

#### **IV. Reports of Board Committees, Board Members, and Superintendent**

☐ A. Investigative committee (a permitted interaction group pursuant to Hawaii Revised Statutes Section 92-2.5(b)(1)) concerning Board policy positions, legislative proposals, and legislative reports for 2023 Legislative Session: findings and recommendations on Board policy positions and legislative proposals for the 2023 Legislative Session.

#### **SUPPORT WITH COMMENTS**

##### **STRONGLY SUPPORT:**

1. The second proposed new policy position is to provide the Board and Department with flexibility to develop and implement a kindergarten entry assessment for all children.

**COMMENTS:** Approach the House Education Committee and Senate Committee on Education **now** rather than wait for the 2023 Legislative Session for a Kaiapuni Waiver.

2. **Communication and relationships with Legislators:** Several legislators emphasized the importance of the Board and Department having clear and transparent communication. Some legislators noted that improved relationships between legislators and Board members would be beneficial.

**COMMENTS:** Board develop a mechanism for this to happen regularly.

**GENERAL POLICY POSITIONS** The Board supports proposed legislation that:

- Increases the compensation of school-level employees in public schools;
- Supports informed decision-making and priority setting through thoughtful and intentional engagement with stakeholders; or
- Improves transparency and access to information to encourage an informed and engaged community of citizens

**COMMENTS:** Board develops a mechanism for this to happen once the session opens. Such as: The Chair provides written and/or oral testimony. Chair has the option to assign board members the same tasking if any of these policy positions are proposed during the 2023 session.

## VI. Action Items

- ☐ A. Board Action on the superintendent evaluation system process for the 2022-2023 school year

### **STRONGLY SUPPORT WITH Method**

- **Comment:** The Board delegate authority to the **Human Resources Committee Chairperson** and members to include **Lauren Moriarty** to determine how the simplified professional standards will work in the approved truncated superintendent evaluation system.
- **Reasoning:** Board Member Moriarty made the motion that was approved at the October 6 Special meeting.
- **Suggestion: Stand up an Ad Hoc Committee**  
**Bylaws Section 5.8. Ad Hoc Committees.** The Board may, as circumstances warrant, authorize the creation of an Ad Hoc Committee for a discrete and specific purpose of interest to the Board and shall appoint all members and officers, including a Committee Chairperson, of such Ad Hoc Committee. The Board shall approve the charge of any Ad Hoc Committee. An Ad Hoc Committee may be created for a definite time period or until its specific function has been completed but shall not exist longer than one year from the date of authorization unless specifically authorized by its charge.
- **Task:**
  1. Determine what the simplified professional standards would cover,
  2. How the Board will rate them or otherwise incorporate them into the evaluation, and
  3. What the expectations are of the superintendent to demonstrate that he has met these simplified professional standards.
- **Expected Outcome:**  
The Board will be able to fairly evaluate the Superintendent on developed simplified professional standards.

## VI. Action Items

☐ D. Board Action on the Department of Education's initial operating budget submission for the 2023-2025 fiscal biennium focused on maintaining existing and required services.

**PRAISES:** I do not have the words to say how much of a pleasure it was in reviewing FB 2023-2025 Steady State Budget Requests ALL 148 PAGE of which the Detailed Justifications of Budget Requests (pages 30-147) was SUPERB! I get to eat my words, you accomplished a great enhancement.

**STRONG SUPPORT:** The Steady State budget has been developed with great thought and calculations.

*FOR MY REFERENCE ONLY:*

- *The incoming Governor (taking office on December 5, 2022) will then review and "Second Budget Submittal" is planned by B&F for all Executive Branch agencies. The Department may submit requests for other critical resource allocations. However, those requests will not be included in the "Steady State" budget. Instead, they will be provided to the new administration for consideration in the "Second Budget Submittal." This will include budget requests that are aligned with the new Administration's policy and budget priorities.*

**COMMENT:** The top 10

Of the top ten, I **STRONGLY SUPPORT:**

### **HAWAII KEIKI: HEALTHY & READY TO LEARN**

This program will facilitate greater access to health care for all students, which will help students to stay in school and benefit from educational programs. Services are provided both in person and via telehealth.

- Funds requested will **cover the cost of at least one full-time nurse for each complex** and include **registered nurses, advanced practice registered nurses, Admin and Behavior Technicians (52 total positions)** through a formal agreement with Hawaii Keiki.
- **\*\*\* These funds also cover other miscellaneous program costs such as ALL nurses and those allowed to dispense medications have NARCAN as part of their health rooms supplies, equipment, and training.**

COMMENTS ON:

**General Fund "Steady State" Requests**

Reference	Justification Summary	Comments
7870 <i>In Summer 2022, HIDOE provided summer learning opportunities for 28,275 students at 225 schools statewide.</i>	A full-time Summer Learning Coordinator (This position will plan and implement summer learning statewide)	Department needs to provide a <u>report</u> from the 2022 summer learning opportunities
7821	\$3,500,000 for increases in 70+ service contracts increases.	<u>Status:</u> Air Conditioning & Exhaust & Ventilating Fans; Air Conditioning
7866	This program will facilitate greater access to health care for all students, which will help students to stay in school and benefit from educational programs. Services are provided both in person and via telehealth. Funds requested will cover the cost of one at least 1 full-time nurse for each complex and include RNs, APRNs, Admin and Behavior Technicians (52 total positions) through a formal agreement with Hawaii Keiki. <u>These funds also cover other miscellaneous program costs such as health rooms supplies (NARCAN), equipment, and training.</u>	<u>ALL nurses and those healthcare positions allowed to dispense medications have NARCAN on their person</u>
7926 <i>Funding for Hawaii Department of Education (HIDOE) schools and offices to receive critical <b>ACTIVE THREAT RESPONSE TRAINING</b> in order to properly plan, respond, and be prepared for tragic events such as school shootings.</i>	Funding for this request is necessary to provide critical training to Department personnel to ensure they are knowledgeable, familiar, proficient, and confident in executing required emergency actions in order to properly respond to <u>active shooter/threat incidents on campus.</u>	If funds are not provided, the Department will be unable to train our 30,000 employees across its 258 schools.

