



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

August 20, 2020

TO: Board of Education

FROM: Catherine Payne  
Chairperson, Board of Education

AGENDA ITEM: Update on implementation of Board Resolution adopted on June 18, 2020, directing the Department of Education to prepare for the reopening of public schools for the 2020-2021 school year amid the COVID-19 global pandemic, focusing on concerns regarding: health and safety, distance learning, personnel, food service, student transportation, guidance on compliance and liability issues, reconciling multiple guidance documents and collective bargaining agreements, and communication

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**I. EXECUTIVE SUMMARY**

- On June 18, 2020, the Board of Education (“Board”) adopted a resolution providing the Department of Education (“Department”) with big picture guidance on preparing to reopening schools amid the COVID-19 global pandemic (“Reopening Resolution”).
- School administrators, teachers, and families submitted written testimony for the Board’s meetings on July 23 and July 30, 2020, expressing serious concerns regarding the reopening of public schools.
- Both during the July 23-30 time period and after these meetings, individuals have reached out directly to Board Members and have continued to express serious concerns.
- Board Members want to understand these concerns, what has been done to address these concerns, what still has to be done, when any outstanding concerns will be addressed, and what we can do to improve.

**II. BACKGROUND**

On June 18, 2020, the Board of Education (“Board”) adopted a resolution providing the Department of Education (“Department”) with big picture guidance on preparing to reopen schools amid the COVID-19 global pandemic (“Reopening Resolution”),

attached as **Exhibit A**<sup>1</sup> One of the provisions in this resolution directed the Superintendent to “consider whether any changes to the school calendar for the 2020-2021 school year are necessary to ensure students receive enough instructional time and, if changes are necessary, to request the Board take action on any proposed changes, pursuant to Board Policy 106-1, by July 1, 2020” (Reopening Resolution, Lines 202-206). The Board did not receive a request by July 1, 2020.

On July 9, 2020, the Department presented its comprehensive plan for reopening schools (Return to Learn: School Reopening Plan (“Reopening Plan”)<sup>2</sup>) to the Board. At some point in time prior to July 9, 2020, the Department released the *Return to Learn: School Reopening Plan Principal Handbook* (“Principal Handbook”),<sup>3</sup> which was also referenced in the Reopening Plan that was presented to the Board

On July 9, 2020 the Department asked the Board to take action to approve the Memorandum of Understanding between the State of Hawaii Board of Education and Hawaii State Teachers Association (SY2020-2021 COVID-19 Response) (“HSTA MOU”), which covered contractual modifications and conditions of work related to the COVID-19 response for Bargaining Unit 5 employees.<sup>4</sup> In advance of this meeting, almost 3,000 pages of written testimony was submitted to the Board and at the meeting the Board took almost 2 hours of oral testimony. A significant amount of this testimony related to disagreement over whether there would be three feet or six feet between students in classrooms. The Board declined to take action on the HSTA MOU at this meeting, citing the apparent and ongoing disagreement and asked the Department and HSTA to meet and clarify language in the HSTA MOU regarding social and physical distancing of students and staff while on school campus. The Department and HSTA met and the Superintendent

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<sup>1</sup> The Board Resolution Directing the Department of Education to prepare for the reopening of schools for the 2020-2021 school year amid the global covid-19 pandemic; urging school communities to give hope, act with kindness, and work toward togetherness; and authorizing Board Members to represent the Board of Education in mid-term bargaining of collective bargaining agreements was adopted on June 18, 2020, attached as Exhibit A to the June 18, 2020 memorandum from Board Chairperson Payne, available at: [http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_20200618\\_Action%20on%20Resolution%20directing%20school%20reopening.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_20200618_Action%20on%20Resolution%20directing%20school%20reopening.pdf)

<sup>2</sup> The Return to Learn: school Reopening Plan is available at: <http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/school-year-2020-21.aspx>. Because this is a website and not a static document and has been designed to be a living document that is subject to change, the material posted at this link may not be reflective of the material that the Board reviewed when it was presented to the Board on July 9, 2020.

<sup>3</sup> A version 2 of the Principal Handbook dated July 29, 2020 is available at: <http://www.hawaiipublicschools.org/DOE%20Forms/Principal%20Handbook%20on%20Reopening%20Schools%2028SY%202020-21%29%20Version%202.pdf>. This is not the version that was presented to the Board on July 9, 2020.

<sup>4</sup> The memorandum and HSTA MOU are available at: [http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_07092020\\_MOU%20Betweeen%20BOE%20and%20HSTA%20SY%202020-2021%20COVID-19%20Response.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_07092020_MOU%20Betweeen%20BOE%20and%20HSTA%20SY%202020-2021%20COVID-19%20Response.pdf).

issued a letter dated July 13, 2020, which was acknowledged by Wilbert Holck, HSTA Executive Director regarding Coronavirus (COVID-19) Preparation and Response (“July 13, 2020 HSTA Letter”).<sup>5</sup> Among other things, the July 13, 2020 HSTA Letter provided that physical distance of six feet between students and staff would be required unless schools requested and were granted an exception. The Board approved the HSTA MOU on July 23, 2020.

On July 23, 2020, the Board held a general business meeting to discuss and take action on a number of matters. Action to postpone the reopening of schools was not on the agenda, but the Board received close to 4,000 pages of testimony and took over 2 hours of oral testimony, much of which was regarding postponing the reopening of schools to a later date. Within the context of other agenda items, the Board Members discussed concerns relating to reopening schools, including revising the school calendar to change the first day of instruction for students, starting instruction in distance learning mode, and mandating masks on school campuses. Board Members asked that the Board Chairperson call a special meeting to discuss and possibly take action to address these concerns.

Starting on July 29, 2020 teachers were required to report to work to start their standard four days of training and professional development.

On July 30, 2020, the Board held a special meeting to discuss and take action on revisions to the school calendar, an associated waiver to the number of days and instructional hours in a school year, and Board expectations. Based on the direction received at the July 23, 2020 meeting, Superintendent met with leaders the unions representing Department employees, HSTA, Hawaii Government Employees Association (“HGEA”) and United Public Workers (“UPW”) who all agreed to a revised school calendar, which was presented to the Board at the July 30, 2020 special meeting. The revised calendar added nine training and professional development days and changed the first day of instruction for students from August 4, 2020 to August 17, 2020.<sup>6</sup>

At the same meeting, Board Members discussed the concerns raised at the July 23, 2020 meeting and took action to clarify the Board’s expectations. The Board adopted positions, which clarified the Board’s expectations of the Superintendent and Department regarding the use of the additional training and professional

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<sup>5</sup> Included as Attachment 2 to this July 23, 2020 memorandum from the Superintendent to Board Chairperson Catherine Payne, available at: [http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_07232020\\_Board%20Action%20on%20MOU%20Between%20BOE%20and%20HSTA.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_07232020_Board%20Action%20on%20MOU%20Between%20BOE%20and%20HSTA.pdf)

<sup>6</sup> The revised school calendar showing the changes made in red is attached to this July 30, 2020 memorandum as Attachment A, available at: [http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special%20Meeting\\_07302020\\_Revision%20to%20the%20Departments%202020-2021%20School%20Calendar.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/Special%20Meeting_07302020_Revision%20to%20the%20Departments%202020-2021%20School%20Calendar.pdf)

development day, mandating masks or face shields on school campuses, and urging the Department of Health to issue detailed, written, publicly available guidance to the Department.<sup>7</sup>

On August 7, 2020, the Department announced that all Oahu public schools would implement full distance learning models starting August 17, 2020 and that there would be three phases to this implementation.<sup>8</sup> The first phase (August 17-20) would be in-person training for students where students would physically return to campus to connect with their teachers and receive training on distance learning platforms. The second phase (August 24-September 11) required staff to report to designated work sites while most students received distance learning, with limited exceptions. The third phase was a transition to blended learning, which could start as early as September 14, 2020, but an announcement would be made on September 8, 2020 as to the actual start date for the third phase. The announcement stated that neighbor islands would continue as planned with hybrid learning models where students would physically report to school on some days and receive distance learning instruction on other days.

On August 11, 2020 the Complex Area Superintendents on the neighbor islands announced that schools on Kauai, Hawaii Island, and Maui County (with the exception of Molokai schools and Hana High & Elementary) would transition to full distance learning for the first four weeks of the school year following the same three-phase plan for Oahu schools.<sup>9</sup>

### **III. GUIDING QUESTIONS FOR AREAS OF CONCERN**

I would like to request that Board Members use this memorandum as a general roadmap for our discussions today. The concerns are complex and numerous, so I am hoping that methodically following a roadmap will help us have these important

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<sup>7</sup> The Board adopted the following motion: adopt the following positions as the Board's expectations for the Superintendent and the DOE on the reopening of schools for the 2020-2021 school year:

1. The Board expects any additional training and professional development days adopted as part of any changes to the school calendar to focus on health, safety, and distance learning to ensure schools can safely open and teachers and administrators are ready to provide instruction to students in distance learning mode;
2. The Board expects everyone on public school campuses to wear a face mask (or a face shield if a medical condition prevents the extended use of a face mask); and
3. The Board expects the DOE to rely on detailed, written, publicly available guidance from the DOH when formulating its own guidance to schools and the Board urges the DOE to issue such guidance.

<sup>8</sup> Press release available at:

<http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Oahu-public-schools-transition-to-distance-learning-for-first-four-weeks-of-2020-21-school-year.aspx>.

<sup>9</sup> Press release available at:

<http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/Neighbor-Island-schools-announce-distance-learning-models-to-start-2020-21-school-year.aspx>

conversations in a positive, productive, and organized manner. The memorandum is intentionally devoid of recommendations and analysis and instead strives to provide a toolkit of information that is relevant to this discussion.

We have received record-breaking amounts of written and oral testimony over the past month or so. Board Members have also been taking calls and correspondence from individuals outside of Board meetings. My fellow Board Members and I appreciate the time and effort it takes to write and submit this written testimony or to be present to provide oral testimony. We appreciate the insight that it provides into individual experiences, struggles, and opinions and helps to add the detail and color we need to understand how our policy decisions impact individuals.

This public feedback is crucial to our work and the level of recent public participation is incomparable to anything the Board has experienced in the past. Because of this, I wanted to find a way to have a discussion about this feedback. I asked Board staff to compile all of the written testimony submitted by school administrators for the July 23 and 30, 2020 meetings and any concerns shared with Board Members personally. These concerns were then categorized into five major areas of concern (health and safety, distance learning, personnel, food service, and student transportation).<sup>10</sup> All of this information is included in **Exhibit B**. I am focusing on the concerns expressed by school administrators because I believe that they encompass and address most of the concerns expressed in testimony from principals, families, and the public. While the focus is on school administrator concerns, I want to make clear that all of the testimony we received is important and was considered. Board Members and our staff have spent countless hours reading written testimony and correspondence and listening to individuals' concerns.

I will introduce the overarching guiding question for each area of concern and provide any necessary context. Superintendent will be invited to respond to the overarching guidance question. She can call on Deputy Superintendent or any of the Assistant Superintendents to assist with the response. After the response to the overarching guiding question, I will go through the follow-up inquiries (what still needs to be done, when will these things be done, how will we know these concerns were addressed, how can we improve the way concerns are addressed) and invite Superintendent to respond to those. After the follow-up inquiries are asked and answered, the floor will be opened to Board Members to have a dialogue relating to the area of concern. My hope is that the overarching guiding

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<sup>10</sup> I would like to take this opportunity to acknowledge and thank the Maui High School Administrators for their testimony to the Board for its July 23, 2020 general business meeting. Their testimony organized their concerns into these five major areas and I found that most of the concerns expressed fit into one of these areas. I appreciate their thoughtful and helpful testimony.

question and response and follow-up inquiries and answers will help to frame and guide the subsequent dialogue. Many of these areas overlap, so I ask Board Members to be very thoughtful when asking questions to ensure that the question is squarely or primarily within the area of concern that we are currently discussing.

Relevant provisions from the Reopening Resolution have been included for each section in a table to help provide a further framework for the discussion. I believe that it would be most beneficial if Board Members keep the dialogue at the policy level, which is what is within the Board's jurisdiction. My hope is that we can connect the concrete implementation examples described in the specific concerns shared by the community with the policy positions the Board has taken in its resolution. As such, I have provided examples from the concerns shared with us in Exhibit B which are connected to the resolution provisions. If we do this, we can provide further clarification to the Superintendent and Department regarding how the Board interprets its resolution, if it appears concerns are not being addressed. We can also talk about whether the Board's policy positions continue to reflect our expectations in the constantly changing landscape we currently occupy.

I anticipate that the discussions we will have today will be difficult and emotional, so I respectfully request that we all strive to exemplify the three principles we have asked of others: Giving Hope, Acting with Kindness, and Working Toward Togetherness. We are all in this together, so there is no "they," there is only "us."

## Health and Safety

The Board has set forth health and safety of students and staff as the most important concern of the public education system. Many of concerns shared relate to opening our physical school campuses. This includes opening campuses to students as well as opening campuses to staff only or to staff and limited numbers of students who are most vulnerable to school closures and disruptions to learning.

