



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

## Testimony for Sept. 1, 2022 Finance and Infrastructure Meeting

1 message

Hale Hawaii &lt;hale808hawaii@gmail.com&gt;

Sun, Aug 28, 2022 at 11:12 AM

To: Testimony.BOE@boe.hawaii.gov

Cc: "Bruce D. Voss" &lt;BVoss@legalhawaii.com&gt;, lynn.fallin@boe.hawaii.gov

Aloha, Finance and Infrastructure Committee Chair Fallin and Committee Members.

I am writing on behalf of HALE Hawai'i with regard to **Agenda Item IV.B** on your Sept. 1 agenda, which is the report on improvements, repair, and maintenance. I want to call the Committee's attention to a **critically important** infrastructure issue that is **not even mentioned** in Superintendent Hayashi's report.

As you are aware, with the discontinuation of the school mask mandate, it has become even more necessary for the DOE to ensure that school classrooms are adequately ventilated, and that air purification is employed where adequate ventilation is not possible. Otherwise, if anyone with a contagious Covid-19 infection is present in the room, their virus-laden exhalations will build up in the air, posing a high risk of transmission to other occupants of the room.

Nonetheless, on page 3 of the Superintendent's report, where it addresses "health and safety," there is absolutely no indication that classroom air quality is a subject of concern in any respect. (See image below.) Classroom air quality is not mentioned anywhere else in the report either.

The Honorable Lynn Fallin  
September 1, 2022  
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### HEALTH AND SAFETY

These projects address heat abatement, safety and security vulnerability upgrades, and traffic and pedestrian safety needs at schools across the state. The funds are for assessments and to identify solutions on an on-going basis.

Just to clarify, "heat abatement" is entirely distinct from the ventilation/air quality issue, because even in classrooms that have adequate air conditioning or are located at cooler altitudes, supplemental ventilation or air filtering may be needed to reduce the level of aerosolized virus in the room. Indeed, in rooms where air conditioning is relied upon for heat abatement, doors and windows are more likely to be kept closed, creating an even greater need for air purification. Even if the air conditioner is equipped with a high-grade filter capable of trapping virus particles, supplemental air purification may be needed if the air conditioner does not filter a sufficient volume of air per hour. (Please see the resources cited in [this compilation](#) for support for these assertions, as well as other relevant information.)

We are aware that air purifiers were delivered to some (but not all) classrooms last year, and that air quality testing has been performed at some (but not all) schools. We are also aware that DOE has adopted and distributed ventilation guidelines for this year. (See <https://www.hawaiipublicschools.org/DOE%20Forms/COVID-19%20Health%20and%20Safety%20Guidance.pdf>, pp. 7-9.) These were steps in the right direction, but there is a great deal more to be done, and Superintendent Hayashi's report does not reflect any recognition of this fact, much less any intention to address it. In particular, there is no mention of any effort being made to educate administrative and facilities staff about the ventilation guidelines, much less to assess the degree to which schools are successfully implementing them.

If we want our schools to stay open and be in a position to deliver high quality education consistently, the health of students, teachers, and staff must be better protected. Already, only a month into the school year, DOE's own dashboard shows that 735 infections have been reported in DOE schools. (<https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/COVID-19-Information-Updates.aspx>) From our vantage point, we are hearing horror stories of teachers and students coming to class with obvious symptoms of contagious illness, while carbon dioxide monitors and air purifiers sit unused in classrooms, offices, or storage rooms.

In short, we urge the Committee to press Superintendent Hayashi and other DOE staff for more information about what they are **actively doing** to monitor and improve classroom air quality, and to require a commitment from them to make this issue one of the **highest priorities** for the relevant DOE personnel. Our keiki deserve nothing less.

8/29/22, 8:38 AM

Dell Marketing LP Mail - Testimony for Sept. 1, 2022 Finance and Infrastructure Meeting

Mahalo,  
Sarah Hofstadter for the  
HALE Hawai'i Steering Team  
[www.HALEHawaii.cc](http://www.HALEHawaii.cc)  
[Facebook.com/HALEHawaii808/](https://www.facebook.com/HALEHawaii808/)

The Honorable Lynn Fallin  
September 1, 2022  
Page 3

#### HEALTH AND SAFETY

These projects address heat abatement, safety and security vulnerability upgrades, and traffic and pedestrian safety needs at schools across the state. The funds are for assessments and to identify solutions on an on-going basis.



## School Ventilation Resources Compiled by HALE Hawai'i

This resource list will be updated and supplemented from time to time.  
Changes and additions will be **highlighted**. This version was posted on **August 20, 2022**.

### Federal Government Guidance

"[E]ffective ventilation is an important part of COVID-19 prevention. ... Proper ventilation is a key prevention strategy for maintaining healthy environments and, along with other preventive actions, can reduce the likelihood of spreading disease. ... Good ventilation is [a] critical step to help reduce the number of airborne virus particles." (<https://www.ed.gov/improving-ventilation-schools-colleges-and-universities-prevent-covid-19>)

"School-based strategies to improve ventilation are associated with reduced incidence of COVID-19 in schools. Substantial federal resources are available to improve ventilation in schools." (<https://www.cdc.gov/mmwr/volumes/71/wr/mm7123e2.htm>)

"Although improvements to ventilation and air cleaning cannot on their own eliminate the risk of airborne transmission of the SARS-CoV-2 virus, EPA recommends increasing ventilation with outdoor air and air filtration." (<https://www.epa.gov/coronavirus/indoor-air-and-coronavirus-covid-19>)

"When used properly, air cleaners and HVAC filters can help reduce airborne contaminants including viruses in a building or small space." (<https://www.epa.gov/coronavirus/air-cleaners-hvac-filters-and-coronavirus-covid-19>)

### National and International Press Coverage

Scientific American: <https://www.scientificamerican.com/article/we-need-to-improve-indoor-air-quality-here-s-how-and-why/>

Time Magazine: <https://time.com/6206343/schools-ventilation-covid-19-air-quality/>

NBC News: <https://www.nbcnews.com/science/science-news/students-back-school-will-mean-better-ventilated-classrooms-rcna42857>

Op-Ed by Canadian Physicians: <https://edmontonjournal.com/opinion/columnists/opinion-better-protecting-schools-from-covid-is-within-reach>

### Hawai'i-Specific Coverage and Correspondence

Honolulu Star-Advertiser and Civil Beat articles on ventilation problems in Hawai'i public schools:

- <https://www.staradvertiser.com/2022/08/02/hawaii-news/hundreds-of-hawaii-classrooms-are-found-with-poor-ventilation-posing-a-covid-19-risk/>
- <https://www.civilbeat.org/2022/08/high-carbon-dioxide-levels-raise-concern-about-air-ventilation-in-hawaii-schools/>

