percentage-wise in all my classes with the distance learning mode of instruction mostly because my principal trusted me to be present for my students in creative ways, like individual and small group conferencing during class time, which enabled me to work with struggling learners who really needed the extra help and very much appreciated the one-on-one attention I was able to give them. When teaching classes face-to-face, it would be impossible for me to give those struggling students that same level of attention since it would require (and has required in the past) that I keep the rest of the class occupied while I focus on one student (or a small group). In the face of the restrictions required in the classroom with COVID protocols, I would be unable to monitor mask compliance to focus on individual students with the in-person model; and therefore, struggling learners would not get the attention and help they deserve.

This year, I am appalled by the lack of preparation the HIDOE has done to keep students and education employees safe. Air conditioned indoor spaces in schools were not equipped with the recommended MERV-13 filters that help prevent transmission of the virus. Teachers were not given training on how the Delta variant is so much more transmissible than the original coronavirus, nor were they trained in how to place fans in their classrooms to maximize air circulation while at the same time minimize blowing aerosolated COVID particles across the room increasing transmission of the virus. A fifth grade teacher told me that her custodian came in her room and took a CO2 reading BEFORE students came to class! That defeats the purpose of a CO2 monitor, which is to measure the concentration of exhalations when the class is full! Where is the training for custodians and others given these tools that HIDOE has invested in?

Another point of concern is the use of ceiling fans, which are common in school cafeterias and are also in some classrooms. Experts recommend that if ceiling fans are to be used that they be put in a “reverse” setting. Otherwise, the aerosols just get “swished” around and pushed downward where children are eating, MASKLESS! Ceiling fans used improperly defeats the purpose of physically distancing and the use of plexiglass or plastic partitions can actually HINDER the natural flow of air which is optimal for the prevention of spreading the virus. What is even more scary is when schools are having students eat in classrooms!
This must STOP immediately! Taking off masks indoors is a recipe for disaster (as we are seeing in our communities now).

The federal ESSER III funds were MEANT to be used to make our schools safe, not just to “address the learning loss” (which is a concept I reject since kids learned OTHER things, like technology skills, resilience, appreciation for school, that may not entail traditional academic subject matter). However, air conditioned spaces on school campuses have not been fitted with the recommended MERV-13 filters that help prevent the spread of COVID. There are “do-it-yourself” versions simple to make with duct tape, MERV filters, and box fans. Instead, many teachers are finding box fans delivered to their classrooms with no guidance as to how to use them.

Finally, I’m getting tired of receiving reports of principals trying to cut corners (not MY principal). One horrifying example is shortening recess in an elementary school to 14 minutes so that if a student were to get infected, the other students wouldn’t be considered “close contacts” using the outdated CDC definition of “close contact,” which is being within 6 feet of a person who has COVID for 15 minutes or more over a 24-hour period. Trying to use LOOPHOLES to reduce reporting of exposures is just simply unconscionable. This kind of thinking will lead to deaths or cases of long COVID, adverse medical conditions for life.

I am begging the BOE to do the following:

- Expand distance learning opportunities for students.
- Create a temporary reassignment mechanism for teachers (like me) who are taking leave as part of their ADA accommodations (Beth Schimmelfennig, head of the Civil Rights Compliance Office will have those names) so that we can teach online from home (telework).
- FUND the Office of Facilities and Operations so that they can purchase and contract upgrades in indoor spaces with ventilation challenges and air filtration needs to meet ASHRAE standards (Mr. Randall Tanaka should know what this is!).
- Purchase mass amounts of quality KN95 masks in childrens’ sizes and distribute daily, especially for our low income, unvaccinated keiki.

Mahalo,
Mireille Ellsworth

Mireille Ellsworth <ellsworthhsta@gmail.com>  
To: testimony.boe@boe.hawaii.gov  
Wed, Aug 25, 2021 at 1:18 PM  
Resending  
[Quoted text hidden]
My name is [REDACTED], and I teach high school in the central district in Honolulu. I am speaking to Discussion Item IV, A.

Every week there are COVID cases at my school, which results in the afflicted students and those exposed to quarantine. When students are in quarantine, there is no instruction. Students are out for ten days, and some may get cleared early. At one time, we had 52 students quarantining; this is insane.

The students are back as if there is no pandemic. There is no social distancing and no safety. I am concerned about my unvaccinated students. Last week I took two COVID tests to ease the stress.

Governor Ige announced on August 10, 2021, limiting social gatherings to 10 people indoors and 25 outdoors. How are we, as educators, expected to interpret this executive order? I show up every day to teach under conditions that violate the governor's executive order when there are 28 and more students in the classrooms and no social distancing coupled with unvaccinated students. The perfect setting for the Delta Variant. Our lives matter!

Our educational leaders and the governor insists on in-person learning, and the message that resonates is for folks to get vaccinated. Yes, that is fair and well, but we have no control over when high school students get vaccinated. What we can control are the learning platforms.

The distance learning platform for many families remains cumbersome. It doesn’t seem very easy for the parents to navigate the distance learning choice. Why is it so difficult for students to get this option? Our principals and teachers are tasked with so much already. Please give the schools the resources to create their own distance learning department. Providing this option will create smaller in-person class sizes, and teachers and students can breathe again.

Thank you
Dear Chairperson Payne and Hawaii Board of Education members,

Please an Open Letter from our group Hawaii for a Safe Return to Schools, signed by 463 Hawaii residents, attached here in PDF.

We are respectfully submitting this as written testimony for tomorrow’s BOE meeting, under Agenda item VI.A “Presentation on opening schools for the 2021-2022 school year”.

Mahalo,

Burke Burnett and members of Hawaii for a Safe Return to Schools

---

To the Board of Education and staff,

I am writing because I was looking at the posted testimony and noticed that the testimony of Hawai‘i for a Safe Return to Schools, an open letter and petition, was not included, even though it was sent at 12:02 p.m. yesterday. I am forwarding that letter to you here. Please let me know when you have received it or if you need anything more.

Thank you,

Lynn Otaguro
An Open Letter from *Hawaii for a Safe Return to Schools*

August 18, 2021

An open letter* to:

Hawaii Governor David Y. Ige
Hawaii State Department of Education Interim Superintendent Keith T. Hayashi
State of Hawaii Board of Education Chairperson Catherine Payne
Members of the State of Hawaii Board of Education

From: Members of the Hawaii for Safe Return to Schools group

Subject: The Safe and Healthy Schools Hawaii Deserves

* Adapted in part from ‘The Safety Our Students Deserve’ open letter from the Hawaii State Teachers Association, August 12, 2021

The first weeks of the 2021–22 school year have been extraordinarily alarming as COVID-19 cases soar to record levels. Our total cases have doubled in Hawaii approximately every 10 to 11 days, and our hospitals are already overwhelmed. Unless bold steps are taken immediately, this trend will continue. Continued inaction by our state government will soon be seen as morally, socially, and politically disastrous. **To put it bluntly, your current Covid policies are untenable.**

The Hawaii Department of Health (DOH) has acknowledged that Covid transmission will happen in schools. We are aware of hundreds of reports of health and safety guidelines, including proper masking and social distancing, not being enforced in our schools since the school year began. Reporting and notification from schools remains inconsistent. Furthermore, a lack of personal protective equipment, improper ventilation, and other outstanding issues have not been addressed, nor are there apparent plans to address them.

The frequent, seemingly across-the-board, failures by schools to adhere to DOH protocols for COVID-19 ultimately hurt the education we all believe is essential for our keiki, but it will also, inevitably, contribute to increased community spread of the disease. A scientific study in the journal *Science* estimated that in-person school opening “is indirectly associated with a 26% increase in SARS-CoV-2 transmission”.¹

Among the immediate steps that need to be taken, we express our strong support for the Hawaii State Teachers Association (HSTA) and the Hawaii State Department of Education (HIDOE) to negotiate a new memorandum of understanding (MOU) that will ensure safer practices in public school classrooms. Because teachers are on the “front lines,” monitoring student health and safety protocols, we believe they must be empowered to fight for the health and safety of our keiki. And because schools are a likely source of disease transmission, by extension, teachers are also critical guardians of the health of our wider community. The previous MOU that expired on June 30, 2021, provided critical protections that helped ensure safer classrooms in the first COVID-19 wave during school years 2019-2020 and 2020-2021. We are dismayed that the State has refused to bargain a renewal and update of this MOU for the 2021-22 school year.

---

¹ M. Monod et al., Science 371, eabe8372 (2021). DOI : 10.1126/science.abe8372
Parents and educators know that our schools are not safe

In a recent survey conducted by HSTA, over 80% of responses by educators expressed “serious concerns” about how unsafe conditions were and continue to be in public schools. Parents have also echoed the same concerns about the lack of safety protocols in the public schools, especially with the removal of previous mitigation strategies like 6 ft. of distancing or the previous thresholds for when the schools should move to an alternative learning mode (namely Hybrid or full Distance Learning). These thresholds, with the same metrics, should be reinstated immediately.

Further, we are aware of numerous pleas from teachers and parents about inadequate PPE supplies in our schools, despite the fact that Major General Kenneth Hara of the Hawaii Emergency Management Authority (HIEMA) has said that nearly $100 million has been spent on PPE, and that they have ample supplies. It is both inexplicable and unconscionable that those PPE have not yet been allocated and distributed to our schools.

We are also aware of hundreds of parents who are extremely frustrated with the scarce number of Distance Learning slots that are available--only 390 initially allocated for a population of over 175,000 students enrolled in HIDOE. These are often working parents who don’t want to put their children’s or family’s lives at risk by sending them to in-person classes, and yet they don’t wish to undermine our public school system by withdrawing their children from enrollment to homeschool them. However, an increasing number of parents are left with no other choice than to submit Form 4140 to their schools and stay at home with their children in order to keep them safe. **How is it that Distance Learning options that existed from March 2020 to May 2021, when the pandemic was less serious and threatening than it is today, are even less available now?** This failure to provide a safe option for families is outrageous and completely unacceptable.

Governor Ige must order HIDOE to immediately offer Distance Learning options to any parent who wishes it for their child. Anything less is unacceptable, and a violation of equitable access to educational opportunities funded by taxpayers.

Guidelines for social distancing, masking, and sanitation are not followed

We are particularly dismayed by DOE’s lack of leadership and clear guidelines with regards to safety protocols. Each principal is essentially forced to make his or her own decisions, which may or may not adhere to DOH recommendations. This has created numerous examples of staff, teachers, and students not all being on the same page with those DOH protocols. Safely opening schools requires a unified message about what procedures are required of ALL classrooms and ALL students.

**Unsafe cafeterias and classrooms**

An example of how the safety of students is endangered is the lack of DOE guidance for how schools must devise and adhere to safe protocols for meal times, which are often held in inadequately ventilated cafeteria spaces when students are by definition maskless and often unable to socially distance themselves from others. This violates every known mitigation protocol to prevent the spread of this disease.
Another common complaint from teachers and parents is the fact that social distancing is often impossible under current mandates. From classroom arrangements where students have no choice but to sit shoulder to shoulder at the same table to crowded cafeterias and impromptu gatherings to socialize with friends, the potential for transmission has risen significantly with all students back on campuses. Returning to hybrid or blended learning models, while imperfect, would at least allow less classroom density (and thus a modest mitigation of transmission risks).

Uneven adherence to mask wearing is another critical problem. There are numerous reports of students who repeatedly refuse to wear them correctly (or at all). There are even a few anecdotal reports of teachers who refuse to wear masks, and when students and their parents protest, the principal simply reassigns them to another class. This is obviously completely unacceptable.

There are also many reports of students coming to school with symptoms consistent with Covid, yet when teachers report it to their school administration they are told that “the student had a doctor’s note for allergies from last year, so it’s fine”. In other cases, nurse aides are given the sole authority to either send a student who is ill home or to make them return to the classroom, simply because their parents requested it. Further, students who are ill have reported that they were asked by their parents to lie in order to pass the morning wellness check. Just saying that “schools are safe” does not make it so.

Lack of notification, inconsistent response and reporting
As cases in Hawaii rise, so too are the cases being discovered in our schools. Yet we are seeing inconsistent responses when these cases occur. For example, one school might quarantine an entire class while another school might only quarantine a tight radius of students, even though both sets of students may have had multiple interactions inside and outside the classroom during the school day. One parent said:

“Yesterday our school let one of the siblings of a Quarantine child come to school. I thought this made no sense. They live in the same Household they should both be quarantine.[sic.] I feel like there are not a lot of guidelines in school keeping our kids safe. What is there [sic.] Definition of close contact???”

Numerous parents and educators have also pointed out that known positive cases in their schools (as confirmed by individual principal’s letters or voicemails) are not accurately reflected in the weekly reporting of cases on the HIDOE website, as is now required by law.

Poor ventilation
Despite DOE’s empty assurances that classrooms are adequately ventilated, there is ample evidence that this is not even close to being an honest or factual assessment. There are countless reports of classrooms being stifling spaces with poor airflow. Moreover there is little guidance from school administrators, who often leave ventilation at the discretion of teachers, but without any resources to do so. Given that most students are not wearing N-95 grade masks but only cloth or surgical masks that do not provide adequate protection, the poor ventilation and lack of HEPA-grade filtration in our classrooms is a guaranteed recipe for classroom transmission of Covid. We understand that major capital improvements would be required to fully comply with improved airflow for all classrooms, but without at minimum providing MERV-13 (or higher) filtration units for every classroom, Covid spread via classrooms is absolutely inevitable.
We ignore the flashing warning signs at our peril

When COVID-19 first hit Hawaii’s public schools, former Superintendent Christina Kishimoto signed a letter of commitment with HSTA to ensure continuity of education through the crisis by addressing the changed working conditions. This agreement was later extended for the 2020–21 school year. Perhaps thinking that the Covid epidemic would soon wane, Kishimoto declined to allow a renewal of this MOU for 2021-22.

We understand the optimistic thinking that COVID would disappear in the second half of 2021, but that optimistic stance was based on a poor and uninformed understanding of the nature of pandemics. More to the point, it was extremely ill-advised for DOE to decline to renew and update the MOU for the 2021–22 school year. Superintendent Kishimoto made it clear in the Spring of 2021 that she expected all students to return to in-person learning for 2021-22 and insisted that safety concerns would be addressed through the HIDOE’s own health and safety guidance. This was a dreadfully poor decision.

The Delta variant is now spreading like wildfire in Hawaii. The Delta variant is two to three times more contagious than the original COVID virus, and doctors and nurses are noting that Delta is creating “younger, sicker, and quicker” patients, because it hits younger people, makes them sicker, and makes them sick more quickly than the original virus. Infections among children have also grown and a recent study published in JAMA Pediatrics shows that younger children are more likely to spread COVID within the household. Even people who are fully vaccinated are susceptible to breakthrough infections. Children under 12 years old still have no access to vaccinations, and some percentage of them who get Covid will go on to develop “Long Covid.” Director of the National Institute of Health, Dr. Francis Collins, recently cited a study suggesting that perhaps as many as 11-15% of children who are infected may “end up with this long-term consequence, which can be pretty devastating in terms of things like school performance.” Children under 12 years old still have no access to vaccinations, and so in what moral universe is it sensible to subject our under-12 children to such possible risks?

Furthermore, the HIDOE and the Department of Health have removed the learning mode thresholds and any contingencies that would be triggered by an explosion of cases, helping to mitigate the rocketing spread of this disease.

The current lack of guidance and enforcement of DOH health protocols in our schools is a recipe for a public health disaster of epic proportions. DOH has acknowledged that COVID will spread in schools. Given DOE’s poor enforcement of DOH directives, it seems very likely that they are seriously underestimating how widespread the amount of transmission will be. Current DOE policies will have lethal consequences on individuals and their families, as well as immediate and lasting impacts on our health care system, our economy, and social and political institutions. We ignore the flashing signs at our individual and collective peril.

We need leadership, not wishful thinking

It is time for us to come together to make smart and moral decisions that will help keep our communities safe and healthy. But this requires your political leadership and the moral courage to do the right thing. We

---


implore you to take immediate, proactive steps, as suggested in this letter, including working with HSTA to renegotiate their MOU, and to direct HIDOE to require schools to follow health protocols, and for DOE to immediately offer distance learning options to all parents.

We need practical decisions, and without delay. Our current emergency won’t be solved by wishful thinking; if we remain on our current path, things will get worse, quickly. We call upon you to act now and display the leadership and courage we know you are capable of showing in order to protect the health and safety of our keiki and our fellow citizens. The loss of even one *keiki*, one teacher, one parent, or one more *kupuna* - when those deaths could have been prevented with better leadership - is one too many.

Sincerely,

Burke Burnett
Dianne Tam
Lynn Otoguro
Brandon Cha
Piper Selden
Mireille Ellsworth
GB Hajim
Laurel Haserot
Faith Carter
Melissa Kreutzer
Lauren Selden
Clarice Smart
Chelsea Cohen
Jamie-Sue West
Jaimie Yonemoto
Dr Bruce Oatway
Salena Lee
Valerie Robinett
Delaney de la Barra
Johnny Rivera
Barbara Kauwalu
Jennifer Baltero
Lela Joseph
Bridget Hogan
Desiree Gomez
Robyn Trivette
Cassie Favreau-Chung
Christopher Howard
Maxine Broad
Marshall Lum
Sheela Castro
Cheyenne Chavez
Shanae Hatchell
Kayla Lim-Tam
Michael Press
Valerie Maluchnik
Aaliyah Castro-Abrojina (student)
Dennis Castro-Abrojina (student)
Kira Cheng
Iris Ruan
Ren Nemmeh
Maha Weeks
Katie Robinson
Anita Silva
Diane Favreau-Chung
Dakota Lee (student)
Chris Obedoza
Joni Kamiya
Aleshanee Lee
Keoni Dunn
Brian Selden
Carrie Demott
Anastasiya Burnett
Hayden Lee (student)
Trisha Pimenta
Yvonne Watarai
Johanna Kaupu
Shirley Yamauchi
Traci M. Kanoa
Jenny Nakagawa
Tanya Park
Avian Hill
Owen Nakagawa (student)
Christopher castillo
Jennifer M. Stefko
Janice Eala
Maelan Azevedo
Charity-Lynne DeVera
Deanne Cha
Yardley Roberts
Caitlin Amatore
Juliana Romero
Wesley Lum
Denise Grayzell
Lisa Lessing
Rudy Lee
John Johnson
Nathan Amatore
Nicole Grove
Melody Murata
Renesmee Cheng
Joanne Robinson
Maha Weeks
Lisa Johnson
Katie Robinson
Monica Nakahashi
Anita Silva
Brandi Perez
Diane Favreau-Chung
V Kulesa
Dakota Lee (student)
Michael Ng
Chris Obedoza
Kehauonalani Moncrieffe
Joni Kamiya
Cleora Logan
Aleshanee Lee
Enriques
Keoni Dunn
Leslie Okoji
Brian Selden
Rhea Olsen
Carrie Demott
Frederick Nakama
Anastasiya Burnett
Dayle Liu
Hayden Lee (student)
Suzanne Braun
Trisha Pimenta
Cabreira
Yvonne Watarai
Elizabeth Baclayon
Johanna Kaupu
Ilaima Long
Shirley Yamauchi
Kanaele
Traci M. Kanoa
Katie Minkus
Jenny Nakagawa
Julie Anne Lewis
Tanya Park
Shannon Tanabe-Clark
Avian Hill
Duchess Aranaydo
Owen Nakagawa (student)
Sloane Kealalio
Christopher castillo
Audrey Wolz
Jennifer M. Stefko
Emi Takeuchi
Janice Eala
Lynn Byrnes
Maelan Azevedo
Cara Flores
Charity-Lynne DeVera
Katherine Alarcio
Deanne Cha
Allison Jackson
Yardley Roberts
Jacob Jackson
Caitlin Amatore
Ryley Jackson
Juliana Romero
Max Jackson
Wesley Lum
Calvin Jackson
Denise Grayzell
Allan Lowe
Lisa Lessing
Marie Jackson
Rudy Lee
Cheryl Goethe
John Johnson
Justin Delos Reyes
Nathan Amatore
Laura Tomasello
Nicole Grove
Jessica Horiuchi
Melody Murata
Kalelani Ogata
Rene M. Muraoka
Mara Hanson
Ihilani Buffett
Shelly Marcello-Vina
Cruz Vina III
Jennifer Lynn (Primary Health Care Provider & Parent)
Pam Lake
Denise Robinson
Dionisia Robinson
Valerie Janikowski
Brandi Chanthathep
Maile Hayashida
Philbert Seguerre
Doug Seelig
Mary Sullo
Nicole Souza
Kristen Schiffman
Reynold Marcello
Ken Farm
Rianna Castro
Kathy Kawabata
Alex Oasay
Euclid A. LoGiudice
Kiyomi Abut
Teresa Evangelista
Jeffrey C. Goodman, M.D.

TOTAL: 463 signatures as of Wednesday 18 August 2021 at 11:59am. We will be accepting signatures until Friday 20 August.

Cc: Hawaii State Public Charter School Commission Interim Executive Director Yvonne Lau
Hawaii Senate President Ronald D. Kouchi
Hawaii Speaker of the House Scott K. Saiki
Hawaii House Education Committee Chairperson Justin H. Woodson
Hawaii Senate Education Committee Chairperson Michelle N. Kidani
Hawaii Senate Special Committee on COVID-19 Chairperson Donovan Dela Cruz
Hawaii Senate Special Committee on COVID-19 Senator Jarrett Keohokalole
Hawaii Senate Special Committee on COVID-19 Senator Michelle N. Kidani
Hawaii Senate Special Committee on COVID-19 Senator Donna Mercado Kim
Hawaii Senate Special Committee on COVID-19 Senator Sharon Moriwaki
Hawaii Senate Special Committee on COVID-19 Senator Kurt Fevella

Jamie Yabes
Amanda Contreras
Helena K Costa
Shelby Furtado
Malia Vasallo
Hello,

I am writing this letter to ask why sending un-vaccinated kids to a school with the teacher right in front of them but instead looking at a computer with the teacher on the screen trying NOT to catch covid SEEMS like a good idea. I'm sure a lot of people want to know why every school seems to do all like (to read in a high pitched voice)

"Oh covid is here, is getting better, you don't have to wear a mask." In fact is, WE'RE GOING TO DIE! Covid is most certainly NOT GETTING better, and yes please (for the safety of you and the planet we call "Earth"), WEAR A MASK!

Sincerely,
10 Year Old
Distance learning option needed:
The day before schools opened face to face, a majority of my cases involved children and school staff, with a lot of vaccine breakthroughs. The day before that, I was running all over town to get my child approved for a GE, since my ENTIRE complex offered no DL option. We got in but they’re using k12Stride. That is not an option. It is homeschooling. The program describes itself for young kids,”As a parent, you …. serve as your child’s Learning Coach. You’ll work with your child’s teacher to help record student attendance, monitor mastery of online lessons and assessments, and in some grades, review student work. Younger students need considerable Learning Coach support.”

That is homeschool with a DOE curriculum. Are you putting parents on payroll? We need a safe, fair, equitable option for all children. This is in no way acceptable.

The core essential strategies used by the DOE, and recommended by DOH are ineffective if all mitigation layers aren’t in place. Still missing in a majority of schools is real and timely contact tracing, appropriate ventilation, testing availability, enforcement, or accountability. DOE says it looks to the DOH for guidance. DOH defers to the DOE or schools but does no guidance.

My child's school reported several cases last week. They are still waiting to be contacted by the DOH for guidance, as they were instructed to do by their CAS. We need safe schooling and a safe work environment for our teachers and staff. We need action on the kids' behalf. No more lip service.

Give us real options, such as hybrid learning, distance learning involving a class and a live teacher, Public TV broadcasting lessons. Do something. Get creative. Shut the schools while our numbers are so high and tourism isn’t stopped.

Sincerely,

Covid Frontline Worker, Temporary elementary school teacher, Mom
General Business Item VI.A

Aloha Chair Payne and members of the board,

My name is Christine Russo and I’m a teacher at James Campbell HS. I’m testifying on Item VI.A. I’m concerned about the implementation of safety mitigation measures at our schools and I want the board to know what’s happening on our school campuses.

While generally students are doing a great job masking up, even during their breaks, there are exceptions. For some students, constant reminders are needed for them to pull up their masks or wear their masks properly over their nose. Additionally, there is inconsistency in universal masking due to the fact that masking enforcement is up to the teacher in the classroom. If the teacher doesn’t perceive it being important, then it is not enforced and thus there is an absence of universal masking. For myself, even if students want to remove their mask to drink water they must step outside. As far as I’m concerned, universal masking means constant, 100% masking all the time while in the classroom or when around others in general. However, as mentioned above, this policy is not enforced consistently.

On that note, teachers are often still being asked to attend in person meetings and the option to attend virtually is not explicitly provided. Some of the meetings we’ve been asked to attend involve potlucks or snacking and thus disregarding universal masking, one of the most crucial mitigation measures the CDC, DOH, and DOE have insisted will keep the school setting safe.

In addition to concerns regarding discrepancies in universal masking at school, I’m also concerned about the lack of ventilation in classrooms and the impossible task of distancing students. Most classrooms are sealed up due to air conditioning. For classrooms that are completely closed due to air conditioning, there has been no assessment that I know of on indoor air quality and no air purifiers have been provided. This is the guidance statement from the CDC:

Make sure your ventilation systems are serviced and meeting code requirements. They should provide acceptable indoor air quality, as defined by ASHRAE Standard 62.1, for the current occupancy level for each space (Ventilation in Schools and Childcare Programs).

Also, distancing is non-existent due to lack of space. For example, my desks are only 1.5-2 feet apart.

Finally, we’ve had a number of cases on campus already among students and staff. Not only that, I have several students quarantined due to being a close contact which means they are missing out on their education while at home without access to a teacher. If this continues to repeat itself, the in-person education we are aiming for will be thwarted regardless.
As the delta variant continues to spread throughout our community and as long as a portion of our population does not have access to vaccination, we must move cautiously to keep our students safe. It is crucial that the DOE bargain an MOU with HSTA so that parameters can be put in place to ensure safety and triggers to move to hybrid or distance learning.

Continuing business as usual is not appropriate in the midst of the worst surge our state has seen since the pandemic began. Please take into consideration the safety concerns I've outlined above. Mahalo.

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

COVID testing
3 messages

Joseph Adorno <joeadorno@mac.com>
To: testimony.boe@boe.hawaii.gov

I am a 73 yer old classroom teacher with severe drug allergies and am a diabetic on insulin. Taking the “vaccine” is a risk for me! I am willing to be tested weekly but I would like the same courtesy you show those who can be and want to be “vaccinated”; Time off to go to a testing site. Not granting me the same courtesy is discrimination! Granting time off to those who can be vaccinated and denying it to those with health issues that prevent it IS discrimination!

Please rethink your policy and make it fair for all!
Thank you,
Joe Adorno
Kapa'a Elementary School, Kaua‘i

Testimony BOE <testimony.boe@boe.hawaii.gov>
To: Joseph Adorno <joeadorno@mac.com>

Please identify what agenda item you are providing testimony on. If you do not identify the agenda item, you written comments will not be included as testimony.

Thank you.

[Quoted text hidden]

Joseph Adorno <joeadorno@mac.com>
To: Testimony BOE <testimony.boe@boe.hawaii.gov>

Sent with Aloha from my iPad

On Aug 18, 2021, at 11:06 AM, Testimony BOE <testimony.boe@boe.hawaii.gov> wrote:

Please identify what agenda item you are providing testimony on. If you do not identify the agenda item, you written comments will not be included as testimony.

Thank you.

On Tue, Aug 17, 2021 at 6:43 PM Joseph Adorno <joeadorno@mac.com> wrote:

I am submitting testimony on the State mandate for vaccination/testing

[Quoted text hidden]
Aloha e esteemed Board members,

We understand that HSTA has requested an MOU about COVID for the school year 2021-2022. We support this proposal so that we teachers have some expectation of when (or if) we will be shifting to and back from distance learning. The MOU for the last school year clearly defined the expectations for in person school and what teachers should and should not be responsible for. It clearly defined nearly everything that schools had questions about. The BOE cannot expect all schools uniformly to “do the right thing” in these difficult pandemic days. We must have clear guidelines that can be followed by schools and the MOU is what provided that last year.