**Guiding Question: What has been done to ensure all staff are ready to open schools safely in all instructional delivery modes?**

**Follow-up inquiries:**

- 1. What still needs to be done?**
- 2. When will these things be done?**
- 3. How will we know these concerns were addressed?**
- 4. How can we improve the way concerns are addressed?**

Reopening Resolution Citations for Health and Safety	
<b>Health and Safety, generally</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• WHEREAS, Ensuring the health and safety of students and staff is the most important concern of the public education system (Lines 34-35).</li> <li>• WHEREAS, The foremost challenge for the public education system in the COVID-19 era is implementing appropriate measures to mitigate health risks to a reasonable extent while delivering effective instruction to all students, especially students who are the most vulnerable to school closures and disruptions to learning (Lines 40-43).</li> </ul>	<ul style="list-style-type: none"> <li>• A.1. Support, Guidance, and Training Concerns.</li> <li>• A.3. “Ohana Bubble” Concerns</li> <li>• A.4. Preparation for On-campus Instruction Concerns</li> </ul>
<b>Instructional Delivery Modes</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Department and its schools to strive to provide as much in-person instruction as practicable in a safe manner throughout the 2020-2021 school year, especially for the students who are the most vulnerable to school closures and disruptions to learning (Lines 145-148).</li> <li>• WHEREAS, A range of instructional delivery modes, which are methods for delivering course instruction, exist that schools can and do use, including:               <ol style="list-style-type: none"> <li>a. In-person learning, where the teacher delivers face-to-face instruction in the same physical space as the students;</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• A.4. Preparation for On-campus Instruction Concerns</li> <li>• A.4.c. Inadequate time to put into place proper procedures for recess, classroom changes, and staffing.</li> <li>• A.4.d. Schools are still developing class lists due to changes in social distancing space and trying to meet the physical capacity of their individual schools.</li> <li>• A.4.i. Classroom ventilation has not been clearly addressed by DOH or DOE. We have classrooms with newly added air conditioners and classrooms in new schools with central air. Some principals are telling teachers not to turn them on because the circulating air</li> </ul>

<ul style="list-style-type: none"> <li>b. Distance learning, where the teacher delivers instruction virtually or online through web-based or internet-based mediums or delivers instruction through other remote mediums; and</li> <li>c. Hybrid learning, where the teacher delivers instruction using both in-person and distance learning methods (Lines 108-119).</li> </ul> <ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue clear protocols to Department schools by July 1, 2020—and to deliver the protocols to families and make them publicly available by July 8, 2020—regarding transitioning between instructional delivery modes to address scenarios potentially requiring full or partial rolling school closures, including: <ul style="list-style-type: none"> <li>a. Requirements for all Department schools to have plans for in-person learning, hybrid learning, and distance learning, provided that a school must meet health and safety requirements set forth in guidance from the Superintendent, and as directed by Department of Health guidance, before executing plans for in-person learning or hybrid learning;</li> <li>b. Criteria for transitioning between these instructional delivery modes; and</li> <li>c. Instructions clearly explaining who is responsible for making determinations on school closures and instructional delivery mode transitions and how the decision-making process will work, which must include the flexibility for decision-making to occur at different levels (school, complex area, island, statewide) depending on the situation (Lines 154-172)</li> </ul> </li> </ul>	<p>spreads the virus. Classrooms and libraries with central air may not even have windows that can be opened.</p> <ul style="list-style-type: none"> <li>i. No air-conditioned classrooms. Rooms are over 100 degrees; that is why air conditioning was installed in the first place.</li> </ul>
<b>Professional Development and Training</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Department to provide pertinent professional development at no cost for its teachers and staff: <ul style="list-style-type: none"> <li>a. To ensure they can support students with special needs by providing accommodations, modifications, and services and support for English learners in the event of additional school closures; and</li> <li>b. Tailored to the tools, services, and content schools use, particularly those related to online teaching if it proves necessary, either as part of a hybrid delivery model or during rolling closures next fall (Lines 335-344).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• A.1. Support, Guidance, and Training Concerns</li> <li>• A.1.b. Custodians, school health aides, cafeteria workers and office staff have not received appropriate training (from the Department of Education (“DOE”) or Department of Health (“DOH”)) in COVID-19 cleaning and disinfecting protocols. Training has been non-existent or insufficient for new requirements in daily cleaning and disinfecting procedures. Principals are pulling information from the U.S. Centers for Disease Control and Prevention (“CDC”) website when the guidance should be coming from the DOE Office of Facilities and Operations (“OFO”)</li> </ul>

	<p>Safety, Security, and Emergency Preparedness Branch or DOH. When is the DOE OFO Safety, Security, and Emergency Preparedness Branch scheduling safety, cleaning, and disinfecting training? Shouldn't the DOE research, interpret, and provide clear and timely communications and training for health and safety standards and expectations?</p>
<p align="center"><b>Department of Health Role</b></p>	<p align="center"><b>Examples of Relevant Concerns in Exhibit B</b></p>
<ul style="list-style-type: none"> <li>BE IT FURTHER RESOLVED that the Board considers the Department of Health to be the State of Hawaii's designated public health authority and the sole source of expertise on COVID-19 for state departments and agencies;</li> </ul> <p>BE IT FURTHER RESOLVED that the Board directs the Department to continuously work with and rely on the Department of Health for any and all updated and current advice and guidance on all COVID-19-related health matters affecting the Department's operations as the Department of Health deems necessary; and</p> <p>BE IT FURTHER RESOLVED that the Board urges the Department of Health to commit to providing timely, accurate, and up-to-date advice and guidance to the Department to allow it to operate with maximum flexibility while ensuring the health and safety of thousands of students, families, and employees, including guidance on self-isolation protocols, contact tracing strategies, social distancing and spatial requirements, dealing with sick students and staff, student-teacher contact ratio, and sharing of devices, equipment, and supplies (Lines 207-222).</p>	<ul style="list-style-type: none"> <li>A.1. Support, Guidance, and Training Concerns</li> <li>A.1.c. There is still no guidance on documentation from DOH for public health nurses or for our school health aides. We still have not yet received the DOH document that the DOE negotiated to help schools prepare for reopening.</li> <li>A.1.d. To prepare for the worst, we need information on contact tracing process forms, questions, and protocols. This would be used for schools to better prepare and keep track of student and adult "bubbles" (including on the bus) to better assist DOH, who will need this information.</li> </ul>
<p align="center"><b>Personal Protective Equipment</b></p>	<p align="center"><b>Examples of Relevant Concerns in Exhibit B</b></p>
<ul style="list-style-type: none"> <li>BE IT FURTHER RESOLVED that the Board directs the Department's State Level to coordinate with the Complex Area and School Levels to: <ul style="list-style-type: none"> <li>a. Understand their personal protective equipment and sanitation supplies needs based on the Department's health and safety requirements;</li> <li>b. Procure for any required personal protective equipment and sanitation supplies needed by the School Level;</li> <li>c. Work collaboratively with government entities, businesses, community organizations, and individuals interested in supporting efforts to get these equipment and supplies; and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A.2. Personal Protective Equipment ("PPE") and Supplies Concerns.</li> <li>A.2.a. Schools are not fully equipped with PPE for all students, faculty, and staff, and there is still no direction given on what PPE is appropriate/required for each type of employee that we have on campus. Additionally, the Department's estimates and guidance on quantity does not align with principals' assessment of what is needed on campus. To date, adjustments and answers to questions along these lines have not been provided by state leadership.</li> </ul>

<p>Equitably distribute to the School Level any required personal protective equipment and sanitation supplies (Lines 224-238).</p>	<ul style="list-style-type: none"> <li>• A.2.b. In order for schools to be fully equipped with PPE supplies, schools have had to fund their purchases, which have put a strain on our funding. Schools are also concerned with their abilities to maintain PPE supplies during the school year.</li> <li>• A.2.c. Medical grade PPE must be used by teachers and staff who work with some high-needs special education students. Principals report that they have had to buy this.</li> </ul>
<p align="center"><b>Health and Safety Guidance</b></p>	<p align="center"><b>Examples of Relevant Concerns in Exhibit B</b></p>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue comprehensive and cohesive guidance to all public schools, including charter schools, by July 1, 2020—and to deliver the guidance to Department school families and make them publicly available by July 8, 2020—regarding: . . . b. Specific school-level requirements for ensuring clean and sanitary facilities and the health and safety of students and school personnel, as directed by Department of Health guidance (Lines 240-243 and 251-253).</li> <li>• BE IT FURTHER RESOLVED that the Board directs each Department school to use the Superintendent’s comprehensive guidance to provide its students, families, and school personnel with clear guidance on the steps it is taking to ensure their health and safety (Lines 297-300).</li> <li>• BE IT FURTHER RESOLVED that the Board encourages each charter school to use the Superintendent’s comprehensive guidance as it sees fit and to provide its students, families, and school personnel with clear guidance on the steps the charter school is taking to ensure their health and safety (Lines 302-305).</li> </ul>	<ul style="list-style-type: none"> <li>• A.1. Support, Guidance, and Training Concerns.</li> <li>• A.1.a. Principals are responsible and accountable for all aspects of their school operations. As of this date, there has been limited support and resources to plan for and fund a safe full school reopening (not just a limited extended learning opportunities program). This includes explicit guidance, training, supplies, and a plan to maintain and sustain supplies for daily operations.</li> </ul>

## Distance Learning

The Reopening Resolution includes specific definitions for each instructional delivery mode: in-person learning, distance learning, and hybrid learning (Reopening Resolution, Lines 108-119). “Distance learning” is defined as a method for delivering course instruction “where the teacher delivers instruction virtually or online through web-based or internet-based mediums or delivers instruction through other remote mediums” (Reopening Resolution, Lines 114-116). The Board intentionally defined three methods for delivering course instruction with the hope that a shared vocabulary would help avoid confusion.

**Guiding Question: What has been done to ensure everyone (students, families, teachers, administrators) is ready to engage in effective distance learning?**

**Follow-up inquiries:**

- 1. What still needs to be done?**
- 2. When will these things be done?**
- 3. How will we know these concerns were addressed?**
- 4. How can we improve the way concerns are addressed?**

Reopening Resolution Citations for Distance Learning	
Instructional Delivery Modes	Examples of Relevant Concerns in Exhibit B
<ul style="list-style-type: none"> <li>• WHEREAS, A range of instructional delivery modes, which are methods for delivering course instruction, exist that schools can and do use, including:               <ol style="list-style-type: none"> <li>d. In-person learning, where the teacher delivers face-to-face instruction in the same physical space as the students;</li> <li>e. Distance learning, where the teacher delivers instruction virtually or online through web-based or internet-based mediums or delivers instruction through other remote mediums; and</li> <li>f. Hybrid learning, where the teacher delivers instruction using both in-person and distance learning methods (Lines 108-119).</li> </ol> </li> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue clear protocols to Department schools by July 1, 2020—and to deliver the protocols to families and make them publicly available by July 8, 2020—regarding transitioning between instructional delivery modes to address scenarios potentially requiring full or partial rolling school closures, including:</li> </ul>	<ul style="list-style-type: none"> <li>• B.4. Preparation Concerns.</li> <li>• B.4.g. More parents are opting for 100% distance learning, so there is a greater need to reexamine and modify our class rosters, allow for better guidance to our teachers with digital tools to support synchronous/asynchronous face-to-face and distance learning, and provide for the necessary planning time that our teachers greatly need to design effective lesson plans and delivery. We believe that good lesson planning is essential to the process of teaching and learning.</li> <li>• B.4.d. Inadequate time to communicate and provide parents with information regarding online delivery of instruction.</li> <li>• B.4.i. Phase 1 (August 17-20): Schools are told this time will be used for students to connect with their teachers, receive training on the distance learning platforms, and address issues with connectivity and access to technology. And that special</li> </ul>

<ul style="list-style-type: none"> <li>d. Requirements for all Department schools to have plans for in-person learning, hybrid learning, and distance learning, provided that a school must meet health and safety requirements set forth in guidance from the Superintendent, and as directed by Department of Health guidance, before executing plans for in-person learning or hybrid learning;</li> <li>e. Criteria for transitioning between these instructional delivery modes; and</li> <li>f. Instructions clearly explaining who is responsible for making determinations on school closures and instructional delivery mode transitions and how the decision-making process will work, which must include the flexibility for decision-making to occur at different levels (school, complex area, island, statewide) depending on the situation (Lines 154-172)</li> </ul>	<p>considerations will be given to vulnerable students and their families for more in-person access to the school and teachers as needed. What does that look like?</p> <ul style="list-style-type: none"> <li>i. Principals were blindsided by this announcement with just a week left to prepare to pivot yet again without any heads up. While some principals were invited to meetings, they had no idea what was coming, and decisions seemingly continue to be made in a vacuum.</li> </ul>
<b>Professional Development for Distance Learning</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Department to provide pertinent professional development at no cost for its teachers and staff: <ul style="list-style-type: none"> <li>a. To ensure they can support students with special needs by providing accommodations, modifications, and services and support for English learners in the event of additional school closures; and</li> <li>b. Tailored to the tools, services, and content schools use, particularly those related to online teaching if it proves necessary, either as part of a hybrid delivery model or during rolling closures next fall (Lines 335-344)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• B.1. Training Concerns</li> </ul>
<b>Instructional Hours and Days</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board decrees that the Department may consider distance learning and hybrid learning equivalent to in-person learning for purposes of calculating instructional days and student hours and meeting the requirements of Section 302A-251, HRS, provided that the Department issues clear directives to schools and guidance to families and the public regarding how Department schools must calculate instructional days and student hours in distance learning and hybrid learning settings; and</li> <li>• BE IT FURTHER RESOLVED that the Board decrees that public school students engaged in distance learning being delivered by the Department or a charter school shall be considered in attendance at a public school for compulsory attendance</li> </ul>	<ul style="list-style-type: none"> <li>• B.4.e. Inadequate time to put into place proper procedures for attendance and virtual learning.</li> <li>• F.1.b. The BOE requested that the DOE provide details on attendance procedures. Principals have seen a draft of another handbook regarding attendance, but to this date, no final copy has been provided. How are we supposed to prepare documents to share with our school community when we don't even have final documents and teachers are scheduled to return in one week?</li> <li>• G.12. We need to have some common operations standardized across all schools (attendance procedures; student discipline;</li> </ul>

<p>purposes, pursuant to Section 302A-1132, HRS, provided that the Department issues clear directives to Department schools and guidance to families and the public regarding how Department schools are to determine whether a student is engaged in distance learning and in attendance, and the State Public Charter School Commission issues clear directives to charter schools regarding how charter schools are to determine whether a student is engaged in distance learning and in attendance (Lines 184-200).</p>	<p>reimbursement for essential supplies that are purchased out-of-pocket).</p>
<p align="center"><b>Devices and Connectivity</b></p>	<p align="center"><b>Examples of Relevant Concerns in Exhibit B</b></p>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board urges the Department to ensure all students are able to access the devices and connectivity necessary to learn from home, particularly students who are socioeconomically disadvantaged or living in the most rural parts of the state, by August 4, 2020 (Lines 179-182).</li> <li>• WHEREAS, Many students who are socioeconomically disadvantaged or living in the most rural parts of the state are less likely to have access to an appropriate device or an adequate internet connection, both of which are necessary for virtual or online distance learning (Lines 121-124).</li> <li>• WHEREAS, The students who are the most vulnerable to school closures and disruptions to learning include students with special needs, English learners, homeless students, and students without access to devices or connectivity (Lines 126-128).</li> </ul>	<ul style="list-style-type: none"> <li>• B.2. Devices and Connectivity Concerns</li> <li>• B.2.e. Elementary schools were advised they would receive additional devices but have not received any as of yet. When these devices are delivered, they still need to be serviced and upload the programs that the individual school will use.</li> <li>• B.2.g. Schools are assessing every family for devices and connection. In our most impoverished communities, this is still a problem, and it is not clear if the newly purchased devices will arrive in time. Will schools need to transfer devices among schools for loan-outs? Is there a procedure for this?</li> <li>• B.2.i. Will additional devices be provided to substitute teachers if the teacher is out due to childcare and takes their device with them? The substitute will need access to the programs the teacher is using. Is it expected the teacher will share the login information, or are we required to provide the substitute teacher their own due to security and the Family Educational Rights and Privacy Act?</li> <li>• B.7.a. Adult Education instructors on all islands have been told to conduct virtual learning from classrooms. This is problematic, as not all instructors have the necessary equipment to do this. For example, it was shared that the old computers they use do not have cameras and virtual classrooms are not possible.</li> </ul>
<p align="center"><b>Superintendent Guidance to Schools on Distance Learning</b></p>	<p align="center"><b>Examples of Relevant Concerns in Exhibit B</b></p>