HSTA letter to DOE regarding school ventilation issues: [https://www.hsta.org/wp-content/uploads/2022/07/CC-HSTA-Ventilation-Metrics\\_09.22.2021-1.pdf](https://www.hsta.org/wp-content/uploads/2022/07/CC-HSTA-Ventilation-Metrics_09.22.2021-1.pdf)

DOE's response to HSTA: <https://hsta.org/wp-content/uploads/2022/07/HIDOE-response-ventilation-07.26.2022.pdf>

DOE press release, August 2, 2022:

<https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/HIDOE-assessing-classroom-airflow-quality-at-7-Oahu-schools.aspx>

## DIY Resources

How to build and use a Corsi-Rosenthal box to circulate and filter air:

- Video at <https://www.youtube.com/watch?v=hIuH-2naozI>
- More information at <https://aghealth.ucdavis.edu/news/corsi-rosenthal-box-diy-box-fan-air-filter-covid-19-and-wildfire-smoke>

CDC online interactive tool showing how various ventilation measures reduce virus particle levels at home (adaptable for school use): <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/interactive-ventilation-tool.html>

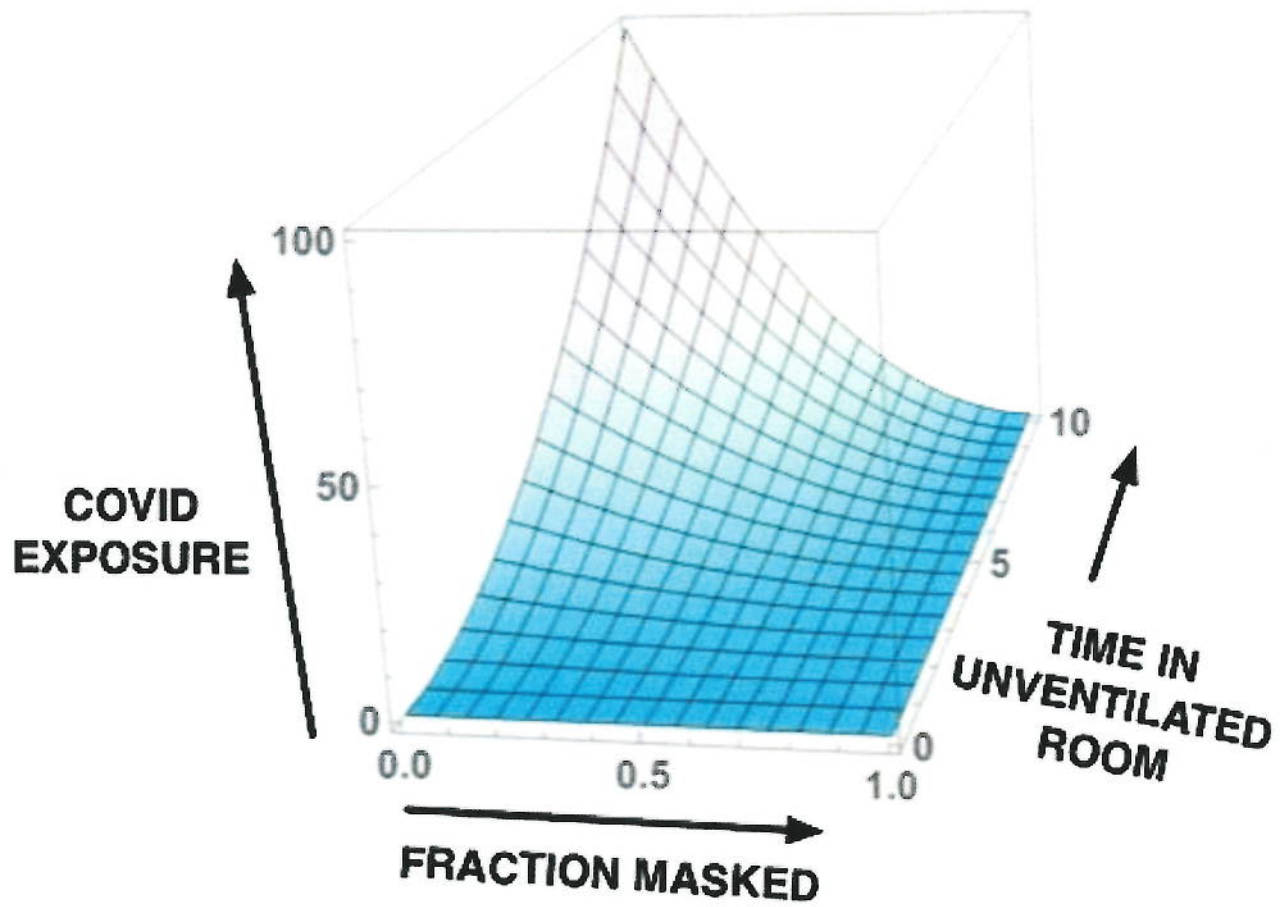
Ventilation in schools infographic: [https://www.epa.gov/system/files/documents/2021-09/iaq\\_proven-strategies\\_infographic.pdf](https://www.epa.gov/system/files/documents/2021-09/iaq_proven-strategies_infographic.pdf)

On-demand webinars: <https://www.epa.gov/iaq-schools/healthy-indoor-environments-schools-plans-practices-and-principles-maintaining-healthy>

US Department of Education resources for improving school ventilation:  
<https://www.ed.gov/coronavirus/improving-ventilation>

Animation and diagrams showing protective effect of improving ventilation and wearing masks:  
<https://elpais.com/especiales/coronavirus-covid-19/a-room-a-bar-and-a-class-how-the-coronavirus-is-spread-through-the-air/>

Diagram by Dr. Lee Altenberg of UH Manoa showing effect of masking and ventilation on Covid exposure:







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

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**Testimony for 9/1/22 meeting of Finance and Infrastructure Committee**

1 message

Sarah Hofstadter &lt;skhof@comcast.net&gt;

Sun, Aug 28, 2022 at 11:59 AM

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

Aloha, Finance and Infrastructure Committee Chair Fallin and Committee Members.

I am writing with regard to **Agenda Item IV.B** on your Sept. 1 agenda, which is the report from Superintendent Hayashi on improvements, repair, and maintenance.

I am a resident of South Kihei, Maui, and I frequently drive the stretch of the Pi'ilani Highway that lies just makai of the new Kūlanihāko'i High School. I am well aware of the high number of accidents that occur on that highway. It constitutes the principal artery leading from the airport (and the rest of Maui) to the Kihei-Wailea-Makena area, with its plethora of resorts and beaches. It is therefore heavily traveled, often by visitors who are unfamiliar with the route, possibly tired or distracted, and unaware of their obligation under Hawai'i state law to yield at pedestrian crosswalks. Thus, even once the current roundabout construction is finished, this will be a dangerous intersection for pedestrians.

In recognition of that fact, state and county agencies have required, ever since the high school was first planned, that the DOE fund the construction of a grade separated pedestrian crossing (GSPC) designed to allow students - the vast majority of whom live makai of the highway - to travel to school safely by bicycle or on foot. Nonetheless, until recently, the DOE resisted this requirement, and made no plans to construct the required GSPC.