That being said, we wanted to give some positive words about how things are going at the school where we work. We agree that we want to be in person and to that end we need to follow COVID mitigation strategies. We have strong COVID-19 mitigation strategies at our school. We all wear masks at all places on campus and require masks on our students. They cheerfully wear them as well, since they know we must do what we can to protect our entire ‘ohana. We maintain small one class size bubbles as much as possible. We keep the windows and doors open and use our fans and air purifiers. We physically distance 6’ across class bubbles and to the extent possible within bubbles.

We wash our hands and make time for students to wash before eating. We utilize outdoor spaces whenever possible. We have meetings on zoom so we don’t have to worry about physical distancing at meetings. We don’t know if it will be enough, but we do know we remain diligently persistent with Covid mitigation protocols, and we haven’t had any positive cases.

From what we experienced last school year, we believe the risk to many of our students’ health and well-being is equally significant if they are not able to attend school full-time.

Please create an MOU with HSTA that follows the Hawai‘i Department of Health Guidance for Schools requiring schools to follow all Core Strategies and allowing schools to apply a formula for implementing Mitigation Strategies that work best with each school’s unique situation.

Mahalo nui for all you do,

Kristin Wolfgang, Barbara Sarbin, Hoku Keli’ikuli, Star Carlin, Taj Gunter, David Wells, Erica Jensen, Davina Pomai Ka’aihue, Anna Aoki, Karen Costales, Tamara Morrison, Lisa Barnard, Joan Patton, Kim Miller, Aziani Ismail, Matt Warholic, Michelle Chambers, Mara Saltzman, Laura Warner, Lydia Menses
Aloha to whom it may concern,

I’m a DOE high and intermediate school teacher. I’m testifying to share some of my experiences that concern me this school year thus far.

- Covid preventative and safety protocols were not a high priority during staff meetings prior to the start of school.
- There is no social distancing amongst students… on the bus, before and after school, during passing time, recess and lunch.
- There’s not enough classroom space to provide a 3ft distance between students in class … admins response is “all we can do is try our best … the priority is to get all of the students in there face to face. And if we cannot provide 3ft distance, then we cannot, at least we can say we tried!” There’s no other option to scheduling that would help keep classroom sizes safe. I.e. A/B schedule.
- My classroom was not disinfected the entire first two weeks of school. Admins response blamed the lack of hiring classroom cleaners. Solutions included having the teachers and students clean and disinfect tables and chairs.
- There’s not enough security on campus. This is very concerning, jeopardizing everyone’s safety.
- All teachers should be tested weekly, not only the unvaccinated. Vaccinated teachers should not be discriminated on and left out of the testing requirement. They can still catch and spread the Covid just like the unvaccinated.
- Since testing is mandated by our employer, testing and vaccines should be provided either on campus or teachers should be allowed to go get tested during work hours which will change our schedule. The employer should pay for tests of individuals who are not able to receive free testing. Some of us teachers have multiple responsibilities including but not limited to second jobs, children and family members to tend to, etc. By the time I am done with my normal daily responsibilities, testing clinics are closed. I will have to request leave from my work to go get tested…I will run out of paid leave and will have to request leave without pay just to get tested.

Ultimately, everyone is trying their best with the directions given. The most common response admin provides is having their hands tied…not having the authority to make decisions that is best for their own school community. As for our school, it is my opinion that we should have not opened our doors until we were ready for a safe return to school. The safety of everyone in our school community should be the highest priority.

Thank you very much for your time.
Sent from my iPhone
Testimony Ref. General Business Meeting discussion item VI-A
1 message

Mia-Pia Cummins-Van Herreweghe <seppaloha@gmail.com>                          Wed, Aug 18, 2021 at 2:20 PM
To: testimony.boe@boe.hawaii.gov

Mia-Pia Cummins-VanHerreweghe
Science Teacher at Konawaena Middle School, Kealakekua, Big Island
Opening of schools SY 2021-2022

To Whom it May Concern,

I am a 7th grade science teacher at Konawaena Middle in Kealakekua. Since the return of students for SY 2021-2022, we've had several students test positive for CoVid-19 and have had on average 8 students out on top of that for close contact. In each incident, Admin handled the situation very differently. We were only told who was going to be quarantined of our students, we were not informed of anything else. When I asked a question if our classrooms were treated, I received a vague answer back from one on our T.A. VPs to go look in the protocol guidelines, and when asking for very specific information, I was given a vague answer to go look on page 22 of the protocol.

We have 1 principal, 1 HICISL intern VP, and 2 TA VPs, and none of them give the same answer when we ask each of them the same question, All together, they don't even have an answer. Custodians are not informed of where positive students have sat in classrooms, they are not asked to do any cleaning when a confirmed case is on campus. There is no transparency from admin, nor the office staff. Currently we are asked to cover classes with no substitute teachers (Subs are not willing to be exposed), make assignments for students who are quarantined and stick that in the folders in the office, and teach in-person lessons, while the office staff questions what we do and complains about their extra work having to hand the folder to the parents when they pick up.

Common sense, honesty, and transparency is what we are asking for. OUR safety needs to count to Admin too, not just having their i's dotted and t's crossed (and okoles covered).

Thank you for your time,
Mia-Pia Cummins-Van Herreweghe

--

“When you eliminate the impossible, whatever remains, however improbable, must be the truth.” - Mr. Spock. *Star Trek VI: The Undiscovered Country*, 1991
Statement of Lima Noʻeau Career Academy on Agenda Item VI.B., “Update on the timeline for and evaluation team tasked with conducting the performance evaluation of the State Public Charter School Commission”

Aloha Chair Payne and Board Members,

The Lima Noʻeau Career Academy strongly supports the process of conducting a performance evaluation of the State Public Charter School Commission, and we encourage you to be thorough in evaluating whether the Commission is upholding its statutory mission, whether it is following the law, and whether the Commission members and staff are meeting their obligations to the charter school community through transparency and public trust.

When reviewing the material for this agenda item, one thing stood out to us: the Commission was given three month’s notice to prepare its performance evaluation response form, and yet the Commission sent a letter with two weeks left on the clock to ask for another three months to do the work.

We hope that the Board of Education will recognize that this request from the Commission is indicative of far greater problems within the agency, and we appreciate Chair Payne’s letter to the Commission granting only one additional month. Because of the Commission’s history of missing Board-mandated deadlines, we encourage the Board to consider what actions to take if the Commission were to not comply with the deadline in Chair Payne’s letter.

According to state law, the Commission’s mission is “to authorize high-quality public charter schools throughout the State.” We note with dismay that no new public charter schools have been authorized in the past five years.

This is not due to a lack of applicants. In April 2020, Lima Noʻeau Career Academy was one of 12 applicants to start new charter schools and meet the growing needs of Hawaiʻi’s students and in the case of our school, the workforce needs of our islands.

Instead of judging these applicants on the merits, the Commission has repeatedly blocked eligible applicants from advancing in the process. In three separate appeals, the Board of Education has reversed the Commission, finding a pattern of problems and abuse, including violating state law, acting in an arbitrary and capricious manner, abuse of power, fabricating reasons, disguising bias, and contriving technical errors to reject applicants, and misrepresentations, disingenuousness, and abuse by Commission staff. As mentioned earlier, the Board also took the Commission to task for failing to meet the Board’s firm deadlines on remand – a deadline issue that the Commission is still experiencing today.

One would hope that the Commission has corrected its ways and is now focused on its statutory mission. However, the Commission suspended the review and approval of charter school applications last year, claiming that the Governor’s executive order during the pandemic required the Commission to stop doing its only statutory mission – to authorize high-quality public charter schools.
While the Governor did not, in fact, give the Commission such an order, the Commission hid behind this façade, and circumvented its statutory obligations. Still today, after Hawaii lifted restrictions and the Governor ended various executive orders, the Commission has still failed to do its job – to authorize charter schools. The suspension of the charter school application process has not been lifted. As one Commission member aptly stated during a meeting, they have nothing but time. While high-quality applicants come to the Commission to receive an impartial and meritorious review of their application, the Commission continues to shirk its responsibilities and block any new charter schools.

The Commission has also failed to meet its obligations under the Uniform Information Practices Act to properly respond to multiple requests for public records and to provide transparency into its proceedings. Simple requests such as publicly released documents, Board minutes and agenda, and Board meeting recordings have gone unfulfilled. Requests for manuals and rubrics used in the evaluation process for charter school applications, which should be publicly available and add to transparency, have also gone unfulfilled. The Commission has contended that it does not maintain certain records, which reveals yet another area for the Board’s review – whether the Commission is properly maintaining all public records, including electronic communications, and responding to UIPA requests in a timely manner.

To this point, the extension letter from the Commission claims that if they are granted additional time to prepare its performance evaluation response form, they will be able to “compile the numerous attachments and documentation requested and share and work with the full Commission on this effort.” We would like to request the Board to ensure that said “attachments and documentation” will be publicly available in a transparent way.

Moreover, a review of the Commission’s meeting minutes and standing committee meeting minutes will reveal to the Board of Education that the Commission does not meet its statutory burden of providing transparency into its public meetings. The Commission goes into executive session frequently for reasons that are not permitted under state law and further makes decisions and deliberates towards a decision in the closed meeting. It then comes out of the meeting to announce its decision without any discussion or deliberation on the record. The Commission’s lack of transparency has caused the charter school community to lose faith and lose confidence in the Commission.

As a final point, in one of Lima Noʻeau Career Academy’s appeals, the Board “advise[d] the Commission to treat applicants fairly and objectively to avoid any real or perceived retaliation in the future.” While we have been vocal in pointing out issues, we are aware that many other applicants have been reticent to speak up due to fear of real or perceived retaliation. As such, we also request that the Board consider setting up a process to accept public testimony in an anonymized manner during the “public forum” process to allow more candor from a broader set of stakeholders.

In summary, the Board has checked the Commission three times in the past year when the Commission violated the law and the rights of applicants. The Board of Education now is tasked with providing a fair assessment of the performance of the Commission. Let the record reflect that based on its record over the past five years, the Commission has failed to meet its statutory mandate by authorizing zero charter schools, by repeatedly violating the rights of applicants and abusing the process, and by failing to meet specific directives from this Board of Education, including meeting deadlines such as appeals on remand and the three-month deadline to complete the performance evaluation response form.

Mahalo to the Board of Education for being a sign of hope for the charter school community.
First off, I would like to say that I have enjoyed seeing my students in person as a teacher this year, I have missed them greatly. Last year was so hard for students, teachers, families, admin, etc. Being in-person is of course ideal.

I am writing you today to express my concerns with the number of kids on campuses, rise in cases, and lack of transparency with the number of potential cases that DOE reports out every week.

Our campus has over 2300 students coming every day. I have almost 30 kids per class. There is no way they can be spaced enough. Even if they were, they are kids and once they leave the classroom, they are not socially distancing. Our school has been good about enforcing mask wearing but once school is over, we obviously have no control.

With the rise in the number in cases, it is alarming to me that the higher ups in DOE don’t seem to have a plan in place to go virtual. They are going full steam ahead in person even though our numbers are way worse than this time last year. Our administration has been forthcoming with any updates they have had which is just keep doing what we are doing no matter the cost. To my surprise, I saw our Complex Area Superintendent Rochelle Mahoe on the news saying that our complex has a plan. Why is this plan not being shared with administrators at our schools? Why do the teachers who are on the frontline not know what the plan is so we can prepare? This is extremely frustrating for all people involved to have this lack of communication. The libraries are shutting down temporarily but schools with packed classes can stay open this makes absolutely no sense. Why wouldn’t we pause for a couple weeks on cramming our classrooms to get this surge down. Why is there no threshold yet? Will it take a teacher or student’s death before this is decided?

The way cases are counted are also very misleading. There are students that test positive for Covid and they are counted in DOE’s weekly count but what isn’t being counted are the number of students that are at home being quarantined. If the number of students being sent home/kept home that aren’t testing was known the count would be MUCH higher.

It is time for DOE to step it up and make the plans known. Come to the bargaining table to figure out the next best steps for our students and your staff.

Respectfully submitted.
Jennifer Grant
August 18, 2021

To: Board of Education, State of Hawai`i

Regarding: August 19, 2021 BOE General Meeting at 1:30 a.m., Item VI. A. Presentation on opening schools for the 2021-2022 school year

Aloha, Chair Payne and members of the Board:

I am writing as a concerned parent with a child in our public school system who has an underlying health condition. Like numerous parents across our State, I, too, had plans to return to the workforce as my child returned to in-person learning this year. However, after listening to what our local experts in epidemiology and our healthcare professionals were saying about the contagiousness of the Delta variant, I was torn.

Can I safely send my child back to school, especially when some important mitigation strategies have been removed? It was alarming to find out that the 6 ft. of distancing in the classroom used last year had been decreased to 3 ft. or just “whenever possible.” For most classrooms, with this full, in-person learning model, it is simply NOT possible to distance properly. Teachers in high schools are reporting that students sit shoulder-to-shoulder in their classrooms at shared tables. In Kindergarten classes, despite teachers’ best efforts to keep students distanced, the little ones are moving their mats on the carpet because they want to sit right next to their friends. At all levels--it doesn’t matter if it’s in the Elementary, Middle, or High Schools--masks are NOT being worn consistently. And, we now know that the quality of the masks being used may not be sufficient even when worn correctly. Do all the teachers and students have the recommended N95 masks? Are they double-masking as recommended?

Other questions I had surrounding the safety of my child in school are as follows:

- What is the ventilation going to be like inside the classroom?
- Will there be sufficient airflow so that aerosolized virus particles are not lingering inside the classroom?
- Will there be regular sanitizing procedures occurring throughout the school to ensure that fomites are not the way in which students will become infected?
- What if she has to use the restroom or runs out of water in her water bottle? Are those spaces clean and safe for her to use?
- If there’s a positive case in her classroom, will I be notified in a timely manner?
- Will I be notified at all if she’s seated more than 3 feet away, but still within the distance that the virus can travel, since it’s aerosolized?
- What if she sits more than 3 feet away, but plays with the infected student during recess?
• If she’s identified as a close contact with another student who tests positive and needs to go into quarantine for 10 days, why are her siblings allowed to still go to school?
• If she gets infected, will she end up needing to be hospitalized and will there be space for her in the ICU?

It was a difficult decision, but I knew that I could not in good conscience send my child back into a situation where the risks clearly outweighed the benefits. So, we scrambled to get on the waitlist for the Distance Learning option. Since the DOE was not prepared and our leaders decided to put all their eggs into one basket, i.e., to only push vaccinations, so many parents were flatly denied the Distance Learning option. We got lucky. Many other families did not.

I don’t understand how the Interim Superintendent, Keith Hayashi, can continue to push the narrative that schools are safe, when DOE reported 325 cases last week. (Only 45 were cases from other DOE-related offices.) I find it insulting that he manipulates the numbers during his interviews to try to paint a picture that those numbers are not alarming. He claimed that only 50 students were identified as COVID cases in the schools that required disinfecting. What about the 20 educators who also tested positive? Do they not matter to him? What about the 210 schools that did not disinfect their facility but still had positive cases?

Currently, there are so many students who were supposed to be back to in-person learning who are now at home because they are required to quarantine. How much disruption to their educational process is this back-and-forth causing to them and their families? Does the DOE even know how many students are out of school due to quarantine right now? Why is that number not being tracked?

I urge the Board of Education to consider the ramifications of allowing the DOE to continue to present a rosy picture of students being safe and happy to be back in school. In actuality, students are afraid. Their parents are afraid. Their teachers are afraid. Their grandparents are afraid. Their aunties and uncles are afraid. We turn to the DOE for guidance and reassurance amidst such uncertainty and instead of providing leadership and decisive actions, we hear crickets.

Please hold the DOE accountable for providing more equitable Distance Learning options, so that those students who have no other choice but to be in-person can be safely distanced.

Mahalo,
Dianne Tam
Parent
To the Members of the Board of Education:

Hello, my name is Kim Virtudazo and I am a 10th year teacher at James Campbell High School. I recently tested positive for Covid and today (Aug 18th) is actually my first day out of isolation. I am writing to you, to ask you to reconsider the Covid guidelines at our schools. I understand the importance of having students return in person, but we shouldn't do this until our state has a better handle on Covid.

I am fully vaccinated and it only took me three days before I caught Covid from school. DOH confirms that I was infected on Aug 5th (at school since I didn't go anywhere else on my possible infected days), had my first symptoms on the 7th, and received my results on the 8th. I went into isolation in my sister's room and was away from my family until this morning. The scariest part about this situation was whether or not my kids caught it from me. I have a 6 year old and a 9 year old and the fear of them catching Covid from me was terrifying. Having their negative test results made my isolation worth it but yet this situation shouldn't have occurred to begin with. I have a class of 31 students and a class of 32 students. The desks are 2 feet apart but that's the best I could do.

Our admin team has been incredible during this time, trying to make things work and safe for us but they can only do so much. Like so many parents out there, I am asking for safer schools. I don't have a solution or ideas, I just know we can't continue doing what we're doing and expecting a handle on Covid. Thank you for your time and consideration.

Kim Virtudazo
ELA teacher
James Campbell High School
Meeting: General Business Meeting  
Agenda Item: Presentation on opening schools for the 2021-2022 school year  
Position: Oppose mitigation strategies of consistent masking, social distancing, and promoting/mandating vaccinations

My name is Sean Witwer, and I am a special education teacher who has taught in the DOE for 23 years.

I am opposed to the mitigation strategies of requiring masking, social distancing, and promoting vaccinations. These strategies are psychologically and physiologically harmful to myself and students and they are not useful. I propose that we adopt a more compassionate approach to this crisis, as advocated by the Great Barrington Declaration.

Here we are almost 18 months into this pandemic and we are still having a problem with covid, and seemingly are no better off than when we started. I submit to you that this is because we have adopted mitigation strategies that are not useful.

**Masking**

Regarding masking, I'd like to first point out that masking creates an unsafe work environment for myself and my students. Our air supply is being restricted through these masks and we are being forced to work in an oxygen deficient environment. I challenge all of you to take the time to test the oxygen levels within a mask within one minute of placing a mask on your face, and you will see that we are breathing air with elevated levels of carbon dioxide, which is a toxic gas, thereby weakening our immune systems.

I wish OSHA would ensure that we were working in a safe working environment and that a respiratory standard for our teachers, many of whom are older, and more sensitive to the effects of a decreased air supply, was advocated for.

I'd like to present a table of physiological and psychological effects of wearing a face-mask and their potential health consequences.

<table>
<thead>
<tr>
<th>Physiological Effects</th>
<th>Psychological Effects</th>
<th>Health Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hypoxemia</td>
<td>Activation of “fight or flight” stress response</td>
<td>Increased predisposition for viral and infection illnesses</td>
</tr>
<tr>
<td>Hypercapnia</td>
<td>Chronic stress condition</td>
<td>Headaches</td>
</tr>
<tr>
<td>Shortness of breath</td>
<td>Fear</td>
<td>Anxiety</td>
</tr>
<tr>
<td>Increase lactate concentration</td>
<td>Mood disturbances</td>
<td>Depression</td>
</tr>
<tr>
<td>Decline in pH levels</td>
<td>Insomnia</td>
<td>Hypertension</td>
</tr>
<tr>
<td>Acidosis</td>
<td>Fatigue</td>
<td>Cardiovascular disease</td>
</tr>
<tr>
<td>Toxicity</td>
<td>Compromised cognitive performance</td>
<td>Cancer</td>
</tr>
<tr>
<td>Inflammation</td>
<td></td>
<td>Diabetes</td>
</tr>
<tr>
<td>Increase in stress hormones (adrenaline, noradrenaline and cortisol)</td>
<td>Alzheimer disease</td>
<td></td>
</tr>
<tr>
<td>Increased muscle tension</td>
<td>Exacerbation of existing conditions and diseases</td>
<td></td>
</tr>
<tr>
<td>Immunosuppression</td>
<td>Accelerated aging process</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health deterioration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Premature mortality</td>
<td></td>
</tr>
</tbody>
</table>

Personally, I suffered a horrible bout of vertigo about a year ago. Any time I rose up, laid down, turned my head, walked upstairs to my classroom, or drove out of the staff parking lot after work, everything would spin. It wouldn’t be able to see perfectly for about two blocks. These masks cause headaches occasionally for me, and are dangerous to me if and when they trigger a minor episode.

Next, I’d like to point out that the coronavirus and all other respiratory viruses are spread by aerosol particles that are small enough to go through the masks we are being forced to wear. These masks are not useful and counterproductive.

The idea that masking or social distancing is going to reduce any of the outcome of covid 19, is not based in science.

**Vaccines**

Regarding vaccines, I believe that we should be advocating for building immunity to covid-19 naturally, instead of through synthetic, man-made vaccinations.

There are two primary ways to build immunity to covid-19, naturally or through synthetic, man-made vaccinations.

When this pandemic began, our government locked our economy down and took away our ability to build natural herd immunity to this virus. To make matters worse, they are now trying to force synthetic vaccinations upon us.

I ask, how is synthetic vaccinations superior to building immunity naturally? Why are we doing things about this that we didn’t do for the common cold or influenza? Isn’t it better for our economy and our citizens to resume lives as normal and build natural immunity?

Vaccines were supposedly going to make all of this go away, but I ask, why do we see a covid outbreak, during the summer months here in Hawaii, when Vitamin D levels are at their highest?

I’d also like to point out that, regarding vaccines, that even communist China and Russia are not mandating covid vaccinations. What is going on in America and Hawaii, when Vladimir Putin is showing more respect for the rights of his citizens than our leaders?

For myself, I’d rather trust the wisdom of mother nature, than to put my trust in these man-made vaccinations that generate billions of dollars in profit for these drug companies.

**A More Compassionate Approach**

Last, I’d like to offer a more compassionate approach to the challenges we face, outlined in the Great Barrington Declaration. I ask that all of you read it at [https://gbdeclaration.org/](https://gbdeclaration.org/) before instituting ineffective health policies in our schools this year.
The Great Barrington Declaration was a collection of epidemiologists, pulmonologists, and immune systems specialists who met in Great Barrington, Massachusetts in 2020. They issued their set of recommendations against strategies, many of which Hawaii is following, that shouldn't be used because they would be ineffective and have great side effects. That declaration has now been co-signed by over 43,000 medical practitioners and 14,000 health scientists and workers, leading to over 57,000 credentialed individuals who disagree with the opinion of the CDC and NIH, and World Health Organization.

“The premise of the Declaration lies on two scientific facts. First, while anyone can get infected, there is more than a thousand-fold difference in COVID-19 mortality [4],[5] between the oldest and youngest. Children have lower mortality from COVID-19 [6] than from the annual influenza.[7] For people under the age of 70, the infection survival rate is 99.95%. [8]“

Their position is that the most compassionate approach that balances the risks and benefits of reaching herd immunity, is to allow those who are at minimal risk of death (students) to live their lives normally to build up immunity to the virus through natural infection, while better protecting those who are at highest risk (elderly). They call this Focused Protection.

For the non-vulnerable, who face far greater harm from the lockdowns than they do from COVID-19 infection risk, the lockdowns should not be instituted or be lifted and – for those who so decide – normal life resumed.

I would also like to point out the wisdom of this approach to this pandemic referenced within their website.

There was only one major western country that did not close schools during the height of the pandemic. That is Sweden, who kept day-care and schools open for children ages 1 to 15. Among its 1.8 million children in this age range, there were exactly zero deaths from COVID-19 during this time-period, and only a handful of hospitalizations. During this time, symptomatic children were told to stay home, or sent home if they came to school, but there were no masks used or physical distancing at school.

References


Testimony on Opening of Schools for the 2021-22 school year

Austin Ames <aames07@gmail.com>  
To: testimony.boe@boe.hawaii.gov  
Wed, Aug 18, 2021 at 12:08 PM

Board of Education,

I am writing as a concerned citizen on Oahu regarding Agenda Item VII "Presentation on the Opening Schools for the 2021-2022 School Year."

Let me first just say that I understand the importance of in person learning and the overall development of our children's mental and physical health. Education is one of the most important things that we seem to continually defund and overlook. With that said, something needs to be done. Due to the surging case numbers and the inaction on behalf of our leaders, I feel it necessary to voice my opinion and help you understand that members of the community are watching and disgusted. You seem to lack the comprehension of forward thinking and planning, and are satisfied with reacting after the fact.

At the beginning of the current school year, despite the recent surge in cases, there seems to have been little information or guidance that makes logical sense. Information coming from the DOE/BOE are in direct contradiction to the science and available data. Please explain how indoor gatherings are now being limited to 10 people yet classrooms are full of 25+ students? Schools are exempt from the 6' spacing and number limitation? That makes zero sense. If you are meeting virtually and not face to face due to concerns of the spread of Covid how dare you put the rest of our communities at risk by insisting on in-person learning with no other options.

I think the thing that is most disturbing to me is the lack of planning. Someone in your organization must have realized that a surge in cases was a possibility and yet you seem taken aback with the recent developments which is shown by your complete lack of action. Was it optimistic to hope that things were going back to normal and the school year could start as planned? Of course. But surely there were contingency plans that were at least discussed. If not, that is absolutely shameful and near-sighted. Within a week schools are reporting more and more cases. Yet I see consistent confusion by parents, students, teachers and staff when it comes to a reported case. Who needs to quarantine? Who needs to be tested? Who needs to even be notified of a possible exposure? Why is there not some blanket information that covers all schools?

In short, you should be prioritizing the health and safety of students, teachers, and staff members. If that is not your main concern during a pandemic, then you are completely oblivious to the situation and your roles in leadership. Please get your act together and put in plans for hybrid or distance learning that can go into effect immediately.

Sincerely,

Austin
August 18, 2021

Dear Board of Education,

With the alarming rise in Covid case numbers, and as a concerned parent of both a high schooler and toddler, I am horrified that the DOE and government officials have been sending our kids to school in such an unsafe environment. Despite empty assurances that our children will be safe, it is apparent our public schools do not have adequate risk mitigation systems in place to ensure safe in-person learning. My son has stated that many of his classrooms are incredibly crowded (in some instances, he is seated within elbow-distance to other classmates), and certain classes do not keep windows and doors open due to air-conditioning. Our hospitals are at critical capacity, court trials are getting postponed, the unemployment office cancelled opening in-person, BUT YET WE ARE STILL SENDING OVER 100,000 CHILDREN TO CROWDED SCHOOLS.

Our school only offers an all or nothing choice: asynchronous, virtual learning, with no teacher for the whole year — or in-person and assume kids will be getting COVID…and bring it home to infect the rest of the family, including my toddler who is not yet eligible to be vaccinated. This is UNACCEPTABLE.

We know how virulent the Delta variant is, and how its exponential growth is already overwhelming our hospital and medical systems. Continuing full, in-person, classroom instruction now, without adequate systems in place, is a recipe for disaster. Given that all our keiki under age 12 are not yet vaccinated, opening full in-person classes now is incredibly irresponsible. To state it bluntly, this will cause additional suffering and death - to the multigenerational families those children are a part of, but also, quite likely, to some of those children. This is just not acceptable.

Please recognize this fast-deteriorating public health crisis and offer additional distance learning options *with live teachers* for any and all parents who wish to protect the health of their children and families. Or at the very least, blended learning, so that classes can actually social distance. Because right now my son isn’t even sitting 3ft away from his classmates.

Thank you for your consideration of this urgent matter.

Best regards,

Concerned Parent
August 18, 2021

Katie Tursi Lee  
277 Komo Mai St

Dear Board of Education,

I am writing this testimony on behalf of the children that attend the Hawaii Public Schools. We are living in unprecedented times. Everyone has had to adjust to this new way of living. We shut down our island to protect our kupuna and most vulnerable. The students went a whole year without stepping foot on campus grounds. The children sacrificed for the people of the community. Now I am asking for the community to sacrifice for our children and keep them in face-to-face learning.