<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue comprehensive and cohesive guidance to all public schools, including charter schools, by July 1, 2020—and to deliver the guidance to Department school families and make them publicly available by July 8, 2020—regarding: . . .       <ul style="list-style-type: none"> <li>e. Providing additional support for students who are the most vulnerable to school closures and disruptions to learning, especially accommodations, modifications, and services for students with special needs, to ensure schools can serve every student in the event of additional closures</li> <li>f. Specific school-level strategies for, in the event of school closures and a return to distance learning, supporting teachers with managing class assignments, content, and assessments delivered remotely, including strategies and protocols for providing backup support for teachers who are themselves caring for children or elderly parents or who are sick themselves and cannot be as attentive to their jobs;</li> <li>g. Specific school-level strategies for providing technical support for students, families, teachers, and administrators in distance learning contexts;</li> <li>h. Developing plans for instructional models that allow parents and guardians to continue their children’s education while keeping them at home;</li> <li>i. Testing distance learning systems and procedures before they are needed (Lines 240-243 and 263-282).</li> </ul> </li> <li>• BE IT FURTHER RESOLVED that the Board directs the Department to make every effort to contact and communicate with students who are the most vulnerable to school closures and disruptions to learning and with their parents and guardians to ensure that they understand the how the Department plans to mitigate any disruptions to learning these students might experience from potential school closures (Lines 355-359)</li> </ul>	<ul style="list-style-type: none"> <li>• B.3. Programs and Platform Concerns       <ul style="list-style-type: none"> <li>• B.3.a. No systematic selection and training on any distance learning platform. Schools have been left to figure it out all on their own. No leveraging of economies of scale.</li> <li>• B.3.d. Schools do not have information on possible distance learning curriculum options to make an informed decision. Neither is there time for schools to review and vet the different options to make an informed and collaborative school decision. The schools also do not have the necessary funds to fund an online curriculum program, as it was not included in the Academic and Financial Plan developed at the end of the previous year.</li> <li>• B.6.b. If distance learning is available at all schools, as was shared with the public, it must be available to ALL students. We are still waiting for guidance as to how we address this for students with an individualized education program (“IEP”).</li> </ul> </li> <li>• B.7. Adult Education Concerns</li> <li>• B.8. Other Distance Learning Concerns</li> </ul>
<b>Professional Development for Special Education Distance Learning</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Department to provide pertinent professional development at no cost for its teachers and staff:       <ul style="list-style-type: none"> <li>a. To ensure they can support students with special needs by providing accommodations, modifications, and services and support for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• B.6. Special Populations Concerns       <ul style="list-style-type: none"> <li>• B.6.d. Guidance on accommodations for EL students has not been forthcoming. EL teachers and support staff have said that they are still waiting for promised guidance from state EL.</li> </ul> </li> </ul>

<p>English learners in the event of additional school closures; and</p> <p>b. Tailored to the tools, services, and content schools use, particularly those related to online teaching if it proves necessary, either as part of a hybrid delivery model or during rolling closures next fall (Lines 334-343).</p>	<ul style="list-style-type: none"> <li>• How are students “included” if they are attending class live while the general education population is receiving instruction online?</li> </ul>
<p style="text-align: center;"><b>Distance Learning Only Option</b></p>	<p style="text-align: center;"><b>Examples of Relevant Concerns in Exhibit B</b></p>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Department to provide instructional models and clear guidance to families that allow parents or guardians who do not feel comfortable sending their children to a school campus to keep their children at home (Lines 174-177).</li> </ul>	<ul style="list-style-type: none"> <li>• B.5. Virtual-only Option Concerns</li> <li>• B.5.b. Schools need time to collaborate with families to explain their roles with students who are on the virtual-only option. Parents need to understand how to properly support their child in virtual learning so they have a better opportunity to be successful.</li> <li>• B.5.b. The “Opt In” form for the online, virtual learning option is not officially available yet, so schools have already created and sent out their own.</li> <li>• B.6.I. Need guidance for families that opt for distance learning and have IEPs. Families will compare schools with different virtual programs and modes of virtual instruction (e.g., synchronous, asynchronous).</li> </ul>

## Personnel

While a shortage of qualified teachers has been an ongoing concern, this year we are also faced with serious concerns for at-risk employees (those who are at greater risk of contracting or suffering serious illness and death from COVID-19) or employees who care for or live with others who are at-risk. While teachers and administrators are the employees that most readily come to mind when we think about schools, there is a team of employees beyond this who are essential to public education. Substitute teachers, counselors, custodial staff, administrative support staff, security, food service workers, educational assistants, therapists, paraprofessionals, school nurses, and so many others participate daily in educating and supporting students.

**Guiding Question: What has been done to ensure schools have sufficient staffing to provide effective learning in all instructional delivery modes (in-person, distance, and hybrid)?**

**Follow-up inquiries:**

- 1. What still needs to be done?**
- 2. When will these things be done?**
- 3. How will we know these concerns were addressed?**
- 4. How can we improve the way concerns are addressed?**

Reopening Resolution Citations for Personnel	
<b>Health and Safety, generally</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• WHEREAS, Ensuring the health and safety of students and staff is the most important concern of the public education system (Lines 34-35).</li> <li>• WHEREAS, The foremost challenge for the public education system in the COVID-19 era is implementing appropriate measures to mitigate health risks to a reasonable extent while delivering effective instruction to all students, especially students who are the most vulnerable to school closures and disruptions to learning (Lines 40-43).</li> </ul>	<ul style="list-style-type: none"> <li>• C.1. Personnel Shortage Concerns</li> </ul>
<b>Superintendent Guidance on Supporting Teachers</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue comprehensive and cohesive guidance to all public schools, including charter schools, by July 1, 2020—and to deliver the guidance to Department school families and make them publicly available by July 8, 2020—regarding: . . . f. Specific school-level strategies for, in the event of</li> </ul>	<ul style="list-style-type: none"> <li>• C.1. Personnel Shortage Concerns</li> <li>• C.1.h. Many staff members with school-age children are having to find childcare when their children are not in school. Some staff have shared they are exploring taking leave in order to care for their own children. The State has made it clear that principals cannot</li> </ul>

<p>school closures and a return to distance learning, supporting teachers with managing class assignments, content, and assessments delivered remotely, including strategies and protocols for providing backup support for teachers who are themselves caring for children or elderly parents or who are sick themselves and cannot be as attentive to their jobs (Lines 240-243 and 268-273).</p>	<p>use state resources (money, facilities, staffing, etc.) to support these employees under our supervision. The only suggestion has been that we work with community groups to help coordinate for employee childcare. We need more tangible and realistic guidance from the State to keep our staff working.</p> <ul style="list-style-type: none"> <li>• C.2.b. There are limited substitute teachers available, and the pool needs to be greatly expanded to meet the anticipated increase in number of teachers taking leave. It will take time to offer the certification classes and register participants.</li> <li>• C.4.a. The Governor stated that he was asking employers to accommodate their workers' needs for flexibility to be home with young children who are not able to be in school. However, we are asking our teachers, many of whom have young children who will be home, to conduct their distance learning from their school sites. There is a sense that teachers are not being trusted to work from home because there are anecdotes about a few teachers who took advantage of the loosely structured situation from March through May.</li> </ul>
<p><b>Instructional Delivery Modes and Related professional development</b></p>	<p><b>Examples of Relevant Concerns in Exhibit B</b></p>
<ul style="list-style-type: none"> <li>• WHEREAS, A range of instructional delivery modes, which are methods for delivering course instruction, exist that schools can and do use, including: <ul style="list-style-type: none"> <li>a. In-person learning, where the teacher delivers face-to-face instruction in the same physical space as the students;</li> <li>b. Distance learning, where the teacher delivers instruction virtually or online through web-based or internet-based mediums or delivers instruction through other remote mediums; and</li> <li>c. Hybrid learning, where the teacher delivers instruction using both in-person and distance learning methods (Lines 108-119).</li> </ul> </li> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue clear protocols to Department schools by July 1, 2020—and to deliver the protocols to families and make them publicly available by July 8, 2020—regarding transitioning between instructional delivery modes to address</li> </ul>	<ul style="list-style-type: none"> <li>• C.2.e.Distance learning PD for substitute teachers: System doesn't allow substitute teachers to be trained and paid. They can only work if a teacher is absent. Substitute teachers would need to voluntarily be trained without pay.</li> <li>• C.3.b. Proper training is needed for substitutes (certificated, classified, casual hires, etc.) for new school procedures. There needs to be a system that allows them time to be trained and compensated while doing so because learning on the job for these health and safety practices and procedures is not responsible.</li> <li>• C.3.c. Many elementary schools are still in the process of selecting and procuring new online/virtual learning platforms. The faculty who are expected to implement those programs will need time to be trained.</li> </ul>

<p>scenarios potentially requiring full or partial rolling school closures, including: . . .</p> <ul style="list-style-type: none"> <li>g. Requirements for all Department schools to have plans for in-person learning, hybrid learning, and distance learning, provided that a school must meet health and safety requirements set forth in guidance from the Superintendent, and as directed by Department of Health guidance, before executing plans for in-person learning or hybrid learning;</li> <li>h. Criteria for transitioning between these instructional delivery modes; and</li> <li>i. Instructions clearly explaining who is responsible for making determinations on school closures and instructional delivery mode transitions and how the decision-making process will work, which must include the flexibility for decision-making to occur at different levels (school, complex area, island, statewide) depending on the situation (Lines 154-172)</li> </ul> <ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Department to provide pertinent professional development at no cost for its teachers and staff: <ul style="list-style-type: none"> <li>a. To ensure they can support students with special needs by providing accommodations, modifications, and services and support for English learners in the event of additional school closures; and</li> <li>b. Tailored to the tools, services, and content schools use, particularly those related to online teaching if it proves necessary, either as part of a hybrid delivery model or during rolling closures next fall (Lines 335-344).</li> </ul> </li> </ul>	
<p><b>Superintendent guidance on ensuring clean and sanitary facilities (custodial and support staff)</b></p>	<p><b>Examples of Relevant Concerns in Exhibit B</b></p>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue comprehensive and cohesive guidance to all public schools, including charter schools, by July 1, 2020—and to deliver the guidance to Department school families and make them publicly available by July 8, 2020—regarding: . . . <ul style="list-style-type: none"> <li>b. Specific school-level requirements for ensuring clean and sanitary facilities and the health and safety of students and school personnel, as directed by Department of Health guidance; (Lines 240-243 and Lines 251-253).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• C.1.c. c. Personnel issues (Certificated and Classified): Some schools are still waiting for approval to hire for these vacant positions. Positions were bought in June but still haven't been processed for hiring of personnel. <ul style="list-style-type: none"> <li>i. Although this process has been put on hold for some position categories, it has been ridiculous to have to submit a two-page request for authorization to get a substitute custodian or substitute educational assistant or meal clerk on the substitute list.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Lack of substitute custodians/room cleaners, café, and office staff who will also need to be trained on proper protocols. <ul style="list-style-type: none"> <li>i. There are not enough custodians to do the classroom cleaning throughout the day as students in secondary programs move from class to class. There will not be time or staff to clean bathrooms throughout the day instead of once a day.</li> </ul> </li> </ul>
<p><b>Superintendent guidance on providing additional support for most vulnerable students (SPED and paraprofessionals)</b></p>	<p><b>Examples of Relevant Concerns in Exhibit B</b></p>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue comprehensive and cohesive guidance to all public schools, including charter schools, by July 1, 2020—and to deliver the guidance to Department school families and make them publicly available by July 8, 2020—regarding: . . . <ul style="list-style-type: none"> <li>e. Providing additional support for students who are the most vulnerable to school closures and disruptions to learning, especially accommodations, modifications, and services for students with special needs, to ensure schools can serve every student in the event of additional closures (Lines 240-243 and Lines 263-266).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• C.2.i. Lack of substitute paraprofessionals.</li> <li>• C.2.g. When and how will training be provided for those staff that are serving our most severe special needs students who have challenges with toileting, following safety protocols, and who may be non-communicative or medically fragile?</li> <li>• C.4.c. How will the duties and responsibilities of educational assistants, school security, and other support staff be impacted by distance learning?</li> </ul>

## Food Service

Concerns related to providing meals to students on campus as well as when they are off campus during distance learning or hybrid learning instructional modes.