It appears the DOE has recently - at long last - taken steps to remedy that dereliction of duty, or at least to determine whether to build the GSPC as an overcrossing or an undercrossing. (<https://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/K%C4%ABhei-Crossing-Study.aspx>) This is welcome news, although it should have happened a long time ago.

Obviously, however, there is and will continue to be a significant need for funding and staff time if the construction is to go forward. For that reason, I am puzzled and concerned that Superintendent Hayashi's report to you, in the section on Health and Safety, does not even mention this major and desperately needed pedestrian safety project.

Because of this curious omission, I am writing to urge you to press Superintendent Hayashi and other DOE personnel for confirmation that the DOE does in fact intend to build a GSPC for the high school, and for a commitment that it will do so as soon and as rapidly as possible.

Student lives are at stake here. The DOE has dragged its feet on meeting the GSPC requirement for years now. Please do your best to ensure that DOE does the right thing and picks up the pace, now that the school is on the verge of opening.

8/30/22, 9:01 AM

Dell Marketing LP Mail - Testimony for 9/1/22 meeting of Finance and Infrastructure Committee

Sincerely yours,  
Sarah Hofstadter





September 1, 2022  
Finance and Infrastructure Committee

Dear Chair Fallin, and Members of the Committee,

**We would like to comment on Discussion Item IV A.,** Presentation on Department of Education's (DOE)'s 2023-2025 fiscal biennium operating budget process.

The 2021-2022 year was extraordinary for the DOE finances as not only did the legislature restore budget shortfalls and generously fund public education, but also, the federal government provided cumulatively nearly \$1 billion in supplemental funds to help address the negative effects of the pandemic. But we are still not clear what the DOE's tangible outcomes are and whether they are using the unprecedented amount of funds effectively.

We are disappointed in the lack of substance in the September 1, 2022 DOE budget process presentation. It appears that DOE uses the same format year after year in creating its budget. In this year's presentation it lists:

1. Where are we now?
2. What can we expect (from the legislature)?
3. State fiscal outlook
4. **DOE's internal budget development process for upcoming fiscal years**
5. Additional concerns

We are particularly concerned about lack of information on **"DOE's internal budget development process for upcoming fiscal years."** Without knowing the details, we are left to assume that DOE leadership asks each department "what funding would you like?" and tries its best to accommodate what the respective departments' requests. Slide 11 in the DOE's presentation is unclear. What specifically are the DOE's system goals? What are the specific plans for the system and each department? What are the plans for the complexes and schools? More importantly, **what is the monitoring process to ensure that the plan is on track to meet the goals?** The DOE is missing a comprehensive process that ensures the public that our valuable resources are being used efficiently and effectively to achieve the goals we would all like the system to strive for, namely, equity and excellence in education.

Additionally, it appears that the DOE is concerned about fiscal uncertainty, given rising inflation and concerns about the recovery of the State economy. In its budget process, DOE should be planning for this uncertainty. We hope to see how the one-time ESSER funds, or any excess funds are used for enduring improvements in critical processes and not just one-time programs.

We reviewed other school district budget processes to see how they compare and would like to highlight Fairfax County Public School's (FCPS) budget plan as an example of what we find to be a well thought out budget and strategic planning process. FCPS is roughly the same size as Hawaii's with about 180,000 students and budget of about \$3 billion. The FSPS budget was approved in May 2022 and there is a 532-page 2023 Approved Budget

report that is posted on the district's website. <https://www.fcps.edu/sites/default/files/media/pdf/FY-2023-Approved-Budget.pdf>

Its 2023 Approved Budget is comprehensive, organized, and has copious details, but because the report is logical and organized, we can see how the details support the plan. FCPS' budget is built on its Strategic Plan so it can provide not only details about its Strategic Planning process, but a clear explanations about how the budget is linked to its strategic plan, and how progress is monitored. For the budget process, we particularly like the following sections:

**1. Budget at a Glance (Appendix 1)**

This section includes a detailed description of FCPS' budget, a visual that highlights its timeline, and a **stakeholder engagement** component in which stakeholder input is sought in budget preparations and monthly budget work sessions at School Board meetings where updates are provided, and forums are held for stakeholders to discuss issues.

**2. School Board Strategic Plan (Appendix 2)**

FCPS' budget is built off its Strategic Plan, which include community agreed upon goals and strategies to achieve the attributes of a "Portrait of a Graduate." There four goal areas of its Strategic Plan. Within each goals, the district sets clear targets and provides strategies on how to meet the targets. FCPS uses a Theory of Action model to achieve its strategic aims, setting clear expectations for instruction and operations.

The component we are most impressed with is the Budget Process Overview, which aligns the budget to the goal areas of its Strategic Plan using its **Strategic Decision-Making Cycle for Resource Allocation (SDMC) and Return on Investment (ROI) analysis**. This allows the community to see how all school operating funds are allocated across goal areas, as well as which funds are allocated in support of strategic efforts.

FCPS also creates annual strategic reports to the School Board that present SDMC data in relation to intended performance levels, descriptions of actions undertaken in support of improved performance, ROI results, and conclusions about which actions should be taken next to meet goals.

We like that the district has a **process** that allows the public to know how resources are used to achieve (or not) its goals. If we do not know how progress is being made (or not), the community is at loss as to how it can help.

We encourage the BOE and DOE to review other districts' processes for budget and strategic planning. We know that Hawai'i is a unique system, but lessons can be learned to develop coherent processes that can be better communicated to all education stakeholders.