## Net Zero Energy

### DOE Energy Strategy: Sustainable Schools

#### EXAMPLE OF A DOE SUCCESS STORY (continuing)

Energy Efficiency - LED	Energy Efficiency - AC	Renewable Energy	Energy Consumption
700,000 replacements of T8 Lamps to LED  Lighting: 54% Energy Costs	128 Schools with 100kW NEM/PPA  AC: 28% Energy Costs	1. Completed 108 NEM projects (Net energy metering (NEM) via Power Purchase Agreements (PPA) 2. Planned 100+ solar canopy projects *System interconnect agreements (SIA) vs PPAs *NEM Program *Grid Services	1.Reporting of electricity – Caspio platform 2.Measuring energy consumption – Mana monitoring platform 3.Control of energy consumption – DDC controls platform <b><i>planned</i></b> <b>[OF AC SYSTEMS]</b>

## VI. Action Items

☐ E. Board Action on the Department's Capital Improvement Projects budget for the 2023-2025 fiscal biennium.

### COMMENTS:

OFO has reported to the Board on several occasions that using the Improving Hawaii Schools Dashboard (OFO) would be the tool used to develop the list of CIP projects.

Justify the use of the CIP Matrix Prioritization Criteria against the dashboard.

What does the matrix look like?

Who has input into the scoring?

### EXAMPLES:

#### Instructional: **HOW ARE THESE SCHOOLS SELECTED?**

*Under the Instructional program, projects provide modernizations, renovations, and new facilities at existing campuses to support 21st century instructional needs. Additionally, Special Education, Career and Technical Education, and elective programs with unique facility needs, including modernization and appropriate spaces at older schools, are addressed. The Department is requesting \$2.5 million for FY 2023-24 and \$66.5 million for FY 2024-25 for facility improvements and upgrades at various school campuses across the state.*

INSTRUCTIONAL			\$2,500	\$66,500
Leilehua High School	Science Classroom Improvements	STEM/Science		\$39,000
Kaimuki High School	Science Classroom Improvements	STEM/Science	\$0	\$5,500
McKinley High School	Science Classroom Improvements	STEM/Science	\$0	\$5,500
Leihoku Elementary School	SPED Facilities Improvements	SPED	\$2,000	\$0
Various Schools, Statewide	SPED Facilities Improvements	SPED	\$0	\$12,000
Various Schools, Statewide	EDSPEC Update	Modernization	\$500	\$500
Pahoa Elementary School	Campus Renovate/Replace	Modernization	\$0	\$2,000
Eleeele Elementary School	Classroom Building Replace Portables	Modernization	\$0	\$2,000

#### Support: **HOW ARE THESE SCHOOLS SELECTED?**

*Projects under the Support category provide miscellaneous support areas on campuses. These include administration facilities, libraries, food service, and athletics. The facilities assessment identified projects that are either beyond their useful life or are significantly short of required areas, facilities, or other components of the educational specifications. The Department is requesting \$26.85 million for FY 2023-24 and \$53.4 million for FY 2024-25 for support facility upgrades and improvements at ten school campuses*

SUPPORT			\$26,850	\$53,400
Kohala High School	Gymnasium	Support	\$0	\$29,000
Waimea High School	Gymnasium	Support	\$2,000	\$0
Kaimuki High School	Track and Field Improvements	Support	\$7,500	\$0
Lokelani Intermediate School	Administration/Library	Support	\$0	\$18,000
Kailua High School	Track Improvements	Support	\$350	\$3,500
Kauluwela Elementary School	Administration/Cafeteria/Multipurpose/ Classroom	Support	\$1,000	\$0
Campbell High School	Athletic Complex Facilities	Support	\$16,000	\$0
Pahoa High & Intermediate School	Track Improvements	Support	\$0	\$300
Baldwin High School	Physical Education/Athletic Locker Rooms and Other Facilities	Support	\$0	\$1,100
Ke Kula Kaiapuni O Anuenue	Administration/Library	Support	\$0	\$1,500

**THE CIP MATRIX PRIORITIZATION CRITERIA** was used to rank over 200 projects and identify the highest-ranking projects for inclusion in the biennium budget by taking into consideration:

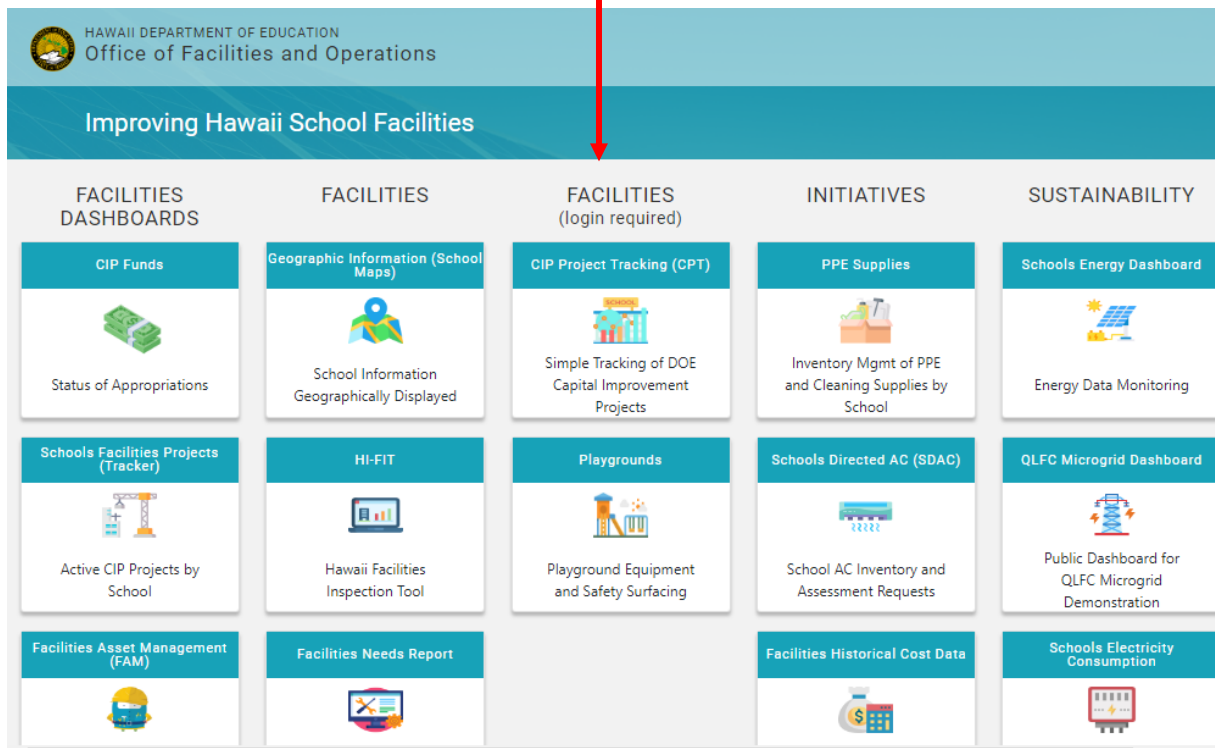
- Health/Safety,
- Condition,
- Compliance,
- Building Capacity,
- Instructional Impact,
- Schools eligible for Title I funding,
- Schools identified for comprehensive support and improvement,
- Shared Use, and
- Other Factors/Considerations.

**THE WEIGHTED SCORING METRIC** takes into account the socioeconomic needs of schools based on a current list of schools eligible for support under Title I, Part A of the Elementary and Secondary Education Act of 1965 (Title I), as amended by Every Student Succeeds Act (ESSA)

The requested CIP budget will allow the Department to address **THE MOST CRITICAL NEEDS, SUCH AS:**

- Site purchase of the former St. Francis School site to streamline departmental operations;
- Increased student capacity at the Campbell-Kapolei Complex Area and Kulanihako'i High School;
- Improvements for special education and support facilities;
- Compliance with ADA and Title IX requirements;
- Immediate health and safety needs and support for on-going CIP projects; and
- Deferred Maintenance Program projects.

**COMMENTS: I am strongly opposed to the “Facilities: CIP Project Tracking” being withheld from the public.**



**Last month, I was stopped during my testimony and am providing it here. The most significant part of my testimony is on pages 7, 8 and 9**

### **Why Consider CO2 Control**

#### **1. Student Health Considerations**

CO2 monitoring can ensure that acceptable levels of ventilation for the health and welfare of students and teachers is maintained at all times.

- **Lack of Ventilation Can Contribute to Absenteeism & Poor Student Performance**

There are now numerous scientific studies that document that the lack of proper ventilation can impair performance and can increase the effective spread of viruses that can lead to ***increase absentee rates that may directly affect school operational funding***. These studies also show that ***student performance can also suffer if ventilation is neglected***.

The value of CO2 measurements is that you can constantly monitor and control ventilation levels to ensure student health and productivity.

#### **1.e. What are the symptoms of carbon dioxide toxicity?**



- Symptoms
  - Dull headache.
  - Weakness.
  - Dizziness.
  - Nausea or vomiting.
  - Shortness of breath.
  - Confusion.
  - Blurred vision.
  - Loss of consciousness.

**On August 24, 2022 a letter was sent to the Complex Area Superintendents and Principals regarding Guidance on Minimum Air Purifier Specifications. I am unable to find this letter on the DOE website. The Office of Facility Operations is working on a price list for air purifiers and filters that schools can utilize.**

**An attached document provides additional information to guide schools on how to “calculate” air changes per hour based on the clean air delivery rate of the unit you are looking to purchase. It provides some guidance based on the size of your room, to purchase the correct size.**

**These are screen shots of what was sent to the Complex Area Superintendents and Principals. Pretend you are a CAS or principal, answer for yourselves if this would help you order and purchase air purifiers AND filters. Ask yourself if this document provides any guidance on purchasing MERV filters for the CR Box fans already placed in classrooms.**

**Would you feel unsupported? Helpless? Frustrated? Maybe a letter is not the appropriate communication vehicle? How else could this have been accomplished? ZOOM?**




**STATE OF HAWAII**  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF FACILITIES AND OPERATIONS

August 24, 2022

TO: Complex Area Superintendents  
Principals (All)

FROM: Randall M. Tanaka   
Assistant Superintendent

SUBJECT: **Guidance on Minimum Air Purifier Specifications**

The Office of Facilities and Operations (OFO) is currently working on a price list for air purifiers and filters that schools can utilize. Should schools wish to procure air purifiers prior to the completion of the price list, the OFO is providing guidance on the minimum specifications for air purifiers.