**Guiding Question: What has been done to ensure all students can safely receive meals in all instructional delivery modes (in-person, distance, and hybrid)?**

**Follow-up inquiries:**

- 1. What still needs to be done?**
- 2. When will these things be done?**
- 3. How will we know these concerns were addressed?**
- 4. How can we improve the way concerns are addressed?**

Reopening Resolution Citations for Food Service	
Superintendent Guidance on Providing Meals to Students	Examples of Relevant Concerns in Exhibit B
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue comprehensive and cohesive guidance to all public schools, including charter schools, by July 1, 2020—and to deliver the guidance to Department school families and make them publicly available by July 8, 2020—regarding: . . . k. Providing meals to students in accordance with Department of Health recommendations or guidelines (Lines 240-243 and 287-288).</li> </ul>	<ul style="list-style-type: none"> <li>• D.1. Physical Distancing Concerns</li> <li>• D.2. Grab-and-go Meals Concerns</li> <li>• D.3. Other Food Service Concerns</li> </ul>
State Level to Address Issues and Concerns Raised by School Level	Examples of Relevant Concerns in Exhibit B
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Department’s State and Complex Area Levels to clearly communicate to the School Level how resources and services will work and be coordinated between each level of the tri-level system and to listen to and address issues and concerns raised by the School Level (Lines 354-358).</li> <li>• WHEREAS, The Department has a tri-level system consisting of (1) the School Level, (2) the Complex Area Level, and (3) the State Level with the following responsibilities: . . . c. The State Level is primarily responsible for coordinating between complex areas, allocating funding to the Complex Area Level and School Level, providing centralized services and support for the School Level and Complex Area Level, and serving as a conduit between the tri-level system and the Board, other state entities, the federal government, and education stakeholders (Lines 72-74 and 87-92).</li> </ul>	<ul style="list-style-type: none"> <li>• D.2.a. Inadequate staff and facilities to provide a separate point of sale (“POS”) for students who are receiving online instruction.               <ul style="list-style-type: none"> <li>i. DOE OFO School Food Services Branch has made no adjustment for POS to accommodate grab-and-go food pickup for students to access their federally subsidized meals when they are not on campus for face-to-face learning. During grab-and-go food service (fourth quarter of last school year), student verification is completed by an administrator, and lists are completed by a meal ticket clerk to expedite food delivery and promote safe traffic flow. Normal POS procedures require individual student</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>WHEREAS, Complex area and state support and coordination bolster the benefits of school empowerment and local control (Lines 94-95).</li> </ul>	<p>verification and account charges to occur as they would during normal cafeteria scanning; this is not possible on a public street or thoroughfare with curbside pickup.</p> <ul style="list-style-type: none"> <li>D.2.b. Is grab-and-go allowed for students not scheduled to be on campus due to a rotation schedule? If this is allowed, cafeterias need guidance from the DOE OFO School Food Services Branch as to how to plan, order, and serve breakfast and lunch every day. <ul style="list-style-type: none"> <li>Will they have to come in cars with parents? What about parents who are working? These procedures need to be improved from the summer feeding program.</li> </ul> </li> </ul>
<p><b>Prioritize Needs of Vulnerable Students</b></p>	<p><b>Examples of Relevant Concerns in Exhibit B</b></p>
<ul style="list-style-type: none"> <li>BE IT FURTHER RESOLVED that the Board directs the Department to identify and prioritize the needs of the students who are the most vulnerable to school closures and disruptions to learning (Lines 150-152).</li> </ul>	<ul style="list-style-type: none"> <li>D.3.b. Students who receive free and reduced lunch who are receiving instruction online will likely not be able to eat.</li> </ul>

Student Transportation

**Guiding Question: What has been done to ensure students can be safely transported to and from school?**

**Follow-up inquiries:**

- 1. What still needs to be done?**
- 2. When will these things be done?**
- 3. How will we know these concerns were addressed?**
- 4. How can we improve the way concerns are addressed?**

<b>Reopening Resolution Citations for Student Transportation</b>	
<b>Health and Safety, Generally</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• WHEREAS, Ensuring the health and safety of students and staff is the most important concern of the public education system (Lines 34-35).</li>   <li>• WHEREAS, The foremost challenge for the public education system in the COVID-19 era is implementing appropriate measures to mitigate health risks to a reasonable extent while delivering effective instruction to all students, especially students who are the most vulnerable to school closures and disruptions to learning (Lines 40-43).</li> </ul>	<ul style="list-style-type: none"> <li>• E.1. Health and Safety Concerns</li> </ul>
<b>State Level to Address Issues and Concerns Raised by School Level</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Department’s State and Complex Area Levels to clearly communicate to the School Level how resources and services will work and be coordinated between each level of the tri-level system and to listen to and address issues and concerns raised by the School Level (Lines 354-358).</li>   <li>• WHEREAS, The Department has a tri-level system consisting of (1) the School Level, (2) the Complex Area Level, and (3) the State Level with the following responsibilities: . . . c. The State Level is primarily responsible for coordinating between complex areas, allocating funding to the Complex Area Level and School Level, providing centralized services and support for the School Level and Complex Area Level, and serving as a conduit between the tri-level system and the Board, other state entities, the federal government, and education stakeholders (Lines 72-74 and 87-92).</li> </ul>	<ul style="list-style-type: none"> <li>• E.1.e. We have been told by state officials that our bell schedules needed to fit what the bus company could provide. With the limited space and adults to supervise socially distanced children, we are no longer able to have students dropped off 30-45 minutes before school begins. There has been no confirmation from the bus companies about conforming to individual schools’ bell schedules. If they cannot conform to the schools’ schedules, this will create a safety and health issue for supervision and social distancing.             <ul style="list-style-type: none"> <li>• For the week of August 17-20, it is uncertain if the bus will accommodate schools’ individualized schedules, such as bringing the kids on campus for only two hours to space out and limiting the number of students on campus at one time based on the rationale for</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>WHEREAS, Complex area and state support and coordination bolster the benefits of school empowerment and local control (Lines 94-95).</li> </ul>	<p>switching over to a distance learning model.</p> <ul style="list-style-type: none"> <li>E.1.h. DOE OFO Student Transportation Services Branch has provided little or no guidance on health and safety policies and procedures for those under their care during transportation to and from DOE facilities.</li> <li>E.2.c. DOE OFO Student Transportation Services Branch has informed us via memo that due to social distancing and lack of availability there will be no service provided in some areas, there have been no specific details provided. As there are not enough buses to accommodate ridership with social distancing guidelines, will buses be reallocated to provide equitable access to those with greater distances between home and school (e.g., Increasing the miles from school calculation based on expected ridership)?</li> </ul>
<b>Prioritize Needs of Vulnerable Students</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>BE IT FURTHER RESOLVED that the Board directs the Department to identify and prioritize the needs of the students who are the most vulnerable to school closures and disruptions to learning (Lines 150-152).</li> </ul>	<ul style="list-style-type: none"> <li>E.2.b. Busing for Individuals with Disabilities Education Act students may not be in place for the first two weeks. <ul style="list-style-type: none"> <li>i. Any changes to the special education bus service, which is an IEP mandated service, takes up to two weeks to process changes with the bus company.</li> </ul> </li> </ul>
<b>Superintendent Guidance on Sanitary Facilities and PPE</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue comprehensive and cohesive guidance to all public schools, including charter schools, by July 1, 2020—and to deliver the guidance to Department school families and make them publicly available by July 8, 2020—regarding: . . . <ul style="list-style-type: none"> <li>b. Specific school-level requirements for ensuring clean and sanitary facilities and the health and safety of students and school personnel, as directed by Department of Health guidance (Lines 240-243 and Lines 251-253) . . .</li> <li>d. Identifying any required personal protective equipment and sanitation supply needs and coordinating with the Department’s State Level to obtain them (Lines 259-261);</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>E.1. Health and Safety Concerns <ul style="list-style-type: none"> <li>E.1.b. Bus drivers can offer a mask to students, but they are not required to wear the mask.</li> <li>E.1.c. Will bus drivers have masks to give to students who don’t have one?</li> </ul> </li> </ul>

<p>e. Providing additional support for students who are the most vulnerable to school closures and disruptions to learning, especially accommodations, modifications, and services for students with special needs, to ensure schools can serve every student in the event of additional closures (Lines 263-266).</p>	
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## Reconciling Multiple Guidance Documents and Collective Bargaining Agreements

The Department's Return to Learn: School Reopening Plan consists of 10 discrete areas covering four main areas of work, a few of which include other plans nested within the Return to Learn Plan areas. For example, there is a Health and Safety Handbook nested in the Health and Safety section of the Reopening Plan and the Emergency Operations Plan and Pandemic Contagious Virus Plan appear to be nested in the Contingency Planning section of the Reopening Plan. In addition to this complex document, which is also subject to continuous change, the Department has issued a Principals Handbook, which was intended to help guide principals on implementing the Return to Learn plan, but which appears to have resulted in confusion. The Department has also entered into a Memorandum of Understanding with the Hawaii State Teachers Association<sup>11</sup> and has publicly shared multiple letters<sup>12</sup> from the Superintendent and acknowledged by various individuals associated with HSTA relating to COVID-19 response.

**Guiding Question: What has been done to provide clear and easily understandable guidance to schools regarding their responsibilities under various guidance documents created by the Department and various collective bargaining agreements entered into by the Department and notify all parties when any document is subsequently amended?**

### **Follow-up inquiries:**

- 1. What still needs to be done?**
- 2. When will these things be done?**
- 3. How will we know these concerns were addressed?**
- 4. How can we improve the way concerns are addressed?**

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<sup>11</sup> The Memorandum of Understanding between State of Hawaii Board of Education and Hawaii State Teachers Association (SY 2020-2021 COVID19 response) is included as Attachment 1 to this July 23, 2020 memorandum from the Superintendent to Board Chairperson Catherine Payne, available at: [http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_07232020\\_Board%20Action%20on%20MOU%20Between%20BOE%20and%20HSTA.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_07232020_Board%20Action%20on%20MOU%20Between%20BOE%20and%20HSTA.pdf)

<sup>12</sup> The Superintendent issued a letter dated March 19, 2020, which was acknowledged by Wilbert Holck, HSTA Executive Director regarding Coronavirus (COVID-19) Preparation and Response, included as Attachment 1 to this April 2, 2020 memorandum from the Superintendent to Board Chairperson Catherine Payne, available at:

[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_04022020\\_Presentation%20on%20March%2019%2c%202020%20Letter%20of%20Commitment%20Regarding%20COVID-19.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_04022020_Presentation%20on%20March%2019%2c%202020%20Letter%20of%20Commitment%20Regarding%20COVID-19.pdf).

The Superintendent and Corey Rosenlee, HSTA President, signed a letter dated June 27, 2020 regarding telework for at-risk teachers, available at:

[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_07232020\\_Board%20Action%20on%20MOU%20Between%20BOE%20and%20HSTA.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_07232020_Board%20Action%20on%20MOU%20Between%20BOE%20and%20HSTA.pdf) (18<sup>th</sup> page in the document).

The Superintendent issued a letter dated July 13, 2020, which was acknowledged by Wilbert Holck, HSTA Executive Director regarding Coronavirus (COVID-19) Preparation and Response, included as Attachment 2 to this July 23, 2020 memorandum from the Superintendent to Board Chairperson Catherine Payne, available at:

[http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM\\_07232020\\_Board%20Action%20on%20MOU%20Between%20BOE%20and%20HSTA.pdf](http://boe.hawaii.gov/Meetings/Notices/Meeting%20Material%20Library/GBM_07232020_Board%20Action%20on%20MOU%20Between%20BOE%20and%20HSTA.pdf)

**Reopening Resolution Citations on Reconciling Multiple Guidance Documents and Collective Bargaining Agreements**

<b>Comprehensive and Cohesive Superintendent Guidance</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• WHEREAS, The public education system can strengthen community and economic recovery and resiliency by building a culture of care and collaboration within its school communities, and the students, families, school employees, and community members of each school community can contribute to a culture of care and collaboration by applying three simple principles:               <ul style="list-style-type: none"> <li>a. By Giving Hope, particularly to students, it gives them confidence to set goals and use their voice to ask for help in finding opportunities and meeting their goals, and the students and their hope-inspired actions in turn become our hope as the future of our world;</li> <li>b. By Acting with Kindness, we show empathy for each other and the great deal of change and loss we have all experienced in a short amount of time, thus creating a sense of community, especially for people who need the most help, and serving as a bridge between hope and togetherness; and</li> <li>c. By Working toward Togetherness, we acknowledge that we cannot do everything required of us under the current conditions unless we do them together, allowing us to understand and recognize the importance of our relationships with each other, how our actions affect others, and how we can strengthen our community (Lines 49-70)</li> </ul> </li>   <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue comprehensive and cohesive guidance to all public schools, including charter schools, by July 1, 2020—and to deliver the guidance to Department school families and make them publicly available by July 8, 2020—regarding:               <ul style="list-style-type: none"> <li>a. Applying the principles of Giving Hope, Acting with Kindness, and Working toward Togetherness to build a culture of care and collaboration within each school community, which may include existing guidelines or recommendations for the implementation of Board Policy E-3, entitled “Nā Hopena A’o”;</li> <li>b. Specific school-level requirements for ensuring clean and sanitary facilities and the health and safety of students and school personnel, as directed by Department of Health guidance;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• F. 1. Clarification on discrepancies between multiple DOE documents (Principals Handbook, Reopening Plan, MOU with HSTA, etc.)</li> <li>• F. 1. a. The Principal’s Handbook V.2 section on “Contingency Planning - Cases of COVID-19” on page 25 states: “When a student or employee either tests positive for COVID-19 or has been identified as a close contact or household member to someone who has tested positive, please refer to the Health and Safety Handbook for further guidance on next steps and cleaning protocols.” When clicking on the link, administrators must enter their intranet passwords and then are asked a question in big letters saying, “Let us know why you need access to this information”. It is clear in the Board of Education (“BOE”) resolutions regarding the reopening of schools that these policies and procedures must be clearly outlined and communicated prior to reopening.</li> <li>• F.1.D. COVID-19 Policy and Procedures Manuals: In addition to the Principals’ Handbook (which was put on the public-facing website as a draft before principals had an opportunity to review and make comments), there are several other manuals from different offices that do not appear to have been coordinated. There is overlapping information. It was suggested that these should have been consolidated into a single publication for easier reference at the schools. It was said that it did not appear there was any coordinated effort among the offices to communicate to the field in a unified voice.</li> </ul>