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director

## HE'E Coalition Members and Participants

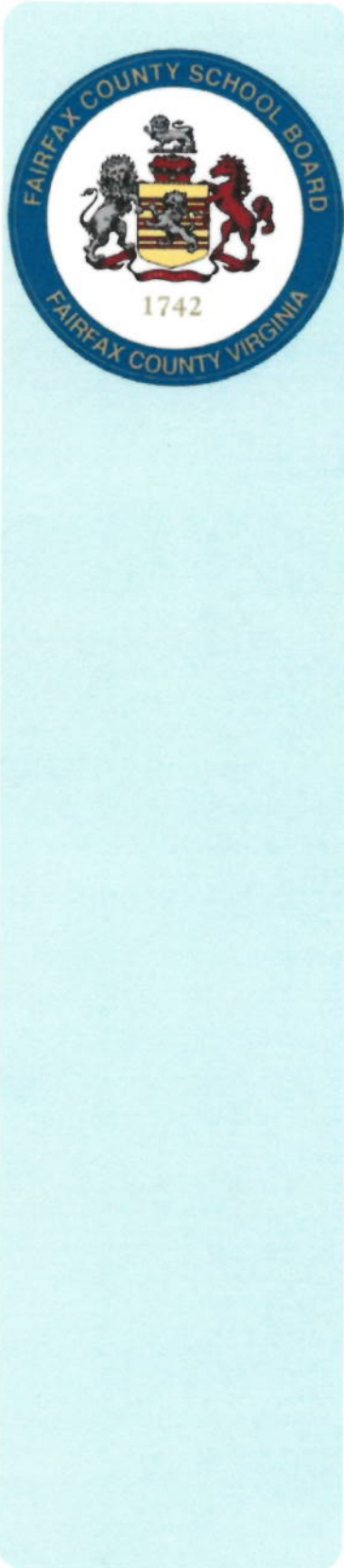
Academy 21  
Alliance for Place Based Learning  
American Civil Liberties Union  
Atherton YMCA  
\*Castle Complex Community Council  
\*Castle-Kahuku Principal and CAS  
\*Education Institute of Hawai'i  
\*Faith Action for Community Equity  
Fresh Leadership LLC  
Girl Scouts Hawai'i  
Harold K.L. Castle Foundation  
\*HawaiiKidsCAN  
\*Hawai'i Afterschool Alliance  
\*Hawai'i Appleseed Center for Law and Economic Justice  
\*Hawai'i Association of School Psychologists  
Hawai'i Athletic League of Scholars  
\*Hawai'i Children's Action Network  
Hawai'i Education Association  
Hawai'i Nutrition and Physical Activity Coalition  
Hawai'i Scholars for Education and Social Justice  
\* 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.*



## Budget at a Glance



### Stakeholder Engagement

#### School Board

- Provides budget updates at community meetings
- Publishes newsletters
- Distributes messages
- Holds monthly budget work sessions
- Provides a forum for stakeholders to discuss issues

#### Superintendent

- Engages in and seeks stakeholders' input on the budget
- Considers stakeholder budget recommendations
- Prepares a recommended budget, incorporating School Board priorities and the Strategic Plan

#### Board of Supervisors

- Hosts joint School Board and Board of Supervisors budget work sessions
- Collaborates with School Board to achieve cost savings through shared services

#### Parents, Employees, and Community Members

- Attend community information meetings and School Board meetings
- Provide budget input

# School Board Strategic Plan

## Strategic Focus for FY 2023

FCPS' Strategic Plan provides a framework for decision making that builds upon a common mission, vision, and guiding beliefs held by the community in support of all students reflecting *Portrait of a Graduate* attributes. The Strategic Plan represents the shared values and priorities of the FCPS' stakeholders. Development of the plan relied upon extensive outreach with stakeholders invited to participate in both focus groups and surveys so that input from community members, parents, employees, and students could form the foundation of the plan. The four goal areas of FCPS' Strategic Plan define the role of all staff in living the commitment to our students and community: Student Success, Caring Culture, Premier Workforce, and Resource Stewardship.

For FY 2023, FCPS will continue to focus on the four goal areas, and use knowledge gained from annual reporting to advance progress on strategic priorities, including processes for aligning budgets to those goal areas. The plan's focus areas were previously set through 2020 and have not been revised due to FCPS' focus on COVID-19 related concerns. The FY 2023 Approved Budget strategically addresses students' academic and well-being challenges stemming from the COVID-19 pandemic, along with other associated concerns, in its funding of the four goal areas that remain the high-level priorities of the Division. FCPS' [Strategic Plan web page](#) provides further details on the Goal Areas and includes links to Strategic Plan reporting documents that are presented to the School Board annually. Those reports, along with budget documents such as this one, are intended to provide transparency in the Division's use of funds entrusted to FCPS and support understanding of the responsible manner in which funds are allotted.



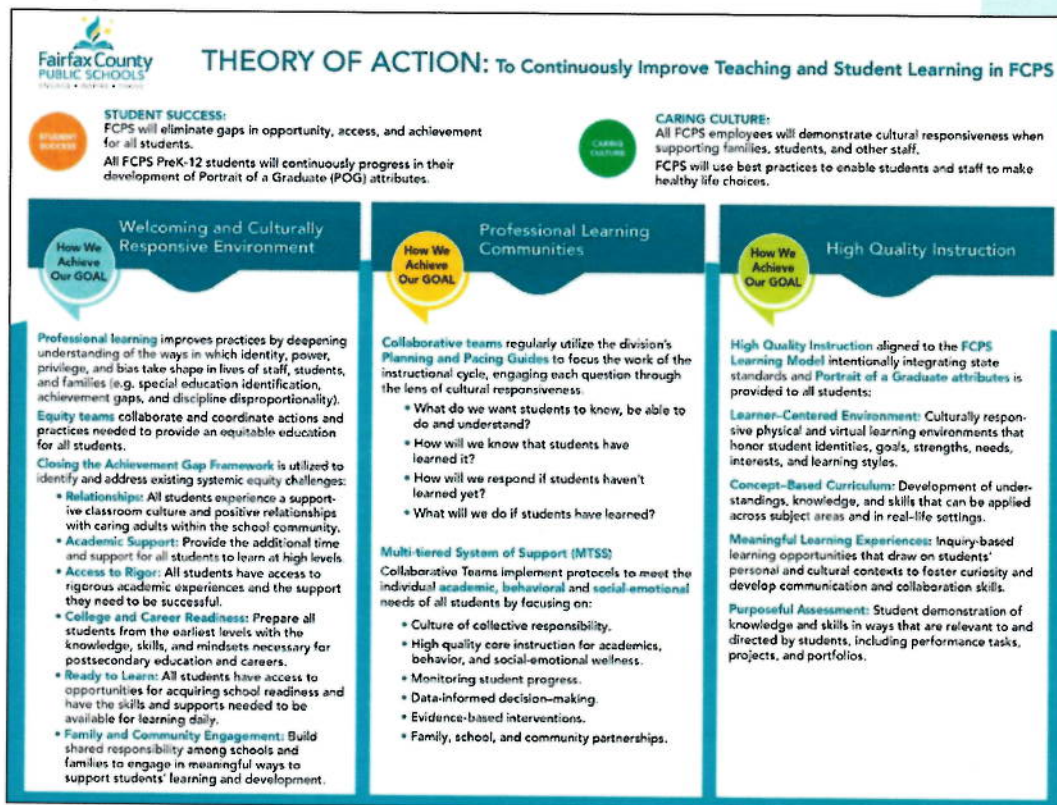


## Theory of Action

FCPS will achieve its strategic aims through the Theory of Action delivery model. The following graphics show the Theory of Action model for both instructional and operational staff and articulate expectations for staff actions to reach the desired outcomes described above. These actions were developed to align the work of instructional and operational staff toward the related desired outcomes in order to achieve the Strategic Plan goals.

## Instructional Theory of Action

The Instructional Theory of Action states the belief that the Division should have a welcoming environment, effective professional learning communities, and high-quality instruction toward meeting the desired outcomes under the Student Success and Caring Culture goal areas. During FY 2022, FCPS revised the School Improvement and Innovation Plan (SIIP) template to align to the Strategic Plan and the Instructional Theory of Action. The revised SIIP template will continue to be used in the 2022-2023 school year.