The benefits of in-person schooling outweigh the risks. Studies showed remote learning led to an increase in anxiety, depression, and suicidal thoughts for school age children. The children are so far behind in grade level than the kids counterparts that attended in-person school. The people who you seek to help are only further disadvantaged when kids are attending school virtually. When students fall behind in the early stages of education they never catch up to grade level. Online learning presents so many challenges. How can parents work and have children at home?

As leaders and educators of the community it is my sincere hope that our children stay in school in person.

Sincerely,

Katie Tursi Lee
To whom it may concern,

My name is [REDACTED] and I am a teacher on Hawai‘i Island. On a daily basis, I see students refusing to wear masks and overcrowded classrooms. Each day our students come to campus they are exposed to COVID. When I addressed this with the principal, his response was that students can get COVID while out in the community, so of course they’ll be exposed to COVID while on campus. Our principal's refusal to inform the community of active cases that have been on campus, add to the myth that the DOE is keeping students safe, and this is absolutely dishonest. The truth needs to be told.

Every day we have multiple fights on our campus. These fights inevitably include a massive group of students huddled next to one another, all wanting to watch a fight. The security team does their best to stop these altercations before they happen, but with fights happening every day, the safety of our students and teachers is being questioned by many. Each day at lunch our students pile into the school cafeteria, observing zero social distancing while in line, while masks are seldom worn correctly. Does our community know about this? No. Do they need to be made aware of how dangerous campuses are? Absolutely.

I recommend the BOE and DOH make a trip to one of the many campuses in your area. What you will see should make you completely rethink the current learning model you are forcing on our communities. If there is an ounce of aloha and respect in your beings, you will make a shift in our learning models for the sake of the safety of our state.

Respectfully,

[REDACTED]
To the Board of Education,

I am writing as a teacher at a public high school on Oahu regarding Agenda Item VII "Presentation on the Opening Schools for the 2021-2022 School Year."

Based on surging numbers, I believe that continuing in the current plan for schools is blatantly negligent of the health and safety of students, teachers, and staff.

Since the beginning of the school year, I have seen a lack of preparedness, information, and planning on the part of the state. In schools, despite "mitigating strategies" such as mask wearing, ventilation, and spacing (when possible), conditions continue to be unsafe despite the best efforts of schools and teachers.

Cases are surging in the islands so much so that indoor gatherings are limited to 10 people. Yet, in my classroom (and those of my co-workers), students are expected to fill into small rooms of 30+ students that do not allow for more that 1-2 feet of space between students. Students do not reliably wear their masks properly in class (despite multiple reminders) and once class is over, it becomes even worse as students gather, maskless during lunch and recess. Classroom ventilation involves opening windows, but due to lack of budget, we don't have any air filtration systems. How is it considered unsafe for more than 10 people to meet indoors in the community, yet perfectly fine to have more than 30 crammed into a classroom? The mitigating factors that keep being mentioned as reasons why it is safe are not reliably implemented or even possible. When cases do occur, contract tracing and informing has been inconsistent. I go to school terrified every day that I will get a call that I was exposed and despite the fact that I am vaccinated, I am terrified of exposing my infant daughter.

In addition, last year, when numbers were MUCH lower than what they are now, we had thresholds and guidance for different learning plans for schools. The fact that these are now being disregarded is completely unacceptable and leaves schools and teachers without any guidance or preparation as to how to react to rising numbers.

To keep going as is and hoping for the best is irresponsible and disrespectful of the health of students, teachers, and their families. The state knew that there was a possibility of rising numbers before the last school year ended, yet there is no plan for blended or distance learning. A plan needs to be made now for ALL schools that can be implemented consistently. We need to prioritize the health and safety of our children, even if it means going back to distance/hybrid learning until we can guarantee safe conditions in ALL Hawaii public schools. This is your responsibility to the students and teachers of Hawaii and you need to do better.

Nikki Ames
To Whom it may Concern:

We have so many students absent who are sick or quarantined that each teacher on my team has only single digits of students in their classes this morning. There are so many requests for work to be sent home that we are having to use Google Classroom to post assignments in order to not be spending extra hours making, sorting, and sending paper packets to the office on a daily basis. We are not doing any further service to the few students attending in person, yet virtual classes are not being held for the many, many students not receiving instruction. Virtual classes would allow us to instruct everyone. We nailed it last year, let us do it again. The sickness levels clearly demand it.

Respectfully,

Rose Glad
I oppose the disclosure of health information as it violates our privacy rights.

MariaDonell Thomas

Sent from Mail for Windows

Thank you for contacting the Board of Education. This email address is specifically designed to receive public testimony for upcoming Board of Education meeting agenda items. Attached please find the links to the most recent agendas for the Board's Human Resources Committee, Finance and Infrastructure Committee, and General Business Meeting scheduled this Thursday, August 19, 2021. Please identify what agenda item your testimony is related to or it will not be included in public testimony.

August 19, 2021 Human Resources Committee Meeting (Virtual) (hawaii.gov)
August 19, 2021 Finance and Infrastructure Committee Meeting (Virtual) (hawaii.gov)
August 19, 2021 General Business Meeting (Virtual) (hawaii.gov)

Mahalo,
Board of Education Staff
Maui Schools
2 messages

D. MULLEN <ddmullen@mac.com>  
To: testimony.boe@boe.hawaii.gov  

Wed, Aug 18, 2021 at 9:19 AM

To all,

Please keep our schools open. Our children need to continue their education. Both of my children claim they feel they didn’t learn or retain much online learning this past year and a half. It was a waste of their precious learning years.

I would also beg that you not include the ridiculous liberal narrative that I am hearing is coming out in the classroom now. Stop telling our children that it would be in their best interest to take a shot that has not been approved by the FDA. And not a hastily approved one either. These are our children, not yours.

Our children should not have to be penalized for the mistakes of our Governor. Had they begun testing incoming tourists and residents in June of 2020 as Alaska did we could have kept the outbreaks to minimums. The current mistake of not testing the vaccinated to come into our state on July 8th is the obvious reason our numbers have doubled every week since. Please advocate to our Governor to revert back to testing All incoming tourists and residents now, so that we can reduce our cases and continue with in person school.

It is disheartening to see how far left the DOE is leaning. The liberal addenda should not enter our school systems.

Aloha

---

Testimony BOE <testimony.boe@boe.hawaii.gov>  
To: "D. MULLEN" <ddmullen@mac.com>  

Wed, Aug 18, 2021 at 12:15 PM

Thank you for contacting the Board of Education. This email address is specifically designed to receive public testimony for upcoming Board of Education meeting agenda items. Attached please find the links to the most recent agendas for the Board’s Human Resources Committee, Finance and Infrastructure Committee, and General Business Meeting scheduled this Thursday, August 19, 2021. Please identify what agenda item your testimony is related to or it will not be included in public testimony.

August 19, 2021 Human Resources Committee Meeting (Virtual) (hawaii.gov)
August 19, 2021 Finance and Infrastructure Committee Meeting (Virtual) (hawaii.gov)
August 19, 2021 General Business Meeting (Virtual) (hawaii.gov)

Mahalo,
Board of Education Staff
[Quoted text hidden]
I’m sitting here in complete disarray. Baffled by the choices of our leaders. First of all a mandate of a vaccine for 12 and up which is not fda approved, proved to harm (last weeks numbers according to vaers were at 560,000)not to mention taking 12,000 lives! In 1999 they put out a rotovirus vaccine it harmed 15 out of 7000 administered they immediately pulled it off the shelves. Where is the integrity in this vaccine ??? For a Respiratory virus that has proven to show 99.995 % of all children infected live!! I’m under the impression you highly educated leaders did everyone forget how to do math? Id have to say the odds are very good . Second to lock down again … I don’t even know where to start. How about the kids who are in abusive homes and the only loving interaction was when they went to school or the kids who are homeless kids where school Was their only tiny bit of piece of normalcy in their life . In the past 18 months children suic rate have skyrocketed. Please dig deeper in your knowledge of this virus , what’s more important, pleasing your elder government officials or doing what’s right for your people!! Our children!! Please look into allll of this . This is bigger than all of of . Look into your heart and tell me what is really right?

Mahalo
Monica Caserta
Wellness Advocate dōTERRA
honoluamassage@gmail.com
(808)870-1266
My room is approximately 700 square feet. The data on this model states it is for a 300 square foot room. Here is the ventilator I was given.

- For airborne particles, micro-organisms, chemicals, gaseous contaminants and odors
- Maximum coverage: up to 938 sq. ft. (2 air changes/hr)
- Recommended coverage: up to 313 sq. ft. (6 air changes/hr)
- Room air purifier
- Removes 99.97% of all particles larger than 0.3 microns
- Large particle pre-filter
- Medium particle pre-filter
- Activated anthracite carbon/zeolite blend
- True medical grade HEPA filter
- 3 fan speeds
- Manual controls
- 360° air intake, outflow from top side vent
- 4 casters (Not included on Junior model)
- CSA, NRTL and CE approved
- Colors: Sandstone, Black, Off-white, and Midnight blue
- All steel construction with a powder coating paint finish
- Made in the USA
Aloha BOE Members,

I am writing to express my concerns about the unsafe practices I am seeing in my school. I am a high school teacher on the Big Island. I have seven classes, most of which are about 30 students. In order to fit this many students, they need to be jammed into two seater desks, which are pressed together in rows. Mask wearing is not consistently enforced on my campus. Every day, I see students and adult staff members walking through campus without masks. I have spoken several times to my principal about my concerns, but still, people are just not masking. And hand washing? Half the time our bathrooms don't have basic soap and supplies. I was provided one lousy spray bottle of runny hand sanitizer and I have no sink in my classroom. Hand washing is not happening. I am sick and tired of watching the governor and DOH officials get on TV and talk about the so-called mitigation strategies that are happening in the schools. It is BALONEY, and I think they know it.

How much disruption and chaos will we watch before we acknowledge the basic truth - this is NOT working? As of today, I have 19 students who are either in quarantine or are positive with Covid. That means 19 students who are missing their first weeks of school and missing out on relationship building, rituals and routines.

Please consider making changes to keep us safe and ensure quality instruction.

Thank you,
Rebecca Marsh
Teacher
Kealakehe High School
To the Board of Education,

I am writing as a parent of a public high school student on Oahu regarding Agenda Item VI1 "Presentation on the Opening Schools for the 2021-2022 School Year."

I do not believe Hawaii BOE schools have adequately prepared to provide safe conditions for my child's learning during the current surge of COVID-19 infections linked to community spread of the Delta variant. My child returns home from school every day suffering from heat exhaustion. She is trying to learn while crammed into small classrooms with AC off (due to COVID mitigation measures) and only one to two small fans/air purifiers per room. At least two of her classrooms have small windows which do not allow for adequate air of light entry. In addition, some teachers are choosing to keep their room lights off to help with the overheated conditions but make it difficult for my child to follow a lesson in progress due to limited visibility.

Passageways between classes are cramped with students. Water fountains are open, which my child avoids, but she has only found one water bottle refilling station. On the first day of school, the children were not allowed to sit in the cafeteria -- lunch is held for the entire school at one time and it would be too crowded to allow social distancing. The alternative offered? My child was forced to stand in a group of students in the hot sun for 30 minutes monitored by guards and consume her lunch standing up. She was rebuffed by a guard when she attempted to lean against a wall during this time. The school has made no visible attempt to provide guidance to students regarding the locations of "approved" eating areas. My daughter has since found a group of about 30 students (under guard) who are eating on the bleachers... which at least allows her to sit down. Why is my child being treated like a criminal... or worse? I believe that even criminals housed at OCCC are allowed to sit while consuming their meals.

Why have funds allocated under ESSER grant not been utilized to better prepare schools for educating our children safely under the current public health crisis? Why are there so few options for parents to pursue distance learning for children under the DOE umbrella (not homeschool) when we are now a year-and-a-half + into this pandemic? The excuse that Hawaii schools were pivoting the best they could to evolving conditions held water in March 2020 -- they now ring false. The Hawaii BOE has failed in their duty to plan and implement mitigation strategies that are humane and allow our children to safely learn in person. Current conditions are NOT safe and school should return to distance learning until such time as safe conditions in ALL Hawaii public schools can be guaranteed for students. This is your kuleana and you need to do better.

Jennifer Ueno
Due to the delta variant more and more students are testing positive for covid, quarantining due to close contact or just staying home for safety or out of fear. There is no schoolwide plan to teach students who are unable to come to school due to these circumstances. The instability of the situation at school has had a negative effect on students’ mental health.
I am testifying in regards to: VI.A: Presentation on opening schools for the 2021-2022 school year.

Aloha Hawai‘i Board of Education and Chair Payne,

I am David Negaard, an English teacher at Henry Perrine Baldwin High School on Maui. I am in my tenth year teaching for the Hawai‘i Department of Education and my sixth year at Baldwin High School. I “pivoted” when schools closed abruptly in March, 2020 and “pivoted” again in August when the DoE “plan” for reopening school in the fall was inadequate to the situation. I “pivoted” when the school shifted from distance learning to so-called “blended” learning, and again this August as we transitioned from that to full in-person learning for this school year. I am prepared to “pivot” again should it be necessary to protect the health and well-being of my students and their families.

It has been absolutely wonderful to have full classes in my classroom. We are too crowded for best safety, but students are trying really hard to keep their masks on properly and otherwise mitigate the risk, which helps some. With lots of big windows open and two box fans (and sometimes, strong tradewinds), air circulation is, well, the best we can hope for. I do not know if it is good enough.

We are doing the best we can to keep students safe within the dictates of the DoE, but I am not convinced that we are doing well. We have had several reports of students (and staff) testing positive for COVID-19 and while it is too soon to attribute cases to school spread, given that we have had infected students and staff on campus, it is only a matter of time before we see clear evidence that school spread is happening.

Meanwhile across the state, positivity rates are up, caseloads are up, hospital and ICU occupancy are up, all the bad things are up despite decent (if uneven) vaccination rates. It is serious enough that restrictions on indoor and outdoor gatherings are being imposed, yet I look out my window
during recess and see that a hundred kids are gathered. In my 750 square foot classroom, I see 30 or more students, each separated from the others by *at most* three feet (head to head). Who in their right mind thinks that students are somehow excused from the way contagion works?

Well, the evidence suggests that the DoE (and Interim Superintendent Hayashi), Governor Ige, and Lieutenant Governor Green think that. Or maybe they are just so committed to keeping kids in school that they are willing to let kids get sick, let kids pass illness on to vulnerable family members, let people who contract COVID-19 through school spread suffer and maybe even die.

The conclusion I and others inevitably draw is that for whatever reason, keeping kids in in-person school is so important that a few (or even many) serious school-transmitted illnesses or deaths are just the price that must be paid (notably, *not* by the policymakers or their children). I remember being appalled when I learned of the Children’s Crusades of European history, and when I heard this nationwide push to open schools for in-person learning—*no matter what*—called “The Children’s Crusade for Capitalism,” it hit me hard.

I *want* my students in my classroom, but not if one is going to sicken or die. I *want* my students in my classroom, but not if one is going to suffer lifelong guilt because they unknowingly brought COVID-19 into a multi-generational home and a beloved elder family member died. I *want* my students in my classroom, but not at any and all costs.

On slide eight of the Department’s presentation for this meeting are listed “Tier Changes and Action Triggers.” The chart on that slide shows that all but one of our islands has a “Community Transmission Level” of “high,” marked in red. The criteria that trigger that identification are listed as:

- 10.4+ average cases per per 100,000 or
- 5.1%+ test positivity

But the only *action* identified for the *highest* level of risk identified is:

“Cancel or hold high-risk sports and extracurricular activities virtually to protect in-person education, unless all participants are fully vaccinated.”

There is no other action planned or published—only “cancel or hold high-risk *sports and extracurricular activities* virtually to protect *in-person education*…” (emphasis added); nothing about the high-risk activity that is (or could be) in-person education. As if the only high-risk
activities are sports and extracurricular activities. As if there is no risk (or low risk) with in-person education.

Meanwhile in settings other than schools, the state limits indoor gatherings to 10 or fewer and outdoor gatherings to 25 or fewer. Policymakers are failing the most important reasoning test of their lives (with kids’ lives at stake) and they are failing.

The DoE has not offered sufficient distance learning options for families who, for reasons ranging from fear for their students’ health to the risk of exposure to vulnerable kūpuna living in the household. The DoE has not published plans to “pivot”—either as a district or by complex area or school—to blended or distance learning. The DoE has not provided adequate guidance to principals who are trying to keep kids safe while abiding by the terms dictated by the DoE.

It is inarguable that students have struggled academically, socially, and emotionally during distance learning. It is likewise inarguable that dead students cannot benefit from our efforts in the classroom, however well intentioned.

For now, I am deliriously happy to have students in class, but I can read a chart and would not be surprised if things get a lot worse before they get better. It is disturbing and frightening that the DoE has presented no plan to safeguard our students should things in fact get worse. None of us—not students, not teachers, not school staff—signed up to be sacrificial lambs for...what, exactly? Why is keeping kids in school so important that the real risks are dismissed or diminished, no contingency plans need be made, no provision for the legitimate fears of families who, perhaps, have already lost someone to COVID? Could it perhaps be, “the economy?”

If the economy is the justification for failing to even plan for a safer-at-home contingency, then this really is “The Children’s Crusade for Capitalism,” and that is a tragic and damning indictment of our state and its leadership. If the failure to adopt contingency plans is a DoE leadership failure, that is a different but no less tragic and damning indictment of our school district and its leadership. Have the powers that be just declined to take the lesson from past failures? If so, then that is failure indeed; presented with an opportunity to learn from their mistakes, they instead made the same mistakes again.
Testimony for General BOE full board
1 message

Debbie Anderson <debbievida@gmail.com>  
To: testimony.BOE@boe.hawaii.gov  
Wed, Aug 18, 2021 at 7:49 AM

• Agenda item

• VI. Discussion Items (should be an Action Item!)
  
  A. Presentation on opening schools for the 2021-2022 school year

Schools are NOT safe! "Teachers shall not be required to work under unsafe or hazardous conditions or to perform tasks which imminently endanger their health or safety. When any teacher believes that the personal safety of his students or his person is jeopardized or endangered, the teacher shall inform the principal who shall take appropriate action."

The Delta variant is different significantly, far more dangerous. It can spread in 30 seconds, and three times the 6 feet. The current working guideline has not caught up with reality.

On our neighbor islands, hospital beds are full, and makeshift tents are being set up outside. We are in HIGH community transmission!

Physical distancing is NOT happening, particularly at large scale (300 students) gatherings before school and during eating times. Students are sitting in double desks without dividers.

Our classrooms are not being cleaned, much less sanitized. We have NO extra chargers for devices, so our 1:1 device program is jeopardized. Students are NOT supposed to share materials.

PLEASE consider the unvaccinated under 12 include ALL elementary students, and half of our intermediate students. We are playing "Russian Roulette" with the lives of keiki. WHY NOT WAIT until the vaccine becomes available for these learners?

Only CERTIFIED contact tracers should be contact tracing, not untrained administrators. When a student is identified as a contact, security rushes in and places on their face and N-95 mask. They're rushed out the door, without any further communication. There is NOT "Immediate notification."

Our classrooms are being traumatized; this is NOT quality SEL.

Teachers are being placed on quarantine leave; we're running out of substitute teachers. Our well-being is practically nil, as we're uploading proof of vaccination. The non-vaccinated employees who have to test are supposed to QUARANTINE while waiting test results. How long can our system struggle before it breaks?

We need more distance learning options. Principals are directing teachers back into hybrid/concurrent teaching without sufficient time for preparation.
Appreciate your "Discussion," with hopes that it becomes Action before it's too late. We need the DOE to be directed back to the bargaining table with HSTA to face the realities of on the ground issues rather than pretending.

A very concerned employee and parent.
Aloha,

I am Noelani Andersen Moku, Parent of a 4th grader at Ke Kula ʻO ʻEhunuikaimalino. I want to reach out and express my concerns about how COVID is ravaging our community and how our keiki are still in school, full time, full capacity.

Our school is one of only 2, k-12, Hawaiian Immersion schools in the state. We serve ʻohana from Waimea to Oceanview on Hawaii Island, we cover most of the west side of Hawaiʻi Island. We are extremely over capacity, 170% to be exact.

We are rounding out our third week in school, and COVID exposure is happening daily among our Big Island schools, and statewide. The Governor and Superintendent know they are putting our keiki at risk by stating they expected keiki would be exposed and yet are taking no action nor responsibility by changing current protocol. Keiki, 6th grade and younger, including mine, are not old enough to be vaccinated and data is currently showing that vaccinated people can still contract and spread the virus, the virus can spread silently with little to no symptoms among vaccinated people and before we know it the situation will be out of hand on campus.

Kona hospital is currently full, there are no available ICU beds, or ventilators. We have a few mākua who are nurses there and have shared with me the situation is dire. Queens Hospital will no longer take transfers because they are full. Hawaiʻi Island is now at a community spread level, where we put ourselves at risk of exposure by leaving our house. How can we justify putting our kids into over crowded classrooms?

My son has already missed 5 days of school because he got sick 2 days in. It wasn't COVID, but thats a lot to miss in the first 2 weeks. Now, I worry every day I send my son to school, and am no longer confident that he is safe, or that the DOE as a whole cares about our keiki. This is a reflection of the decisions being made at the highest levels of the system.

As an immersion school, we don't have a nice pre-made DL option for us, DL is not offered at all. Our kumu were put through the wringer last year. As a parent, I am not jumping at the idea of DL my keiki either. There's no easy solution. However, the decision to keep them full time in school, is a risk I'm no longer willing to take for his education. His education will mean nothing if he ends up alone in a hospital, on a ventilator (or worse), far from...
home because Kona hospital is ill equipped to care for him.

Under our current situation, we are far worse off than at any point since this pandemic started.

Our unique DL hurdles where mitigated by Teachers teaching simultaneously via Google class room. The keiki and kumu are accustomed to this. Since we went all of 2020-2021 under this model.

With no DL option in 'ōlelo outside or within the kula, I fear that we will have to make hard choices in terms of remaining at the kula or removing him from our chosen education medium. Which does infringe on our rights of fair and equal access to education. So I'm pleading with you to help me find a safer solution, not only for my keiki but other 'ohana in the same boat.

Mahalo,

Noelani Andersen Moku
Parent
Aloha,
I am writing to advocate for the transition to a safer learning model for our keiki. Every day that passes we are seeing unprecedented numbers concerning COVID-19 and our communities. Our keiki sacrificed so much last year, just to have it all to be placed in jeopardy now. We currently have a variant circulating affecting more children than ever, yet we are requiring them all to fill tiny classrooms, school buses, and cafeterias under measures that aren't even currently allowed in the general public. Our efforts to stop the spread of COVID-19 cannot magically disappear at the doors of our schools. I am including a link to a petition I started to show the support from parents, teachers, and concerned people of our state for a transition to virtual learning during this time.

http://chng.it/rKmNysKnHN

Mahalo,
Larissa Johnson
Aloha,
I am a 22 year teacher in the Hawaii State system and am writing this testimony regarding the Discussion item for the opening of schools for the 2021-22 year. Since you are making decisions on our behalf, I feel it only fair to paint a picture of our current reality.

First I want to say that by no means is our school at fault. In fact our administration went above and beyond to ensure safety on campus for our students and faculty, but in my opinion, their hands were tied. We wanted to begin in an A/B model, gradually bringing kids on campus in a safe way, ensuring all mitigation strategies were in place despite the large school. They were told no. As a result, students, many of whom hadn’t stepped foot on a school campus in almost a year and a half, converged in masses at one time. We have double desks, which meant many students would sit shoulder to shoulder in classes of 25 plus, no sinks to wash hands in every classroom, and essentially were forced to “build the plane in the air” on every conceivable measure, including what to do when a student came down ill in class. To be honest, three weeks into the school year, I’m still not quite sure as measures have changed so frequently. I had a student get sick in my class and the student was removed. The family was told she could quarantine for 10 days or get a covid test. I am assuming the student opted for the 10 days, as I never heard another word. This left me, our class and all of the students she comes into contact with over the course of the school day potentially spreading the virus- on campus and at home to loved ones. How is this considered a safe return when we don’t even have the information we need to protect ourselves? For every student that tests positive, I’m sure the numbers are even more staggering when factoring in those who never test at all.

Here on the Big Island, covid is out of control. When we asked what measure would indicate a necessary shift to distance learning for ALL students, we were told nothing would prompt this; school would continue in person at all costs. I am ashamed of this lack of planning on behalf of the DOE, as I am being told no matter what I will stand in my classroom and face the consequences of this terrible decision. All while your meetings continue via Webex, gatherings are limited community wide, the public library is closing hours, stores and businesses continue to limit numbers, and the list goes on. (Even some charter schools are able to stop the madness and protect their students.) The only place it seems we have thrown all common sense and caution to the wind is at schools. With children. Our children that we have taken an oath to protect.

This school year has sadly been a disaster from the start. Students should be offered covid testing at school when they are ill, teachers should have access to free and regular campus-wide testing and NO student should sit two at a table, shoulder to shoulder with another. Air purifiers should be in every classroom and for the love of all that is good, keeping school open “no matter what” when the healthcare system around us crumbles is down right negligent. It is an unsafe learning and work environment and Maslow’s Hierarchy of Needs tells us that for learning to occur and our students to Bloom we must first have a safe and secure environment to begin with. We do not. We speak of the importance of social emotional learning, but then not cultivate an environment that perpetuates exactly the opposite. This could have negative long lasting psychological and emotional ramifications for years down the line.
Every year, for the last two decades, I have stood in front of my class and vowed to teach, nurture, inspire and protect my kids. I cannot protect them alone this year. In fact, quite the opposite. I feel worried, helpless and struggle to even come to school right now. I beg of you to reconsider the “no matter what” philosophy that could lead to loss of life and as well as loss of dedicated personnel who cannot look our children in the eyes and continue in good faith to be part of this broken system.

We need you to help us. Please, make this right. Let’s push the pause button and save lives. Our safety is in your hands.

Sincerely,
A scared teacher
Hello board of education,

As a student, one of the most common questions we are asked is “do you feel safe in school?” Many students would reply yes but if asked that question now almost all would say no. It’s crazy how us students are risking our lives just to have a good education. There is no social distancing in classes. No sanitization of desks between classes. We've proved over the past year that we students and faculty can function well through online learning. So why are we being forced to do in person schooling in a time where the number of COVID cases are higher than what they were when we were doing distance learning. It’s also not fair how if you opt to do distance you have no control over what class you take. Many students have worked and continue to work extremely hard to get into the classes they’re in now. Having them choose between being safe or losing all your hard work isn’t fair to them what so ever. As a student the only thing we should have to worry about is doing good in school, but instead we are worrying about our health and everyone else’s. I’ve been told multiple times that high school is the time we’re you make some of the best memories. But right now most of my High school memories are ridden with stress and worry for my safety and the safety of others. Put yourself in our shoes having the weight of everyone’s safety and doing good in school on your shoulders while not even being adults and thing of how we’re feeling. I hope you understand our concern.

Thank you for your time,
Ava Santos and many other students

Sent from my iPhone
Good morning!

2 weeks ago, my 6-year old’s classroom was quarantined for 10 days due to a positive test in his class. I was curious about the actual exposure, and had my son tested. He was negative. The school is clearly doing a remarkable job of not spreading Covid (in my opinion, their restrictions are far too extreme, but we will accept it for now if it means keeping school open!)

But I’m curious, if someone on a tourist’s plane tests positive days after landing on island, does the government quarantine the plane? Or do they allow tourists to roam front street, where our kids are muzzled and socially distanced inside? The answer is the ladder.

Did you know that my child has a greater statistical chance of being killed on the way to school in a car accident than he does of being killed by covid? (Car accident: a little less than 1.0%; dying of Covid: .005%)  

School closures make zero statistical sense with children surviving covid at a 99.995% rate. With abuse (almost 14% of children experience abuse or neglect at home) and mental illness on the rise (16.5% of children ages 6-17 suffer from mental illness), the school is the safest place for many families. It is where children are fed, loved, and of course, taught to make a difference in the world.