<ul style="list-style-type: none"> <li>c. Specific school-level strategies for school sanctioned events, such as field trips, athletics, and competitions, including strategies and protocols in the event of school closures;</li> <li>d. Identifying any required personal protective equipment and sanitation supply needs and coordinating with the Department's State Level to obtain them;</li> <li>e. Providing additional support for students who are the most vulnerable to school closures and disruptions to learning, especially accommodations, modifications, and services for students with special needs, to ensure schools can serve every student in the event of additional closures;</li> <li>f. Specific school-level strategies for, in the event of school closures and a return to distance learning, supporting teachers with managing class assignments, content, and assessments delivered remotely, including strategies and protocols for providing backup support for teachers who are themselves caring for children or elderly parents or who are sick themselves and cannot be as attentive to their jobs;</li> <li>g. Specific school-level strategies for providing technical support for students, families, teachers, and administrators in distance learning contexts;</li> <li>h. Developing plans for instructional models that allow parents and guardians to continue their children's education while keeping them at home;</li> <li>i. Testing distance learning systems and procedures before they are needed;</li> <li>j. Developing comprehensive communication plans to quickly and easily reach students, families, teachers, and administrators;</li> <li>k. Providing meals to students in accordance with Department of Health recommendations or guidelines; and</li> <li>l. Specific school-level strategies to support the wide range of student needs—including needs assessments, social and emotional learning practices, traditional counseling support, and telemedicine counseling services—understanding that many students have faced numerous causes of trauma during school closures (Lines 240-295)</li> </ul> <ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to provide the Board with a comprehensive plan, by July 1, 2020, for reopening schools and maintaining quality educational programs throughout the school year, including reasonable and helpful metrics by which the plan can be monitored and</li> </ul>	
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<p>evaluated, which should include, at a minimum, metrics that relate to student access to devices and connectivity, personal protective equipment and sanitation supply needs, student attendance, and student academic status and progress (Lines 379-385)</p>	
<p style="text-align: center;"><b>Clear Superintendent Protocols</b></p>	<p style="text-align: center;"><b>Examples of Relevant Concerns in Exhibit B</b></p>
<ul style="list-style-type: none"> <li>• WHEREAS, Students need predictability to feel safe, secure, and hopeful about the future and need a quality education to be ready for college, careers, and citizenship (Lines 37-38)</li> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue clear protocols to Department schools by July 1, 2020—and to deliver the protocols to families and make them publicly available by July 8, 2020—regarding transitioning between instructional delivery modes to address scenarios potentially requiring full or partial rolling school closures, including:       <ul style="list-style-type: none"> <li>a. Requirements for all Department schools to have plans for in-person learning, hybrid learning, and distance learning, provided that a school must meet health and safety requirements set forth in guidance from the Superintendent, and as directed by Department of Health guidance, before executing plans for in-person learning or hybrid learning;</li> <li>b. Criteria for transitioning between these instructional delivery modes; and</li> <li>c. Instructions clearly explaining who is responsible for making determinations on school closures and instructional delivery mode transitions and how the decision-making process will work, which must include the flexibility for decision-making to occur at different levels (school, complex area, island, statewide) depending on the situation (Lines 154-172)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• F. 1. Clarification on discrepancies between multiple DOE documents (Principals Handbook, Reopening Plan, MOU with HSTA, etc.)</li> <li>• G.9.g. We appreciate the trust placed in us to make decisions at the school level but to be effective we need parameters, consistent and timely guidance, and structure.</li> </ul>

## Communication

**Guiding Question: What has been done to provide clear, timely, and appropriate communication to families, teachers, staff, administrators, and the community?**

**Follow-up inquiries:**

- 1. What still needs to be done?**
- 2. When will these things be done?**
- 3. How will we know these concerns were addressed?**
- 4. How can we improve the way concerns are addressed?**

Reopening Resolution Citations on Communication	
Reliable and Regular Public Education System	Examples of Relevant Concerns in Exhibit B
<ul style="list-style-type: none"><li>• WHEREAS, A public education system with reliable and regular operations that allows parents to work rather than care for their children all day is a critical component to economic recovery (Lines 45-47).</li></ul>	<ul style="list-style-type: none"><li>• G.1.d. Principals hear about the actions they are committed to when they hear press conferences or read the paper. An example is the plan to bring students back for four days in shifts before the start of virtual learning. This is a massive logistical issue, especially for secondary schools. Also, it is inconsistent with the need to have virtual learning because crowds of students in schools will not be safe.</li><li>• G.2. There seems to be a communication breakdown from the top to the schools. Memos are often very last minute. One example shared was that it is not uncommon for schools to get a memo after 2:00 p.m. that they are expected to duplicate and send home with students the same day. This is often an impossible expectation, and school staff have concluded that those who send out these directives have no understanding of school operations.</li><li>• G.5. The plea is for communication to be truthful and proactive. It would be OK to say that there is a crisis and not everything is figured out. Instead, there is a pretense that everything is handled. This gives unrealistic expectations that school personnel will have to deal with. They said that when they can't deal with something effectively, they are called "incompetent." They said many school leaders are very stressed and morale is low. This makes it</li></ul>

	<p>hard to reassure and support teachers and other staff members.</p> <ul style="list-style-type: none"> <li>• G.10. The timeliness of information that we have received from leadership has made it very difficult to make the best informed decisions, being inclusive with our school and community, on how to plan for the safe and effective opening of the school year.</li> <li>• G.16. Inconsistency of timing. This includes the inadequacy of time allotted for proper execution once decisions have been made and the short timeframe for decisions like going full distance for only the first four weeks rather than the first semester or whole year, which would give both staff and families more time to plan and figure things out.</li> </ul>
<b>Sharing Data with the Public</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• WHEREAS, Collecting, aggregating, and analyzing data from the tri-level system and sharing these data with the Board, parents and guardians, education stakeholders, and the public is essential for strategic decision-making and building community support for public education (Lines 130-133).</li> <li>• BE IT FURTHER RESOLVED that the Board directs the Department’s State Level to collect, aggregate, and analyze data from the School and Complex Area Levels, in a manner that is not unduly burdensome to the School Level, and to provide these data and data analyses to: <ul style="list-style-type: none"> <li>a. The Board to inform its decision-making and enable it to fulfill its oversight responsibilities; and</li> <li>b. Education stakeholders and the public, as appropriate, to clearly communicate system status, needs, and concerns (Lines 368-377)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• G. 17. DOE’s communication protocols to state/district/complex area personnel who visit school campuses. For example, when DOE OFO Facilities Maintenance Branch crews are to report to a school but have not received any internal communication regarding the school and possible/potential COVID-19 cases/exposure on that campus. Non-school level staff are finding out through media rather than from the DOE or affected school.</li> <li>• G.18. What are DOE’s communication protocols to families and staff of a school community after a positive COVID-19 case? We understand that a school or office may not receive immediate notification from an affected employee or family, but as soon as the DOE is notified, they have control over the timely communication of information. If the DOE is going to rely on the DOH, there may be a critical delay in getting important information out.</li> </ul>
<b>Superintendent Guidance on Communication Plans</b>	<b>Examples of Relevant Concerns in Exhibit B</b>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue comprehensive and cohesive guidance to all public schools, including charter schools, by July 1, 2020—and to deliver the guidance to Department school families and make</li> </ul>	<ul style="list-style-type: none"> <li>• G.11. Poor and haphazard communication: Rather than information coming out via DOE Memos, information is coming piecemeal through the media, press release/press conferences, emails, draft</li> </ul>

<p>them publicly available by July 8, 2020—regarding: . . . j. Developing comprehensive communication plans to quickly and easily reach students, families, teachers, and administrators (Lines 240-243 and 284-285).</p>	<p>handbooks, and CAS. The DOE COVID-19 page hasn't been updated in a while.</p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>School Provides Guidance to Families and Staff</b></p>	<p><b>Examples of Relevant Concerns in Exhibit B</b></p>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs each Department school to use the Superintendent's comprehensive guidance to provide its students, families, and school personnel with clear guidance on the steps it is taking to ensure their health and safety (Lines 296-299).</li> </ul>	<ul style="list-style-type: none"> <li>• F.1.c. Every school had to create their own parent and faculty handbook without any vetting process.</li> </ul>
<p><b>Superintendent Guidance for Families with Multiple Children in Multiple Schools</b></p>	<p><b>Examples of Relevant Concerns in Exhibit B</b></p>
<ul style="list-style-type: none"> <li>• BE IT FURTHER RESOLVED that the Board directs the Superintendent to issue guidance to complex areas, by July 1, 2020, on specific complex- area-level strategies for coordinating schedules between schools at the complex or complex area level to address the needs of families who have multiple children in multiple schools (Lines 306-309).</li> </ul>	<ul style="list-style-type: none"> <li>• D.3.f. How would you serve a family on a "nonattendance day" meals if they have children in an elementary, middle and high school? Do they need to go to three different schools?</li> </ul>

**Exhibit A**  
**Reopening Resolution**



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

**RESOLUTION OF THE BOARD OF EDUCATION**

1       DIRECTING THE DEPARTMENT OF EDUCATION TO PREPARE FOR THE  
2       REOPENING OF SCHOOLS FOR THE 2020-2021 SCHOOL YEAR AMID THE  
3       GLOBAL COVID-19 PANDEMIC; URGING SCHOOL COMMUNITIES TO GIVE HOPE,  
4       ACT WITH KINDNESS, AND WORK TOWARD TOGETHERNESS; AND  
5       AUTHORIZING BOARD MEMBERS TO REPRESENT THE BOARD OF EDUCATION  
6       IN MID-TERM BARGAINING OF COLLECTIVE BARGAINING AGREEMENTS  
7

8       **WHEREAS**, On March 4, 2020, Governor David Y. Ige issued an emergency  
9       proclamation declaring a disaster emergency relief period due to the COVID-19  
10      pandemic;  
11

12      **WHEREAS**, The COVID-19 pandemic has required our public school system to  
13      pivot and adjust roles and responsibilities quickly;  
14

15      **WHEREAS**, On March 24, 2020, the Hawaii State Department of Education (the  
16      “Department”) announced the closure of school facilities and the stoppage of traditional,  
17      in-school instruction through April 30, 2020;  
18

19      **WHEREAS**, On April 17, 2020, the Department extended the closure of school  
20      facilities and announced the continuation of enrichment using distance learning through  
21      the end of the 2019-2020 school year;

22           **WHEREAS**, On May 21, 2020, the State of Hawaii Board of Education (the  
23 “Board”) adopted a resolution directing the Department to offer summer school in a way  
24 that supports students disproportionately impacted by school closures caused by the  
25 COVID-19 pandemic, to ensure clear coordination between each level of the tri-level  
26 system, and to communicate data and information timely and effectively with the public;

27  
28           **WHEREAS**, An educated citizenry is necessary to preserve, promote, and  
29 improve a democratic, multicultural society, as described in Board Policy E-1, and the  
30 mission of our public education system is to ensure that all students reach their  
31 aspirations from early learning through college, career, and citizenship, pursuant to  
32 Board Policy E-2;

33  
34           **WHEREAS**, Ensuring the health and safety of students and staff is the most  
35 important concern of the public education system;

36  
37           **WHEREAS**, Students need predictability to feel safe, secure, and hopeful about  
38 the future and need a quality education to be ready for college, careers, and citizenship;

39  
40           **WHEREAS**, The foremost challenge for the public education system in the  
41 COVID-19 era is implementing appropriate measures to mitigate health risks to a  
42 reasonable extent while delivering effective instruction to all students, especially  
43 students who are the most vulnerable to school closures and disruptions to learning;

44  
45           **WHEREAS**, A public education system with reliable and regular operations that  
46 allows parents to work rather than care for their children all day is a critical component  
47 to economic recovery;

48  
49           **WHEREAS**, The public education system can strengthen community and  
50 economic recovery and resiliency by building a culture of care and collaboration within  
51 its school communities, and the students, families, school employees, and community

52 members of each school community can contribute to a culture of care and  
53 collaboration by applying three simple principles:

- 54
- 55 a. By Giving Hope, particularly to students, it gives them confidence to set  
56 goals and use their voice to ask for help in finding opportunities and  
57 meeting their goals, and the students and their hope-inspired actions in  
58 turn become our hope as the future of our world;
- 59
- 60 b. By Acting with Kindness, we show empathy for each other and the great  
61 deal of change and loss we have all experienced in a short amount of  
62 time, thus creating a sense of community, especially for people who need  
63 the most help, and serving as a bridge between hope and togetherness;  
64 and
- 65
- 66 c. By Working toward Togetherness, we acknowledge that we cannot do  
67 everything required of us under the current conditions unless we do them  
68 together, allowing us to understand and recognize the importance of our  
69 relationships with each other, how our actions affect others, and how we  
70 can strengthen our community;

71

72 **WHEREAS**, The Department has a tri-level system consisting of (1) the School  
73 Level, (2) the Complex Area Level, and (3) the State Level with the following  
74 responsibilities:

- 75
- 76 a. At the School Level, schools are empowered to make decisions about  
77 students, including student learning, delivery of curriculum and instruction,  
78 and learning assessment because administrators, teachers, and staff are  
79 closest to the students;
- 80
- 81 b. The Complex Area Level is primarily responsible for supporting and  
82 supervising School Level leaders in the complex area, coordinating

83 between schools in the complex area, distributing any funding provided to  
84 the Complex Area Level, and serving as a conduit between the School  
85 Level and State Level; and

- 86
- 87 c. The State Level is primarily responsible for coordinating between complex  
88 areas, allocating funding to the Complex Area Level and School Level,  
89 providing centralized services and support for the School Level and  
90 Complex Area Level, and serving as a conduit between the tri-level  
91 system and the Board, other state entities, the federal government, and  
92 education stakeholders;

93

94 **WHEREAS**, Complex area and state support and coordination bolster the  
95 benefits of school empowerment and local control;

96

97 **WHEREAS**, On May 23, 2017, the Board approved the school calendar for the  
98 2020-2021 school year, in accordance with Board Policy 106-1, with August 4, 2020, as  
99 the first day for students;

100

101 **WHEREAS**, Charter schools are public schools, directly governed by  
102 independent governing boards rather than the Board or Department, with the “flexibility  
103 and independent authority to implement alternative frameworks with regard to  
104 curriculum, facilities management, instructional approach, virtual education, length of  
105 the school day, week, or year, and personnel management,” pursuant to Section 302D-  
106 1, Hawaii Revised Statutes (“HRS”);

107

108 **WHEREAS**, A range of instructional delivery modes, which are methods for  
109 delivering course instruction, exist that schools can and do use, including:

- 110
- 111 a. In-person learning, where the teacher delivers face-to-face instruction in  
112 the same physical space as the students;

114           b. Distance learning, where the teacher delivers instruction virtually or online  
115           through web-based or internet-based mediums or delivers instruction  
116           through other remote mediums; and

117  
118           c. Hybrid learning, where the teacher delivers instruction using both in-  
119           person and distance learning methods;

120  
121           **WHEREAS**, Many students who are socioeconomically disadvantaged or living in  
122           the most rural parts of the state are less likely to have access to an appropriate device  
123           or an adequate internet connection, both of which are necessary for virtual or online  
124           distance learning;

125  
126           **WHEREAS**, The students who are the most vulnerable to school closures and  
127           disruptions to learning include students with special needs, English learners, homeless  
128           students, and students without access to devices or connectivity;