## Operational Theory of Action

The Operational Theory of Action states that focusing on a welcoming environment, high-performing teams, and operational excellence will help the Division reach the desired outcomes under the Student Success, Caring Culture, Premier Workforce, and Resource Stewardship goal areas. These areas of focus are the operational complements to those found in the Instructional Theory of Action.



# School Board Strategic Plan



## Operational Excellence Framework

The Operational Excellence Framework shown below lays out in more detail the aspects of operational excellence FCPS staff strive for each day. This results in FCPS having the structure for strengthening operational excellence in their work toward the desired outcomes in the Operational Theory of Action delivery model.

### OPERATIONAL EXCELLENCE FRAMEWORK

#### HUMAN CAPITAL

Maximize the strengths and talents of our employees by:

- Promoting effectiveness
- Focusing on people
- Fostering, identifying, and rewarding talent
- Providing feedback for reflection and learning
- Advocating for their needs
- Recognizing and promoting excellence
- Celebrating their success
- Promoting interconnectedness
- Setting high expectations for performance

#### SOLUTION-FOCUSED THINKING

Use solution focused thinking to lead the Division to greater excellence by:

- Being data and research driven
- Using collaborative decision making processes
- Being creative and flexible
- Prioritizing and responding to issues considering the "big picture"
- Discovering and affirming existing strengths and opportunities through diversity

#### CHANGE MANAGEMENT

Engage in continuous cycles of improvement to transform the Division's practices by:

- Identifying opportunities, advocating for change, initiating the change, and checking for results
- Leading, managing, and supporting others
- Employing agile and flexible practices

#### EXPERTISE

Build the capacity in our employees to effectively support the Division through/by:

- Offering, promoting and supporting professional development, industry certifications, credentials, and continuing education
- Fostering leadership and growth
- Building on current skills
- Providing clarity for operational guidelines and best practices
- Ensuring employees understand laws, regulations, and compliance mandates
- Employing leadership practices to build a goal-oriented culture

#### CUSTOMER SERVICE

Provide world-class customer service to our internal and external clients by:

- Setting high expectations for customer support
- Fostering cultures of honesty, openness, inclusiveness, and kindness
- Promoting culturally responsive practices and approaches to stakeholder support
- Taking collective responsibility for resolving issues and communicating the outcomes
- Understanding appropriate channels for managing and responding to stakeholders

#### EFFECTIVENESS and EFFICIENCY

Be effective and efficient users of our resources by:

- Employing the Strategic Decision-Making Cycle
  - Prioritize system needs
  - Consider budget implications
  - Monitor return on investment
  - Determine what worked and make adjustments
- Promoting transparency
- Managing risk
- Advocating for staff needs

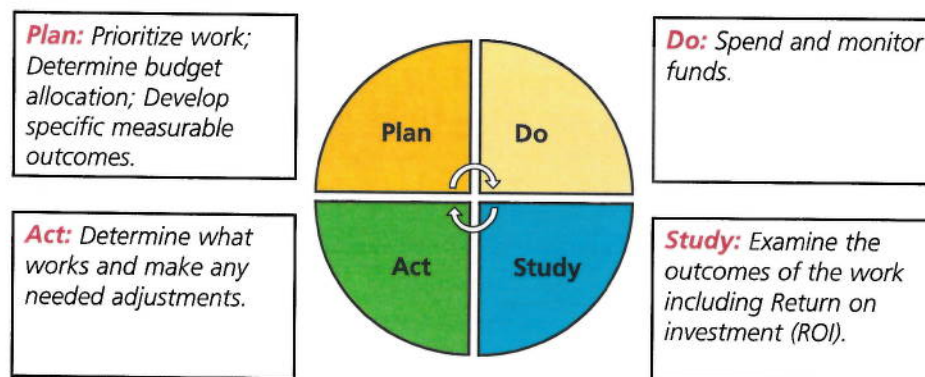
## Budget Process Overview

FCPS aligns the budget to direct funds to the efforts within each of the four goal areas in the Strategic Plan. This alignment is done through the use of FCPS' Strategic Decision-Making Cycle for Resource Allocation (SDMC) and Return on Investment analyses, which allow the community to see how all school operating funds are allocated across goal areas, as well as which funds are allocated in support of strategic efforts.

## Strategic Decision-Making Cycle for Resource Allocation (SDMC)

FCPS created the SDMC framework as an operating tool intended to connect Strategic Plan activities, decision making, and resource allocation, as shown in the following graphic. The SDMC framework guides FCPS' alignment of resources to division priorities and determines whether resources are being used effectively. Once priorities and desired outcomes are identified, the remaining framework can be used to direct funds toward prioritized programs and then to evaluate how well those funds were used and ultimately decide whether adjustments are needed to achieve the desired outcome. This framework has become the central process for aligning funding and resources in the Division.

### Strategic Decision-Making Cycle for Resource Allocation (SDMC)



The SDMC framework relies on a Plan-Do-Study-Act process that focuses on a series of systematic steps to decide how and where to allocate funds and other resources to best support the strategic focus areas. The framework allows staff to:

- **Plan**  
Identify and align the most critical resources to current strategic aims
- **Do**  
Allocate and monitor the use of funds toward specific aims
- **Study**  
Monitor and communicate the impacts of resources
- **Act**  
Adjust resource allocations for subsequent years based on impacts

FCPS has instituted several structures that use the SDMC framework to shape and budget for its programs, services, and initiatives. These structures include the following:

- Revised annual strategic reports to the School Board that present SDMC data in relation to intended performance levels, descriptions of actions undertaken in support of improved performance, ROI results, and conclusions about which actions should be taken next to meet goals.



## School Board Strategic Plan

- Shifted the timeline for Strategic Plan reporting on its four goals so the data from the prior year is available to guide development of the next proposed budget.
- Updated the process for requesting new funding to specify the strategic aim that the new funding is intended to support. The information is used to make final decisions about what to include in the Superintendent's proposed budget within each goal area.
- Revised format for the FCPS budget that identifies funds as either related to specific strategic aims or more globally to a goal area. The separation between these two types of funding allows the Division to delineate what investments it is making toward strategic pursuits versus its broader mission.
- Revised the program budget book to more clearly describe the program purpose, services provided, intended objectives, evidence of effectiveness, and how the program funds are aligned to the strategic aims for each of the goal areas.
- Presented departmental budget reviews for Goal 1, Student Success. These reviews provide detailed budget information for the two departments with primary responsibility for progress on Student Success (Instructional Services, School Improvement and Supports), including the functions of offices within the departments and how they are related to school-based positions, centrally-managed school-based programs, and nonschool-based budgets.