The attached document should be used to assist schools with decision making on purchasing high density air filters. To better assist schools with finding an air purifier (or the quantity of air purifiers) for the right size of their classroom, this document also provides additional information on how to calculate air changes per hour (ACH) based on the clean air delivery rate (CADR) of the unit you're looking to purchase.

Should you have any questions, please contact Gary Bignami, Facilities Planner II in the Office of Facilities and Operations Environmental Services Unit at (808) 784-5060 or at [gary.bignami@k12.hi.us](mailto:gary.bignami@k12.hi.us).

RMT:cs  
Attachment

c: Superintendent  
Deputy Superintendent  
Office of Facilities and Operations  
Environmental Services Unit

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER

**Office of Facilities and Operations  
Guidance on Minimum Air Purifier Specifications**

This document is to assist schools with decision making on purchasing high density filters like High Efficiency Particulate Air (HEPA) Air Purifiers to assist with risk reduction strategies related to COVID-19 and other indoor air quality issues.

**What should schools/offices look for when purchasing HEPA air purifiers?**

Schools should look for the following specifications when purchasing an air purifier:

1. The unit's Clean Air Delivery Rate (CADR) for dust should be a minimum of 275 cubic feet per minute ( $\geq 275$  cfm) on high fan speed.
2. Noise on high fan speed setting should be below 60 decibels ( $< 60$  dB).
3. OFO does not recommend purchasing units with add-ons such as ionizers, photocatalytic oxidation, and plasma. Ultraviolet disinfection is optional and ok to purchase as an inclusion with the air purifier.
4. The unit's filters should have a HEPA filter with a rating of H12 or better; H13 or better is preferred.
5. The unit should be ozone-free or have zero ozone emissions. The unit should have the environmental claim validation number UL2998 or provide equivalent compliance. For additional information on this specification, please visit the link [here](#).
6. It is preferred (but not required) for the unit to have Association of Home Appliance Manufacturers (AHAM) certification and EnergyStar certification.

**How do I know what CADR is appropriate for my size classroom?**

The target Air Changes per Hour (ACH) is 5 ACH. A CADR of 275 provides approximately 2 ACH in an 8-9000 cubic foot room. This is in addition to the expected ACH levels already existing in your classroom through natural ventilation (1-3 ACH), as well as ACH from HVAC systems (1.5 - 3 ACH).

ACH can be calculated in the following way:

$$[\text{CADR (cfm)} \times 60 (\text{min/hr})] / \text{Room volume (cu ft)}$$

For more specific calculations, please see the Harvard & CU-Boulder tool to estimate air exchange by air purifiers: <https://bit.ly/air-purifier-calculator> (Excel)

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**General Reminders:**

1. Where should you place your air purifier?
  - a. Place the air purifier away from walls toward where occupants sit.
  - b. Avoid placing units in unused corners of rooms, beneath tables, or near objects which obstruct air flow.
  - c. Air purifiers can be used in conjunction with opening windows, but should be located away from the windows, so they aren't cleaning already clean outside air
2. How long should the air purifier run?
  - a. Operate our air purifier for the entire time a room is occupied plus 1-2 hours afterward if feasible.
  - b. Increasing the amount of time an air purifier runs at higher fan speeds increases the air filtration.
  - c. Air purifiers do not instantaneously clean the air, so they should be continuously run even during intermittent occupancy.
3. When should I replace my filter in the air purifier?
  - a. Filters should be changed according to manufacturer recommendations.

**Board of Education  
General Business Meeting Written Testimony  
October 20, 2022**

**Testimony related to three agenda items.**

**Legislative History and other sources of information  
School Safety – Classroom Door Locks 2013-2022**

**IV. Reports of Board Committees, Board Members, and Superintendent**

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**VI. Action Items**

☐ D. Board Action on the Department of Education’s initial operating budget submission for the 2023-2025 fiscal biennium focused on maintaining existing and required services.

☐ E. Board Action on the Department’s Capital Improvement Projects budget for the 2023-2025 fiscal biennium.

**School Safety – Classroom Door Locks**

**Legislative History and other sources of information  
2013-2022**

**Nothing for 2023 Legislative Session**

<b>IV. Reports of Board Committees, Board Members, and Superintendent</b>  <input type="checkbox"/> A. Investigative committee (a permitted interaction group pursuant to Hawaii Revised Statutes Section 92-2.5(b)(1)) concerning Board policy positions, legislative proposals, and legislative reports for 2023 Legislative Session: findings and recommendations on Board policy positions and legislative proposals for the 2023 Legislative Session.	See related information below.
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<p><b>VI. Action Items</b></p> <p><input type="checkbox"/> D. Board Action on the Department of Education's initial operating budget submission for the 2023-2025 fiscal biennium focused on maintaining existing and required services.</p>	<p>See related information below.</p>
<p><b>VI. Action Items</b></p> <p><input type="checkbox"/> E. Board Action on the Department's Capital Improvement Projects budget for the 2023-2025 fiscal biennium.</p>	<p>See related information below.</p>