129  
130           **WHEREAS**, Collecting, aggregating, and analyzing data from the tri-level system  
131           and sharing these data with the Board, parents and guardians, education stakeholders,  
132           and the public is essential for strategic decision-making and building community support  
133           for public education;

134  
135           **WHEREAS**, Several government entities, businesses, and community  
136           organizations have formally or informally inquired about how they might be able to  
137           assist the Department in supporting students affected by the health and economic  
138           crises caused by the COVID-19 pandemic; now, therefore,

139  
140           **BE IT RESOLVED** that the Board hereby urges all public school students,  
141           families, employees, and community members to Give Hope, Act with Kindness, and  
142           Work toward Togetherness in preparation for and upon the reopening of public schools  
143           for school year 2020-2021; and

144

145 **BE IT FURTHER RESOLVED** that the Board directs the Department and its  
146 schools to strive to provide as much in-person instruction as practicable in a safe  
147 manner throughout the 2020-2021 school year, especially for the students who are the  
148 most vulnerable to school closures and disruptions to learning; and

149  
150 **BE IT FURTHER RESOLVED** that the Board directs the Department to identify  
151 and prioritize the needs of the students who are the most vulnerable to school closures  
152 and disruptions to learning; and

153  
154 **BE IT FURTHER RESOLVED** that the Board directs the Superintendent to issue  
155 clear protocols to Department schools by July 1, 2020—and to deliver the protocols to  
156 families and make them publicly available by July 8, 2020—regarding transitioning  
157 between instructional delivery modes to address scenarios potentially requiring full or  
158 partial rolling school closures, including:

- 159
- 160 a. Requirements for all Department schools to have plans for in-person  
161 learning, hybrid learning, and distance learning, provided that a school  
162 must meet health and safety requirements set forth in guidance from the  
163 Superintendent, and as directed by Department of Health guidance,  
164 before executing plans for in-person learning or hybrid learning;
  - 165
  - 166 b. Criteria for transitioning between these instructional delivery modes; and
  - 167
  - 168 c. Instructions clearly explaining who is responsible for making  
169 determinations on school closures and instructional delivery mode  
170 transitions and how the decision-making process will work, which must  
171 include the flexibility for decision-making to occur at different levels  
172 (school, complex area, island, statewide) depending on the situation; and
  - 173

174 **BE IT FURTHER RESOLVED** that the Board directs the Department to provide  
175 instructional models and clear guidance to families that allow parents or guardians who

176 do not feel comfortable sending their children to a school campus to keep their children  
177 at home; and

178

179 **BE IT FURTHER RESOLVED** that the Board urges the Department to ensure all  
180 students are able to access the devices and connectivity necessary to learn from home,  
181 particularly students who are socioeconomically disadvantaged or living in the most  
182 rural parts of the state, by August 4, 2020; and

183

184 **BE IT FURTHER RESOLVED** that the Board decrees that the Department may  
185 consider distance learning and hybrid learning equivalent to in-person learning for  
186 purposes of calculating instructional days and student hours and meeting the  
187 requirements of Section 302A-251, HRS, provided that the Department issues clear  
188 directives to schools and guidance to families and the public regarding how Department  
189 schools must calculate instructional days and student hours in distance learning and  
190 hybrid learning settings; and

191

192 **BE IT FURTHER RESOLVED** that the Board decrees that public school students  
193 engaged in distance learning being delivered by the Department or a charter school  
194 shall be considered in attendance at a public school for compulsory attendance  
195 purposes, pursuant to Section 302A-1132, HRS, provided that the Department issues  
196 clear directives to Department schools and guidance to families and the public  
197 regarding how Department schools are to determine whether a student is engaged in  
198 distance learning and in attendance, and the State Public Charter School Commission  
199 issues clear directives to charter schools regarding how charter schools are to  
200 determine whether a student is engaged in distance learning and in attendance; and

201

202 **BE IT FURTHER RESOLVED** that the Board directs the Superintendent to  
203 consider whether any changes to the school calendar for the 2020-2021 school year are  
204 necessary to ensure students receive enough instructional time and, if changes are  
205 necessary, to request the Board take action on any proposed changes, pursuant to  
206 Board Policy 106-1, by July 1, 2020; and

207 **BE IT FURTHER RESOLVED** that the Board considers the Department of Health  
208 to be the State of Hawaii’s designated public health authority and the sole source of  
209 expertise on COVID-19 for state departments and agencies; and

210  
211 **BE IT FURTHER RESOLVED** that the Board directs the Department to  
212 continuously work with and rely on the Department of Health for any and all updated  
213 and current advice and guidance on all COVID-19-related health matters affecting the  
214 Department’s operations as the Department of Health deems necessary; and

215  
216 **BE IT FURTHER RESOLVED** that the Board urges the Department of Health to  
217 commit to providing timely, accurate, and up-to-date advice and guidance to the  
218 Department to allow it to operate with maximum flexibility while ensuring the health and  
219 safety of thousands of students, families, and employees, including guidance on self-  
220 isolation protocols, contact tracing strategies, social distancing and spatial  
221 requirements, dealing with sick students and staff, student-teacher contact ratio, and  
222 sharing of devices, equipment, and supplies; and

223  
224 **BE IT FURTHER RESOLVED** that the Board directs the Department’s State  
225 Level to coordinate with the Complex Area and School Levels to:

- 226
- 227 a. Understand their personal protective equipment and sanitation supplies  
228 needs based on the Department’s health and safety requirements;
  - 229
  - 230 b. Procure for any required personal protective equipment and sanitation  
231 supplies needed by the School Level;
  - 232
  - 233 c. Work collaboratively with government entities, businesses, community  
234 organizations, and individuals interested in supporting efforts to get these  
235 equipment and supplies; and

236

237 d. Equitably distribute to the School Level any required personal protective  
238 equipment and sanitation supplies; and

239  
240 **BE IT FURTHER RESOLVED** that the Board directs the Superintendent to issue  
241 comprehensive and cohesive guidance to all public schools, including charter schools,  
242 by July 1, 2020—and to deliver the guidance to Department school families and make  
243 them publicly available by July 8, 2020—regarding:

244  
245 a. Applying the principles of Giving Hope, Acting with Kindness, and Working  
246 toward Togetherness to build a culture of care and collaboration within  
247 each school community, which may include existing guidelines or  
248 recommendations for the implementation of Board Policy E-3, entitled “Nā  
249 Hopena A‘o”;

250  
251 b. Specific school-level requirements for ensuring clean and sanitary facilities  
252 and the health and safety of students and school personnel, as directed by  
253 Department of Health guidance;

254  
255 c. Specific school-level strategies for school sanctioned events, such as field  
256 trips, athletics, and competitions, including strategies and protocols in the  
257 event of school closures;

258  
259 d. Identifying any required personal protective equipment and sanitation  
260 supply needs and coordinating with the Department’s State Level to obtain  
261 them;

262  
263 e. Providing additional support for students who are the most vulnerable to  
264 school closures and disruptions to learning, especially accommodations,  
265 modifications, and services for students with special needs, to ensure  
266 schools can serve every student in the event of additional closures;

267

- 268 f. Specific school-level strategies for, in the event of school closures and a  
269 return to distance learning, supporting teachers with managing class  
270 assignments, content, and assessments delivered remotely, including  
271 strategies and protocols for providing backup support for teachers who are  
272 themselves caring for children or elderly parents or who are sick  
273 themselves and cannot be as attentive to their jobs;  
274
- 275 g. Specific school-level strategies for providing technical support for  
276 students, families, teachers, and administrators in distance learning  
277 contexts;  
278
- 279 h. Developing plans for instructional models that allow parents and guardians  
280 to continue their children’s education while keeping them at home;  
281
- 282 i. Testing distance learning systems and procedures before they are  
283 needed;  
284
- 285 j. Developing comprehensive communication plans to quickly and easily  
286 reach students, families, teachers, and administrators;  
287
- 288 k. Providing meals to students in accordance with Department of Health  
289 recommendations or guidelines; and  
290
- 291 l. Specific school-level strategies to support the wide range of student  
292 needs—including needs assessments, social and emotional learning  
293 practices, traditional counseling support, and telemedicine counseling  
294 services—understanding that many students have faced numerous  
295 causes of trauma during school closures; and  
296

297 **BE IT FURTHER RESOLVED** that the Board directs each Department school to  
298 use the Superintendent’s comprehensive guidance to provide its students, families, and

299 school personnel with clear guidance on the steps it is taking to ensure their health and  
300 safety; and

301

302 **BE IT FURTHER RESOLVED** that the Board encourages each charter school to  
303 use the Superintendent's comprehensive guidance as it sees fit and to provide its  
304 students, families, and school personnel with clear guidance on the steps the charter  
305 school is taking to ensure their health and safety; and

306

307 **BE IT FURTHER RESOLVED** that the Board directs the Superintendent to issue  
308 guidance to complex areas, by July 1, 2020, on specific complex- area-level strategies  
309 for coordinating schedules between schools at the complex or complex area level to  
310 address the needs of families who have multiple children in multiple schools;

311

312 **BE IT FURTHER RESOLVED** that the Board authorizes Board Member Kaimana  
313 Barcarse to represent the Board in mid-term bargaining with the Hawaii State Teachers  
314 Association and to identify and negotiate any changes, exemptions, or modifications to  
315 the current Unit 5 collective bargaining agreement as deemed necessary to meet the  
316 policies, directives, and objectives of this resolution; and

317

318 **BE IT FURTHER RESOLVED** that the Board authorizes Board Member Dwight  
319 Takeno to represent the Board in mid-term bargaining with the Hawaii Government  
320 Employees Association and to identify and negotiate any changes, exemptions, or  
321 modifications to the current Unit 6 collective bargaining agreement as deemed  
322 necessary to meet the policies, directives, and objectives of this resolution; and

323

324 **BE IT FURTHER RESOLVED** that the Board directs the Department to  
325 coordinate with the State's Office of Collective Bargaining to engage in mid-term  
326 bargaining with the Hawaii State Teachers Association and Hawaii Government  
327 Employees Association to make any changes, exemptions, or modifications to the  
328 current Unit 5 and Unit 6 collective bargaining agreements as deemed necessary to  
329 meet the policies, directives, and objectives of this resolution; and

330 **BE IT FURTHER RESOLVED** that the Board directs Board Members Kaimana  
331 Barcarse and Dwight Takeno to bring any negotiated mid-term changes to the current  
332 Unit 5 and Unit 6 collective bargaining agreements to the Board for a vote before the  
333 Board executes the agreement; and

334  
335 **BE IT FURTHER RESOLVED** that the Board directs the Department to provide  
336 pertinent professional development at no cost for its teachers and staff:

- 337
- 338 a. To ensure they can support students with special needs by providing  
339 accommodations, modifications, and services and support for English  
340 learners in the event of additional school closures; and
  - 341
  - 342 b. Tailored to the tools, services, and content schools use, particularly those  
343 related to online teaching if it proves necessary, either as part of a hybrid  
344 delivery model or during rolling closures next fall; and

345  
346 **BE IT FURTHER RESOLVED** that the Board directs the Department's School  
347 Level to continue to guide and instruct curriculum, instruction, and assessment of  
348 students; and

349  
350 **BE IT FURTHER RESOLVED** that the Board directs the Department's State and  
351 Complex Area Levels to clearly communicate to the School Level how resources and  
352 services will work and be coordinated between each level of the tri-level system and to  
353 listen to and address issues and concerns raised by the School Level; and

354  
355 **BE IT FURTHER RESOLVED** that the Board directs the Department to make  
356 every effort to contact and communicate with students who are the most vulnerable to  
357 school closures and disruptions to learning and with their parents and guardians to  
358 ensure that they understand the how the Department plans to mitigate any disruptions  
359 to learning these students might experience from potential school closures; and

360

361 **BE IT FURTHER RESOLVED** that the Board directs the Department to  
362 communicate timely and work collaboratively with government entities, businesses,  
363 community organizations, and individuals interested in supporting school reopening  
364 efforts or economic recovery efforts understanding the role public education plays in  
365 such efforts, including providing childcare to the state’s workforce and access to devices  
366 and connectivity; and

367  
368 **BE IT FURTHER RESOLVED** that the Board directs the Department’s State  
369 Level to collect, aggregate, and analyze data from the School and Complex Area  
370 Levels, in a manner that is not unduly burdensome to the School Level, and to provide  
371 these data and data analyses to:

- 372
- 373 a. The Board to inform its decision-making and enable it to fulfill its oversight  
374 responsibilities; and
  - 375
  - 376 b. Education stakeholders and the public, as appropriate, to clearly  
377 communicate system status, needs, and concerns; and

378  
379 **BE IT FURTHER RESOLVED** that the Board directs the Superintendent to  
380 provide the Board with a comprehensive plan, by July 1, 2020, for reopening schools  
381 and maintaining quality educational programs throughout the school year, including  
382 reasonable and helpful metrics by which the plan can be monitored and evaluated,  
383 which should include, at a minimum, metrics that relate to student access to devices  
384 and connectivity, personal protective equipment and sanitation supply needs, student  
385 attendance, and student academic status and progress; and

386  
387 **BE IT FURTHER RESOLVED** that the Board directs the Superintendent to  
388 provide monthly, detailed reports to the Board on the implementation process and  
389 metric outcomes of school reopenings and maintenance of quality educational programs  
390 as described in this resolution; and

391

392           **BE IT FURTHER RESOLVED** that the policies, directives, requests, and  
393 positions contained herein shall be effective immediately and expire on June 30, 2021,  
394 unless terminated earlier or extended to a later date by a subsequent action of the  
395 Board; and

396  
397           **BE IT FURTHER RESOLVED** that the Board directs the Board Chairperson to  
398 transmit this resolution to the Governor, Legislature, Department of Health, State Public  
399 Charter School Commission, Economic and Community Recovery Navigator, Hawaii  
400 State Teachers Association, and Hawaii Government Employees Association; and

401  
402           **BE IT FURTHER RESOLVED** that the Board directs the Superintendent to  
403 distribute this resolution to all Department Assistant Superintendents, Complex Area  
404 Superintendents, Directors, and Principals; and

405  
406           **BE IT FURTHER RESOLVED** that the Board requests the State Public Charter  
407 School Commission to distribute this resolution to all charter schools and their  
408 governing boards.

409

          This resolution was proposed and approved by the Board at its June 18, 2020  
General Business Meeting.