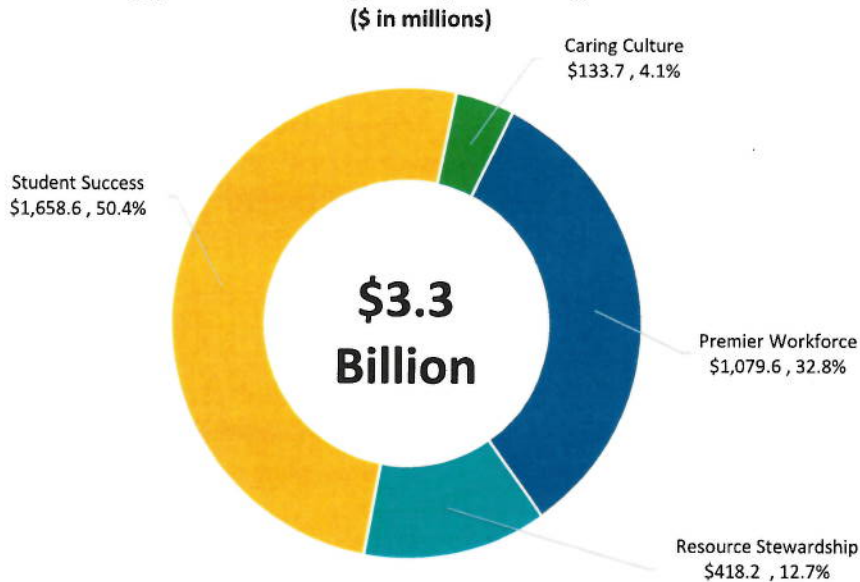
Staff responsible for strategic planning will use the SDMC framework to allocate funds toward the FCPS programs that are the most aligned with and in support of strategic aims. If programs require additional resources, the SDMC framework will help identify where funds can be redirected, either from programs that do not align with strategic priorities or from programs that do not meet their goals. Only when funds cannot be redirected will consideration be given to increased funding. When new resources are needed, FCPS revised its budget development process so it can prioritize resources needed for the strategic goals. New funding requests are required to identify how the funding supports the eight outcomes of the Strategic Plan. Programs that align with strategic goals get priority consideration for funding. The process of aligning the budget to goals and outcomes will continue to be enhanced and developed to increase efficiency, effectiveness, and transparency of how funds are spent in support of strategic aims. It is important for the community to understand the SDMC framework because it is what aligns funding to FCPS' organizational priorities. Currently, the SDMC framework is used to support strategic budgeting and allocation to support resources needed for COVID-related priorities. In future years, the SDMC framework will be used to identify and allocate funding for the priorities identified at that time.

### **Application of the SDMC framework - Budget by Strategic Goal and Desired Outcome**

In keeping with the SDMC framework, the graphic on the following page presents FCPS' total operating fund budget for the FY 2023 Approved Budget in support of each goal area. As indicated in the center of the chart, FCPS' total FY 2023 Approved Budget is \$3.3 billion. The figure is divided into four different colored segments to represent the percent of the FCPS operating budget spent on each goal area. In prior years, FCPS has presented additional details on budgeting within each goal area, which described approved budgeting for each of the eight Desired Outcomes. This level of detail is not provided in this year's approved budget because the Desired Outcomes are expected to be revised for FY 2023 and are not currently available.



## FY 2023 Approved Budget by Strategic Plan Goal



### FY 2023 Approved Budget

- **Goal 1: Student Success**

In keeping with FCPS' focus on student success, the budget includes \$1.7 billion, or 50.4 percent, in this goal area.

- **Goal 2: Caring Culture**

Funding that supports a caring culture for FCPS' students, families, and employees totals \$133.7 million, or 4.1 percent, of the FY 2023 Approved Budget.

- **Goal 3: Premier Workforce**

FCPS demonstrates its commitment to a premier workforce by investing \$1.1 billion, or 32.8 percent, to this goal area.

- **Goal 4: Resource Stewardship**

FCPS is investing \$418.2 million, or 12.7 percent, to the Resource Stewardship goal area in order to maximize available resources and operate as efficiently as possible.



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

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**Testimony**

1 message

**Mara Hanson** <marachanson@gmail.com>

Tue, Aug 30, 2022 at 12:53 AM

To: testimony.boe@boe.hawaii.gov

Chairperson Fallon and Board Members,

I am writing to you in regard to Finance and Infrastructure Committee meeting agenda item IV. B. and Special Meeting agenda item III.A. I am a concerned citizen and tax-payer, and a parent of a school-aged child who formerly attended HI DOE schools. I no longer feel that my child's health and safety would be fully respected or safeguarded on a HI DOE campus and so my child is being home-educated through a Charter school at this time.

In a document with the subject "Update on Status of Department's Capital Improvement Projects and Repair and Maintenance and Anticipated Challenges for 2022-2023 School Year". Superintendent Hayashi details that there is \$1.75 billion in Capitol Improvements budgeted for this school year. Yet, 2.5 years into a pandemic of an aerosolized virus - and just weeks after it was revealed that the HI DOE under his leadership knew full well that more than 21% of Oahu classrooms surveyed for ventilation issues showed dangerous levels of carbon dioxide build-up during school days, indicating poor ventilation ([High Carbon Dioxide Levels Raise Concern About Air Ventilation In Hawaii Schools - Honolulu Civil Beat](#)) - there is not one mention in this document of planned improvements to ventilation and filtration in classrooms. There is not one mention of further studies to assess the ventilation and air filtration in the remaining classrooms on Oahu or any classrooms on any of the neighboring islands. There is not a single mention of ensuring even that there are stop-gap mitigations like the construction and distribution, to every classroom, of Corsi-Rosenthal boxes or other air filtration devices which have been shown to help filter SARS-CoV-2 particles and other aerosolized pathogens from indoor air.

He delineates multiple categories for these Capitol Improvement and maintenance projects. And improvements to indoor ventilation and filtration could fit into several of these categories, most notably the "Health and Safety" category. But there is no mention of any air quality improvement projects, or even of consultations with indoor air quality experts or further ventilation surveys in classrooms not yet evaluated, in any of the categories.

Meanwhile, as of Tuesday, August 23rd, 2022, nearly 2000 HI DOE students, teachers, staff, contractors, and visitors had voluntarily reported being infected with COVID while on HI DOE campuses since the new school year began on August 1st. Many more may have been infected and either chose not to disclose, never tested, or remained asymptomatic. I have personally heard accounts from friends and acquaintances of teachers and students reporting to school sick, actively symptomatic, and being allowed to stay throughout the day. For instance, one friend sent me screenshots of a text message thread they had with their child after the child was told by a teacher that he was COVID positive, that all the students should stay far away from him, and that he could not find substitute teacher coverage to allow him to stay home for the day. This occurred on the 11th school day of the school year. In a classroom that may have had no assessments for ventilation and may have no mitigations in place for air filtration.