2022	
<b>Newspaper Article</b>	
<p>“Shouldn’t Classroom Doors Lock from the Inside? Here’s Why Many Don’t” August 4, 2022.</p> <p>Excerpts only  <a href="#">Shouldn't Classroom Doors Lock From the Inside? Here's Why Many Don't (edweek.org)</a></p>	<p><b>But about 1 in 4 public schools in the United States lack classroom doors that can be locked from the inside, according to the most recent data from the National Center on Education Statistics from the 2019-20 school year.</b></p> <p>Robb Elementary School, in Uvalde, Texas, where a shooter killed 21 people in May, <b>the building had a classroom door system that required teachers to lock their doors from the outside using a key to secure their classrooms when they weren’t in them. Teachers often propped the doors open or instructed substitute teachers to do so if they did not have keys for the locks, which were limited and no longer in production.</b></p> <p><b>“They don’t have the money to do them all at once, so they just kind of do them as they go.” ‘It’s always an issue of competing needs’</b></p> <p><b>But because facilities funding could be used for a variety of school building systems—district leaders have to make a decision about where to use that money. And that means classroom door-locking systems might not be at the top of the priority list.</b></p> <p><b>‘All of this is a huge logistic lift’</b></p> <p><b>Even if there is money, figuring out how to change all the locks in a school or multiple schools in a district is a hard task.</b></p> <p><b>School facilities experts said there’s more to it than just putting a new locking device on a door. Schools may also need to replace the whole structure, including the door, the door frame, and the lockset, because they all have to be compatible.</b></p> <p><b>District leaders also have to think about which classroom door-locking mechanism will work best under all the building safety regulations, including fire safety codes and the Americans with Disabilities Act.</b></p> <p><b>Fire safety regulations require that schools have doors that allow people to have a one-motion egress, O’Leary said. “Schools have been flooded with sales pitches or demands for different types of barriers that can be deployed to lock the classroom, [but those products] might stop people’s egress.”</b></p> <p><b>In the New Bedford district, O’Leary said they’ve changed the classroom door locks in a couple of schools. They ended up using a lock that has a standard handle but in the center of that is a red</b></p>

	<p>button that a teacher or student can press and a deadbolt locks the door. But if people need to get out of the room quickly, they just pull down the door handle and they can get out. It's a one-motion egress, so it's up to building code. If someone needs to get in from the outside, that person would need a key.</p> <p>According to school facilities experts, those kinds of door-locking systems are what many schools are turning to nowadays.</p> <p>A deadbolt is much more effective than a simple door latch that can be opened with a credit card or other flat device, Bliesner said. You also don't have to fumble around to find the keys because it can be locked just by turning it or pressing a button as opposed to doors that need to be locked from the inside using a key. If a kid locks a teacher out, the door can still be opened from the outside with a key.</p> <p>They said school safety and security needs to be put into a comprehensive plan, and not just thrown together as a knee-jerk reaction to a crisis.</p> <p>"All of these things are tools and tools are used by people. Tools do not keep children safe. People keep children safe," Bliesner said.</p> <p>The tools, he added, have to be implemented with "fidelity and a certainty that [people will] follow through. All the tools in the world will not make you safe if you don't use them effectively.</p>
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## 2019

Senate Bill 764	<p>" 5302A- Emergency preparedness; safety and security. To- 5 ensure the safety of students, teachers, and school staff: 6 -(1) All classroom doors shall be equipped with an interior 7 lock no later than January 1, 2020;</p>								
	<table border="1"> <thead> <tr> <th>Sort by Date</th><th>Status Text</th></tr> </thead> <tbody> <tr> <td>1/18/2019</td><td>S Introduced.</td></tr> <tr> <td>1/22/2019</td><td>S Passed First Reading.</td></tr> <tr> <td>1/24/2019</td><td>S Referred to EDU/PSM, WAM.</td></tr> </tbody> </table> <p>NO FURTHER ACTION</p>	Sort by Date	Status Text	1/18/2019	S Introduced.	1/22/2019	S Passed First Reading.	1/24/2019	S Referred to EDU/PSM, WAM.
Sort by Date	Status Text								
1/18/2019	S Introduced.								
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## 2018

Senate Bill 2576	<p>~302A- Emergency preparedness; safety and security. To 5 ensure the safety of students, teachers, and school staff, by 6 January 1, 2019, all classroom doors shall be equipped with an 7 interior lock.</p>
	<p>SECTION 2. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ .....or so much</p>