Give children a chance to thrive this year. Bring back what we know is good: socialization, touch, attention. Eliminate what we know is bad: screen time (DL), fear, distance with peers.

Andi Schloss

Sent from my iPhone
Testimony for discussion item VI-A: Presentation on opening schools for the 2021-2022 school year.

Aloha,

With a heavy heart I write this testimony because I am at my breaking point. I would not be at school each day if it weren't for the students. Even though I try to do all in my power to ensure my students safety as well as my own I can not control what happens even a centimeter outside of my door. Kids want to be kids to play and have fun with friends but watching them hang all over one another in eachothers faces with no social distancing once they leave the classroom with complete disregard for anyone else's safety breaks my heart. Student misbehaviors are at an all time high inside and outside the classroom. There is barely enough room to fit desks in the classroom safely but at lunch and recess we pack almost 100 kids at a time into small areas that are overfilled. We have school assemblies of 100+ people. It's absolutely a free for all situation. Whole school faculty meetings since day 1 of the school year. Multiple positive cases (students and teachers) not being reported to the DOE website. It took 9 days for people to be notified as a "close contact" on our campus last week. Communication is lacking, teachers feel unsafe, and administration can't control students outside of in classroom instructional times. Please come out and visit schools unannounced and truly see what happens in class, period transitions, at lunch, and during recess with students. Then you will have a clear picture of what is truly happening in our schools.

I feel like I am in a war zone and have to choose between giving students a chance at an education where they can be successful at learning after a year of frustration or hide in my corner behind a barrier and hope students listen and get their work done while I babysit them for 40 minute periods. This is not teaching! This is not learning! We have no plan for closure if we do end up with community spread at school, We were the first middle school to open on Oahu and it has been very rocky. At what point do you see that teachers and EA's are jumping ship and leaving the school due to being spread too thin and the unsafe working conditions we are told to put up with. I reach out to my principal and tell him how unsafe I feel and get a response of "Do independent work only, no group work." or "I will consider virtual meetings but it's not really feasible."

I am immunocompromised and have been very fortunate to have doctors that have given me sound advice to get through the pandemic thus far. I will be getting my booster shot this week Friday. If it weren't for this opportunity to protect myself (I tested my antibody levels and I had only 16 left on a scale of 250+), I would NOT be working much longer due to stress and utter exhaustion if not from getting sick in the near future. I thought last year was tough with uncertainty and stress of new requirements and routines but this year absolutely tops that and then some. We are not going back to "Business as normal" here in schools.

Listening to the Superintendent give his opening of school presentation was laughable at best. I feel so cheated that there wasn't a call for teachers who wanted to continue teaching online and found success in doing so. Leaving distance learning as a last minute option for principals to basically put most students on an online platform with no teacher was a true discervice. Class sizes are way too big to properly A) teach students, B) social distance, and C) keep everyone safe. He has no backup plan for us, there is no threshold for closing, they under report cases, and are endangering lives.

I implore you to help fight for us teachers and students whose voices have not mattered much this school year! Ask for a real plan and thresholds to keep students and teachers safe so we can continue learning and growing together. Even a hybrid schedule would be better than what we are facing now!

Thank you for your time.

Katy Parsons
Honolulu District
No Personal Information

I am writing to the BOE as a teacher and as a parent of elementary children. I am appalled at the lack of concern for the safety of our children and the community at large. I am here to tell you that safety protocols are not being followed in all schools. Mask wearing is not enforced by all teachers, or is simply disregarded. Children are sitting close together and are impossible to keep apart. Administrations without any medical or scientific background are making the judgement calls of who is a “close contact”.

Do you know that you cannot even get a covid test on Maui if you have symptoms? The wait is over a week! I had 2 students out today with fevers and symptoms, but their parents cannot get them a test until next week. So all of my students in class are potential close contacts, but because there is no covid test available, there are no warnings to the other parents in class. I am not allowed to warn them if I wanted to. How can we keep our schools safe when something as basic as a covid test is not readily available to the community?

I fear for the life of my own elementary school children. Every day that I send them to school I know I am risking their lives. There are no alternatives though. Distance learning has been made an impossible option, impossibly difficult to obtain by design. I have about 25% of my students that are home any given day (including my own children) because they are sick or their parents are afraid to send them to school. It’s time to give up the farce that covid spread does not happen in school. Not only is it happening in our schools, it is a major driving force of community spread on our islands. Now is NOT the time to have our schools fully open with no distance learning options! Our hospitals are full. Administrations are working hours during the weekend making contact trace calls. Why is this something that is being dumped on the schools and not being handled by the Department of Health? It is total insanity. What is the actual incentive for a school to spend all weekend making contact trace calls? I imagine many schools would not go through the effort. Just like some schools are rumored to have made recess and lunch periods 14 minutes long, so that the 15 minute threshold for ‘contact’ is not reached for exposure to a covid positive individual.

The DOE is not equipped, nor inclined to protect their staff or their students. I am pleading with you to shut down schools until covid numbers go down and our hospitals are stabilized. Make distance learning an option easily available to all parents of all school aged children, regardless of their grades, attendance, or health status. Do not penalize students that choose distance learning by excluding them from milestones such as proms. That is punitive and meant as a way to discourage distance learning. SHAME on the DOE for trying to bully and strong arm parents into sending their children to school face to face during a pandemic. ACT NOW, before it is too late and we have pediatric deaths due to overcrowded, unventilated and unsupportive schools.

I had a teacher friend that was a close contact. They could not obtain a test- it was a week wait. The administration told them to come into school because they would be wearing a mask!!! Other teachers have had their entire class quarantined, yet they are still showing up on campus every day!! Superintendents are discouraging the quarantining of entire classes even though they are all close contacts.
This is not safe and it is not sustainable. Please put the health of our children first, close in person learning for now. The DOE’s continued lack of foresight has been tinder on the fire of Delta. Putting unvaccinated children in harms way is inexcusable, and unconscionable.
Jasmine DeCosta <jasminedecosta.berkeley@gmail.com>
To: testimony.boe@boe.hawaii.gov

Tue, Aug 17, 2021 at 11:38 PM

Jasmine Cheriche Maile DeCosta
Kohala Middle School

Mahalo nui for allowing me to share my voice. The safety and welfare of the Hawai‘i school system has been jeopardized by Covid-19. Educators and students are suffering due to the lack of support from the Board of Education to ensure that protocols are maintained for safety. The amount of uncertainty that we navigate through each day is draining and creates an environment rich for burnout. Students are feeling the burden of this pandemic. It is hard to learn when your brain cannot focus on the task. With schools fully open and Covid-19 cases at their peak it is mandatory the BOE take action to protect our community. We know to plan for the worst and hope for the best. Let us use our wisdom.

Mahalo nui.
I am writing this testimony in response to discussion item VI-A, Presentation on Opening Schools for School Year 2021 - 2022, to discuss how inadequate the safety measures in this presentation are. My name is Shanae Hatchell and I am a teacher at Kahuku High and Intermediate School.

Many class sizes are large, making it impossible for students and staff in the room to social distance. My largest class has 29 students and physically distancing a minimum of 3 feet is not possible in my classroom. Students are seated in class, just as they were pre-COVID-19. The COVID-19 Health and Safety Guidance for School Year 2021-22 states that [schools should] “maintain at least 3 feet of physical distance between students within classrooms, when possible” and to “maintain at least 6 feet of physical distance between students and staff, and between staff members who are not fully vaccinated, when possible.” The words “when possible” takes the responsibility off of the Department of Education to keep our students and staff safe while providing a false perception to parents that students are being physically distanced inside classrooms.

Guidelines in the presentation referenced above also are inadequate and outdated. As shown with the delta variant of COVID-19, those who are vaccinated can and have been getting infected. They have been spreading the virus. The virus may be spread by those who are asymptomatic. Despite this, the HIDOE COVID-19 Health and Safety Guidance, linked above states that “People who are fully vaccinated do not need to quarantine if they are exposed to COVID-19 and are asymptomatic, which increases in-person education.” This puts students and staff at added risk for getting exposed to COVID-19.

Timely reporting of positive COVID-19 cases must be a priority. Those who have been exposed must be contacted and this should not be done by “memory.” All possible contacts should be informed and given the chance to get tested. Students, parents and staff should not have to wait days before being informed of COVID-19 cases on campus.

Every day that I come to work I am afraid. Despite being happy to be with my students, I am afraid that even though I wear a mask, frequently wash my hands and have been vaccinated, I will contract COVID-19 at work and bring it home to my child, who is still too young to be vaccinated. Please update these guidelines to better protect all individuals on school campuses.
To Chair Payne and the Members of the Board:

I am submitting testimony on BOE discussion item VI-A: Presentation on opening schools for the 2021-2022 school year. I am a teacher at Waianae Intermediate School and I need to tell you the truth about how the opening of this school year is really going in a community with very low vaccination rates.

I want to start by making it clear that I do believe everyone is doing the absolute best they can in these extreme circumstances. But to say that we are prepared for the challenges that operating at full capacity are presenting would not be truthful. Teachers are being given directives that are unrealistic, unsustainable, and not thought all the way through. I understand that the administrative team is doing the best they can to ensure order, safety, and student success, but problems are developing too rapidly for them or us to keep up with and key factors for keeping our students healthy and safe are not being met.

Let’s backtrack a moment and go back to Wednesday July 28th when teachers reported back to school. The schedule we were given for the first two weeks with students indicated that there would be an A/B rotation with only the 8th graders coming to campus on August 3rd and 4th, and only 7th graders coming to campus on August 5th and 6th. The following week was marked as continuing with the “in-person only” A/B rotation with both 7th and 8th graders attending school Monday through Thursday. Friday August 13th was marked on the schedule as “virtual only”. We were also informed that during our admin-directed team meeting time we would have to prepare for a virtual orientation event that was to happen on the afternoon of Friday July 30th, one of the two days that were supposedly teacher-directed preparation days. Friday was designated for department meetings and team meetings, as well as the virtual orientation, not for individual teacher preparation. My team of teachers (4 core teachers) was also notified that we would have three in-person sections of our classes and one virtual section, but we were not notified which one would be virtual.

The first two days, Wednesday and Thursday, were spent in various sessions where we were presented information relating to expectations, procedures, and COVID-related changes to our standard operations. We were given “PPE starter kits” and told by one administrator to just ask for more disinfectant wipes when we run out and told by another administrator that we have a very limited supply beyond what we were given and to please not be wasteful with them. We were also told that teachers with tables in their rooms would be required to set up the plexi-glass partitions if students would be facing each other. Without the ability to space students out (there are only 7 tables to be used by 27 students in my homeroom) I would certainly have to set these up. But we would not be getting any additional time or help to set them up. It would have to be done on Monday August 2nd, the one and only day we had free to prepare for students. The process of unwrapping each partition, removing the protective sticker from each side of each panel, and securing the plastic stands to each panel took more than 2 hours to complete. The next morning, several had already collapsed because the sticky electrical that was used to bind the panels together (which did not even cover the entire seam) had melted. Luckily I had some duct-tape in my closet and I fixed the collapsed partitions. I would eventually (after the first day with students in my room) have no other choice than to take home all 14 plexi-glass partitions, rip off
the electrical tape at each seam, and reconstruct each partition with duct-tape, which I also had to pay for myself. When I say I had no other choice, I mean it. We had been directed to keep one window and one door to our classroom open at all times to allow for cross-ventilation. But that first gust of wind to blow through the room knocked down three partitions. It was a constant chore to keep the partitions up and fix collapsed ones that first day and I ran out of duct-tape before the day was over.

Remember that schedule that I stated we were given on the first day that indicated that August 9-12 would be “in-person only” and that Friday, August 13th would be “virtual only”? About halfway through the students’ first week of school we were sent a new schedule for the week of August 9-13. The new schedule had us teaching both in-person students and virtual students Monday through Thursday of that week and that no students were to report to campus on Friday but were required to log in virtually instead and need to have a digital assignment to complete on Google Classroom. Due to this late clarification (or was it a complete change?) we had to make various adjustments to our plans for the following week. We were reminded that things would continue to change with new COVID-related developments and as new information was received on various topics (not necessarily COVID-related) and thanked for our flexibility.

The second week with students started out positively. It was wonderful to have kids back in the classrooms! I had started to truly doubt my abilities last year because everything was a constant struggle. But having students back at school reminded me of how good a teacher I am and of how I truly do love to teach. I was excited to see my kids each day. Students were happy to be back in school and interacting with others. I planned several team building and getting to know each other activities to hopefully get even the shiest of 7th graders talking to one another. Things were definitely going well, despite a continuously growing “to do list” of admin-directed tasks.

On Thursday, August 12th our entire school received an email from our principal stating that two students had been recently diagnosed with COVID and that all potential close contacts had been notified. The email also stated that impacted areas had been professionally cleaned and disinfected. Around lunch time on Friday, another email went out notifying our entire school that two more COVID-positive students had been on campus and that potential close contacts were in the process of being notified. This email also stated that impacted areas would be professionally cleaned and disinfected. Nearly an hour later our team received a text message from our guidance counselor asking us to go see one of our administrators before we left for the day. I knew what that meant.

My VP told me that it was, in fact, one of our students. He told me that the students in that half of the cohort had already been notified and that two were going to bring proof of vaccination on Monday. He also told me to monitor myself for any potential symptoms but that, since I’m fully vaccinated, I would only need to be quarantined if I developed symptoms. A negative COVID test would not be required to come back to work. (Side Note: My wife, a federal worker, was required to quarantine and provide a negative COVID test prior to returning to work after she notified her supervisor that I was a close contact of a COVID-positive student.) The plan that our principal had decided on for how we were to teach and support the quarantined students was that those students would have to log into our designated virtual class until they were cleared to come back to campus. Mr. Nonaka confirmed this plan with me and I went home.
On Sunday morning, I set some time aside to make changes to the lesson I had already planned in order to accommodate the students who were being quarantined and figure out how these students were actually going to log into class if they weren’t students in that class. A flood of logistical questions came to me and I asked my team how they planned on handling this. No one had answers to the questions I came up with and I was advised to ask. And that is exactly what I did as soon as I arrived on campus on Monday morning. Unfortunately, our principal did not have solid answers to any of these questions because these were details that still needed to be discussed at that afternoon’s leadership meeting. In the meantime, we were to mark the quarantined students absent and wait for further directives following the leadership meeting. A few students did email me throughout the day, confused as to how they were supposed to attend class. They were worried about falling behind and I could not help them because I had not been given the information I needed to give to them.

That same afternoon we received yet another email notifying us of another student on our team who had also contracted COVID and had been on campus. We were also sent emails reminding us that we had to check the “living document” list for each quarantined cohort to see if there were any news or developments. It is our professional responsibility to stay informed and make sure that if a student from that list came to us before the end of their quarantine period they must have a health clearance from attendance. I noticed that this second living document (the 5th school-wide COVID-positive student in two weeks) had the wrong date listed as this student’s “last date on campus”. He had actually last been on campus on Thursday, but the document stated he was last on campus on Tuesday. I immediately notified my principal, but the error has yet to be corrected as of this moment.

Today, Tuesday August 17th began with a clearer set of directions: individual teachers need to email all their quarantined students a link to their Virtual class Google Meets and all assignments need to be posted on Google Classroom for both in-person and for virtual students. Luckily my virtual period wasn’t until this afternoon, so I was able to send those emails out and make the necessary last minute adjustments to still comply with admin-directives. Only two of my quarantined students logged in for class.

Have I mentioned that my classroom has not yet been cleaned nor sanitized? On Monday morning, my classroom was exactly as I had left it on Friday afternoon (except that my trashcans had been emptied). Nothing had been wiped down. Tiny bits of eraser that had been left behind atop a table by a student during period 5 on Friday were still in the same spot on Monday morning. Tuesday morning was no different. The streaky finish on the plexi-glass partitions were exactly the same streaks left by students trying to help clean their areas on Monday afternoon. Will my classroom, a twice affected area, be professionally cleaned and sanitized as the letter to families indicated it already had? Or is cleaning and sanitizing my classroom going to be yet another added professional responsibility on that ever-growing to-do list? Where is the accountability? Where is the transparency and honesty? Why are teachers being forced to meet face-to-face in small rooms with no open windows for the sake of “maximizing participation” when our most basic sanitation needs are not being met? My students deserve a teacher whose primary focus is to create engaging, highly effective lessons. With the amount of pivoting and flexibility that is being required of us, the absolute last thing on our to-do list, sadly, is what should be our primary focus. Teaching.
Simply saying that schools are safe places does not make them safe. And simply saying that we are here to support our students does not make us capable of doing so. We are trying our best but the added responsibilities this year far surpass those from last year, which were already unrealistic. Teachers need additional support to handle the additional requirements and last minute changes that continue to occur. And just to be clear about this, we do not need yet another PD session aimed to disperse information to us but not give us any time to do anything with that information. Additional PD does not equate support. We need more time, daily, to prepare and adjust.

One last concern I need to leave you with is that it was decided by the leadership team on Monday that to “support” students losing days in school due to being quarantined, our advisory period would be used as a “catch-up” period instead of a period with a dedicated Social Emotional Learning curriculum. This is extremely concerning, especially since the responsibility for monitoring potential social/emotional concerns in students falls on teachers. Last year we had a very reactively-sparked PD about how an alarming percentage of our student body were conducting Google searches about depression, anxiety, loneliness, and how to kill themselves without feeling pain. We were told to be vigilant and to look for warning signs in our students. What we were not giving was any concrete proactive approach to help this situation. Why is an SEL curriculum being postponed indefinitely when, clearly, our kids need to learn ways to cope with the continued negative effects this pandemic has had on their young, adolescent lives? Isn’t SEL one of the keys factors in bringing students back to school?

I invite you to come spend a day with me at school and see for yourself how things are really going.

Respectfully,
Anne Alves
As schools have re-opened; parents, students, teachers and other on-campus faculty alike have been searching for indications that health and safety are the top priorities in our schools, but as we continue into this second full week of school with students, it has become clear that simply ‘staying the course’ has become the actual mantra of the DOE.

Before our doors opened to students, during our administrator directed days, my school did not even take the necessary time with our faculty to address basics about our protocols for mask wearing, seating, sanitizing, distancing, and what was to happen if a student was sick, identified as covid positive or in close contact with a covid positive person.

Because none of these essential and logistical details were ever made clear or addressed to DOE school staff, it left all stakeholders in the dark; and now as our students are returning to campus the administration is scrambling in vain to try and rectify the oversights that should have been clearly directed from above our district level and put into place with continuity at our schools prior to re-opening.

As a teacher in the classroom I am aware that the outlined mitigation strategies from the DOE are impossible to implement and I feel it is abhorrent that the official guidance states that distancing will be 3 feet apart when possible, but it is not possible! With class sizes as large as they are (20 to 30+) students are sitting side by side, shoulder to shoulder, and face to face just to fit them into the poorly ventilated classrooms.

In addition to our school’s inability to actually implement socially distanced seating, mask wearing is an ongoing issue as students do not always wear them correctly and require constant reminders throughout class and the school day, while some staff seem to believe that mask wearing doesn’t apply to them. And in spite of the fact that our positive case count in our community is higher than it has ever been, we are now being told that wiping down surfaces is no longer necessary.

We have had 4 positive covid cases at our school so far (this is only the beginning of week 2 with students) and the communication from our school itself just isn't clear; not to mention that the DOE site lags in its reporting. As a teacher on the front line daily, I should be made aware of the numbers of positive cases at our school and there should also be data available about the number of students and or faculty in quarantine due to covid exposure. This information is not being readily shared with the faculty which leads to anxiety and a lack of mental well being. We are all trying to cope and not having current and accurate information makes my job much more draining on my mental health than it needs to be.

Of course we all wish that we could just open as though we were living in normal times but we simply are not. And yes we want our keiki back in our classrooms but only when it is safe.

I realize a justification for opening as we did was the social emotional health of our students and loss of learning but I have seen first hand how thrusting students into this current environment is actually detrimental to their social and emotional well being; and if their social and emotional health is not solid then there will be no learning.

Some of my students who are still wary of the surges happening have shown signs of social anxiety attacks as they are forced to enter classrooms filled with students and then required to sit side by side with thier peers. There have been no clear protocols or extra supports put into place to help our students re-adjust to this sudden and drastic return to in-person school in the midst of a pandemic surge and their social emotional health is being negatively impacted.

Many students are fearful about catching covid and since they have no control over thier learning environment; where they sit or whether their peers wear thier masks correctly or keep their distance, some students have opted to just stay home which creates a whole other set of problems.

Students getting pulled out due to covid, for quarantine, or staying home until the surge of positive cases on campus drops are left with no educational supports at home. Teachers are teaching in class, face to face, as is the new requirement in the middle of our highest covid case counts ever, so how are those kids who are being sent home able to access their free and appropriate education? Perhaps they are independent learners with support systems at home but
perhaps they aren’t and now because the DOE opened schools as hastily as they did, these students are receiving no instruction and are not even having any social interaction via online hybrid learning.

With the DOE’s school reopening plan there has been a lack of transparency, lack of communication, lack of concise and effective safety guidance, lack of realistic mitigation strategies, lack of social emotional and or mental health support services for both students and teachers, lack of instructional back up plans for those unable to attend due to COVID and most importantly lack of forethought.

So as I contemplate a continuation of ‘staying this course’ I am pleading the board of education to revisit the current reopening plan and to revise it in collaboration with teachers and others most affected by these reckless decisions.

Thank You For Your Consideration,
Ms. Liberty Furchgott
Teacher @ HHIS
Aloha.

I am writing this testimony to the general meeting portion of your agenda for the 19th. Please keep our schools open. Face to face. Shut everything else down. But let the kids learn and put their education and emotional needs above everyone else in our community and island.

Also, if a class needs to be closed for 10 days due to a kid in the class having covid, there needs to be some emotional support for the kids as well as a game plan so that they have guidance on school work (provided other students are feeling well during quarantine).

Thank you for reading my testimony.
Charlotte Godfrey-Romo, Biology & AP Biology Teacher Keaau High

General Business Meeting 1:30

Agenda item VI-A: **Presentation on opening schools for the 2021-2022 school year.**

I cannot help but feel like I am watching a tragedy in the works, something that was very preventable. I can't help but wonder; what did the leaders do all summer? Where are the plans? There where better plans in place last year. Why do schools have different safety standards for gathering size than the public (less than 10)? Why are we still 100% face to face learning in cramped classrooms when the number of Covid cases is reaching new record numbers? The hospitals are already overwhelmed on Hawai'i Island, the time to take action is now. Actually, the best time was before school started. Why didn't we test everyone going back to a public school? I teach Biology and AP Biology, the students ask these questions too and I don't know what to tell them. We all want to have 100% students back, but it is not about what we want, or at least it shouldn't be. It is about a virus, now it is about a much more transmissible variant of the original virus. It is about protecting the most vulnerable in our community, the elderly, the unvaccinated (those who can't get it and those who won't). Last year our school came back in January with an A/B schedule, why isn't this even discussed? I am very worried about the decisions being made by our leaders. I understand the importance of school, but we need to scale back to safe levels ASAP. There are ways to adapt, we need to think outside classrooms, smaller groups, more TA's, flexible schedules, more on line learning, there are many solutions, we just need to find them.

Mahalo,

Charlotte Godfrey-Romo

--
Charlotte Godfrey-Romo
1445 Waianuenue Ave.
Hilo, HI 96720
(520) 907-4553
My name is Floyd C. Loving III. I have been a math teacher with the Hawaii Department of Education for over 30 years. I oppose requiring HIDOE employees to be vaccinated. Also, since it has been proven that vaccinated people can contract and spread Covid-19 if weekly testing is required, it should be required of all employees regardless of vaccination status. The letter below explains some of my concerns:

Compelling any employee to take any current Covid-19 vaccine violates federal and subjects the employer to substantial liability risk, including liability for any injury the employee may suffer from the vaccine.

Many employers have reconsidered issuing such a mandate after more fruitful review with legal counsel, insurance providers, and public opinion advisors of the desires of employees and the consuming public. Even the Kaiser Foundation warned of the legal risk in this respect. (https://www.kff.org/coronavirus-covid-19/issue-brief/key-questions-about-covid-19-vaccine-mandates/)

Three key concerns: first, while the vaccine remains unapproved by the FDA and authorized only for emergency use, federal law forbids mandating it, in accordance with the Nuremberg Code of 1947;

second, the Americans with Disabilities Act proscribes, punishes, and penalizes employers who invasively inquire into their employees’ medical status and then treat those employees differently based on their medical status, as the many AIDS-related cases of decades ago fully attest;

and third, international law, Constitutional law, specific statutes, and the common law of torts all forbid conditioning access to employment upon coerced, invasive medical examinations and treatment, unless the employer can fully provide objective, scientifically validated evidence of the threat from the employee and how no practicable alternative could possibly suffice to mitigate such supposed public health threat and still perform the necessary essentials of employment.

At the outset, consider the “problem” being “solved” by vaccination mandates.

The previously infected are better protected than the vaccinated, so why aren’t they exempted?

Equally, the symptomatic can be self-isolated. Hence, requiring vaccinations only addresses one risk: dangerous or deadly transmission, by the asymptomatic or pre-symptomatic employees, in the employment setting.

Yet even government official Mr. Fauci admits, as scientific studies affirm, asymptomatic transmission is “very rare.”

Indeed, initial data suggests the vaccinated are just as, or even much more, likely to transmit the virus as the asymptomatic or pre-symptomatic.

Hence, the vaccine solves nothing. This evidentiary limitation on any employer’s decision-making, aside from the legal and insurance risks of forcing vaccinations as a term of employment without
any accommodation or even exception for the previously infected (and thus better protected), is the reason most employers wisely refuse to mandate the vaccine.


This right to refuse emergency, experimental vaccines, such as the Covid-19 vaccine, implements the internationally agreed legal requirement of Informed Consent established in the Nuremberg Code of 1947. (http://www.cirp.org/library/ethics/nuremberg/).

As the Nuremberg Code established, every person must “be able to exercise free power of choice, without the intervention of any element of force, fraud, deceit, duress, overreaching, or other ulterior forms of constraint or coercion; and should have sufficient knowledge and comprehension of the elements of the subject matter involved as to enable him to make an understanding and enlightened decision” for any medical experimental drug, as the Covid-19 vaccine currently is. The Nuremberg Code prohibited even the military from requiring such experimental vaccines. (Doe #1 v. Rumsfeld, 297 F.Supp.2d 119 (D.D.C. 2003).

Second, demanding employees divulge their personal medical information invades their protected right to privacy, and discriminates against them based on their perceived medical status, in contravention of the Americans with Disabilities Act. (42 USC §12112(a).) Indeed, the ADA prohibits employers from invasive inquiries about their medical status, and that includes questions about diseases and treatments for those diseases, such as vaccines.

As the EEOC makes clear, an employer can only ask medical information if the employer can prove the medical information is both job-related and necessary for the business. (https://www.eeoc.gov/laws/guidance/questions-and-answers-enforcement-guidance-disability-related-inquiries-and-medical). An employer that treats an individual employee differently based on that employer’s belief the employee’s medical condition impairs the employee is discriminating against that employee based on perceived medical status disability, in contravention of the ADA. The employer must have proof that the employer cannot keep the employee, even with reasonable accommodations, before any adverse action can be taken against the employee.

If the employer asserts the employee’s medical status (such as being unvaccinated against a particular disease) precludes employment, then the employer must prove that the employee poses a “safety hazard” that cannot be reduced with reasonable accommodation.

The employer must prove, with objective, scientifically validated evidence, that the employee poses a materially enhanced risk of serious harm that no reasonable accommodation could mitigate.

This requires the employee’s medical status to cause a substantial risk of serious harm, a risk that cannot be reduced by any other means. This is a high, and difficult burden, for employers to meet.

Just look at all the prior cases concerning HIV and AIDS, when employers discriminated against employees based on their perceived dangerousness and ended up paying millions in legal fees, damages, and fines.