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Catherine Payne

**Exhibit B**  
**Areas of Concern**

## Areas of Concern

*Compiled from comments Board members have received from school administrators and extracted comments from written public testimony submitted by school administrators to the Board of Education for its July 23 and July 30, 2020 meetings. Comments have been lightly edited for grammar, spelling, and clarity.*

### A. Safety and Health Concerns

1. Support, Guidance, and Training Concerns
  - a. Principals are responsible and accountable for all aspects of their school operations. As of this date, there has been limited support and resources to plan for and fund a safe full school reopening (not just a limited extended learning opportunities program). This includes explicit guidance, training, supplies, and a plan to maintain and sustain supplies for daily operations.
  - b. Custodians, school health aides, cafeteria workers and office staff have not received appropriate training (from the Department of Education (“DOE”) or Department of Health (“DOH”)) in COVID-19 cleaning and disinfecting protocols. Training has been non-existent or insufficient for new requirements in daily cleaning and disinfecting procedures. Principals are pulling information from the U.S. Centers for Disease Control and Prevention (“CDC”) website when the guidance should be coming from the DOE Office of Facilities and Operations (“OFO”) Safety, Security, and Emergency Preparedness Branch or DOH. When is the DOE OFO Safety, Security, and Emergency Preparedness Branch scheduling safety, cleaning, and disinfecting training? Shouldn’t the DOE research, interpret, and provide clear and timely communications and training for health and safety standards and expectations?
  - c. There is still no guidance on documentation from DOH for public health nurses or for our school health aides. We still have not yet received the DOH document that the DOE negotiated to help schools prepare for reopening.
  - d. To prepare for the worst, we need information on contact tracing process forms, questions, and protocols. This would be used for schools to better prepare and keep track of student and adult “bubbles” (including on the bus) to better assist DOH, who will need this information.
    - i. Inability to have timely and adequate contact tracing for positive cases.
  - e. Procedures need to be developed and shared on what to do should a student or staff member be identified as COVID-19 positive, come in close contact with someone identified as positive, or is symptomatic. What happens to the students that were in the same class as that student or teacher? Does everyone need to quarantine? Are teachers still responsible to provide instruction during this time? If not who is? Are students still required to participate in instruction during this time?
  - f. Guidance is also needed on designating and equipping the proper location(s) on campus to care for these impacted individuals while keeping others safe. The

health rooms that already exist on campus are generally insufficient to support the number of individuals who likely will be sent in as symptomatic.

- g. Procedures are needed for parents not immediately available to pick up sick students.
- h. What are the protocols for staff to work if family members are sick?
- i. What are the communication protocols?
- j. What are the guidelines and processes for individual classrooms and/or individual school closures?
- k. No clear protocols on how schools will handle emergency drills and procedures. For example if we are still unable to do large gatherings in places, how will schools conduct mass evacuation drills? If each school is to come up with its own protocol, we need time to plan this out.
- l. The DOH has not been contacting principals consistently, timely, or at all about potential cases affecting their school. According to the DOE's "Close Contact In A School Procedural Flowchart," if a student or staff is identified by DOH as a close contact of a positive case, the student/staff is advised to quarantine for 14 days, and DOH provides a letter to the student/staff regarding the quarantine period, which the student/staff is responsible for providing the letter to the school. DOH monitors those in quarantine for symptoms, and if contact develops symptoms, they are advised to be tested. Then, DOH notifies the person of release from quarantine when 14 days have passed since the last contact with a positive case and person is asymptomatic. Or, if the lab confirms a positive result, the student/staff becomes a new case. DOH then notifies the school, sends a letter with isolation details, and will work with the school to determine any additional processes. More details are needed for the implementation of this process and the flow chart.
- m. Plans for schools if their entire administrative office must isolate, a dozen teachers must be quarantined, or a school health aide is on leave or quarantined.
- n. Liability concerns for principals: Will we be held harmless? Will there be a COVID-19 waiver of sorts in opening materials?
- o. The confusion around lack of clarity and transparency in positive and possible cases detected in schools. Who is responsible for notifying staff and parents? What are the possible liability issues around notifications or lack thereof?
- p. What are the protections that will be afforded to special education, fully self-contained classroom teachers, educational assistants, students, and parents?
- q. How to handle and deal with students, staff, and visitors who have been confirmed COVID-19 positive and have been in contact with the school community. There are no guidelines and/or procedures for this situation.
- r. Rules for incoming new students/military dependents. How are we screening for 14-day quarantine?
- s. There should be a centralized place where employees can report issues. We have a lot of reports of employees not following protocols, especially masking.

2. Personal Protective Equipment (“PPE”) and Supplies Concerns
  - a. Schools are not fully equipped with PPE for all students, faculty, and staff, and there is still no direction given on what PPE is appropriate/required for each type of employee that we have on campus. Additionally, the Department’s estimates and guidance on quantity does not align with principals’ assessment of what is needed on campus. To date, adjustments and answers to questions along these lines have not been provided by state leadership.
  - b. In order for schools to be fully equipped with PPE supplies, schools have had to fund their purchases, which have put a strain on our funding. Schools are also concerned with their abilities to maintain PPE supplies during the school year.
  - c. Medical grade PPE must be used by teachers and staff who work with some high-needs special education students. Principals report that they have had to buy this.
  - d. Many companies that sell PPE are not vendor compliant with the State of Hawaii, so schools cannot order from them or risk fiscal violations.
  - e. Funding was provided to purchase cleaning and PPE supplies; however, due to supply and demand issues, schools are left wanting.
  - f. While some principals and teachers have heard that they might be reimbursed for the PPE and sanitizing supplies they have purchased, there has been no clear communication on this. Several principals said they have spent upwards \$10,000 or more from their reduced budgets for these essential items. Teachers are also buying items to make their classrooms safer for students. Some have spent hundreds from their own pockets. These actions create a clear inconsistency that will impact school-level understanding and parent trust that all classrooms are safe for their children. It was also noted that individual schools are on their own to compete for the same limited supplies that they must purchase.
  - g. Little guidance provided on approved disinfectants and cleaning supplies beyond the CDC website reference, leaving room for possible misinterpretation.
  - h. Schools are not fully equipped with enough hand soap, paper towels, hand sanitizer, hand sanitizer dispensers/stands, walkway and classroom social distancing floor markings, inside/outside signage, etc. Although it was ordered back in March, many schools have not had their supplies come in. These supplies are often backordered or had been ordered only to have the company cancel it because they cannot fulfill. For schools who do not have supplies to start the school year, there are no assurances that they will be able to order and receive supplies in a timely manner.
  - i. Schools have already cut middle school Art classes to purchase and keep up with costs for disinfectants and other cleaning supplies.
  - j. The DOE has agreed in a memorandum of understanding (“MOU”) with the Hawaii State Teachers Association (“HSTA”) that teachers are not responsible for cleaning anything. This severely restricts the schools’ ability to maintain a disinfected environment because teachers have always been responsible for maintaining cleanliness in their own classrooms. This includes teaching children

to clean up after themselves as well as maintaining their room as they see fit. Administrators have been responsible for floors and trash daily as well as yearly deep cleaning. We are not equipped to disinfect classrooms and all high touch surfaces on a rolling basis throughout the day, yet that is the promise that has been made by leadership. We have been trying to order supplies, and it would have been helpful to have vendors vetted for product compliance and expedited through the Hawaii Compliance Express process.

- k. Conflicting guidance and communications on the use of face masks. DOE/HSTA MOU allows teachers to make the decision on mask usage in the classroom. However, school administrators are responsible and accountable to all aspects of the school operations. Are principals no longer accountable for the use of masks in the classroom?
  - l. There is still a lack of N95 masks for fully self-contained classroom staff, lack of proper fitting or testing of masks, etc. These are medically fragile rooms where they feed and toilet students. What is the DOE planning to do to address these PPE concerns?
  - m. Reports of no PPE or shortages of PPE; should have an audit/report.
3. "Ohana Bubble" Concerns
- a. The "ohana bubble" concept is extremely unrealistic according to many teachers and principals.
  - b. We take responsibility for implementing all directives and guidance around health and safety given to us by DOH and DOE. The ohana bubble is a concept and not a directive that can be followed as described. We have received neither guidance nor explicit expectations around its implementation. We see many difficulties with maintaining such bubbles as described in the news. The ohana bubble concept impacts student scheduling, student services delivered, student placement, and operational schedules, such recess and lunch. It is complicated by our schools' logistics and drop in service providers, etc.
  - c. What are guidelines for administrators who will be entering different bubbles throughout the day? Are we allowed to do walkthroughs, etc. without penetrating bubbles and possibly spreading the virus?
  - d. Substitute teachers are not part of the school's ohana bubble. What is the impact of this on school efforts to keep "bubbles" as isolated as possible?
  - e. We are not able to limit the points of entry to campus leading to an inability to monitor or screen for student illness upon entry to campus. Also, this does not enable us to keep the campus as a "school bubble" and keep outsiders from coming onto the campus unannounced.
4. Preparation for On-campus Instruction Concerns
- a. Who will be tasked at the school level to conduct the screening of employees, students and visitors? What kind of training will be provided for those who are tasked with this screening (interview and visual inspection) responsibility? Who

will have the authority to send students home who have elevated temperature levels?

- i. Unclear and inconsistent screening practices for health.
- b. Inadequate time to move and find storage for furniture and equipment that will need to be removed from classrooms in order to have more space to properly space out desks.
- c. Inadequate time to put into place proper procedures for recess, classroom changes, and staffing.
- d. Schools are still developing class lists due to changes in social distancing space and trying to meet the physical capacity of their individual schools.
- e. Social distancing during non-instructional times.
  - i. The mandated six-foot distancing in the classrooms are not being upheld at some school sites.
- f. Middle school teachers are only licensed in one subject; therefore, students will have to rotate to other classrooms, not giving enough time to clean in between classes.
- g. Elective classes: No training on band and hands-on type classes.
- h. Campus layout is not conducive to one-way traffic based on locations of buildings and stairwells.
- i. Classroom ventilation has not been clearly addressed by DOH or DOE. We have classrooms with newly added air conditioners and classrooms in new schools with central air. Some principals are telling teachers not to turn them on because the circulating air spreads the virus. Classrooms and libraries with central air may not even have windows that can be opened.
  - i. No air-conditioned classrooms. Rooms are over 100 degrees; that is why air conditioning was installed in the first place.
  - ii. Recirculated air, air conditioning units, and buildings and rooms with lack of fresh air. Kapolei High School has many concerns over these areas and Wai'anae High School has similar concerns. Almost every school library has these issues. What is the DOE planning to do to address these concerns since the virus travels via aerosol transmission?
- j. Rotating schedule: What to do if a student shows up on the wrong day.
- k. DOE continues to provide all training and meetings virtually yet claims that it is "safe" for students to be present in large groups on school campuses.
  - i. Educational Leadership Institute was held completely virtually on 7/21/20.
  - ii. District Education Leadership Institute was held completely virtually on 7/20/20.

## **B. Preparation for Distance Learning Concerns**

### **1. Training Concerns**

- a. Teachers have not been provided with the training necessary to effectively deliver instruction online. We are expected to train them over the nine days of half-day instruction, which is not an effective way of preparing them, nor will we

have their full attention given their need to prepare for the next day of instruction. The State DOE has provided three online professional development (“PD”) trainings, two sessions each for the entire state. This is absolutely inadequate and is another reason for their inadequate readiness. Inadequate time has been provided to train classified support staff to assist in online delivery of instruction.

- b. Training instruction is subpar, and some are difficult to access.
- c. No training or funding has been offered for classified support staff to assist in online delivery of instruction.
- d. Substitute teachers have not been provided with the training necessary to effectively deliver instruction online.
- e. Some of the training videos were not updated from the summer. Some school leaders noted that if they had a chance to review them before they were made public, they could have given some guidance that might have helped with the rollout.
- f. PD was already planned by schools for the expected half days, before the extra training videos were added. Some of the planned PD had to be foregone because the training videos took much longer than the length listed with each module. One veteran teacher who has background in virtual instruction commented that she was on her third day with the seven-hour training.
- g. It does not seem realistic that the one day for substitutes to be trained (seven-hour distance learning video) will be adequate for any who might be stepping into long-term positions.

## 2. Devices and Connectivity Concerns

- a. Inadequate number of devices available to ensure all students have both internet access and a device to access online instruction.
- b. Schools lack devices and/or hotspots to ensure equitable internet access for all students. Some schools are still waiting for the arrival of devices ordered in April.
- c. Some communities lack access to the internet because they have a large homeless or low-income population, which struggles with meeting the requirements for distance and/or virtual learning.
- d. Schools lack devices to ensure equitable access to distance learning platforms. For example, Summer Learning Hub Chromebooks were delivered to the schools during the last week of summer learning by the DOE Office of Information Technology Services. Schools were tasked with inventorying these Chromebooks and disseminating to students and families. Summer Learning Hub Chromebooks were only provided several days ago at the completion of the Summer Learning Hub, and additional time is needed to inventory and distribute.
- e. Elementary schools were advised they would receive additional devices but have not received any as of yet. When these devices are delivered, they still need to be serviced and upload the programs that the individual school will use.
- f. Schools have ordered computers to ensure that all students have access to distance learning. However, there is a nationwide shortage of computers and

schools are told that the earliest we can expect any new computers that we've ordered is October, maybe December.

- g. Schools are assessing every family for devices and connection. In our most impoverished communities, this is still a problem, and it is not clear if the newly purchased devices will arrive in time. Will schools need to transfer devices among schools for loan-outs? Is there a procedure for this?
  - h. Schools lack the personnel to ensure that devices are cataloged and inventoried properly to ensure accountability.
  - i. Will additional devices be provided to substitute teachers if the teacher is out due to childcare and takes their device with them? The substitute will need access to the programs the teacher is using. Is it expected the teacher will share the login information, or are we required to provide the substitute teacher their own due to security and the Family Educational Rights and Privacy Act?
  - j. Some schools need to purchase back-up devices for students who forget to bring their loaned Chromebook, as all devices are loaned out to students.
  - k. Many areas of the neighbor islands have severely limited or no internet access. Even if some schools are handing out Wi-Fi units, it only works if there is internet infrastructure available in those areas. Many families do not even have electricity so would be unable to use equipment and have reliable internet access.
3. Programs and Platforms Concerns
- a. No systematic selection and training on any distance learning platform. Schools have been left to figure it out all on their own. No leveraging of economies of scale.
  - b. Schools lack the programs needed for virtual learning, as it was not included in the Academic and Financial Plan developed at the end of the previous year.
  - c. Schools lack the money to purchase programs for virtual learning.
  - d. Schools do not have information on possible distance learning curriculum options to make an informed decision. Neither is there time for schools to review and vet the different options to make an informed and collaborative school decision. The schools also do not have the necessary funds to fund an online curriculum program, as it was not included in the Academic and Financial Plan developed at the end of the previous year.
  - e. What type of virtual/distance learning platforms are available for our Hawaiian Language Immersion Program students?
  - f. There is a lot of frustration with the teachers. Every few days they have to reinvent the delivery of curriculum, and the modules have not been that helpful. The Google Classrooms that were just delivered to the schools are DOE-centric. The teachers don't have control, so some of the schools are ignoring it and going with the Google Classrooms they have already set up. Otherwise, it's more passwords, etc. that their students will need to know.