	thereof as may be necessary for fiscal year 2018-2019 to install interior locks on all classroom doors in department of education schools.
	<div> <div>4/12/2018 H Received notice of disagreement (Sen. Com. No. 784).</div> <div>4/16/2018 H House Conferees Appointed: Woodson, Cullen Co-Chairs; Fukumoto, Kong, Matsumoto.</div> <div>4/16/2018 S Received notice of appointment of House conferees (Hse. Com. No. 610).</div> <div>4/19/2018 S Senate Conferees Appointed: Kidani Chair; Nishihara, Galuteria Co-Chairs.</div> <div>4/19/2018 H Received notice of Senate conferees (Sen. Com. No. 802).</div> </div> <p>NO FURTHER ACTION</p>
TESTIMONIES:	<p>SB-2576-HD-1 Submitted on: 4/4/2018 Testimony for FIN on 4/4/2018</p> <p>Submitted By Smith</p> <p>I'm a Hawaii educator and I support this bill. I'm worried our schools aren't doing enough to prepare for different types of emergencies especially an intruder. When we have a problem on campus it's can be difficult to reach security or an admin and worried how I would notify staff if something needed immediate attention. The procedures aren't there at this time to handle more challenging situations. I understand the cost is high for interior locks, but each classroom should have at least one door that allows the teacher to secure it from the inside. Please be proactive. Let's not wait for a tragedy to occur before action is taken to keep students and teachers safe. Although the cost to implement these measures is high, the cost of liability and casualties will be much higher if and when an emergency or mass casualty event occurs. Make the DOE accountable for ensuring the staff and students are as safe as possible in Hawaii's schools. Let's get Hawaii schools up to par with national safety recommendations.</p>
	<p>SB-2576-HD-1 Submitted on: 4/4/2018. Testimony for FIN on 4/4/2018</p> <p>Submitted By Christine Russo</p> <p>Comments: My name is Christine Russo and I am a 4th year Science teacher at James Campbell High School. Prior to working as a full time teacher, I was a substitute teacher throughout the Leeward and Windward district for 4 years. I support this bill for the following reasons: In regards to interior locks 1. Currently, must exit room to secure it, leaving students vulnerable. Classroom doors need to be secured immediately during a lockdown. 2. Cannot tell if the door is locked from the inside (no confirmation) 3. There have been instances where</p>

	<p>staff is asked to cover a room without being provided a key; it happened to myself as a sub 4. There have been times where half the teachers at school have been in classrooms in which they didn't have a key for due to room switches for an event 5. Dept of Homeland Security recommends interior locks.</p> <p>In regard to enhanced training for both students and staff:</p> <ol style="list-style-type: none"> <li>1. At this time, training and safety measures are very inconsistent because measures are left up to each school's principal to implement and there is little accountability</li> <li>2. Safety plans should be comprehensive across all schools in the state and fairly standardized. FEMA and Dept of Homeland Security have the resources available to create a more comprehensive preparedness plan.</li> <li>3. Teacher training crucial because: <ul style="list-style-type: none"> <li>• No protocol on initiating an emergency response</li> <li>• DOE phones have an emergency button, but staff are not consistently educated on using it. I've worked for DOE since 2010 and just learned about the button last year when I met with admin regarding my security concerns). Other Hawaii teachers report having no idea the button exists or no idea what it does.</li> <li>• Extent of teacher training is being given the school's emergency plan and watching basic videos at beginning of year</li> <li>• Evidence that new teachers that arrive mid-school year are not being actively provided the emergency plan</li> <li>• Not taught how to take student reports of suspicious or concerning behavior seriously and how to report it 4. Student training crucial because: <ul style="list-style-type: none"> <li>• Over 75% of school shooters reported their intent to commit a mass shooting however students are not taught how to recognize and appropriately report suspicious behaviors or statements by a peer</li> </ul> </li> </ul> </li> </ol>
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	<ul style="list-style-type: none"> <li>• Only consistent training students receive across the board in the DOE is being involved in routine drills</li> <li>• No accountability on who is educating students on emergency prevention and response. Teachers told in passing to go over safety plan with students but no accountability on who is doing so</li> <li>• Students not educated on what to do if an incident occurs <ul style="list-style-type: none"> <li>o During passing, at recess, before/after school</li> <li>o How to do reverse evacuation</li> <li>o What to do if teacher incapacitated</li> <li>o What to do when police clear the room (hands up) or</li> <li>o Simple concepts like turning ringer off in lockdown or not using phone in bomb threat</li> </ul> </li> <li>• Don't want to scare our kids but important to practice incidents like active shooter incidents.</li> </ul> <p>With age appropriate training, students will know what to do and how to respond Above are just some of the numerous reasons I strongly support SB2576. I appreciate this opportunity to share. Christine Russo</p>
	<p>Testimony Before the Senate Committee On Education  RE: SB 2576 Relating to Education Tuesday, February 20, 2018  Dear Senator Donovan M. Dela Cruz, Senator Gilbert S.C. Keith-Agaran, and Members of the Committee:</p> <p>My name is Kim Virtudazo. I am a teacher at James Campbell High School in Ewa Beach on Oahu. I am submitting testimony in support of SB 2576 to help protect our students, faculty, and schools. Today I am testifying not only as a teacher but as a parent to my six year old son, Logan and three year old daughter, Lily. I am writing in support of SB 2576 to require the <b>DOE to install interior locks in classroom, have an intercom system at all schools, and better prepare teachers and students in case of emergencies.</b> As a sixth year teacher, I see first-hand the dangers our students encounter daily. Lockdowns and shelter-in-place have become a common and terrifying occurrence in all schools throughout the state. Although we do practice these events, the scary fact is we can do so much more</p>