The HI DOE, under Superintendent Hayashi, is showing an absolute disregard for the health and safety concerns presented by the ongoing COVID pandemic. There is no leadership within the department on this issue; no efforts within the department to implement common-sense steps to safeguard the health of staff or students. It is high time the Board insists that ventilation and air filtration issues be analyzed by appropriate experts in health and indoor air quality and recommended improvements be implemented as promptly. These are steps that should have been taken over the last 2 years, they are well overdue already. Please utilize your positions on the Board to effect this positive change. Our students and educators are depending on you.

Mahalo for your time and attention to this crucial matter,

Mara Hanson





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

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**FIC Testimony**

1 message

Supcola@hawaii.rr.com &lt;Supcola@hawaii.rr.com&gt;

Tue, Aug 30, 2022 at 8:17 AM

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

FIC Meeting  
September 1, 2022  
Susan A. Pcola-Testimony

**Discussion Items**

A. Presentation on Department of Education's ("Department") 2023-2025 fiscal biennium operating budget process.

I'd like to state that **I am not convinced** that this the Department's presentation on the Budget process is going to be any better than previous years.

How much input has Mr. Otaguro been given? Until he has been provided time for input, comment and opportunities for improvement, this is a start.

Regardless of how it has been formatted for the Board and the public, it still lacks clarity and specificity.

Points to ponder:

How is the Board of Education using their policy 303-1?

How does the Department capture these requirements?

Presentation Slide 11: Is very confusing and does not describe a process to follow and meld with Board Policy 303-1.

It does state: The compilation of budget requests from Department programs includes gathering justification information. The following is an example of the instructions from the system being used to collect request information.

Is this electronic? Paper-based? How is it compiled? Ahupuaa request screen? Could you have done a screen shot for us to see it? Does it meld with the following

**POLICY 303-1 DEPARTMENT OF EDUCATION BUDGETS**

Any Department proposal to make adjustments in the operating budget and Capital Improvements Program budget **shall require prior approval of the Board** and shall include, but shall not be limited to, justification on the:

- Detailed description by cost element and the means of financing, of positions, equipment, or other current expenses being requested;



- Fiscal impact of partial or zero funding for the request; Impact on student achievement and facility requirements;
- Impact on other state programs and agencies;
- Strategic goals supported;
- Measurable deliverables; and
- Identification of resources currently being used to address the problem or funding shortfall.

1. Determination of the merits of budget adjustments shall be based on whether the adjustments address Board goals for education, objectives, and standards.

1. Budget requests for workload increases shall be evaluated on the basis of whether reliable data is provided on student enrollment projections, new schools that will be completed within the fiscal cycle, and legal mandates.

**Rationale:** The establishment of budget priorities is one of the primary ways in which the Board of Education ("Board") articulates its policies to the Department of Education ("Department").

Those priorities are articulated through approval of the biennial and supplemental budgets that specify how, where, and in what amount funds are to be expended.

Page Break

B. Update on status of Department's capital improvement projects and repair and maintenance and anticipated challenges for 2022-2023 school year.

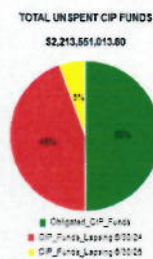
This is exactly where Curt Otaguro should start in his efforts to

- (1) Streamlining operations to improve effectiveness and efficiency and
- (2) Increasing and improving support for school operations in a cohesive manner;

Let's start here: Total Unspent Funds: \$2,213,551,013.60

## CIP Funds

OBLIGATED CIP FUNDS (encumbered or restrictions placed on the use of funds unspent)	CIP FUNDS LAPSING 6/30/24 (unencumbered or no restrictions placed on the use of funds unspent)	CIP FUNDS LAPSING 6/30/26 (unencumbered or no restrictions placed on the use of funds unspent)	TOTAL UNSPENT CIP FUNDS
\$1,104,666,776.30	\$886,136,969.30	\$122,847,246.00	\$2,213,651,013.60



And FACILITIES (**login required**) No public ability to peruse  
CIP Project Tracking (CPT)



Simple Tracking of DOE Capital Improvement Projects

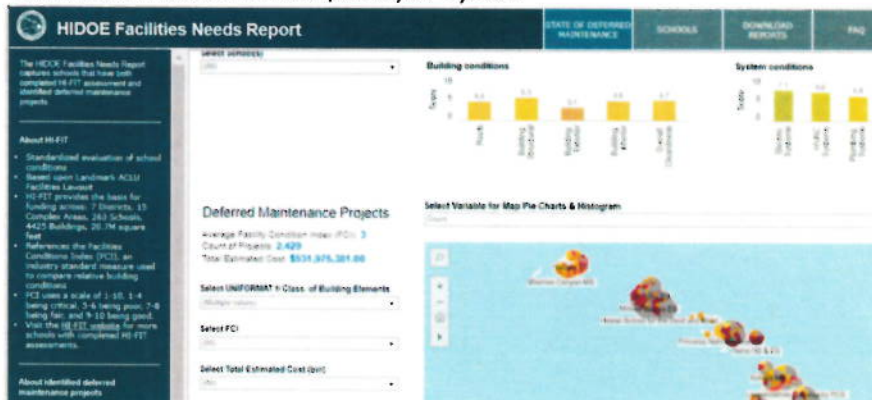
## AND FINALLY

Status of Deferred Maintenance

Average Facility Condition Index: (FCI) 3

Count of Projects: 2,429

Total Estimated Cost: \$531,975,381



## Repair &amp; Maintenance Backlog Projects

- Repair & Maintenance projects identified by schools
- 1996 - Established by Act 89 (1996)
- **2012 - Repealed by Act 133 (2012)**
- 2012 - Reported as \$382M
- 2017 - Reported as \$293M
- 2018 - Restated as \$868M

- 2019 - Replaced by Board of Education Policy 301-10 Equitable Allocation of Facilities Resources
- 2021 - Estimated at \$1.4B
- Not based upon the industry standard of facility condition assessments

Page Break

BASIS of my opening regarding Curt

Curt's Resume:

State of Hawaii (January 2019 – Present) Comptroller & Director, Department of Accounting and General Services.

...Responsible for...repair and maintenance of DAGS managed buildings and grounds including the State Capitol and Washington Place, land survey and public works planning, design, and construction for Statewide capital improvement projects.

SUPERINTENDENT'S JUSTIFICATIONS:

As the comptroller and director of the State Department of Accounting and General Services (DAGS), Mr. Otaguro has oversight of an array of State programs, including the State's accounting system; internal audit...

JOC:

- What is the process?
- Demonstrate how this technique has expedited work on repairing school roofs?
- Is there one example to show this?

The Facilities Development Branch developed a schedule for the allotment requests:

- Provide the schedule for Board review.
- Does this schedule reflect highest priority?
- Where does this schedule relate to the following areas? Are these areas identified in HI-FIT? If not, how will we know?

The Department is well positioned to spend down the \$87 million appropriated by Act 88 (2021) for deferred maintenance projects in a more efficient and timely manner.

- What does well positioned?
- What is the time frame?
- Does this include?