Third, conditioning continued employment upon participating in a medical experiment and demanding disclosure of private, personal medical information, may also create employer liability under other federal and state laws, including HIPAA, FMLA, and applicable state tort law
principles, including torts prohibiting and proscribing invasions of privacy and battery. Indeed, any employer mandating a vaccine is liable to their employee for any adverse event suffered by that employee. The CDC records reports of the adverse events already reported to date concerning the current Covid-19 vaccine. (https://www.cdc.gov/coronavirus/2019-ncov/vaccines/safety/vaers.html )

Finally, forced vaccines constitute a form of battery, and the Supreme Court long made clear “no right is more sacred than the right of every individual to the control of their own person, free from all restraint or interference of others.” (https://www.law.cornell.edu/supremecourt/text/141/250)

--

Merry Mathematics and Happy Numerations... it is always the season to cogitate,
Mr. Loving
Aloha,

My name is Katie Hearl and I am a middle school teacher on Maui. I am writing in regards to agenda item VI-A: Presentation on opening schools for the 2021-2022 school year. As a teacher who has taught during this pandemic since school closures in March 2020, I have a few questions and concerns about the DOE’s plan for in-person learning.

I am extremely frustrated by the lack of MOU. Since the start of the pandemic, there has been an MOU put in place in order to keep workplaces, teachers, and students safe. It also allowed for flexibility to switch between in-person, hybrid, and distance learning as needed. It gave special education students contingency plans in case school was shut down so they could continue with services. All of these are good things. All of these are needed in order for schools to somewhat function during a global pandemic. However, this year, teachers are being asked to do the same things without the protection of a MOU. In my opinion (and the opinion of others), this violates our contract. The employer apparently gets to ask anything of the employees and we have to comply. Schools are switching to distance learning. Quarantining teachers are being told they need to provide instruction while their class is out on quarantine as well. Special education teachers are being asked to write contingency plans. Teachers are being asked to provide digital work for students who are out on quarantine, essentially teaching in person and online. All without provisions and guidelines to safely protect employees.

I completely understand the need to be flexible and adapt to the evolution of the pandemic. However, it is not like this is brand new. We have had a year and a quarter, previous MOUs to base this off of! Dr. Kishimoto came out at the end of last school year saying that it was going to be a normal year of in-person learning. What we’ve seen so far is that that is anything but the truth. We are being asked to do what we did last year without any protection.

I am also extremely frustrated with the lack of transparency about the reality of what school looks like for our students. Families are being told repeatedly that it is safe for students to be on campus. I cannot tell you how many times a day I need to remind students to wear their masks correctly. Students are not socially distanced. It’s impossible to keep so many people in such a confined space three feet apart. Students intermingle with each other constantly throughout the day. And how is close contact defined as someone being three feet away for more than 15 minutes even though we are all breathing the same air and it's been proven that the Delta variant can be caught in as little as 30 seconds? In the building I work in, some teachers don’t have windows in their classroom. The only air flow they get is from the propped open door as they breathe the recycled AC air from the building. Where is the testing that the DOE spent relief money on? Why wasn't that implemented on day 1 of teachers returning? So far we're 3 weeks in and no school on Maui that I'm aware of has begun this program. We have students who have mask exemptions. What is the DOE policy to ensure their safety and the safety around them? There is none as far as I can tell.

We all knew when the start of school was happening. We knew what we were up against. We knew cases were going to rise. And yet, the DOE has done less than when cases were far less, when fewer children were sick. There seems to be no plan. We had a roadmap from last year to guide us. It is as though we threw that out and are starting again? Why? Make decisions. Be accountable for what's going on. Make a plan. Until you do, people will be getting sicker and we will be forced to shut schools down anyway because there will be no subs or teachers to teach the kids.

Thanks,
Katie
8/17/2021

Dear Board of Education:

I watched the news and listened to DOH talk about contact tracing and saying how the schools were doing such a good job. All I can say is, “How do they know? Where is the evidence?”

I can tell you factually, OUR HIGH SCHOOL IS NOT CONTACTING anyone! Page 24 of the COVID-19 Health and Safety Guidance for School Year 2021-22 says:

- **A close contact** is defined as within 6 feet of a person with COVID-19 infection for a combined total of 15 minutes or more over a 24-hour period (regardless of mask use).
- **EXCEPTION:** In a K-12 indoor classroom setting, where everyone is wearing a mask correctly and consistently, the close contact definition excludes students who were within 3 to 6 feet of an infected student.
  - This exception does not apply to teachers, staff, or other adults in the indoor classroom setting, nor does this apply to students who were eating or drinking and not wearing masks. **Currently, our Teachers are not** being told by Administration if their student tested positive.

Based on this definition, our Administration is not contacting families/students! When questioned directly if they have called the families of students who we know are close contacts because they are best friends with, have been witnessed in close physical proximity of infected students for more than 15 minutes without their masks on, sharing food with infected person—eating off of each other’s plates, are in physical relationships with the positive student and seen exchanging affection, we are told that WE do not contact trace—rather it is DOH who contact traces! When reiterating DOH’s response that they are overwhelmed and cannot manage contact tracing with the incredible surge of positive people, can we call the close contacts of our students? The response remains, “Our school does not contact trace, DOH does that.”

The fact is, our Administration IS doing their job according to the Guidelines as the manual gives them the excuse NOT to contact families based on that ridiculous **EXCEPTION.** However, the DOE is lying to the public and giving the public a false sense of security especially in light of our DOE COVID counts increasing 300% in 1 week! The notification form letter reads,

“If you have not been contacted by a member of our administrative team, this means that you or your child is not considered a close contact.”

This form letter needs to be corrected by pointing out that all students are **EXCLUDED** from the definition of close contact so no one will be contacted at all! And, DOE does not do any contact tracing as it is DOH’s responsibility to do so.

I cannot speak for other schools, except for our High School where our Teachers cannot provide any names of close contacts or information because they are NOT informed who their positive students are. In one situation, an infected employee provided the names of their students with
whom they tutored 1:1 for more than 15 minutes in an enclosed space, but those students/families were never contacted.

Teachers do have access to a list of students who are absent with Covid-19 symptoms, but that list does not provide any helpful information that can be used to help mitigate the spread of Covid. This is why Covid positives are increasing in our schools and will continue to spread within our schools and in our communities like an uncontrolled wildfire. This is why Teachers at my school who know about their confirmed positive students (from other sources) are furious! This is why more families are verbalizing to faculty that they want to keep their children home to protect them and other vulnerable family members despite the threat that their absences will be unexcused and no homework will be given.

While our school may be the exception, which I doubt we are, I do know of other schools who are doing everything possible to keep their students, families, Faculty & Staff, and community safe. Unfortunately, not all schools are being held accountable for doing this and no one is monitoring if any safe-practices are occurring on campus!

We need saving from the firestorm that has already been lit, unchecked, and ready to take off. It’s better to be over cautious then it is to be unprepared and negligent. As you already know, DOH and DOE have already failed to create and activate the safeguards needed prior to the start of the school year. High Schools do not offer Covid testing on campus which makes it inequitable for families who do not have transportation, language skills, computer access, or knowledge of where or how to access testing locations. If our tripling positives is not already a big enough red flag regarding our dire situation, the ever-increasing positivity rate of our State should!

As of today, 8/17/2021, our school has sent out a Covid positive letter on Monday (8/16) and Tuesday (8/17). We don’t know who those students are, if they are friends or related, if they are the same grade level, if they share any of the same classes together or occupy the same classroom at different times during the day. We know nothing because it is too confidential and we are not professional enough to respect confidentiality. WE are UNIMPORTANT and our health has NO VALUE, just like our STUDENTS, FAMILIES, and COMMUNITY.

Please Save Us All!
A Loyal Educator
NO PERSONAL INFORMATION, Testimony for Agenda Item VI-A: 2021-2022 SCHOOL REOPENING RESOLUTION

1 message

Tue, Aug 17, 2021 at 5:16 PM
To: Testimony.BOE@boe.hawaii.gov

Meeting: BOE
Agenda Item: 2021-2022 SCHOOL REOPENING RESOLUTION

To the Honorable Board of Education Members,

My testimony is in regard to agenda item VI-A, 2021-2022 SCHOOL REOPENING RESOLUTION.

2) Communication with families on school safety measures

It does not appear that the families and public are being told the truth about school safety measures. For example, the Department of Education’s COVID-19 Health and Safety Guidance for 2021-22 School Year states that “Schools should implement physical distancing to the extent possible within their structures” and that schools should “Maintain at least 3 feet of physical distance between students within classrooms, when possible.” The phrasing of this guidance, “when possible” exempts and neutralizes any and all responsibility for the requirement of social distancing safety. At my husband’s high school, he has classes of up to 32 students per class. Student desks touch one another—the front of a desk is butted up against the back of the next student’s chair. There is approximately 18 to 24 inches of distance between one student’s face and the next. There is no room for social distancing and therefore social distancing in these cases fall under the exemption of not possible. In other words, there is no consistent requirement and/or practice of social distancing in classrooms throughout public schools in the State of Hawaii. The public at large should be told this in no uncertain terms.

The public is also being further misled into believing that (at least schools within the FKK district) schools (i.e. administrators, teachers, support staff etc.) have been discussing the possibility of returning to full-distance learning and are prepared with a plan to do so. Complex Area Superintendent for the Farrington-Kaiser-Kalani complex, Rochelle Mahoe is quoted on a recent Hawaii News Now segment as saying:

“...All of our schools are prepared [to go to full distance learning], at least in the FKK complex area. We talked about in the summer talked about having students and teachers prepared if they need to shift [to full distance learning], we’re hopeful that they don’t have to shift [to distance learning]...” Aug. 16, 2021 at 10:49 AM HS

The truth is very few if any of our teachers or support staff have been told what the plans are--if there are any--about going to full-distance learning. At the very best, each school is on their own in regards to plans and preparations for distance learning. I can attest as a teacher in the FKK complex, this is the first time I heard about the possibility of ever going to full-distance learning. At my school, there are no conversations, planning sessions or preparations to go to full-distance learning. We are not in the process of preparing to go
to distance learning anytime soon. We are not prepared to “shift” quickly from in person instruction to distance learning. All we are being told is that the DOE and the State of Hawaii is committed to in person instruction for this school year.

During this time of rising Covid-19 cases and the health crisis we are in with our maxed out hospitals, the teachers, staff, students, parents and the public at large deserve to hear the truth about what is happening--or not happening--in our schools. As teachers and students, we deserve at the minimum, a safe learning environment, especially when the other State of Hawaii departments are continuing to meet virtually, but requiring teachers and students to meet face to face. We need our leaders to be accountable for their decision making and actions or lack thereof. We need clearly defined and communicated thresholds, with tiers and recommendations for what numbers constitute criteria for in-person and full-distance instruction and learning from the Department of Health--we never should have began in person instruction without these measures in place! We need proactive leadership now! Please help get us back on track before one student, or one teacher or any school community member dies unnecessarily from Covid-19. Please be our voice. Thank you.
Dear BOE,

I remain concerned about the well-being of faculty, staff, and students after teaching during the beginning of the pandemic in Q4 2020. I write to you as a DOE, 20-year, elementary teacher, who went out on sick leave in Semester 1 of SY 2020-2021. I retired in 2021 before vaccine availability due to (fear of getting) COVID 19 after living with immune suppression for years. The stress of teaching online during Q4 of SY 2019-2020 caused my disease symptoms to worsen.

I read a recent article about teaching being one of the most stressful jobs during the pandemic. Yet, there was a need for social emotional learning (SEL) long before Covid 19 evolved. I began to use mindfulness as a self-care activity for myself years ago and started teaching my elementary students in 2015. In addition, I began to use parts of the Yale Center for Emotional Intelligence (RULER) program to validate and help students face difficult emotions that impaired learning and behavior in the last three years I taught. I have always recognized the importance of dealing with emotions, but was confounded when faced with several students with extreme emotional issues outside of the norm. While working with counselors and using their suggestions, I still needed more techniques without support of a school-wide program such as RULER. While making gains with the students’ needs, they continued to need guidance when encountering challenges they didn’t want to face (particularly during independent work times and interpersonally during unsupervised times). Most issues were not related to skills or intelligence, but emotional. After leaving Hawai‘i, one student wrote a note thanking me for helping her face her fear. One of the things I did was to engage the other students to support her in a kind way, but I didn’t have the safety net of a school-wide system such as Yale’s RULER program. I had read Carol Dweck’s work on growth mindset theory and did use it to inform my strategies for supporting my student and class, but my school didn’t have very many others educated/informed about what that looks like when engaging such students around campus—at least not cohesively. Another troubled student told me a few years after leaving my school that she still found mindfulness practice useful.

Now, after this year of isolation, loss, fear of getting the disease, it is imperative to develop SEL for the well-being of our community. Having taught during No Child Left Behind and Race to the Top, I saw how test performance overwhelmed teachers and SEL fell behind. When I left last year, my school was still living in the wake of that wave. Test performance is an important measure of learning, but NOT at the expense of sound SEL! Sound SEL will provide scaffolding for better academic performance. My colleagues talked about the need for SEL, but just don’t have the time in the day to educate themselves, scaffold, and plan for implementation on their own. Nor, has there been a cohesive in-service of a particular program for all. Teachers at my school operated on survival mode and quite honestly many exhibited symptoms of burn out long before the pandemic. They didn’t have left over energy to add in enough SEL with all the other mandates and school-wide expectations. What they were doing was piecemeal. My intent is NOT to criticize, but to explain the reality of teaching so many curricular areas in a limited number of hours. My students referred to earlier would have been better supported the students and me. Everyone was doing the best job possible with the existing constraints of operating without a cohesive SEL program! The reality is that without a cohesive program at the school level it’s all on the teacher most of the time. So, I urge you to lead DOE in conjunction with HSTA to find a way to help mend the broken spirits of teachers, students, and their families. Doing this right will take more than a quarterly 2 hour in-service which will show a haphazard bag of tricks from which the teacher can choose which will only enhance the stress of decision overload. Teachers are not magicians! It’s got to come from the top. Principals & Complex Area Superintendents have to lead by educating themselves and modeling SEL behaviors with adults…not leave it buried within the lines of the yearly academic financial plan. Then, teachers can begin to feel the level of support they will need to face the challenges of learning how to teach SEL to engage learners to do their best during these difficult times. A few years ago, a survey of graduating senior students revealed that they felt that they’d not been adequately supported emotionally when they attended our elementary school. They’d felt an over emphasis was placed on academic performance during their elementary years. Incidentally, the majority of these seniors were high performing students. So after all the fear and media coverage about children falling behind academically during lock downs during this pandemic, which I am concerned about as well, there’s going to be a push to catch them up to their grade level as soon as possible. Please pause that inclination to consider...
appropriate SEL which will prepare students to face all academic and emotional challenges. However well intentioned, teachers or leaders can’t teach what they don’t know. And they will need the scaffolding of a well-modeled SEL program to support their own learning so that they can teach others. I can’t stress enough the urgency for doing this NOW for all members of schools which will support the larger community now and in the future.

Thank you for your time and service to our community especially during these difficult times. Please accept this testimony as evidence of my concern for the well-being of all members of our schools as well as the surrounding community. I offer this testimony with hopeful intention and without judgment of anyone referred to above.

Regards
I, and many others, are greatly concerned about the current state of schools during this alarming surge of COVID cases. At my school, important protocols are not being consistently followed, and teachers are being overwhelmed with additional responsibilities. I have class sizes of over 30 students, making 6, and even 3-foot distancing between desks completely impossible. Students are not monitored during recess and lunch and are not adhering to social distancing or consistent mask wearing, and two assemblies are scheduled for this month, meaning large numbers of students will be grouped up. The water fountains are no longer taped up, meaning students are now able to put their mouths onto the water faucet, instead of only being able to fill up water flasks.

When I returned from summer break, only one of my classroom fans was still working; this made adequate ventilation impossible in my room, aside from being incredibly hot and uncomfortable. Despite all the supposed federal funding allocated for our schools, I was told there were no more fans left, and the only reason I received additional fans was because other teachers assisted me. We are also allocated minimal paper towels (so we are constantly running to the front office for more) and spray bottles for disinfecting (one per classroom) which means even more instructional time is lost due to the meager amount of cleaning equipment we have and the large class sizes.

I would like to know what exactly is being done with all the money this state was allotted for education from federal funding. Aside from not having adequate means to ventilate and sanitize, teachers were literally the only bargaining unit to have their pay reduced, but as usual we are being asked to meet an unreasonable and unfair amount of responsibilities IN ADDITION to our teaching obligations. The bill that was meant to compensate for our salary loss, and then subsequently vetoed, was so incredibly insulting. The treatment of educators in this state is absolutely shameful.
According to interim superintendent schools have spent several months demonstrating that campuses can operate safely while accommodating students for in-person learning. This is untrue; we have had at least five cases with dozens of students sent home for close contact. The DOE is blaming community spread yet it is in our school. So if a student catches covid outside of school and gives it to other students while at school, DOE is counting that as community spread. That is ridiculous.

The DOE continues to prioritize in-person learning regardless of the covid case numbers, regardless of active cases on campuses, regardless of community spread, regardless of all safety precautions.

The DOE states that masking is happening consistently and correctly while at school byt students and staff; I wonder if they have been at any school? I, just this morning, told more than a dozen students to either put a mask on or cover their mouth and nose. Students are lowering or removing masks constantly; staff members are doing the same; at a meeting folks took their masks off to speak into the microphone and passed the microphone to the next person to talk-that is NOT wearing masks!

As far as proper hand hygiene is concern, teachers are giving student hand sanitizers but there is little to no time for actual hand washing. When changing from one class to the next, there is not hand washing happening.

There are no room cleaners at my school and the custodians can only do so much. My room has not been cleaned at all this entire school year. No sweeping, no mopping, no wiping surfaces, no wiping light switches, etc. Nothing!

“Promoting COVID-19 vaccinations was added as an additional core essential strategy." It is a mandate for all employees, which is unconstitutional, violates human rights, and is simply just not pono! Then to make folks pay for the testing and on their own time, that is straight out punishment! No medical exemptions allowed so those of us who CANNOT be vaccinated are getting punished for “choosing not to vaccinate”-again a complete injustice! This is dividing citizens, educators, and schools. There is anger and hatred festering between the two classes of citizens that management has now created. It is very difficult to work with someone who has opposing views and spew negativity and guilt on those making a different choice then they made. It is horrible and isolating. This is NOT healthy for educators, which will trickle down to the students.

Why is the DOE not accepting HP Immunizations and covid preventive treatments? They have a 90.4% success rate and are scientifically researched and proven! Is it because they want the dollar from every injection the federal government is giving them? Is it because the pharmaceutical companies are paying the government a lot of money to force everyone to take their drug? In addition, why are unvaccinated employees required to test when vaccinated employees can carry and pass the virus at the same viral load as an unvaccinated employee? DOE will send an unvaccinated teacher home but not a vaccinated teacher? DOE is NOT quarantining whole classes, only other students who are under 3’ away, but not the teacher. This whole line of thought is illogical considering the virus is an aerosol, thus spreads quickly across classrooms, which are not properly ventilated! I was given a portable air purifier meant for a standard bedroom! This in no way filters the air properly. The DOE failed to install proper ventilation and provide appropriate protections for the students and staff.
“The Department also continues to work closely with the Department of Health to monitor health data and trends in the community. With more than 163,000 students and more than 40,000 full- and part-time employees, the Department recorded 1,150 COVID-19 cases system wide from June 2020 through August 6, 2021. Safety measures are working to quickly identify cases and to mitigate the spread of COVID-19 on our campuses.” This is untrue; some folks are not being notified; some folks are not notified for days; and of course the numbers look low because we were NOT in school! This is the DOE twisting statistics to suit their own needs.

The distance learning option is joke; parents have to be accepted by the principal regardless of the parents’ objections to unsafe school environment. DOE did a bait and switch, telling parents that they were using K12Learning with all the bells and whistles, curriculum supplies and materials sent to the students, with a teacher on the other side; but what the Ohanas received was a curriculum that the parents are solely responsible for implementing with zero support. There is no plan for what happens when a student is out for covid. The DOE refuses to negotiate terms with HSTA, thus teachers are NOT to provide work for these students nor shall they teach both virtually and in-person. Admin is demanding this of teachers, yet it is not part of our current contract. Stop telling teachers to do more for the sake of the keiki, guilty us is not helping.

DOE states they are designing the appropriate responses and interventions calling this strategy "3-1-1":
• Assessing three priority areas for students: Attendance, Academics and SEL;
• Focusing on one priority area for staff: Well-being;
• And prioritizing one area for the system: A safe return for everyone.

First SEL are NOT a priority nor is student health and well-being. My school cut Kinesiology / Physical Education to once every two weeks unless there is a holiday, then could be 3-4 weeks. Students need this instruction daily and especially with covid, but the DOE has failed students once again. Second, there is no prioritizing teachers’ well-being. We are getting slammed with extra duties, vaccine mandate at own expense and on own time if you cannot get, constant demands, negativity, unstable environment, and stress from not being told the truth! It is worse this year than last year! Third, a safe return for everyone is probably the biggest lie. Students crammed 20-30-60 in a classroom; no ventilation, so-called cohorts yet students mix at recess, lunch, before school, after school, on the bus, and in the after school programs. What a joke! It is NOT safe for some teachers and the DOE’s response is to take leave. You have to use all your sick time up and then go on leave with no pay. How is that fair or right? Management and school offices sit behind their plexi-glass shields, hold virtual meetings, and do not interact with hundreds of students every day, yet tell teachers that barriers do not work so you cannot have them! They should be required to take all theirs down if that is true. They should be required to meet in a closed room with dozens of others who they have no idea what they are doing in their personal lives. Whatever management expects of teachers, they should be required to do and follow as well! Making up plans on the fly, as there are none. Sorry but masks and washing hands is not going to do it!

The BOE needs to take swift action before all the students and teachers get sick, end up with lifelong illnesses, or die!

Mahalo,
Kelly E. Duell, MA, NBCT
Kealakehe Elementary School
Hawaii Island
I am writing this from home as I have been out sick for the past 5 days. I am a high school teacher and have been very alarmed at the rise in numbers of Covid infections in Hawaii. I have been exercising extreme caution to protect myself and my family from Covid through vaccination, strict mask usage and avoiding contact with other people as much as possible.

Within the first week of returning to in person classes I started having possible symptoms of Covid. I ended up in the emergency room over the weekend being told I had pneumonia in both lungs which the doctor told me was classic Covid pneumonia.

My classroom has students packed into the space just like before covid, no safe distancing at all. Students routinely either are not masked or wearing them only partially, crowded together during recess. It is a breeding ground for the virus. I feel unsafe on campus. Please let us go back to distance learning until this covid crisis passes.
Aloha,
I have three children in public school in Lahaina. Kindergarten, 3rd and 5th grade. They need to be in school.
The keiki are the least susceptible to the virus yet are being put on the back burner when it comes to their education and mental Health being a priority!!! We cannot continue to put them in this position again in regards to going back to distant learning.
Parents need to be able to return to work and let the teachers teach, in person!
Please consider the effect this is having on their mental health and well being. Kids are healthy, energetic, and can move through this in-person.
In addition to keeping kids in schools face-to-face, for those that are concerned about going back maybe there could be an option for them to do class by zoom or some other means, but do not keep all the kids out. It's not right.
Thank you for hearing me out. I know many dozens of other families feel this way. We want our kids in the school in person. It's time to move forward. !!
Aloha, Jenny Bennett 808-205-9232
Jennifer Sarpi, SSC at Pearl Ridge Elementary School and parent of two public education students, this statement is for the General Board Meeting related to the topic of School Closure Metric.

I am strongly in favor of the DOE being required to develop and follow metrics for when it is safer for the students and adults for schools to be closed. Since this school year has started, I am living in constant fear. My sons are attending Campbell High School and Ewa Makai. I am regularly getting notifications that students and staff on campus are being diagnosed with COVID. I don't feel confident that the DOE is capable of keeping my children safe. DOE also isn't offering distance learning options where my children would be able to benefit from safely learning while developing relationships with their teachers and other students.

At my own school, I see that actually implementing the guidelines is an impossible task. Kids are magnets and gravitate to other kids. Despite teachers' best efforts, their masks aren't always properly worn, they definitely aren't well spaced out, etc.

I don't think that it is fair to ask teachers to spend a full day in a classroom with 20-30 students while socially we need to limit the group size of people we visit with to 10. I also don't think it is fair to reassure the public that teachers are consistently implementing all the precautionary measures, when this is an impossible task.

Clearly, COVID is in our schools currently- in our classrooms. The DOE is not able to confidently say that they are able to keep students and teachers safe at schools. If school isn't a safe place for people to be, then we shouldn't be there. We need to make responsible decisions for the health and safety of both teachers and our Keiki.

Please make a responsible decision for our schools and create and follow a realistic metric for when students should be on campus and when it is better for the safety of all for them to be learning from home. I don't want there to be student and staff deaths from COVID because we weren't smart enough to shut schools down when it was needed.

Thanks for your consideration,

Jen Sarpi
Dear Board Members,

As the Covid numbers are rising significantly and overwhelming hospitals, isn't now the time to close the schools temporarily? Yes, the last published numbers of infection have been low, however, even one student, especially at an elementary school, that tests positive should be a sign that these youngsters are vulnerable. How many students have to be infected before action to shut down the schools will be taken? When will your voices as Board members be heard? When the transmission of the virus spreads like the wildfires as in the northwest? Further, who will care for these youngsters with the hospitals overrun?

Governor Ige is not taking any serious action to stem the spread. In the mean time the elementary students are being exposed daily. Please, take action and do your part in advocating for the health and safety of our youngsters.

As a grand parent of an elementary school age child my wife and I implore upon you to advocate for the health and safety of my grandchild as she is, as all elementary age students are, very vulnerable to this profuse and highly transmissible Covid Delta variant. We are very worried and frightened as all youngsters of this age group are ineligible to receive the Covid vaccination and, yet, are being exposed daily to others that are potentially infected.

As an aside, the courts are not holding jury trials due to the ongoing Covid surge. Yet, youngsters that are ineligible to receive vaccinations are required to attend in person instructions and risk being infected. Would you be willing to be exposed and risk being infected as these students are without being vaccinated? I believe you wouldn't just as I would not. Let's get real here and see the reality of what's currently happening.

Had the DOE and all schools offered the blended virtual choice as last school year rather than the virtual choice offered this school year, our son and his wife would have selected the virtual blended choice. We would have supported that strongly, too. But, as it is, schools may not be fully staffed and, therefore, unable to provide the blended program as an option?

Again, please be advocates for all students. Isn't this your main kuleana? School closure shouldn't be a political nor economic issue. This is an emergency and a major crisis. The science has been reporting time and time again that this Delta variant is one bad dude(if can call it that?). That's the reality the Governor speaks of but closes his eyes in not taking action.

We ask for your strong support and action to the aforementioned. Thank you for your time, consideration, and for your timely and strong support. ASAP, let's keep students at home, temporarily, until the numbers are significantly lower.

With gratitude,

Wayne Yanagisawa

Sent from my iPhone
Aloha Board of Education,

Please consider establishing a Memoranda of Understanding for this school year, 2021-2022 to address the safety concerns of teachers, staff, students, parents, and the community.

We are dealing with a much more contagious strain of COVID 19 and need more intense safety considerations this school year than we did for last year. For example, there needs to be distance learning options for those parents that do not want to send their child into a highly populated situation. This would also help with having fewer students in the classrooms. The CDC's guidelines of keeping a social distance of three feet is impossible in many of our classrooms. I was just squeaking by with the three-foot distance, and then another student was added to my classroom which affected all the students that were near the new desk and student brought into my classroom. Our classrooms do not have proper ventilation. I have fans but researched that blowing fans can increase the spread of this airborne virus. The cafeteria is another concern, where all of the students have their masks off and socializing occurs. A safer way for lunch would be a grab-and-go lunch. There have been many procedures that worked ok last year, and some that can be improved on for this year, but, insisting that ALL students are face to face in their classroom, on campus at the same time passing to different classes, and eating lunch just is not sustainable. We will have even more students, faculty and staff out due to positive cases appearing in our over-crowded and ill-prepared schools. We do not have enough subs to handle the normal day let alone COVID daily notifications that five more students are quarantining due to COVID contact as well as teachers that are COVID positive.