	<p>to prepare. <b>My classroom has two doors but I only keep one door unlocked during the school day. I have made a conscious decision to only unlock one door because in the event of an emergency, I don't have time to lock both doors from the outside.</b> The fear of an active shooter is all too real <b>but the idea that I have to go outside to lock my door terrifies me because it is then that myself and my students are in immediate danger.</b> As a mother, one of the saddest days was the day my son, Logan, a kindergartner at Ewa Elementary, came home and told me they had to "turn off the lights" and go under their desks quietly for several minutes. His teacher, Mrs. Kris Tanioka is an outstanding educator who has twenty-two, five and six year olds in her class. As a high school teacher, I can't imagine what it's like to go through these events with kindergartners. It's unfair and terrifying to think that Logan's teacher needs to put herself and all twenty-two students in danger, when she opens her door to step outside to lock it. So today, I ask that you support SB 2576, to help protect our students, faculty, and schools. I ask you this a parent of Logan and Lily, a freshman English teacher at James Campbell High School, a night schoolteachers at Waipahu Community Schools for Adults, a State of Hawaii registered voter, and just a citizen of Hawaii. Thank you for your time and consideration, Kim Virtudazo, Ewa Beac</p>
<b>Newspaper Article</b>	
<p>Hawaii News Now February 14, 2018          "In Effort to Bolster School Security, Lawmakers Consider Door Locks, Training"          Excerpts only  <a href="http://hawaiinewsnow.com">In effort to bolster school security, lawmakers consider door locks, training (hawaiinewsnow.com)</a></p>	<p>There's a push by Hawaii lawmakers already underway to make campuses safer and more prepared in the event of an emergency.</p> <p><b>The proposal moving forward in the Senate — Senate Bill 2576 — would require the Department of Education to ensure all classroom doors have interior locks by the beginning of 2019, as well as campus intercom systems by 2020.</b></p> <p>"If an emergency arises where there's somebody outside in our halls trying to get in, I have to rush outside the doors, lock it from the outside, go rush to my second door, and lock it again. Then try to make it back safely. If I go out into the hallway, I'm in danger and my students are in danger," Camacho said.</p> <p><b>While DOE supports the intent, the school's superintendent {Kishimoto} says the bill is not needed at this time since the department is already assessing what schools may need to improve safety on campus.</b></p> <p>Hawaii has never had a school shooting, and everyone wants to keep it that way.</p>

## 2014

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

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## Testimony

1 message

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**Mara Hanson** <marachanson@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Thu, Oct 20, 2022 at 7:37 AM

Aloha Chair Voss and Board of Education Members,

My name is Mara Hanson, a concerned parent, and former Hawaii DOE emergency-hire Teacher and Substitute Teacher. I am writing with comments on items VI.D and VI.E on your agenda for your October 20, 2022 General Board Meeting.

In regards to agenda item VI.D, I am testifying in support for the "Virtual School" program mentioned on page 10 of Superintendent Hayashi's memo, attached to this item. Further, I am testifying to encourage the board to recommend that the DOE plan this program with the intention that it could be rapidly expanded to serve most or all Hawaii DOE students in the event of another regional, state-wide, or nation-wide community health emergency. We are all aware that the pandemic is not over. Our state, and even our nation, was caught off-guard and unprepared in early 2020 for the consequences of such a health emergency. We cannot change how effectively or ineffectively we responded then. But we can use the experience to create plans for how to react more effectively should we find ourselves in a similar situation again. In addition to being prepared for any future community emergencies, flexible capacity for this program would make access to it more equitable for students and families with conditions that still leave them at greater risk during the ongoing pandemic, those who might find a virtual and flexible program more conducive to student learning, and those for whom certain advanced or specialized course would otherwise be unavailable.

In regards to agenda item VI.D, I am also testifying in opposition to the adoption of this budget as a whole due to the exclusion of funding for the maintenance and replacement of air filtration equipment and the exclusion of funding for ventilation inspection or air quality testing for every indoor classroom, lunchroom, workspace, or gathering space. I have testified previously, on multiple occasions, about the lack of planning for these needs over the last 2 1/2 years. The lack of planning that should have taken place 2 years ago and actions that should have been taken over the last 2 years could have prevented thousands of cases COVID transmission on our school campuses, could have prevented days and even weeks of learning loss and absenteeism in many of those cases and could have mitigated or prevented the crushing staff shortages that we witness as the fallout during the worst 2 COVID waves yet waves that happened while we still had mask mandates in place that we can no longer count on to help blunt the fallout. We cannot go back and undo those air quality planning omissions of 2 years ago. But we can prevent the same omission from occurring again and compounding the attendance, learning loss, and staffing loss issues going forward. I am attaching a copy of my last testimony to the board as a reference for both my reasoning behind treating these issues as Health and Safety needs and as a reference to the DOE's pattern of insufficient planning and response when it comes to ensuring safe air quality in every classroom. Please insist that the budget be revised to address this responsibility proactively and adequately rather than reactively and inadequately. This very necessary step in the process of "learning to live with it". Please reject this budget and insist that the current DOE administration address these needs in a revised budget.

In regards to agenda item VI.E, I am testifying in opposition to the adoption of this budget as a whole due to the exclusion of funding for the capital improvements necessary to ensure proper filtration and/or ventilation of every indoor classroom, lunchroom, workspace, or gathering space. I have testified previously, on multiple occasions, about the lack of planning and the lack of sufficient action to affect safer and healthier indoor environments on campus. With this budget, the DOE had the opportunity to course-correct and plan to make our schools safer places for our children, their teachers, and the amazing support staff that allows public education to operate in our state. But the DOE leadership has once again failed to plan, failed to do everything in it's power to safeguard their charges or the educators and staff that interact with and serve our state's students every day. Again, please reference my attached previous testimony as my reasoning for the importance of ensuring ventilation and air filtration are addressed significantly in the new budget, and as my reasoning that taking these steps will prevent future learning losses and staffing shortages. Both learning spaces and work spaces

need to be safe and healthy places to go each day. Please reject this budget and insist that the current DOE administration address these needs in a revised budget.