EXHIBIT 8: Pgs 45-54



DOE FY 2023 One-time Budget Appropriation for **Facilities Repair & Maintenance Projects**  
Exhibit 8 Based on Act 248, SLH 2022 (HB1600 CD1) As of 7/27/22 45 **Description:** List of the  
71 Repair and Maintenance (R&M) projects authorized by Part VIII of the budget act (Act  
248, SLH 2022), pg. 286 - text from the act is at the end of this exhibit.

Anticipated challenges

- What is your plan of action to address these challenges?
- How will the industry partners support the needs of the DOE?



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

**Testimony regarding the September 1, 2022 BOE Finance and Infrastructure Meeting at 9:30 a.m., Item IV B**

2 messages

Lynn Otaguro &lt;lmotaguro@yahoo.com&gt;

Mon, Aug 29, 2022 at 5:29 PM

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

August 29, 2022

Board of Education  
Finance and Infrastructure Committee  
State of Hawaii

Regarding the September 1, 2022 BOE Finance and Infrastructure Meeting at 9:30 a.m., Item IV. B.

Honorable Chair Fallin and members of the Finance and Infrastructure Committee:

In its report on capital improvement projects and repair and maintenance, the DOE does not mention ventilation and air filtration. I am writing to ask that this Committee require the Department of Education to continue to monitor and improve the air quality in our school buildings.

With the lifting of masking requirements, ventilation has become an even more important issue for the health of our students and staff and to provide stability in terms of staffing and attendance so that our schools can function effectively. Work on ventilation and air filtration is something that needs to be continued to ensure that all classrooms and buildings in our schools are safe.

For the information of newer board members, I attach a letter previously submitted to this board by the Hale Hawaii Team on steps that can continue to be taken to improve ventilation and air quality.

Thank you,  
Lynn Otaguro

 **Hale Hawaii BOE\_Letter.pdf**  
103K

Lynn Otaguro &lt;lmotaguro@yahoo.com&gt;

Tue, Aug 30, 2022 at 10:18 AM

To: BOE Hawaii &lt;boe.hawaii@boe.hawaii.gov&gt;, "testimony.boe@boe.hawaii.gov" &lt;testimony.boe@boe.hawaii.gov&gt;

Cc: Lynn Fallin &lt;lynn.fallin@boe.hawaii.gov&gt;

Aloha,

I didn't see my testimony in the 48 hour testimony posted so I am forwarding it to make sure that you received it.

Thanks for all that you do,  
Lynn Otaguro

Sent from Yahoo Mail for iPhone

Begin forwarded message:

[Quoted text hidden]

[Quoted text hidden]



**Hale Hawaii BOE\_Letter.pdf**  
103K





June 27, 2022

## Open Letter to the Hawai'i Board of Education

Aloha, Board of Education Members.

We are writing to urge you to take steps **now** to protect the health of our state's public school students, teachers, and staff when school reopens after the summer break. We want to make sure you are aware that there are policies you can enact, and actions you can take, that will help reduce the amount of COVID transmission in our schools and help keep them open for in-person learning, **without** causing controversy, alienating parents, or requiring extensive involvement on the part of teachers and administrators.

We fully support the school mask mandate. Your steadfastness in continuing to follow the advice of the Department of Health has helped to keep our school communities safe. For the coming school year, we urge you to purchase and facilitate the distribution to every school of an ample supply of high-quality masks (i.e., N95, KN95, and KF94), in both adult and child sizes. These should be made available at no charge to students, teachers, and staff. But our main point here is that **masking is not the only tool you have at your disposal** to reduce the level of covid transmission in schools.

As you know, **proper ventilation and air filtering** can significantly reduce the indoor transmission of all airborne diseases, including covid. (See, for example: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/ventilation.html>; <https://www.epa.gov/coronavirus/ventilation-and-coronavirus-covid-19>; <https://www.who.int/news-room/questions-and-answers/item/coronavirus-disease-covid-19-ventilation-and-air-conditioning>.) In recognition of this fact, during the 2021-2022 school year, the Department of Education's Facility Management staff began purchasing carbon dioxide monitors, air filters and other equipment designed to monitor and improve ventilation in our classrooms. Based on numerous first-hand reports from teachers, parents, and students, however, it appears that these tools are not being used to their full potential. In addition, some schools have local policies in place that actively discourage the use of existing means of increasing classroom ventilation, such as opening windows and doors.

At the Finance and Infrastructure Committee meeting on June 2, and later at the General Board Meeting, Randy Tanaka updated the Committee on the "Improving Hawaii School Facilities" site. This site includes the "Facilities Needs Report." Disturbingly, classroom ventilation needs are not addressed on this site. At a minimum, the site should be modified to permit school principals and Complex Superintendents to submit ventilation as a "facilities need"! But families should not have to depend on their school administrators to call attention to ventilation issues. Rather, this Board should require ventilation reviews of all school facilities, and direct Facility Management to make it a priority to remedy ventilation issues as soon as possible.

We believe you have it within your power to enact and enforce statewide policies requiring all schools to make maximum use of all available means to keep our classrooms as well ventilated as possible, and filter their air to the greatest possible extent. These measures include the following:

- You can require that all teachers, school administrators, and custodial staff undergo training, prior to or within a month after the start of school, so that they fully understand

the importance of classroom ventilation, and are well versed in how to implement proper ventilation practices.

- You can issue statewide policies requiring that classroom doors and windows be kept open to the maximum extent possible without interfering with instruction or compromising school security, and overriding all local school rules that might discourage those measures.
- You can use available federal funding to purchase and deploy additional carbon dioxide monitors, air filters (providing MERV-13 or greater filtration), and ventilation equipment, as well as to pay for staff training.
- You can require administrators to survey their facilities as soon as possible to determine what repairs and maintenance are needed in order to ensure that all ventilation mechanisms, including classroom windows, are in fully operable condition, and you can require that school facilities personnel prioritize those items.
- You can require that within the first month of the coming school year, each classroom in every school be properly tested while in use with a carbon dioxide monitor, so that needs for additional ventilation or air filtering can be assessed and prioritized.
- You can adopt policies encouraging schools to require or allow students to eat outdoors on school grounds, rather than in classrooms or cafeterias, wherever that is feasible.

Thank you for your careful consideration of these suggestions. **We hereby request that they be placed on the agenda for consideration at your July 14 meeting.** In the meantime, we will be collecting additional signatures on this letter to demonstrate community support, which we will submit for consideration at the July 14 meeting..

Respectfully yours,

The HALE Hawai'i Steering Team: Sarah Hofstadter, Joy Kaaz, Kai Duponte

Additional signatories (in their personal capacities only):

Burke Burnett

Susan Pcola-Davis

HALE Hawai'i is a statewide, grassroots progressive community activist group. Our website is <https://halehawaii.cc/>; our Facebook page is <https://www.facebook.com/HALEHawaii808>.