Please, this is the time we must all work together to provide as safe a school year as possible. It is not as safe in the schools as the show-case classrooms depicted on the news.

Education is important, however, safety should be first and foremost in this conversation about the school year.

Mahalo,

A very concerned teacher.
Dear Board of Education,

I am writing in response to discussion item VI which pertains to reopening schools. I oppose the current guidelines because the working conditions are not safe for students and staff.

According to the Star Bulletin, teacher vacancies rate is 2.7% or 364 since December. These vacancies caused teachers to have larger class sizes as they try to meet their student’s and social distancing needs. However, not all schools have space enough to socially distance their 30 plus students in their small classrooms. This has resulted in one of my colleagues to have 29 students, but only 26 chairs available. If restaurants and other businesses are restricted to only 10 people indoors, why is it allowed for teachers to have students up to 37 or more students?

Other horrors that my colleagues have mentioned is COVID cases are not being reported in the DOE weekly COVID case counts because COVID cases continue to increase at a rapid state. The DOE claims that in person school is safe even though the past two weeks, we had 400 COVID cases in which is enough to make up the daily COVID counts in Hawaii.

Most schools are also severely understaffed. Some schools do not have a custodian and school nurse. One colleague has reported to me that they have to close bathrooms because there is no janitor to disinfect the bathrooms. Other schools do not have a school nurse to help with formulating a plan for better contact tracing. The DOE has released information to all principals to require contact tracing in the form of seating charts while neglecting the fact that students go outside their ‘ohana’ bubble at recess, lunch, and after school. This is also neglecting the fact that secondary teachers are seeing upwards of 80 plus students a day.

Schools are not being setup to handle the 21st century learning environment by limiting distance learning options while pay millions of dollars for other efforts in complexes. Currently, students with IEP’s are not getting their specialized services met if they opt out on distance learning. Many parents are frustrated that their child cannot get specialized services as promised by law.

I implore the Board of Education to please speak to the Department of Education to formulate a better plan to make schools safer for staff and students. Parents, families, and our communities deserve better plans that have multiple mitigation strategies and backup plans in case efforts fail. Parents, families, and the communities deserve to have a singular plan that is communicated. Students deserve to learn in safe and clean environment while getting the services promised by law. I implore the Board of Education to have the Department of Education work with HSTA, HGEA, and other unions to make sure our schools are up to standards.

Thank you Board of Education with taking the time to read my testimony.

Sincerely,

A Concerned Hawaii Public School Teacher
Testimony for BOE Meeting Thursday, August 19, 2021

1 message

tammy holt <tammy8707@gmail.com>  
To: testimony.BOE@boe.hawaii.gov

Tue, Aug 17, 2021 at 7:40 AM

Dear Board of Education,

Mahalo for allowing me to email today regarding the 2021-2022 opening procedures. I am an elementary school teacher. First and foremost, I would like to state that our school is doing everything under the DOH guidelines. They have been clear with our staff through the whole process.

However, I am asking that the Board recognize that free COVID testing is not readily available to teachers. Free testing must be accessible regardless of whether or not the teacher is vaccinated. I am finding that we as teachers are being faced with multiple circumstances of exposure.

Please know, that we understand the department of health guidelines. However, many of us live with kupuna or unvaccinated children. My decision to seek a test due to an indirect exposure while on my job, is my personal choice and I should not have to wait over three hours at the airport for a free test or pay $140.00.

Teachers must be able to get tested when they feel they need to in a timely matter. This is for the safety of ourselves, our families, and our students.

Mahalo.
T.Holt
Agenda item VI-A

Sienna Makarewicz <ohanamaka@gmail.com>   Mon, Aug 16, 2021 at 8:07 PM
To: testimony.boe@boe.hawaii.gov

BOE,

I am deeply disappointed that I am having to write testimony again. The lack of willingness to communicate and try to keep everyone safe as we try to keep schools open is disheartening. The DOE will not talk to HSTA. DOE will not do something unless the BOE forces them.

How is the opening going? Not as well as it could. Simple things that we had in place last year have all been thrown out because the HSTA MOU expired and DOE will not meet to negotiate a new one. Some of the things that are missing that would keep us safe are that meetings that are offered online. We are required to go into a sealed air conditioned library. Our school shares the Library with the high school. They already had 4 Covid cases. My request was denied to attend the meeting via WebEx.

Another big change is when a classroom has a positive case the administrators only pull a few students. Last year the whole class would have quarantined. They do not let the parents of the other students know that there was a positive case in their classroom. They don't consider that the students could have eaten snack or lunch or spent time together at recess. They are little kids and they are trying their best but their mask wearing is not 100%.

Also the classroom, the cafeteria, the bathroom and any common area would be professionally cleaned. This year the custodian just wipes the desk, which they are supposed to do daily anyway.

It is like there is no common sense if these protections were in place last year why are they not in place this year? We have an even more contagious strain and it is effecting children even more. We have already had 4 cases at our school even though they only have told the parents about 3 of them. Parents are continually asking us what is the school doing to protect our children? There needs to be more open communication and common sense safety procedures in place.

Thank you for your time.
Please help keep us safe.

Sienna Makarewicz
Second Grade
Kapaa Elementary School

Sent from my iPad
Aloha my name is Vanessa Knoepfel I am a teacher at Kahalu'u Elementary. I am submitting testimony for Opening of schools 2021-2022. I am concerned for my safety and that of my students. For the following reasons: I have 17, 5 year olds in a crowded classroom with poor ventilation, at 3 feet apart, students touch and take off mask often, these conditions are extremely difficult to work in and learn in. I have already had 2 students with parents who tested positive for COVID. This is irresponsible and dangerous to all in my class. Please rethink these safety measures and protect us.
Aloha Board of Education,

I am writing to you as a general education teacher at Kealakehe Elementary School. I am HORRIFIED of teaching this year at an elementary school who in the first two weeks of opening have already had 6 positive COVID cases from our students. I am even more horrified that after those 6 cases, there was no extra “professional deep cleaning” of the space and students who were not identified as close contact were able to enter the same un-sanitized space. Due to our staff shortage, some classrooms aren’t even getting the basic cleaning or sanitization of rooms at all.

When a student at our school is identified as positive, the entire class does not need to quarantine. They are requiring only the students who sit around the positive case in the classroom. I find this very troubling since elementary school students often move about the classroom, have a hard time wearing their mask correctly, and are often with each other before school, during recess, unmasked less than 3 ft apart at lunch, and after school. Another problem I find troubling is not notifying all parents in the classroom of a positive COVID case within the classroom even if they were not “close contact” or sitting next to the positive student I feel parents would want to know this information so they can monitor for symptoms or test if they wish.

It seems as if there is no plans or guidance in place with our current surge in cases. Many of my students parents have contacted me saying they wish to do distance learning but there is not enough spaces. Since there isn't space they are just not sending their children to school. On an average, I have at least 25-50% of my students absent daily. There needs to be a plan when our hospitals get full.

All over the news, administration is painting a picture that public schools mitigation measures are working. I am telling you, from in the trenches, they are NOT. There needs to be clear, consistent guidance for positive COVID cases included resources for deep cleaning and schools that don't have enough support staff to do that cleaning. There needs to be more distance learning options for families who are too afraid to send their students to class. Elementary school students or ages that are too young to get vaccinated should require ALL students in their classes to be quarantined if there is a positive case or at least notified. Teachers that are vaccinated should not be exempt from quarantine since the delta variant can be transmitted to vaccinated people.

I hope the board can look into these problems and help make a change before it is too late and students and teachers get severely sick or die from the inadequate planning of schools reopening.

Thank you for your time,

Jenna Lee
Kealakehe Elementary School Teacher
If teachers are vaccinated they should feel safe. They will not die if they get covid. Teachers can enforce protocols through class management and their class rules. If schools are not providing hand sanitizers and masks for students who don’t have them they need to. Please do not have us or allow schools to choose to go back to virtual learning. We need to push for vaccination for all teachers, staff, and students that can get it. The vaccination, hand sanitizing, and masks are the solution, virtual learning is not.
Aloha Board members,

My name is Mike Landes, and I write to you today as a parent, as a DOE employee, and as the HSTA Maui Chapter President. I am writing this to you after two days of extremely anxious waiting for my 9-year-old daughter to get a negative result on a COVID test, because she has been showing symptoms of illness.

As a parent, I have deep concerns about the safety of my children. My daughter is too young to be vaccinated (as are all of the students at her school), yet neither of the elementary schools in the town where she attends offer any type of distance learning options. Because of the extremely limited number of spaces available in the state’s distance learning program, and the fact that my wife and I both work, we do not have the option to keep her at home. Instead, she has no choice but to attend in-person class in a room of over 20 unvaccinated children, and now she is sick. I am beyond relieved that her test results came back negative, but why should she be forced into this risky situation to begin with? And how long will it be until she does test positive? And what about all of her friends?

As an employee of the DOE, I have deep concerns about how I’m supposed to do my job. Today I had to take leave to care for my sick daughter and access a COVID test. How many more days will I have to miss for similar reasons? How will my students be able to learn everything they need to learn if I cannot be there to teach them? What happens when some or all of my students have to quarantine due to the rapidly spreading Delta variant that is able to infect those who are fully vaccinated?

And as HSTA Maui Chapter President, I have deep concerns about the impacts to the working conditions of my fellow members. Over 80% of our members report being fully vaccinated, and most comments I’ve received have indicated support for measures to make our schools as safe as possible for everyone. But, we do have some members who cannot receive the vaccine due to legitimate medical reasons, and the testing options they will have to use weekly on Maui have problems. Most of the free testing is available only during school hours and only in certain locations. Today, I had to drive across the island and wait 4 hours for my daughter to get tested, and one testing facility ran out of tests. Will our members who cannot be vaccinated be allowed to miss potentially a full day of work to go to these test sites during the workday without having to use their own leave time to do so? I’ve heard from teachers who were directed to quarantine due to COVID, but who were then also directed by their principals to teach their classes online while on quarantine leave. How can they be directed to work while they are directed to be on leave? I’ve also heard from teachers who have been directed to teach in a hybrid model (simultaneous instruction to in-person and distance-learning students), even though HSTA’s efforts to negotiate a new MOU for such things this school year were denied by the employer. Clearly there are some serious impacts to employee working conditions, which makes it all the more confusing that there has yet to be any response from the employer to the public sector unions’ joint call for impact bargaining.

In closing, the past couple days have been angst-ridden for my family. My daughter’s negative COVID test this afternoon helps to relieve that angst on a personal level for now, but how long until she does catch COVID at school? And what about the kids who have already tested positive? And how can teachers effectively teach their students with these things happening and still no clear guidance or consistently enforced protocols? And how can employees trust that their employer is honoring their contractual rights, when there are decisions being unilaterally made that impact the conditions of employment? Members of the Board, I urge you to take action to mandate that the DOE uphold its obligations to the students, employees, parents, and community members of Hawai‘i.

Mahalo for your time,

Mike Landes
Aloha,

This is a comment about the Safe Reopening of Schools presentation and discussion during the General Business Meeting.

In the past week, we have had a few positive cases reported in the schools I serve. This has brought home to me that we are only getting this information when individuals are either sick enough to seek medical attention or get tested on their own initiative and then report that information to the school. Given the prevalence and ease of spread of the Delta Variant (including among vaccinated individuals), it is hard to feel that we have any idea of the real situation in any of our schools.

Because of that, I would like to urge the implementation of random "surveillance testing" on each campus of both students and staff. We cannot react appropriately to outbreaks we don't know are happening, and we cannot have confidence that our schools are safe without meaningful, reliable data.

Thank you,

Abigail Hobbs, OTR/L with the DoE on Hawaii Island
As I write this, I am sitting in a cafeteria room with over a hundred other teachers, listening to an informative speech about Transgender students. Why was this not shown via Zoom?

Today is Monday, August 16th, and our Maui hospital is on the brink of collapse. The entire country is willing to put our kids last for the benefit of the economy.

I am coming to work, doing the best I can- but here is the truth. We have gone our whole careers being treated like absolute garbage- given no tools, no resources, no opportunities, educating our children with nothing and going home with nothing in our pocket. You took away our 21 hours, mandated vaccines and took away our sovereignty.

Hawaii’s education system is comparable to a third world country. THAT is my everyday reality.

Why did you spend last week’s meeting discussing ways to communicate with the public, if you are going to ignore the public’s biggest question for you right now?

When will the unnecessary, dangerous, and absolutely irresponsible decisions to put us (keiki and teachers) in harm’s way come to an end?
Testimony VI-A: Presentation on opening schools for the 2021-2022 school year

Graham and Diane DeVey <kulakidz@gmail.com>
To: Testimony.BOE@boe.hawaii.gov

- Include "Testimony" in the subject line
- Name with position/title and organization, if applicable;
- Meeting (Student Achievement, Finance and Infrastructure, Human Resources, or General Business Meeting (full Board));
- Agenda item; and
- Position (support, oppose, or comment).

Testimony by Graham DeVey, retired 17-year science teacher, Baldwin High School, Maui

Intended for General Business Meeting Aug 19 2021

Agenda Item VI-A: Presentation on opening schools for the 2021-2022 school year.

Comment:

June 6, 2021 addendum: Graham DeVey (Updates Aug 10)

Everyone who has died of Covid 19 has gone through the following sequence:

Exposure → Infection → Illness → Hospitalization → Death

However, all Americans should realize progress along this path is very age-dependent. From January 1, 2020 to May 8, 2021 there have been 568,053 deaths in America as recorded by CDC. Here’s how those deaths group by age:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Deaths</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 85 deaths</td>
<td>171,686</td>
<td>30%</td>
</tr>
<tr>
<td>Under 85</td>
<td>398,367</td>
<td>70%</td>
</tr>
<tr>
<td>Under 75</td>
<td>239,590</td>
<td>42%</td>
</tr>
<tr>
<td>Under 65 Covid deaths</td>
<td>113,651</td>
<td>20%</td>
</tr>
<tr>
<td>Under 55</td>
<td>42,984</td>
<td>7.6%</td>
</tr>
<tr>
<td>Under 45</td>
<td>14,963</td>
<td>2.6%</td>
</tr>
<tr>
<td>Under 35</td>
<td>4,964</td>
<td>0.9%</td>
</tr>
</tbody>
</table>

(Note: Americans over 85 are 2% of the population but 30% of Covid deaths)

(Note: Americans over 65 are 13% of the population but 80% of Covid deaths)
The single message we should glean from this data is PROTECT OUR ELDERLY. Please notice that we’ve closed nearly every college campus in America to slow Covid; same for elementary and secondary schools. We’ve been telling our children “We love you and don’t want you to get sick and die, so we need to keep you safe.” It has been a terrible lie.

By keeping children apart from one another, we have still managed to kill 171,686 Americans over 85. PROTECT OUR ELDERLY, and let our kids go to school.

PROTECT OUR ELDERLY, and let citizens in their 30s, 40s, and 50s go to work. Look at the numbers, please! We’ve closed schools but only lost 205 youngsters age 15 (10th graders) and below. Are we afraid that our high school freshmen are going to infect each other? Our kindergarteners? What, will the number double from 205 to 410?

Covid was not in the top 10 reasons for child death last year, not even close—there were three categories of suicide that each killed more youngsters than this supposedly dreadful Covid. Stop showing us protocols for school opening, with desk spacings, hand washings, plexiglass teacher cages, and sanitary wipes everywhere, because these foolish and scary measures are tying my own stomach in a knot, and hurting our children even worse. Don’t close a whole school and send everyone home when a staffer has “tested positive,” because we still don’t know what a positive test means. It very certainly does not mean that our children are about to die.

I have had people look at me seriously and say that I don’t get it—kids will carry the exposure to older people and spread the disease, even if they are at low risk themselves. My answer stays the same, PROTECT OUR ELDERLY. I honestly cannot see why we’ve impacted so many young lives restricting children from each other when it has not protected our elderly.

The only thing American kids should know about Covid is to stay away from people with white hair. By the way, adjusted for population, a student aged 15 and under is 9000 times less likely to die of Covid than an American over 85.

Look at the total deaths under 45—14,963 deaths and 2.6% of the total. There is no pandemic below 45 in America; this has been like a mild flu season in impact. PROTECT OUR ELDERLY.

I’m not an epidemiologist. But, working from the death numbers, I urge anyone reading this to understand that the sequence of the disease toward death is extraordinarily, overwhelmingly different for young than for old. Somewhere along Exposure→Infection→Illness→Hospitalization→Death, the disease typically breaks down in young bodies while raging in older bodies. PROTECT OUR ELDERLY.

Our politicians and leaders keep telling us to be patient and we will get through this together. Totally insipid and colossally uninformed words. The only way we will get through this is apart—our young apart from our old.

Best wishes, Graham DeVey
Agenda Item: Presentation on opening schools  
School: Hawaii Technology Academy (charter)  

Comment:  
The recent Vaccine and testing mandate by Governor Ige is clearly an effort to discriminate against a minority. The CDC has stated vaccines do not prevent transmission. As of Sunday 8-16-21 there were 30 fully vaccinated people in the Hawaii hospitals being treated for covid. Most of our students are not vaccinated but are being crammed into small rooms with recirculating air. In a few months we went from enforcing a 6ft foot distance rule with 10-12 students in a room to now over 22 in the same small rooms. 

How is any of this following logic and good science. Unvaccinated teachers are being singled out to undergo weekly testing. We are suppose to do this outside working hours, which are 8:00-3:30. On Kauai the free testing is open fro 8:00 - 3:30. We are told we cannot do then testing during working hours and must do it on Friday, and then upload the results on Monday to our schools private administrative HR website. We are told to pay for these test if we canto get to the free testing facility, which is clearly impossible due to the time we work and the times it is open. There are also no clear consequences, which makes it seem even more like intimidation and coercion towards getting a vaccine shot.  

It is very clear that the intention is not to stop the spread of a virus, but to punish and intimidate those that have still not got a vaccine shot. I and many others feel this is a civil rights issue, and HSTA needs to intervene. These are not safe and equitable working conditions. This is causing great anxiety and stress on my family and many others. Many I know are looking to take long term leave, take a year off, leave the profession, or leave the state to find refuge in a more reasonable governed state. 

Finally, this seems like a perfect way to ramp up the number of positive tests for the unvaccinated minority group. If hundreds or thousands of unvaccinated state and county workers now have to do weekly tests, while the unvaxxinated workers are rarely tested, you will see a giant surge in unvaxxined infections. If we really want good data to figure out the best way to protect against a virus, everyone should be testing. 

I would appreciate a response to this e-mail to know who else I can speak to about this matter.  

Thank you, 
Logan.newbill@gmail.com
• Dwayne Abuel, Highlands Intermediate School, teacher

• Meeting: Student Achievement, Infrastructure, Human Resources, and General Business Meeting

• Urgent Pandemic Problems

• Observation and experience statement

As more and more get sick during our opening of school, these students who had to go testing and stay out ten days are missing a lot of school that the teachers need to keep reteaching a lesson over. The packets we send home are not enough to cover what we do live in class and therefore have to reteach. Although I'd rather those people be home to get well, no one has come down to spend time with us, talk to us to get an in-depth look at what is happening and what we need to survive. The problems that are occurring, we are left to bandage up. Alongside with the kids getting sick and going out for testing and quarantine, this also affects some teachers who have made some close contact with students. We are being forced into over crowded situations, days that do not have air flow (almost zero wind breeze). Not every class has an air cleaner.

Some teachers have conditions that only allow one shot and some no shot. It is unfortunate that the state made no effort to protect these individuals. The choices that we are faced with are not "Kosher". Resign/quit or be quiet and teach. The "lame" statement that many use is, "You are lucky to have a job! Don't complain!" Or, "You lucky, it could be so much worse!" But, the reality is that statements like that does excuse "Lack safety!", hospitalization and death.

For the middle schools, they are facing the hardest times ever with low enrollment, lack of personnel, and financial issues.

- A loyal and sincere teacher

--
|<--------------------------------------------------- Greetings ----------------------------------->|  
  Mahalo,  

Dwayne Abuel
Life in this world is limited. Never be in the least bit afraid!

"The Proof of the Lotus Sutra" (WND, 1109)

A person, who no matter how desperate the situation,
gives others hope, is a true leader.
- Daisaku Ikeda

DISCLAIMER: The opinions expressed in this e-mail are not those of any known person. Do not send confidential information over email. E-mail is not considered secure or private.

"Confidentiality Notice: This e-mail message, including any attachments, is for the sole use of the intended recipient(s) and may contain confidential and/or privileged information. Any review, use, disclosure, or distribution by unintended recipients is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message."

|<-----------------------------Greetings----------------------------->|
To Superintendent Hayashi and the Hawaii Board of Education,

Aloha,

At the start of this school year, I relished in the optimism of being able to finally take steps toward normalcy. I absolutely love what I do in the classroom, and I could not be more excited to have students in the classroom full time once again! The classroom is where students belong. The classroom is where students learn best. The classroom is where much needed social and emotional development occurs, especially at the age of which I teach. I have been advocating for schools to reopen, because I believe that the classroom is where students belong. I believe that it is where I belong.

But, then something happened.

Like a light switch; seemingly overnight our COVID-19 cases seemed to increase exponentially due to the Delta variant. We have now had over a week of an average of 700-800 positive COVID cases per day in Hawaii. On Friday, August 13, it was reported that there were 1,167 cases. Yesterday, there were 791. Today the number is 845. These positive case counts are exponentially higher than they were when school campuses were first closed down on Monday, March 16, 2020.

It breaks my heart to say what I'm about to say. We have shown children the beginning of a school year which seemed to approach normalcy. I am devastated by the emotional impact of what I am about to express and the effects it can have on our students who are enjoying being able to see their friends at recess and lunch time. As much as I do not want to see public education go back to a distance format, how many people (including children) will be infected? For those who do not believe that the new Delta variant of COVID-19 can infect children, according to a recent news article, "76 students tested positive," causing "an entire Georgia school district to shut down less than two weeks after classes began." The article also states that "67 school district faculty have tested positive for COVID-19." It is unfortunate that Delta is very real. Teachers and children are in real danger. I feel that it would be irresponsible to allow schools to remain fully open with this infection spreading faster than it ever has. Even if schools have mitigation practices in place, can
you honestly say that you can stop 100 children outside in the courtyard from touching one another at the same time? It is not a practical, realistic, or even possible expectation.

This is honestly the last thing I would like to see happen. Expressing this concern does not bring me joy in any way, shape, or form.

But, I am concerned.
I am concerned for my health.
By extension, I am concerned for my family's health.
I am concerned for my students' health.
I am concerned for my students' families' health (the health of the community).
I am concerned for my colleagues' health.
I am concerned for my colleagues' families' health.
I am concerned for the health of my administrators and all other staff members on campus.

Unfortunately, there is still a percentage of our community that is unvaccinated. Visitors and travelers are once again coming and going. Mitigation strategies have been an utter failure to stop the reported 1,167 cases just two days ago. This is the time in which we must act before more people are infected with this horrible disease.

With sadness I advocate for returning to a blended learning format or total distance. This is not the way I wished this school year to go. I looked forward to having students in my classroom every day. I got to know my students. I have been having a blast with my students. But, this disease is out of control. We do not have it under control with over 800 cases per day on an average. The children in my classroom are in danger of contracting and spreading the Delta variant.

I believe that for the safety of the public, schools need to return to a distance or blended format.

Mahalo for considering my point of view.

--
Sincerely,
Richard Stange
To Whom It May Concern:

I am submitting testimony for Item VI-A. I write out of concern for the current situation of public schools during a pandemic surge. First, with respect to the recent announcement that public school sports be delayed to allow time for the required vaccinations (or, for unvaccinated, regular testing), I would like to express appreciation to the Interim Superintendent for having the integrity to follow the Department of Health (DOH)'s guidance for school sports and extracurriculars during this period of high transmission. However, the fact is that the Department of Education (DOE) is not beholden to comply with anything put forth in the DOH guidance document. This precedent had already been clearly set under the previous Superintendent's administration during the 2020-21 school year, when several schools welcomed back hundreds more students in person, even in the middle of the post-holiday surge, when two consecutive weeks of metrics indicated that they should have returned to online instruction or at least paused this return to in person instruction.

In a more recent example, a highly qualified probationary teacher who tested positive prior to the beginning of the 2021-22 school year, and who was therefore quarantining to keep their colleagues safe, was terminated by the DOE for not showing up on the first teacher workday. To add insult to injury, this teacher was denied quarantine leave on the basis that they were officially terminated. This occurred despite the fact that page 6 of the DOH guidance for schools says, “Schools should allow flexible, non-punitive, and supportive sick leave policies and practices that encourage sick staff to stay home without fear of retaliation, loss of pay, or loss of employment level.”

In addition, in a meeting with Senators, the DOE claimed that they were following ASHRAE Standards. However, ASHRAE Standard 62.1 says that the default occupancy for classrooms for ages 5-8 should be 25 persons per 1000 square feet, and for classrooms for those over 9, should be 35 persons per 100 square feet. My own high school classroom is 27 feet by 27 feet, for a total of 729 square feet. According to ASHRAE then, my classroom occupancy should not exceed 25 persons, but all my classes are larger than this, and as large as 32, in fact. I am confident that there are many teachers with more crowded classrooms than myself. As Board Member Takeno once astutely pointed out, ventilation is a safety standard. Could we not expect lawsuits from parents of students who contract COVID from their classmates, or teachers who contract COVID from students and vice-versa, after spending a period together in a classroom where ASHRAE standards are, in fact, not being followed?

On a related note, over two months ago, the Star Advertiser reported that the DOE had purchased and distributed CO2 monitors to each school. Where and when are these being utilized? What are the CO2 measurements of each classroom while hosting a full class of students in person, and what will be done to remedy those classroom settings found to have insufficient ventilation as demonstrated through their CO2 readings? This situation reminds me of Deputy Superintendent Unebasami’s recent statement to the Senators that all schools have a plan B, but no metrics to inform a decision as to when they should be implemented. The tools may be there, but in reality, there is no action being taken.
These are actions that could and should have been planned well before the commencement of the 2021-22 school year (especially with the DOE’s commitment to full in person instruction back in May 2021), and that the DOE should be implementing currently across the state at all schools. I fear that the DOE’s negligence will aggravate the State’s current crisis, which is how Dr. Char herself has described the situation. Therefore, I urge the Board to direct the DOE to immediately commence impact bargaining with HSTA to ensure that employee rights and health and safety guidelines for both teachers and students will be contractually guaranteed.

Thank you for your consideration.

[NAME]
Roosevelt High School teacher
Dear Board of Education,

   I am writing testimony regarding item VI-A.

   My school is unsafe. I have a large class (almost 30), in a small, old, room with one bank of windows. I have multiple students with serious medical conditions, of the types that could be fatal should they contract Covid-19. I have the same double desks we’ve had since I was a child in our public schools. There is no space between my students- to fit them all in, they have to be in long rows.

   My elementary class is even bigger than usual because our school lost positions due to budget cuts. I have an air purifier I scavenged on campus, and fans I purchased. I was given two small containers of wipes, one box of surgical masks, and a spray bottle. The custodian comes in unmasked in the afternoon to empty trash and vacuum, and that’s it.

   Where are the Covid relief funds, BOE? Why are there fewer teachers this year, when we should have more, so that our class sizes are smaller, so we can space the children out? Why am I the only teacher in my school with an air purifier, and only because I managed to find an unused one? Why are there not more custodians hired so that cleaning is occurring more often? Our school’s solution to the crowded cafeteria is to have students eat in the classrooms, but no one comes to clean them afterward. I cannot carefully clean and teach at the same time.

   My classroom is so unsafe, it is only a matter of time. I hope to God I don’t lose one of these precious children that their parents have entrusted to my care, because you have created a situation in which I cannot keep them safe.