My previously submitted testimony to the Board from September 15, 2022:

I am writing to you about my concerns with the lack of funding and budget planning for necessary ventilation and air filtration for our classrooms. The last 2 1/2 years have taught not only our state, but our country and the world at large, about the importance of ventilation and clean air in preventing the spread of respiratory diseases.

Well, it should have taught us this lesson. But I find many who claim we all need to "learn to live with" the new disease that is COVID show no signs of learning how to prevent it at all.

With the abandonment of the school mask mandate, we have a pressing need for the DOE to ensure school classrooms are adequately ventilated, and that sufficient air purification is employed where adequate ventilation is not possible. Without ventilation and filtration, the presence of just one person sick with COVID, Influenza, or any other transmissible respiratory disease will cause a build up of viral particles in the air with each exhalation, posing a high risk of transmission to other occupants of the room. Honestly, steps toward this end should not only have been started, but should have been tested and proven effective before the mask mandate was lifted - as happened in many other school districts around our country.

"Heat abatement" is a different consideration from the ventilation/air quality issue. Even in classrooms that are adequately cooled or are located at cooler altitudes, proper and sufficient ventilation or air filtering is needed to reduce the concentration of aerosolized virus in the room. In rooms where air conditioning is the means of heat abatement, doors and windows are more likely to be kept closed, creating a need for greater air purification mechanisms. Even where the air conditioner is equipped with a high-grade MERV13 or higher 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 - namely, 6 or more complete air changes per hour.

We have been informed that air purifiers were delivered to some - but not all - classrooms last year, and 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. These were steps in the right direction, but wholly inadequate this far into our new, longstanding reality. Just as with all previous "efforts" to address the Health and Occupational Safety risks of COVID, this puts the burden of research on and implementation of limited, inadequate resources onto Teachers and Administrators, who were already overburdened before COVID got to our islands. At the September 1, 2022 meeting of the Facilities and Infrastructure Committee, Assistant Superintendent Tanaka admitted this: that teachers are expected to decide for themselves whether and how to use fans or air filters. He did not mention 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.

This is absurd! Teachers and school administrators have no formal training in this arena and cannot be expected to deal with the complexities of airflow in the context of an aerosol pathogen. Yet when the air purifiers and box fans were distributed, school staff were given no instructions for their correct placement, and were not shown how to ensure the fans are not just blowing aerosolized virus from one student to another. I saw the posts debating this issue in real time on Facebook groups frequented by Teachers and concerned parents, who found themselves having to scour the internet for resources to learn how to use their inadequate mitigation tools...and then having to educate others around them that did not find good information and had set their fans up as cooling devices rather than exhaust fans.

If fans are just dropped off at schools, leaving teachers to determine how to deploy them based on the vague statements in DOE's ventilation guidelines, the fans may again end up being used simply to try to cool the classroom, rather than as a tool to ensure there are adequate air exchanges to the concentration of viral particles. Moreover, box fans do nothing to filter viral particles and other pollutants from the air. And it is known that filtration may be necessary if adequate air exchange is not possible. Corsi-Rosenthal boxes or commercial air purifiers must be used in addition. Carbon monoxide monitors can help to determine if the ventilation in a room is sufficient or if filtration efforts are also needed, but educators need training on how to deploy these monitors (readings taken frequently, while the room is occupied) and the CO<sub>2</sub> concentration levels that would indicate further mitigation is needed. To do the job right, properly trained personnel must visit every classroom to assess their individual ventilation dynamics and determine what equipment is needed and how it should be used.

Another obstacle to preventing virus transmission in our classrooms is the long-standing issue with our public schools' outdated and inadequate electrical systems. The electrical infrastructure on most of our campuses is not

equipped to handle the load that would be required in order to deploy HEPA filtration in HVAC systems (per 2021 memo from G. Bignami). In 2016, the DOE received public donations of air conditioners and fans to address heat, but those donations sat in boxes because there was inadequate electrical infrastructure to accommodate them in the schools that needed them most. We have heard that some teachers cannot plug in their fans or air purifiers because there is no working, available power outlet. (Seriously, you guys need to go spot check the conditions of classrooms in our state, unannounced. The disrepair is inexcusable!) And many classrooms may need multiple Corsi-Rosenthal boxes or air filters in order to do an adequate job. Accordingly, in order to ensure that all of our state's public school classrooms have adequate air circulation and/or purification, we also need to make it a top priority to upgrade school electrical systems as soon as possible.

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. From my vantage point as a parent and former Teacher, this is not happening. Lots of positively spun reports may make their way to you, idealizing the "accomplishments" of the DoE in handling this challenge. But we on the ground are hearing horror stories of teachers and students coming to class with obvious symptoms of contagious illness, sometimes unmasked even, while carbon dioxide monitors and air purifiers sit unused in classrooms, offices, or storage rooms. And it is Assistant Superintendent Tanaka's job, as well as Superintendent Hayashi's moral obligation, to tackle those issues, rather than expecting teachers and principals to do the job for them. The DOE must make a commitment to monitor and improve classroom air quality and to also make this issue one of the highest priorities for health and safety! And the Board of Education must hold them to their promises and obligations, demand measurable results and specific timeframes...or find Administrators who will actually do the job.

Mahalo for your time and consideration of my concerns!

Mara Hanson