   And as a parent, I feel exactly the same. My child, too young to be vaccinated, is in the same situation. But when the case numbers started going up, it was too late to sign up for distance learning, and his school doesn’t even offer it, so we would have to get a GE just to get on the waiting list. My island’s hospitals are full. We have been in the purple metrics since Day 1. I have lost family members to Covid this month.

   What you are doing is unconscionable. The classrooms are unsafe, and you refuse to listen to the teachers, the ones on the ground trying to implement your “swiss cheese” protocols. There is only one, maybe two pieces of cheese left in your analogy (masking and hand-washing) at the elementary level, all other safety protocols from last
year have been stripped away. Delta does not discriminate, it sickens, hospitalizes, and produces long-term impacts on children. We are leading up to a catastrophe, where children are very ill, and the hospitals are already full, and they cannot get the care they need and families are devastated.

I almost didn’t even write this, because it feels pointless. I am exhausted, and have lost faith in your leadership. I carry with me every day the crushing reality and feeling of responsibility that a child may be irreparably damaged because of their time in my classroom. A family could be torn apart, and there is nothing I can do, because you are not listening- only insisting that yes, measures are in place, yes, schools are safe, when I can see with my own eyes that they are not.

My suggestion: put us back in full distance until our hospitals are under control. Then set up the learning pods and only accept those who do not have care at home, and keep most students in distance until community spread is under control. Start actually using the funding allotted to you for SAFETY MEASURES. Not after-the-fact tutoring, but the type of safety measures that would allow the keiki to safely learn at school the first time around- air purifiers, CO2 devices in EVERY CLASSROOM, tents for the schools that could use them for outdoor lunches. Reinstate the metrics, and set up testing at every school, and test us all, vaccinated and unvaccinated, weekly, and nip the outbreaks in the bud. Full distance, and hybrid are incredibly exhausting, but I would take that every day of the week over putting the keiki in unsafe conditions.

Sincerely,
LocalTeacher
Testimony: Presentation on Opening Schools SY 2021-2022
1 message

klum2014@gmail.com <klum2014@gmail.com>  Sun, Aug 15, 2021 at 5:08 PM
To: testimony.boe@boe.hawaii.gov

To whom it may concern,

I am a 6thgrade teacher at an elementary school, and I have concerns with the opening of school because of the inconsistencies with procedures and protocols across schools, like alerting students, families, and staff of cases on campuses. I am also concerned that a plan for distance learning was not discussed prior to the end of the school year and that the options were not as well-planned as they could have been.

In terms of safety protocols, I am concerned that there are so many inconsistencies with how the DOE is handling them. I know that this is a difficult time for admin who are trying their best; however, from what I hear from families or faculty/staff from different schools, the reports of the number of cases on DOE campuses and the communicated cases to parents via letters are not consistent with each other. We should be transparent and honest about the number of cases, because it increases the lack of trust in the DOE. Also in terms of procedures being carried out on campuses, faculty and staff are trying their best to follow the necessary procedures to keep everyone safe, but it is still a challenge particularly with more students on campus and the lack of enough bodies (e.g., teachers, EAs, custodians) and space to make sure that we can best follow the protocols and address students’ needs. I have been fortunate that my students wear their masks for the most part, but many do reminders still to keep them over their noses and maintain their 3 feet distancing. I am constantly reminding students of these safety measures and trying to keep our classroom as safe as possible, but it becomes repetitive and tiresome for all. It becomes even more challenging when we have family members who are concerned about the DOE’s inconsistent procedures and communication.

I am currently pregnant and will be giving birth within the next few weeks, and I understand the family members’ concerns and why many are trying to sign up for the DL option. With the rising cases, I am concerned for my own health and the health of my baby with the rising cases despite being vaccinated. This should have been better planned for in the event that we would need this option, but it feels like a repeat from the SY2020-2021 since we did not have a plan for it until close to the beginning of the school year. Being 2 weeks into the school year, why are families still trying to figure out the DL option if that is what they are opting for?

Katherine Shinsato
Testimony
1 message

Tamisha Lee <lee.tamishaj@gmail.com>  Sun, Aug 15, 2021 at 5:01 PM
To: testimony.boe@boe.hawaii.gov

This testimony is given by me, Tamisha Lee, teacher at Kealakehe High School in Kailua Kona to the General Business Meeting of the Hi BOE.

School has been in session for two weeks. The DOE may have made a good faith effort to prioritize safe learning environments over the summer, but that was before the Delta Variant showed up. I had a student test positive on the first day of school. As of Friday, I had 6 students in quarantine, and another three who will not attend during this surge. We have been told by our administration that it is OUR responsibility to ensure three foot distancing in our classrooms. This is simple NOT a viable option for most of us. My first period class has 32 students enrolled, my 6th period class had 31, the rest have 27-28, at least it did as of Friday. Who knows what my rosters will look like when I get in on Monday. Up until Friday, I did not even have enough desks and chairs for that many students. During NORMAL times, that class size is too large to be an effective learning environment. Right now, it is a recipe for disaster.

While I know that the DOE has said we are not to do hybrid teaching, I cannot in good conscience allow my students to flounder because they are required to quarantine. Especially because they WANT to be in school. So, I open up my Google Meet and record all my lessons for my students at home. I am running parallel classes for my kids at home. What else can I do?

What we are facing is an unprecedented surge that is going to cost our students time, stress, and regrettably possibly their lives. Do not think this virus will not mutate and begin attacking young people who cannot get vaccinated. It can and it will. We have to assume that and we have to take action RIGHT NOW. Waiting a few more weeks will only cost time, money, and more infections.

I KNOW that we want all people to get the vaccination, but they aren’t doing it, so either you are going to have to require ALL students 12 and older to be vaccinated to attend classes, or you’re going to have to provide students a better online option. I am ready. I have already prepped my students for a possible school closure. NO ONE wants to be in school more than teachers. We know the costs to learning and mental health being at home exact, but those options are better than long term health problems, death of a parent/relative, or death of a student. If keiki are our priority, then we have to make sure their safety is also our priority.

I know the economic costs of closing schools is a giant driver of the decision to keep kids in schools, but the need to make money shouldn’t trump their ability to just be safe.

Please, give us some options. Give the kids some options. I cannot imagine what it is costing parents with young children who are not eligible for vaccinations in stress, worry, and fear.

Please, make sensible choices. For the keiki.

Tamisha Lee
Kealakehe High School
Social Studies
With regard to the opening of school, we have been in school for only 1 week and already have a Covid positive student, in which the whole class will need to be quarantined. No provisions were made for this since only in-person learning was recognized.

Concern 1

With the sibling in my class, I am being told that since they will be quarantining and it is a weekend, the Covid virus will no longer be active on surfaces beyond 48 hours. Is this the truth? What about virus spread in the air, since the sibling had already been in school?

Quarantining does not give us a definitive answer of whether the sibling was positive or negative. The teacher and students deserve to know if we are safe or we ourselves need to be tested or take precautions in our multigenerational families. Siblings in school should also be tested so we will know how to proceed safely.

Suggest that kits could be made available at the schools to test and get results of “suspect” students.

In this world of many uncertainties, it would be nice to know that the BOE, DOE and the state ‘have our backs.’ Thank you.

Valerie Simmons, grade 1
Testimony
1 message

Gordon Piianaia <heulup@yahoo.com>  Thu, Aug 12, 2021 at 11:18 AM
To: "Testimony.BOE@boe.hawaii.gov" <Testimony.BOE@boe.hawaii.gov>

Gordon Piianaia  
Teacher  
Keaau Middle School

General Business Meeting

Opening of schools safely

I am writing to testify as to the existing condition in my own school. I believe that the current class sizes are not providing a safe environment for our school community. I have rosters up to 32 students in more than one class, and one class with 29(smallest class). Our school facilities do not have the space to provide 3ft Social Distance recommendation between each student. I understand that the guidelines state “whenever possible,” but this will never be possible if class sizes are this high. I also do my best to keep the class ventilated, but if there is no wind then the air is stifling at best. When it is recess, the limited space is crowded amongst the several hundred students we have and becomes even more crowded if it is raining so they can stay under covered walkways. Stress and anxiety levels are high amongst faculty, staff, and students. By the 3rd day of school we had 3 fights. I myself had to break up one, compromising my own health and safety for the welfare of the students(both of whom had their masks off at that point).

I am in favor of going back to the A/B rotation system we had when we reopened during the second semester of last school year. We were able to socially distance to the the recommended spacing, while also providing an incredible amount of support for our students due to the lower numbers in person(imagine going from 30 to 15!). I believe this can be done in a short amount of time as most DOE teachers have already done this and I believe that we’d also be supporting our community at large by reducing Covid transmission rates at a time when numbers are exceeding the capacities of our medical support networks.

Mahalo for your time,
Gordon Piianaia
Dear BOE Personnel,

I am submitting testimony for the August 19th general business meeting discussion item VI-A: Presentation on opening schools for the 2021-2022 school year. While I am concerned about many issues that have been brought up, this is a policy issue that has been largely overlooked. I feel I need to bring it to your attention:

According to page 22 of the “Covid-19 Health and Safety Guidance for School Year 2021-22,” for an asymptomatic case, the infectious period begins “two days prior to the date the positive test was conducted.” Based on this guidance, if a child is tested and confirmed to be positive on a Monday, the class does not need to quarantine because they were in close contact with that child three days before. For FERPA reasons, the class would not even know there was a positive case. This does not seem to make sense in light of the fact that the quarantine period is ten days long. I believe that the Board of Education and Hawaii’s citizens deserve a scientific explanation of why this makes sense. If it doesn’t make scientific sense, this guidance should change to reflect the real risk to the community.

Thank you for considering this issue.

Sincerely,
Jennifer Kramer
Teacher, Keone'ula Elementary
COVID-19 Health and Safety Guidance for School Year 2021-22

As of July 30, 2021

Hawai‘i State
Department of Education
# Table of Contents

**Introduction**  
3

**Considerations for Schools**  
4
  - Guiding Principles  
4

**Minimizing Exposure and Spread of COVID-19**  
6

**Core Essential Strategies that reduce the spread of COVID-19**  
6
  - Promoting Vaccination  
6
  - Stay Home When Sick  
7
  - Masks  
8
  - Hand Hygiene (Handwashing and Respiratory Etiquette)  
9

**Mitigation Strategies to Maintain Healthy Operations and Environments**  
11
  - ‘Ohana Bubbles or Cohorting  
11
  - Ventilation  
11
  - Physical Distancing  
12
  - Screening Testing  
14
  - Cleaning and Disinfection  
15

**Additional Considerations**  
19
  - Visitors  
19
  - Drop-off/Arrival Times  
19
  - Recess and Physical Education  
19
  - Field Trips, Meetings, and Assemblies  
19
  - Sports and Extracurricular Activities  
20
  - Communications  
21
  - Travel  
21

**Preparing for When Someone is Sick with COVID-19**  
22
  - Before a Case of COVID-19 Occurs  
22
  - Response Procedures for Cases of COVID-19  
22
  - Close Contacts  
24
  - When Close Contacts Are Identified at School  
24
  - Students or Staff Who Become Sick at School  
24
  - Reporting a Potential Outbreak  
25
  - Hawai‘i Keiki: Healthy and Ready to Learn Program  
26

**Additional Information on Testing Strategies for COVID-19 Prevention**  
27
  - Testing  
27
  - Diagnostic Testing  
27
Introduction

The Hawai‘i State Department of Education (HIDOE) and the Hawai‘i State Department of Health (DOH) recognize the benefits of children attending school in person, including the fundamental links between education and long-term health outcomes. In-person instruction is particularly important for younger children and those with special educational needs. Social and emotional support resources made available on school campuses are also critical to the health of our keiki, and for some families, food security is provided through school meal programs. All these factors must be considered in the overall health benefits of in-person learning.

Reopening of schools requires a broad community commitment to reduce the risk of exposure to COVID-19. It is critical that all complex areas, school administrators and school staff are prepared to contribute to the prevention, rapid identification and mitigation of the spread of COVID-19. The goal of this guidance document is to help schools protect students, teachers, administrators and staff, and to help slow the spread of COVID-19.

The DOH COVID-19 guidance for schools, which this guidance document is based on, is layered, flexible and aligned with the CDC's Guidance for COVID-19 Prevention in K-12 Schools. Each school is different, and not every strategy outlined in this guidance can be implemented at every school.

All guidance, including this document, is subject to change as new information regarding COVID-19 becomes available.
Considerations for Schools

Guiding Principles


- The goal is to open schools as safely as possible given the many known and established benefits of in-person education.
- The more people with whom a student or staff member interacts and the longer that interaction, the higher the risk of COVID-19 spread.
- Schools must adopt and implement actions to slow the spread of COVID-19 in schools and the community.
  - **Multiple** mitigation strategies (e.g., vaccination, directing students and staff to stay home when sick, correct and consistent masking, hand hygiene, cohorting, improving ventilation, physical distancing, screening testing, and cleaning and disinfection) should be implemented.
- Students, families, teachers, school staff, and all community members must take actions to protect themselves and others.

As the COVID-19 pandemic continues and community spread persists, even when a school carefully prepares, plans, and coordinates, students and staff will test positive for SARS-CoV-2 and be diagnosed with COVID-19 infection. To prepare, schools should plan to reduce the impact of COVID-19 on in-person education by:

- Lowering the risk of exposure and spread of COVID-19 by implementing multiple, layered mitigation strategies **and**
- Preparing for when students and staff get sick.

Every school should have a well-established plan to protect staff, children, and their families from the spread of COVID-19. Additionally, schools should have a response plan in place for when a student, teacher, or staff member tests positive for COVID-19.
Table 1. Mitigation Strategies

| Core Essential Strategies                                                                 | To be implemented in every situation.                                                                 | ● Promote vaccination of staff and eligible students  
● Stay home if sick and go home if sick at school  
● Correct and consistent masking  
● Hand hygiene |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Because of the effectiveness of these strategies, <strong>in-person learning always requires these strategies to be implemented in every situation.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Additional Mitigation Strategies | To be **applied in combination to the greatest extent possible**, with priority given to those strategies higher on this list. | ● ‘Ohana bubbles or cohorting  
● Improving ventilation  
● Physical distancing  
● Screening testing  
● Cleaning and disinfection |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools should evaluate which mitigation strategies they cannot practically implement, and which strategies can supplement the intended effects of that mitigation measure. For example, keep students within established small ‘ohana bubbles (cohorts), open windows to increase ventilation, and utilize air filtration systems for interior rooms.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Minimizing Exposure and Spread of COVID-19

Implement multiple mitigation strategies to encourage behaviors and create environments that reduce the spread of COVID-19:

- Core essential strategies
- Additional mitigation strategies
- Preparing for when someone gets sick

Core Essential Strategies that reduce the spread of COVID-19

Promoting Vaccination

See CDC’s [Vaccines for COVID-19](https://www.cdc.gov/vaccines/) for additional information including frequently asked questions.

People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection. Evidence shows that people who are fully vaccinated against COVID-19 also are less likely to have an asymptomatic infection or transmit COVID-19 to others than people who are not fully vaccinated.

- **COVID-19 vaccination is the most important core essential strategy.**
- **Everyone who is eligible should get fully vaccinated for COVID-19.**
- **All teachers, staff, and families, including extended family members who have frequent contact with students, should get vaccinated as soon as possible.**
- **People who are fully vaccinated do not need to quarantine if they are exposed to COVID-19 and are asymptomatic, which increases in-person education.**
- **See the [State of Hawai‘i COVID-19 Portal](https://covid.hawaii.gov/) for vaccine information, including where to get vaccinated.**
- **Schools can help increase vaccine uptake among students, families, and staff by providing information about COVID-19 vaccination, promoting vaccination, and establishing supportive policies and practices that make it easy and convenient for eligible students, staff, and others to get vaccinated.**
- **To promote vaccination, schools should:**
  - Publicize the [State of Hawai‘i COVID-19 Portal](https://covid.hawaii.gov/) to share where eligible students, families, and staff can get vaccinated in their community.
  - Publicize that vaccinations are free regardless of health insurance status.
  - Provide COVID-19 vaccination information for students and families during enrollment and back-to-school events.
  - Encourage COVID-19 vaccination for eligible students and family members during pre-sport and extracurricular activities.
  - Develop educational messaging for vaccination campaigns to build vaccine confidence, and to emphasize that individuals are fully vaccinated 2 weeks after completing the vaccine series.
○ Use CDC’s [COVID-19 Vaccination Toolkits](https://www.cdc.gov/vaccines/healthcare-workplaces/covid-19-vaccination-toolkits.html) to educate school families and communities and promote COVID-19 vaccination.
○ Provide students and families flexible options for excused absences to receive a COVID-19 vaccination and for possible side effects after vaccination.
○ Remind school families that in addition to COVID-19 vaccination, children and adolescents should get all recommended routine and catch-up vaccinations in order to protect themselves, other students, staff, and families from other vaccine-preventable diseases.

● Because not everyone is fully vaccinated, schools must continue to implement multiple mitigation strategies to slow the spread of COVID-19.

**Stay Home When Sick**

Staying home when sick is a core essential strategy to keep COVID-19 infection from spreading in schools and to protect others. All HIDOE staff, contracted service providers, visitors and students should complete a wellness check each morning before going to school or the office. If the answer is “yes” to any of the questions below, stay home and follow the [Return to School/Work Criteria](https://www.hawaii.gov/doh/healthcare-workers/COVID-19/vaccination-release-time.html) before returning to campus. Please report any illness or COVID-19 exposure to the school.

**STEP 1: Check for Symptoms of Illness**

Do you or your child have any of these symptoms? If yes, do not go to school.

- Fever (higher than 100°F or hot to the touch)
- Chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue (tiredness, weakness)
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

Students and staff who have symptoms of any infectious illness or symptoms consistent with COVID-19 should not attend school and should get tested as it will help with rapid contact tracing and prevent spread in schools. Encourage staff to monitor themselves for signs of infectious illness including COVID-19 every day. A [printable Wellness Check visual](https://www.hawaii.gov/doh/healthcare-workers/COVID-19/vaccination-release-time.html) has been created for awareness to help keep our schools safe.
Universal symptom screening is not required upon arrival at the school or office but symptom screening can be conducted for anyone who is showing signs of illness at school. Screening must be performed in a safe and respectful manner. Any designated adult can perform the screening.

**STEP 2: Check for Recent COVID-19 Exposure**

Do any of the following apply to you or your child? If yes, **do not go to school.**

- Are sick or test positive for COVID-19.
- Are **unvaccinated** and have had recent **close contact** with a person with COVID-19.
- Adult and student close contacts who are fully vaccinated **and** asymptomatic do **not** have to quarantine and can go to school.

**Masks**

Correct and consistent mask use is a core essential strategy to help prevent and slow the spread of COVID-19 in schools and the community. When people wear a mask correctly and consistently, they protect others as well as themselves.

- **Indoor settings**
  - Masks **must** always be worn correctly and consistently by all students and staff when indoors.
  - The **only** exception is for eating and drinking.

- **Outdoor settings**
  - Students and staff do **not** need to wear masks in most outdoor settings.
  - Students and staff should wear masks in crowded outdoor settings or during activities that involve sustained close contact with other people.
  - Schools may elect to require that masks be worn in outdoor settings to simplify procedures for identification of contacts when a person with COVID-19 infection is identified.
    - For example, if cohorting or physical distancing will not be maintained during recess, wearing masks can help mitigate exposure and decrease the number of **unvaccinated** students and staff who must quarantine.
  - Schools should be supportive of students and staff who choose to wear a mask outdoors.

- Suitable cloth masks should have two layers of cloth and should fit snugly, covering both mouth and nose.
- Teach and reinforce the correct and consistent use of masks by students and staff.
- All students should learn about proper mask wearing.
- Students and staff should be frequently reminded **not** to touch their mask and to wash their hands or use hand sanitizer frequently.
Consider the use, by some teachers and staff, of masks with a clear window that cover the nose and mouth and wrap securely around the face. Clear masks are not face shields.

- Clear masks should be determined not to cause any breathing difficulties or over heating for the wearer.
- Teachers and staff who may consider using clear masks include:
  - Those who interact with students or staff who are deaf or hard of hearing.
  - Teachers of young students learning to read.
  - Teachers of students who are new language learners.
  - Teachers of students with disabilities.

- Masks should not be worn by or placed on:
  - Children younger than 2 years of age.
  - Anyone who has trouble breathing or is unconscious.
  - Anyone who is incapacitated or otherwise unable to remove the mask without assistance.

- Students seeking exemption from wearing a face mask shall complete the Request for Face Mask Exemption at School form and submit it to the school.
- Employees seeking exemption from wearing a face mask shall make an ADA request for reasonable accommodations by submitting Form RA-1 and RA-3 to the principal or Complex Area Equity Specialist.
- Face shields should not be used as a substitute for masks because of a lack of evidence of their effectiveness.
  - A face shield provides eye protection for the person wearing it (e.g., in the event of bodily fluid splashes) and not respiratory protection.

**Hand Hygiene (Handwashing and Respiratory Etiquette)**

Hand hygiene and respiratory etiquette (covering coughs and sneezes) is a core essential strategy to keep from getting and spreading respiratory illnesses including COVID-19.

- Hand-washing or sanitizing stations should be available at the entrances of school, near or inside of classrooms, and in all meeting areas (e.g. library, cafeteria, offices).
- Teach and reinforce handwashing with soap and water for at least 20 seconds.
  - If soap and water are not readily available, use hand sanitizer containing at least 60% alcohol (for staff and older children who can safely use hand sanitizer).
  - Hand sanitizers should be stored up, away, and out of sight of young children and should be used only with adult supervision for children less than 6 years of age.
- Provide frequent reminders to wash hands and assist young children with handwashing.
- Monitor to ensure adherence among students and staff.
- Avoid touching eyes, nose, mouth, and mask.
- Encourage staff and students to cover coughs and sneezes with a tissue.
  - Throw used tissues in the trash and wash hands immediately with soap and water for at least 20 seconds or use hand sanitizer.
Adequate Hygiene Supplies

- Support healthy hygiene behaviors by providing adequate supplies, including masks, soap and water, hand sanitizer with at least 60% alcohol, paper towels, tissues, disinfectant wipes, and no-touch or foot pedal trash cans.

Signs and Messages

- Post signs that promote everyday protective measures in highly visible locations, such as the health room, restrooms, hallways, classrooms, and offices.
- Use simple, clear, and effective language about behaviors that prevent COVID-19 spread when communicating with staff and families.
- Translate materials into common languages spoken by students, faculty, and staff in the school community.
- Consider using the following resources:
  - [DOH COVID-19 Guidance for Schools](#) provides printable resources for school administrators, students, families and the public
  - [Stop the Spread of Germs at School and Offices](#)
  - [CDC Wash Your Hands!](#)
  - [COVID-19 Protective Hand-washing](#)
Mitigation Strategies to Maintain Healthy Operations and Environments

‘Ohana Bubbles or Cohorting

‘Ohana bubbles or cohorting means keeping students and staff together in a small group and having each group stay together. ‘Ohana bubbles or cohorting can be used to limit the number of students and staff who interact with each other, especially when it is challenging to maintain physical distancing, such as among young children. This is a strategy schools may use to help limit the spread of COVID-19 by:

- Decreasing opportunities for COVID-19 exposure.
- Facilitating more efficient contact tracing in the event of a person with COVID-19 infection.
- Allowing for targeted quarantine of the cohort in the event of a person with COVID-19 infection or cluster of people with COVID-19 infection.

Cohorting Implementation

- ‘Ohana bubbles or cohorting does not eliminate the risk of COVID-19 spread.
- ‘Ohana bubbles or cohorting helps to reduce the spread of COVID-19 to fewer people.
- Keep students and teachers into distinct groups that stay together throughout the entire school day during in-person classroom instruction, meals, and recess time to minimize exposure across classes, grades, and the school.
- Limit mixing between groups so there is no interaction between ‘ohana bubbles or cohorts.

Ventilation

See CDC’s Ventilation in Schools and Childcare Programs, updated February 26, 2021. See CDC’s Ventilation in Buildings, including frequently asked questions, updated June 2, 2021.

Improving ventilation is an important COVID-19 prevention strategy that can reduce the number of SARS-CoV-2 virus particles in the air. Bringing fresh outdoor air into a building helps keep virus particles from concentrating inside.

- Increase outdoor air ventilation.
  - When weather conditions allow, increase fresh outdoor air by opening windows and doors.
  - Do not open windows and doors if doing so poses a safety or health risk to children using the facility.
  - Use fans to increase the effectiveness of open windows.
    - Safely secure fans in a window to blow potentially contaminated air out and pull new air in through other open windows and doors.
Strategic window fan placement in exhaust mode can help draw fresh air into a room via other open windows and doors without generating strong room air currents.

- Move activities, classes, and meals outdoors when circumstances allow.
- Ensure heating, ventilation, and air conditioning (HVAC) settings are maximizing ventilation.
- Ensure ventilation systems are serviced and operate properly.
- Set HVAC systems to bring in as much outdoor air as the system will safely allow to reduce or eliminate HVAC air recirculation, when practical.
- Increase the HVAC system’s total airflow supply to occupied spaces when practical; more air flow encourages air mixing and ensures any recirculated air passes through the filter more frequently.
- Consider portable air cleaners that use high-efficiency particulate air (HEPA) filters to enhance air cleaning, particularly in higher-risk areas (e.g., interior rooms with poor ventilation), when possible.
- Use exhaust fans in restrooms and kitchens.
- Inspect and maintain exhaust ventilation systems in restrooms and kitchens.
- Ensure restroom and kitchen exhaust fans are on and operating at full capacity when the school is occupied and for 2 hours afterwards.

Physical Distancing

Schools should implement physical distancing to the extent possible within their structures but should not exclude students from in-person education to keep a minimum distance requirement. Several studies from the 2020-2021 school year show low COVID-19 transmission levels among students in schools that had less than 6 feet of physical distance when the school implemented and layered other mitigation strategies, such as the use of masks.

- Maintain at least 3 feet of physical distance between students within classrooms, when possible.
- Maintain at least 6 feet of physical distance between students and staff, and between staff members who are not fully vaccinated, when possible.
- When it is not possible to maintain a physical distance of at least 3 feet, implement the core essential strategies and additional layered mitigation strategies to the extent possible to reduce the risk to in-person education.

Modified Layouts

- Space seating and desks as far apart as possible.
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart as much as possible.
- Modify learning stations and activities so there are fewer students per group, spaced apart as much as possible.
- Avoid direct contact between students and staff as much as possible.
Physical Barriers and Guides
- Physical barriers are **not** a substitute for masks.
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to remind staff and students to maintain as much distance as possible in lines and at other times (e.g., guides for creating “one-way routes” in hallways).

Communal Spaces
- Communal spaces such as cafeterias and bathrooms may be used with planning. Plans for each communal space should be based on the risk of COVID-19 spread in that space, with priority for mitigation strategies given to higher-risk spaces. For example:
  - Cafeterias pose a higher risk of COVID-19 spread because they are indoors, people remove their masks to eat and drink, and meals are usually more than 15 minutes in duration.
  - Bathrooms pose a lower risk of COVID-19 spread because people keep their masks on, can stay 3 feet apart from others, and usually spend less than 15 minutes in bathrooms during the school day.
- **In cafeterias or indoor rooms** (e.g., breakrooms, classrooms) where people eat and drink and do **not** wear masks, a close contact is any adult or student who was within 6 feet of a person with COVID-19 infection for 15 minutes or more over a 24-hour period.

Food Service and School Meals
- Maximize physical distancing as much as possible when in food service lines and while eating.
- Use additional spaces for mealtime seating such as the gymnasium or outdoor seating to facilitate physical distancing.
- **Layer mitigation strategies during eating and drinking indoors**, such as:
  - Cohorting
  - Assigning seats
  - Having students and staff sit facing the same direction
- Improve ventilation in food preparation, service, and seating areas.
- **Because of the very low risk of transmission from surfaces and shared objects**, there is **no** need to limit food service approaches to single-use items and packaged meals.
- Clean frequently touched surfaces.
- Surfaces with food contact should be washed, rinsed, and sanitized before and after meals.
- Promote handwashing using reminders and visual guides.
- In the event of a positive COVID-19 case that disrupts meal service, the administrator should contact their district supervisor. They will determine a strategy to ensure that meal service will not be interrupted. The district supervisor will then contact the School Food Service Program Administrator.
**Sleeping Spaces**
- Maximize physical distancing between sleep mats as much as possible.
- Place students head-to-toe to maximize distance between their faces.
- Assign nap mats to individual students and clean regularly.
- Prioritize improving ventilation in spaces for sleeping.
- Masks should **not** be worn when sleeping.

**School Buses and Vehicles**
- The CDC issued an [Order](#) on January 29, 2021 requiring the wearing of masks by people on public transportation conveyances, including school buses, to prevent spread of COVID-19.
- Drivers and passengers **must** wear a mask on school buses.
- Have spare masks available to ensure all students wear masks on school buses.
- No eating or drinking.
- Keep vehicle windows open when it does not create a safety or health hazard.
- More open windows are better; opening a few windows even a few inches is better than keeping all windows closed.
- Sanitize hands before students get on the bus.
- Have household members sit together.
- Load the bus back to front and unload front to back to limit students standing in the aisles next to those seated, as practical.
- Create physical distance between students on buses or transportation, when possible.
- Assign seats, in order to facilitate cohorting.
  - Assigned seating will assist in identifying close contacts if there is a person with COVID-19 infection on the bus.
  - Only **unvaccinated** persons identified as close contacts (within 6 feet of an infected person for 15 minutes or more over a 24-hour period) will be required to quarantine.

**Screening Testing**

**Screening testing** identifies people infected with COVID-19, including those without symptoms or before symptoms develop, early to help prevent the spread of COVID-19. In partnership with the DOH and health service providers, schools may consider screening testing of those who are **not** fully vaccinated to facilitate safe participation in sports, extracurricular activities, and other activities with a higher risk of COVID-19 transmission. High-risk extracurricular activities are those in which increased exhalation occurs, such as activities that involve singing, shouting, band, or exercise, especially when conducted indoors or in close proximity to others.

Guidance around screening testing procedures is being developed and will be forthcoming.
Cleaning and Disinfection

See CDC’s Cleaning and Disinfecting Your Facility, updated on June 15, 2021, for more information.

Cleaning and disinfection are part of a broad approach to prevent infectious diseases, including COVID-19, in schools.

- In most situations, the risk of infection from touching surfaces is low.
- **Cleaning once a day is usually enough to sufficiently remove potential virus that may be on surfaces.**
- Prioritize high-touch surfaces for more frequent cleaning.
- The most reliable way to prevent infection from surfaces is to regularly wash hands or use hand sanitizer.
- **If there has been a sick person or someone who tested positive for COVID-19 in a space within the last 24 hours, clean and disinfect the space.**
- Use a disinfectant product from the Environmental Protection Agency’s List N that is effective against COVID-19.

When to Clean and Disinfect a School When Someone is Sick

Upon consultation and confirmation by the COVID-19 Response Team, the Office of Facilities and Operations (OFO) will begin working with the principal, supervisor or designee on a cleaning plan and schedule. If someone is suspected to have COVID-19 while on campus, close off any areas used or accessed by the individual. The OFO representatives on the COVID-19 Response Team shall determine sanitization priorities and protocol.

- **If less than 24 hours have passed** since the person who is sick or diagnosed with COVID-19 has been in the space, clean and disinfect the space.
- **If more than 24 hours have passed** since the person who is sick or diagnosed with COVID-19 has been in the space, cleaning is enough.
- **If more than 3 days have passed** since the person who is sick or diagnosed with COVID-19 has been in the space, no additional cleaning (beyond regular cleaning practices) is needed.

The following steps should also be taken and information relayed to the COVID-19 Response Team:

- Identify all areas accessed by the positive case during the infectious period.
- AS, CAS, principal, supervisor and/or designee decide on what areas, rooms, and buildings to close and/or sanitize.

Additional CDC guidance for Cleaning and Disinfecting Your Facility is available. For more information, contact OFO at (808) 784-5000.
Considerations
● For more information about distance learning support in the event of a classroom or school closure, click here.
● For more information about the types of leave to use in the event of a positive case and/or possible staff exposure, view the following memos:
  ○ Dec. 31, 2020: Leave of Absence Update for Classified Employees and a Reminder Regarding Quarantine Leave, click here (Lotus Notes login required).

Daily Cleaning of Facilities Protocol
Daily cleaning procedures expectations for Custodial Service Workers - OSHA Link. The cleaning schedule for school facilities should adhere to guidance from the CDC and DOH as available. School facilities should be cleaned daily including high-touch areas, such as door knobs, light switches, counters, desks and chairs, railings, and water fountains.

Proper personal protective equipment (PPE), such as masks and disposable gloves, should be worn at all times during the preparation, cleaning, and disinfection of school facilities.

● Clean all frequently touched surfaces as often as possible and at minimum, each day:
  ○ School hardware may be cleaned before school, during recess, lunch recess, and afterschool.
  ○ When classes are in session, custodians may clean doorknobs, handrails, and water fountains.
● Wear disposable gloves for all tasks in the cleaning process, including handling trash
  ○ Additional PPE may be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.
  ○ Gloves should be removed carefully to avoid contamination of the wearer and the surrounding area.
● When disinfecting, use EPA-registered products or diluted bleach against the virus that causes COVID-19.
  ○ Always read the labels and safety data sheet of any chemicals used in daily work before using the product.
  ○ Follow the manufacturer’s instructions for safe, effective use.
  ○ Disinfectants are most effective when surfaces are pre-cleaned prior to disinfection.
  ○ Be aware of the “contact” time for your disinfectant to be effective.
● Provide touch free waste-disposal containers.
● Ensure that facilities are regularly cleaned, sanitized, and disinfected, and that hazardous materials are disposed of properly.
● Always wash hands immediately for at least 20 seconds with soap and water after removing gloves and after contact with a person who is sick.
Principals, with Head Custodians, should develop a daily schedule for the Custodial Staff to clean school hardware. High touch surfaces outside of classrooms should be cleaned multiple times throughout the day with special attention given to high traffic locations such as restrooms and the front office.

Request for PPE supplies
HIDOE school, complex area, and state office requests for PPE will be filled based on assessments of current and future PPE needs for individuals or groups of higher risk of exposure.

- Given the dynamic nature of the pandemic, requests are subject to considerations of the overall response needs and supply chain limitations.
- OFO provides essential PPE supplies to HIDOE offices and schools. These PPE supplies are procured from a combination of the Hawai'i Emergency Management Agency, commercial vendors, and donations. Essential PPE items include disposable surgical face masks, KN95 face masks, face shields, gloves, surgical gowns, hand sanitizer and disinfectant.

OFO will work and consult with the HIDOE Office of Talent Management (OTM) and Office of Student Support Services (OSSS) to determine the appropriate PPE needed for various categories of workers.

- Needs will be based on CDC guidance and the risk of exposure levels described by the Hawai'i State Department of Labor and Industrial Relations and the Occupational Safety and Health Administration.

Requests:
- HIDOE offices and schools must update PPE counts through the CPT inventory system on a weekly basis. These inventory levels are used by OFO to determine ongoing PPE reorder and resupply needs. Replenishment of PPE is subject to availability (e.g., nitrile glove supply may be low across the state and even nationally).
- OFO will continue to work with the complex areas and schools to identify and provide special PPE supply needs as they arise.
- In case of an emergency, schools should keep their CAS apprised and contact the Safety, Security and Emergency Preparedness Branch.
- A hotline for urgent PPE requests from HIDOE schools and offices is available at (808) 784-5185.

Daily Cleaning of Technology Devices
Devices that are loaned to students/staff for distance learning and telework should be cleaned upon return and reissuance to another person. For devices used throughout the day by multiple people, cleaning should occur between use by the next person.
● General steps to cleaning commonly used technology devices (e.g., computers, tablets, laptops, phones)

● For detailed steps and information:
  ○ Review “Cleaning of Devices” in the HIDOE Technology Guidance for Employees (employee login required).
Additional Considerations

Visitors

- All visitors must wear a face mask on campus.
- Review rules for visitors and family engagement activities.
- Limit nonessential visitors, volunteers, and activities involving external groups or organizations with people who are not fully vaccinated.
- Do not limit access for direct service providers but ensure compliance with school visitor policies.
- Emphasize the importance of staying home when sick.
- Limit visits to multiple campuses for unvaccinated staff who travel between schools.

Drop-off/Arrival Times

- Establish clear policies for student entry and dismissal from campus that ensure physical distance between individuals. Consider staggering drop-off and arrival times for students, so that large groups of people are not arriving and leaving at the same time to minimize overcrowding and close contact in confined areas.

Recess and Physical Education

- In general, students and staff do not need to wear masks when outdoors (e.g., participating in outdoor play, recess, and physical education activities).
- Students and staff should stay in their ‘ohana bubbles or cohorts when unmasked outdoors to decrease mixing across classes and grades and to facilitate identification of close contacts if a case is reported.
- Students and staff must wear a mask in crowded outdoor settings or during activities that involve sustained close contact with other people who are not fully vaccinated.
- When physical education activities or recess is held indoors, students and staff must wear a mask.

Field Trips, Meetings, and Assemblies

- Promote as much physical distancing as possible between students, staff, and members of the public, and limit group size.
- Keep students and staff within their defined cohorts, as much as possible, and ensure as much distance as possible between each cohort group (e.g., by using aisle space or other markers that separate the groups).
- No eating, drinking, and singing during indoor events.
- Keep records of seating charts.
- HIDOE COVID-19 Guidance for offices, training facilities and meeting rooms.
After-school Child Care Programs

- Students and staff should comply with school day policies and procedures.
- Mixing students from different classes and cohorts within a school and across different schools increases the risk of COVID-19 spread.
- After-school programs should implement the same core essential strategies and layered mitigation strategies as schools.

**Core essential strategies** must be implemented in after-school programs.
- Promote vaccination for all staff and eligible students.
- Direct students and staff to stay home when sick.
- Correct and consistent masking when indoors.
- Hand hygiene.

- Multiple layered mitigation strategies should be implemented in after-school programs to the extent possible.
  - Designated ‘ohana bubbles or cohorts, improving ventilation, physical distancing, screening testing, and cleaning and disinfection.

- Prioritize outdoor activities.
  - Students and staff do not need to wear masks in most outdoor settings.
  - Students and staff should stay in their ‘ohana bubbles or cohorts when unmasked outdoors to decrease mixing across classes and grades and facilitate identification of close contacts.
  - Students and staff should wear masks in crowded outdoor settings or during activities that involve sustained close contact with other people.

- Keep records of students and staff in attendance.
- Keep records of ‘ohana bubbles or cohorts, if implemented.
- Prepare for when a student or staff has COVID-19.
  - See section below, Preparing for When Someone is Sick with COVID-19.
  - See What to Do If a Person at School has COVID-19.
  - Immediately notify the school that the student attends or the school where the staff is employed.

Sports and Extracurricular Activities

Students and staff who are fully vaccinated and asymptomatic do not have to quarantine following a known exposure, allowing continued participation in in-person education, sports, and extracurricular activities. Due to increased exhalation that occurs during physical activity, some sports can put players, coaches, trainers, and others who are not fully vaccinated at increased risk for spreading COVID-19. Close contact and indoor sports are particularly high risk. Similar risks might exist for other extracurricular activities, such as band, choir, theater, and other school clubs that meet indoors.

- Students and staff should comply with school day policies and procedures.
● In-person education should be prioritized over sports and extracurricular activities.
● Students and staff should not participate in sports and extracurricular activities when they have symptoms consistent with COVID-19, and they should get tested.
● Schools should consider using screening testing for students and staff (e.g., coaches, teachers, advisors) who are not fully vaccinated and who participate in and support these high-risk activities.
● Facilitating safe participation in sports and extracurricular activities can reduce COVID-19 spread and the risk to in-person education.
● Mixing students from different classes and cohorts within a school and across different schools increases the risk of COVID-19 spread.

Communications

● Staff and families should self-report to the school if they or their students have symptoms of COVID-19, a positive COVID-19 test, or were in close contact with someone with COVID-19 within the last 14 days.
● Notify staff, families, and the public of school closures and any restrictions to limit COVID-19 exposure (e.g., limited hours of operation).

Travel

● See Safe Travels Hawai‘i for questions regarding Hawai‘i travel requirements and recommendations for staff.
● See DOE Memos & Notices for the most recent student travel requirements.
Preparing for When Someone is Sick with COVID-19

Before a Case of COVID-19 Occurs

- Schools should establish a COVID-19 point of contact.
  - Provide a telephone number and email address to the DOH and the school community that will be checked at least daily, including on weekends and holidays.
  - This will help ensure timely notification of schools when a positive case or close contact occurs or when DOH becomes aware of a cluster of infected persons related to a school setting.
- Schools should be prepared to:
  - Report persons with COVID-19 infection to DOH.
  - Notify school close contacts of exposure.
  - Provide school close contacts with Home Isolation and Quarantine Guidance.

Response Procedures for Cases of COVID-19

Take these steps when:

- A positive case is confirmed: An individual received a diagnosis from a viral test, authorized medical professional, or the DOH reported the case to the school.
- A probable case is identified: An individual has one or more COVID-19-like symptoms and known exposure (i.e. close contact) to a positive case, or meets presumptive laboratory evidence.
- These steps do not apply to close contact situations.

Step 1: Determine if the individual was on campus during the infectious period, which begins two (2) days before the onset of symptoms or if no symptoms, two (2) days prior to the date the positive test was conducted.

Step 2: Send a text including the CAS or AS and HIDOE’s COVID-19 Response Team. The text should say, “Case reported at [insert school or office name]. The case [was/was not] on campus during the infectious period.”

Step 3: If the case was on campus during the infectious period:
  - Identify and notify close contacts (students, employees, casual hires, and vendors) as soon as possible using the template available here. Document all outreach (e.g. date/time of phone call or email).
  - Clean and disinfect. If less than 24 hours have passed since the person who is sick or diagnosed with COVID-19 has been in the space. If cleaning support is needed, please contact the OFO representative. If more than 24 hours have passed since the person who is sick or diagnosed with COVID-19 has been in
the space, cleaning is enough. You may choose to also disinfect depending on certain conditions or everyday practices required by your facility. If more than 3 days have passed since the person who is sick or diagnosed with COVID-19 has been in the space, no additional cleaning (beyond regular cleaning practices) is needed.

- Step 4: Broad staff and family notification. Notification templates are available here. Notifications in other languages are available at the same link. A final copy of the notification(s) should be emailed to the COVID-19 Response Team for the Department’s records. If a case has not been on campus for two weeks prior to diagnosis, a notification is optional. Notification to families should go out via School Messenger and/or distributed as a hard copy. The notification should not be posted on the school's social media platforms or website. The COVID-19 Response Team will assist the principal, supervisor or designee with messaging. All reported confirmed cases are posted weekly on the Department’s website at hawaiipublicschools.org.

- Step 5: Complete HIDOE’s Case Intake Form (updated May 3, 2021) and email it to the AS or CAS and COVID-19 Response Team.

- Step 6: If DOH did not report the case, contact DOH to report and/or confirm the positive case and share the intake form and DOH Close Contact Report. (See What to Do If a Person at School has COVID-19 for DOH contact information)

- Step 7: Determine when it is safe for employees and/or students to return to their worksite or campus. Students and staff who have tested positive for COVID-19 or have symptoms consistent with COVID-19 must isolate at home. A positive case can return to school when all the following conditions are met:
  ■ At least 10 days have passed since symptoms first appeared; or
  ■ If there are no symptoms, at least 10 days have passed since the date the laboratory test was collected; and
  ■ At least 24 hours have passed since last fever without use of fever-reducing medications; and
  ■ Symptoms have improved.
  ■ Schools should not require a negative COVID-19 test or a clinician’s note to return to school if the person has completed 10 days of isolation and meets the conditions above. See Home Isolation and Quarantine Guidance for more information.

Close Contacts

If a school can clearly identify the students and staff who meet the definition of a close contact, it will help limit the number of persons quarantined and tested to those with greatest risk for exposure to the infected person. Definitions of close contacts in the school setting:
● A close contact is defined as within 6 feet of a person with COVID-19 infection for a combined total of 15 minutes or more over a 24-hour period (regardless of mask use).

● **Exception:** In a K-12 indoor classroom setting, where everyone is wearing a mask correctly and consistently, the close contact definition excludes students who were within 3 to 6 feet of an infected student.
  ○ This exception does not apply to teachers, staff, or other adults in the indoor classroom setting, nor does this apply to students who were eating or drinking and not wearing masks.

● Examples where all persons in the class would be considered close contacts includes:
  ○ Cohorts in classrooms that spend the entire day together and have prolonged close interaction.
  ○ Classrooms that do not have assigned seats and/or students are frequently moving around in class.
  ○ Cohorts that engage in activities that may increase the risk of transmission (e.g., eating and drinking indoors, singing indoors, playing brass or woodwind musical instruments indoors).

● Examples where all persons in the class may not be considered close contacts include:
  ○ Classrooms with assigned seating and students remain seated throughout class.

### When Close Contacts Are Identified at School

● See [Home Isolation and Quarantine Guidance](#).

● **Unvaccinated** students and staff who are close contacts of a person with COVID-19 infection **must** quarantine for 10 days and should be tested.
  ○ **Unvaccinated** students and staff who are close contacts can return to school when **both** of the following conditions are met:
    ■ At least 10 days have passed since the last contact with the infected person; **and**
    ■ No symptoms.
  ○ Schools should **not** require a negative COVID-19 test or a clinician’s note to return to school if the person has completed 10 days of quarantine and meets the conditions above.

● Fully vaccinated students and staff who had close contact with a person with COVID-19 infection **and** remain asymptomatic do **not** have to quarantine or be tested.

### Students or Staff Who Become Sick at School

When someone is ill at school, check for any COVID-19-like symptoms:
  ○ Fever (higher than 100°F)
  ○ Chills
  ○ Cough
  ○ Shortness of breath or difficulty breathing
- Fatigue (tiredness, weakness)
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

- If any COVID-19-like symptoms are present, separate the sick person from others at the school. The individual should be sent home or to a healthcare facility depending on symptom severity. Provide them or the family with a copy of the Return to School/Work Criteria so that it is clear when it is safe to return to campus.

- If the person must wait for pick-up, identify an isolation area to separate anyone who has COVID-19 symptoms, ideally with a dedicated restroom and waste receptacle not used by others.
  - Ensure students are isolated in a non-threatening manner, within the line of sight of an adult, and for very short periods of time.

- Ensure personnel managing sick students or employees are appropriately protected from potential exposure to COVID-19.
  - Personnel who need to be within 6 feet of a sick student or staff should be provided appropriate personal protective equipment (PPE), including a face shield or goggles, an N95 or equivalent (or a surgical facemask if a respirator is not available) and follow standard and transmission-based precautions.
  - Gloves and gowns are not routinely required but consider use during interactions with a student or employee who is actively coughing or with special medical needs which may result in aerosol generation (e.g., child with tracheostomy who requires suctioning).
  - Personnel should be trained on appropriate use of PPE.

- Clean and disinfect any isolation areas, work areas, shared common areas (including restrooms) and any supplies, tools, or equipment handled by an ill student or staff.

**Reporting a Potential Outbreak**

- Schools are required to immediately report (by telephone) COVID-19 or influenza-like illness activity to the DOH when daily:
  - Absentee rate exceeds 10% for entire school; or
  - Absentee rate exceeds 20% of one grade or classroom.

**Hawai‘i Keiki: Healthy and Ready to Learn Program**

In partnership with the University of Hawai‘i at Mānoa School of Nursing and Dental Hygiene, the Hawai‘i Keiki (HK) program is helping to address the impact of COVID-19 on students and
schools. HK nurses, located in every complex area statewide, are available to support schools with the following services during school year 2021-22:

- Telephone hotline and telehealth services;
- COVID-19 school readiness assessment;
- Contingency planning for medically fragile students;
- Rapid response to reported cases at school;
- Training for students and staff to decrease the spread of COVID-19; and
- Advice for COVID-19 exposed and positive families.

Please reach out to the Complex Area RN or APRN, contact information can be found here.
Additional Information on Testing Strategies for COVID-19 Prevention

Testing

See CDC’s Testing Strategies for COVID-19 Prevention in K-12 Schools, updated July 9, 2021, for more information.

Testing is a mitigation strategy that schools can consider for an additional layer of protection and to reduce the risk to in-person education.

Diagnostic Testing

Diagnostic testing refers to testing for SARS-CoV-2, the virus that causes COVID-19, in a person who has symptoms consistent with COVID-19 or who has been exposed or is suspected of being exposed to a person with COVID-19 (i.e., a close contact), regardless of whether they have symptoms.

- Schools should always recommend diagnostic testing to any student or staff who exhibits symptoms of COVID-19 at school.
- Schools should also recommend testing to students and staff when they have been exposed to a person who is confirmed or suspected of having COVID-19, whether or not they have symptoms.
- In some schools, school-based healthcare professionals may perform SARS-CoV-2 diagnostic testing, including rapid point-of-care testing.
  - School-based healthcare professional must be trained in specimen collection and
  - Obtain a Clinical Laboratory Improvement Amendments (CLIA) certificate of waiver.
- School-based healthcare professionals must have access to, and training on, the proper use of personal protective equipment (PPE).
- All testing performed by school-based healthcare professionals must be reported to DOH as mandated by the Coronavirus Aid, Relief, and Economic Security (CARES) Act.
- Consent from a parent or legal guardian (for minor students) or from the individual (for adults and students 18 years of age and older) is required for voluntary school-based testing.
- For persons who test positive for COVID-19, see section above, Response Procedures for Cases of COVID-19.
  - See What to Do If a Person at School has COVID-19.
  - See Home Isolation and Quarantine Guidance.
Screening Testing

Screening testing refers to testing for SARS-CoV-2, the virus that causes COVID-19, to identify people who are infected but do not have symptoms or before symptoms develop.

In schools, screening testing can help to do the following:

- Promptly identify and isolate students and staff with COVID-19.
- Promptly identify and quarantine students and staff who may have been exposed to COVID-19 and are not fully vaccinated.
- Promptly identify clusters indicating spread of COVID-19.
- Reduce the risk to in-person education.
- Screening testing is a mitigation strategy for schools to consider if they are not able to implement multiple layered mitigation measures.
- Screening testing is a mitigation strategy for schools to consider for students and staff (e.g., coaches, trainers, advisors, volunteers) who participate in higher-risk sports and extracurricular activities (e.g., football, band, singing).
- Screening testing is likely to be most feasible in larger settings and for older children and adolescents.
- Schools considering implementing screening testing programs should review CDC’s Guidance for COVID-19 Prevention in K-12 Schools, Appendix 2: Testing Strategies for COVID-19 Prevention in K-12 Schools, which addresses the following topics:
  - Testing benefits
  - Testing strategies
  - Choosing a test
  - Reporting results
  - Ethical considerations for school-based testing
  - Collaboration between education (i.e., Department of Education) and public health (i.e. DOH)
  - Resources to support school screening testing programs
    - Shah Family Foundation Open and Safe Schools toolkit, which provides school leaders resources and tools to implement COVID-19 screening testing.
    - Rockefeller Foundation playbook with detailed, step-by-step guidance to help design and implement effective testing programs in schools, including operational challenges and everyday realities of implementing a complex, logistical program in an easy-to-understand, practical guide.
References

COVID-19 Guidance for Schools | Hawai‘i State Department of Health
July 26, 2021

Guidance for COVID-19 Prevention in K-12 Schools | CDC
July 9, 2021

When You’ve Been Fully Vaccinated | CDC
July 16, 2021

COVID-19 Vaccine - Hawai‘i DOH: Info & Resources for Managing COVID-19
Reviewed July 23, 2021

COVID-19 Vaccination Toolkit for Health Departments and other Public Health Partners | CDC
April 15, 2021

Post-vaccination Considerations for Workplaces | CDC
April 2, 2021

Vaccines for COVID-19 | CDC
May 23, 2021

Ventilation in Schools and Childcare Programs | CDC
February 26, 2021

Ventilation in Buildings | CDC
June 2, 2021

CDC Order: Requirement for Persons to Wear Masks While on Conveyances and at Transportation Hubs
January 29, 2021

National Collegiate Athletic Association (NCAA) Risk Stratification for Sports Table
May 3, 2021

List N: Disinfectants for Coronavirus | EPA
July 6, 2021

Cleaning and Disinfecting Your Facility | CDC
June 15, 2021
Safe Travels Hawai‘i
Reviewed July 23, 2021

Symptoms of COVID-19 | CDC
February 22, 2021

Using Personal Protective Equipment (PPE) | CDC
June 9, 2020
Resources

**Increasing Community Access to Testing** provides free COVID-19 testing and support to underserved school districts utilizing local health centers and pharmacies including CVS Health, Health Mart, and Walgreens in Hawai‘i.

**Operation Expanded Testing** provides COVID-19 testing, training, and support for K-12 schools and select community groups by delivering a free on-site screening testing solution for implementation by schools.

**Additional Print Resources**
- CDC Cover Coughs and Sneezes
- CDC A Healthy Future Is In Your Hands!
- CDC Germs Are Everywhere
- CDC 10 Things You Can Do To Manage Your COVID-19 Symptoms At Home
- A Parent’s Guide: Helping Your Child Wear a Face Mask
- Help your Child Feel Good about Using and Seeing Others Wearing Face Masks
- I Can Stay Healthy by Wearing a Face Mask (PPT)
- I got my COVID-19 vaccine! Soccer player
- I got my COVID-19 vaccine! Educator
- I got my COVID-19 Vaccine! Bus Driver
- You are Essential: Vaccine Educator

**DOH Contacts by Island**
(Direct contact for specific DOH personnel will be provided by COVID-19 Response Team to impacted school or office.)

- **Oahu**
  - 7:45 a.m.-4:30 p.m.
  - Oahu Office
  - (808) 587-6845
  - (ask for school liaison)

- **Oahu**
  - After hours/weekends
  - (808) 600-3625

- **Maui**
  - 7:45 a.m.-4:30 p.m.
  - Maui Office
  - (808) 984-8213

- **Kauai**
  - 7:45 a.m.-4:30 p.m.
  - Kauai Office
  - (808) 241-3563

- **Hilo**
  - 7:45 a.m.-4:30 p.m.
  - DHO Hilo
  - (808) 933-0912
  - (808) 974-6006

- **Kona**
  - 7:45 a.m.-4:30 p.m.
  - DHO Kona
  - (808) 322-4877

- **Neighbor Islands (after hours)**
  - (800) 360-2575
** Please note that the answering service will say “Physician’s Exchange.” You reached the correct number.

Email: doh.c19schools@doh.hawaii.gov

Authorities and References

- **American Academy of Pediatrics**

- **Governor’s Emergency Proclamations**
  [https://governor.hawaii.gov/emergency-proclamations/](https://governor.hawaii.gov/emergency-proclamations/)

- **Centers for Disease Control and Prevention (CDC)**
  Interim Guidance for Businesses and Employers to Plan and Respond to Coronavirus Disease 2019 (COVID-19)

- **U.S. Department of Labor/Occupational Safety and Health Administration (OSHA)**
  Guidance on Preparing Workplaces for COVID-19
  [https://www.osha.gov/Publications/OSHA3990.pdf](https://www.osha.gov/Publications/OSHA3990.pdf)

- **U.S. Equal Employment Opportunity Commission**
  [https://www.eeoc.gov/coronavirus/](https://www.eeoc.gov/coronavirus/)

- **Department of Health**

- **Society for Human Resources Management**
  [https://www.shrm.org/ResourcesAndTools/tools-and-samples/hr-forms/Pages/covid-19-back-to-work-checklist.aspx](https://www.shrm.org/ResourcesAndTools/tools-and-samples/hr-forms/Pages/covid-19-back-to-work-checklist.aspx)

- **American Society of Heating and Air-Conditioning Engineers**