#### 4. Preparation Concerns

- a. Teachers have not been provided adequate time to plan and prepare for online delivery of instruction.
- b. Time is needed for teachers to prepare for synchronous virtual instruction.
- c. Additional time needed for technology PD with teachers of various comfort levels and skillsets.
- d. Inadequate time to communicate and provide parents with information regarding online delivery of instruction.
- e. Inadequate time to put into place proper procedures for attendance and virtual learning.
- f. Schools lack the time to train students and families on how to access hotspots and Chromebooks, which will provide them access to distance learning content for all schools with a blended or hybrid model. Additionally, training is needed to access distance learning platforms and communication tools to maximize distance learning engagement for students.
- g. More parents are opting for 100% distance learning, so there is a greater need to reexamine and modify our class rosters, allow for better guidance to our teachers with digital tools to support synchronous/asynchronous face-to-face and distance learning, and provide for the necessary planning time that our teachers greatly need to design effective lesson plans and delivery. We believe that good lesson planning is essential to the process of teaching and learning.
- h. Schools need time to provide technology in-service for parents/guardians. Families need time to process the information and have opportunities for follow up. Some of our students' guardians are their grandparents who need greater assistance with technology. Need support for language interpretation for English learner ("EL") students' parents.
- i. Phase 1 (August 17-20): Schools are told this time will be used for students to connect with their teachers, receive training on the distance learning platforms, and address issues with connectivity and access to technology. And that special considerations will be given to vulnerable students and their families for more in-person access to the school and teachers as needed. What does that look like?
  - i. Principals were blindsided by this announcement with just a week left to prepare to pivot yet again without any heads up. While some principals were invited to meetings, they had no idea what was coming, and decisions seemingly continue to be made in a vacuum.

#### 5. Virtual-only Option Concerns

- a. Schools are still receiving requests from parents for online distance learning. Schools aren't sure how many families will be requesting this option, but the numbers grow daily. This could impact the teaching lines depending on the amount of requests.
- b. Schools need time to collaborate with families to explain their roles with students who are on the virtual-only option. Parents need to understand how to properly

support their child in virtual learning so they have a better opportunity to be successful.

- c. The “Opt In” form for the online, virtual learning option is not officially available yet, so schools have already created and sent out their own.
  - i. The “Opt In” form for 100% distance learning is not approved by DOE risk management.

#### 6. Special Populations Concerns

- a. How do schools address 504, special education, special education prekindergarten, and EL students with regards to 100% distance learning?
- b. If distance learning is available at all schools, as was shared with the public, it must be available to ALL students. We are still waiting for guidance as to how we address this for students with an individualized education program (“IEP”).
- c. District staff said they are waiting for guidance on special education accommodations for remote learning. Teachers are worried that if they have to provide in-person learning, it will not be safe for them, for support staff, or students.
- d. Guidance on accommodations for EL students has not been forthcoming. EL teachers and support staff have said that they are still waiting for promised guidance from state EL.
- e. What is considered direct instruction online for service minutes?
- f. If parents choose distance learning, is it considered a declination of free appropriate public education?
- g. How are students “included” if they are attending class live while the general education population is receiving instruction online?
- h. How is compensatory education need determined?
- i. How is compensatory education delivered?
- j. How is compensatory education documented?
- k. We are still waiting for special education direction on IEP minutes, least restrictive environment placement, how to determine a plan in the event of closure with parents, and are being left with not enough time to hold all of these meetings.
- l. Need guidance for families that opt for distance learning and have IEPs. Families will compare schools with different virtual programs and modes of virtual instruction (e.g., synchronous, asynchronous).
- m. Guidance on special education services, transportation, IEP minutes, etc. is still being developed and requires further clarification.
- n. How and when do we provide the three hours of additional preparation per student for each care coordinator? Care coordinators have 10-15 students, which equates to 45 hours in the first quarter. What is the three hours used for?

#### 7. Adult Education Concerns

- a. Adult Education instructors on all islands have been told to conduct virtual learning from classrooms. This is problematic, as not all instructors have the

necessary equipment to do this. For example, it was shared that the old computers they use do not have cameras and virtual classrooms are not possible.

- b. There has been a lot of concern if there are enough devices for students, but what about staff and teachers? If everyone is expected to work from home, does everyone have the tools to do that effectively?
  - c. The Adult Education teachers are required to take the modules that are asked of K-12 teachers, but the modules are for K-12 learning only. It doesn't address the adult learner, so they are wasting their time to get this training that does not pertain to them. They would rather prepare for their adult students.
8. Other Distance Learning Concerns
- a. Liability concerns regarding:
    - i. Student safety and wellbeing in the home while receiving online instruction.
    - ii. Online activity while "in class."
    - iii. Offline activity while "in class."
    - iv. Student injury while completing learning activities "unsupervised."
  - b. Chapter 19 guidance and training is needed to address student offenses committed during virtual instruction.
    - i. How to verify if students are "in class" when violations occur.

## **C. Personnel Concerns**

1. Personnel Shortage Concerns
- a. There are still serious concerns about teachers who may take leave, resign, or retire if they continue to have safety concerns for themselves or family members. There is distrust that the system has concern for their wellbeing.
    - i. Health and safety concerns have resulted in "at risk" teachers choosing to take leave.
    - ii. In the past two weeks, our school has had three teachers, one counselor, and two part-time teachers resign or take leave with possibly two to three more teachers who have expressed grave concerns about returning. With less than three weeks before the start of the school year, we face the likely possibility with starting with noncertified teachers in key positions. Currently we have only two out of eight certified teachers for kindergarten and first grade. This is very concerning to us. How can we justify this to parents?
  - b. When teachers, administrators, and other staff members become ill, we will not have the workforce to function.
  - c. Personnel issues (Certificated and Classified): Some schools are still waiting for approval to hire for these vacant positions. Positions were bought in June but still haven't been processed for hiring of personnel.

- i. Although this process has been put on hold for some position categories, it has been ridiculous to have to submit a two-page request for authorization to get a substitute custodian or substitute educational assistant or meal clerk on the substitute list.
- d. The Families First Coronavirus Response Act (“FFCRA”) allows staff without childcare, or who care for someone at risk, to take up to 12 weeks of leave at two-thirds pay or more.
  - i. If essential personnel are granted FFCRA leave for childcare purposes and insufficient substitutes are available, it will be difficult to maintain the safe operation of schools. Assistance and guidance is needed to properly plan for the considerable number of employees expected to apply for this type of leave.
  - ii. We are woefully unprepared to deal with having up to 4,000 teachers take advantage of this leave.
  - iii. What if a significant number of teachers exercise their right to execute FFCRA leave, extended sick leave, extended leave without pay, resignation, or retirement; does the DOE have a plan to support schools and principals? Does the DOE have an applicant pool to fill positions for the opening of school on August 4? What if individual schools face significant staff shortages? Is there a process to decide if that school opens (or remains open)? Even in a full distance learning mode, how will instruction be delivered with a reduced teaching staff?
  - iv. This should have been sent out to teachers weeks ago so we would have some idea of its impact and planned contingencies. Instead, we are deeply concerned that we will not be staffed and able to open school safely.
- e. We are required to submit a Request to Fill a Vacant Position (non-teacher). There is no timeline for a request to be processed, and some of these vacancies are essential to our ability to provide a safe environment (*i.e.*, custodians, school health aide, cafeteria managers and workers).
- f. How will the school continue to operate if the principal gets sick and/or receives a DOH letter to self-quarantine due to possible exposure to someone that has or suspicion of having COVID-19?
- g. How do we fill instructional positions if there are no teachers and substitute teachers available when schools open and leave requests exceed the workforce limits? What will the support for the students and school be for when not enough teaching staff reports to school?
- h. Many staff members with school-age children are having to find childcare when their children are not in school. Some staff have shared they are exploring taking leave in order to care for their own children. The State has made it clear that principals cannot use state resources (money, facilities, staffing, etc.) to support these employees under our supervision. The only suggestion has been that we work with community groups to help coordinate for employee childcare. We need more tangible and realistic guidance from the State to keep our staff working.

- i. Schools need to set up and find personnel to supervise in-person learning labs at school for students who do not have Wi-Fi access.
  - j. Hiring new casual personnel takes more than a week to clear the background check.
2. Substitutes Concerns
- a. There will be a lack of substitute teachers. What training do we provide to those who are still willing? Who will coordinate this as substitutes can work at multiple schools?
  - b. There are limited substitute teachers available, and the pool needs to be greatly expanded to meet the anticipated increase in number of teachers taking leave. It will take time to offer the certification classes and register participants.
  - c. We are often short of substitutes, especially in our hard-to-fill area. How do we maintain normal instructional and supervision operations if there are no substitute teachers available? How do we prepare should we be short staffed? What is the balance between being able to safely stay open and having to send students home during the day? It is difficult to cancel and send elementary school students home once they have arrived in school. Does the DOE have contingency plans and supports to prevent this from occurring?
  - d. We have never been responsible at the complex level for managing the substitute teacher budget, as teachers receive 18 days per year of sick leave, which can be accumulated and used when needed. This benefit is a reserve managed by the State; yet, we have been told we will be given a “substitute teacher” budget and told that it is up to us to manage it and absorb its attendant and unnecessary workload. Sick leave is like health care: Large entities benefit from scale; small ones are vulnerable. This is an extremely shortsighted budgetary practice. We have NO ability to manage this fund, as sick leave days are a contractual right. Are we expected to pay for substitute teachers out of our operating budget when the funds run out? And run out they will if teachers are taking FFCRA leave.
  - e. Distance learning PD for substitute teachers: System doesn’t allow substitute teachers to be trained and paid. They can only work if a teacher is absent. Substitute teachers would need to voluntarily be trained without pay.
  - f. Procedures need to be developed for what to do when there are insufficient substitutes to cover classrooms. If that happens on a frequent basis, school might need to move to an all online/virtual format.
  - g. There are already long-term substitutes needed for teachers that are out on leave the first week of school. These substitutes aren’t paid until the first student day, yet it is critical they attend training before school starts.
  - h. Additional substitutes are needed for teachers who are observing the mandatory 14-day quarantine after arriving from out of state. Some are new hires arriving right before the start of school and others are returning faculty members that traveled knowing there was a quarantine period in place.

- i. Training and clarification regarding the specifics of substitute funding now residing at the Complex Area is needed. Where is funding for substitutes coming from?
  - j. How will we meet the need for substitute staff when our own faculty will have to take time off to watch their own children during the week, as no one has addressed this concern?
  - k. Many substitute teachers are older and no longer wanting to work as a substitute teacher. The substitute teacher course will not be completed in time for the start of school, potentially leaving classrooms without teachers.
  - l. Lack of substitute paraprofessionals.
  - m. Lack of substitute custodians/room cleaners, café, and office staff who will also need to be trained on proper protocols.
    - i. There are not enough custodians to do the classroom cleaning throughout the day as students in secondary programs move from class to class. There will not be time or staff to clean bathrooms throughout the day instead of once a day.
3. Training Concerns
- a. During the first nine days of school, it will be difficult to conduct training on programs and health and safety procedures while students have already returned to campus.
  - b. Proper training is needed for substitutes (certificated, classified, casual hires, etc.) for new school procedures. There needs to be a system that allows them time to be trained and compensated while doing so because learning on the job for these health and safety practices and procedures is not responsible.
  - c. Many elementary schools are still in the process of selecting and procuring new online/virtual learning platforms. The faculty who are expected to implement those programs will need time to be trained.
  - d. Principals need time to teach and practice rituals and routines for all aspects of school operations with faculty & staff without students being present. Additionally, this will be critical for our substitute teachers, educational assistants, custodians, paraprofessional tutors, part-time teachers, etc., many of whom do not report until students do. In a typical school year, opening and training everyone with compliance training and setting the tone for the school year takes up the entire allotted time. This year, we must complete this in a virtual format, with a compressed lead up, utilizing inconsistent information with no additional time allotted to train our faculty and staff who are scared and returning from a complete school system shutdown.
  - e. The DOE Office of Talent Management has not clarified and trained School Administrative Services Assistants (“SASAs”) on personnel issues (certificated and classified) that will result from COVID-19 related leave requests and possible school closures (e.g., SASA Academy update or Complex Area Business Manager training).

- f. The Superintendent continues to reference distance learning training provided to teachers, all of whom are on summer vacation until July 29, 2020. Training for teachers did not occur.
  - g. When and how will training be provided for those staff that are serving our most severe special needs students who have challenges with toileting, following safety protocols, and who may be non-communicative or medically fragile?
4. Other Personnel Concerns
- a. The Governor stated that he was asking employers to accommodate their workers' needs for flexibility to be home with young children who are not able to be in school. However, we are asking our teachers, many of whom have young children who will be home, to conduct their distance learning from their school sites. There is a sense that teachers are not being trusted to work from home because there are anecdotes about a few teachers who took advantage of the loosely structured situation from March through May.
  - b. There is a lack of personnel resources for much needed community outreach for vulnerable populations to make sure they are properly informed and are aware of the resources, equipment, and supplies that will be provided and are necessary for this school year. Need to revisit the role of the school social worker and McKinney-Vento Act personnel.
  - c. How will the duties and responsibilities of educational assistants, school security, and other support staff be impacted by distance learning?
  - d. Telework when students are on 100% distance learning should be offered to all teachers and staff who would normally be in the classroom.
  - e. The monthly COVID-19 meetings between the principal and the school level leaders are not occurring at some schools. Principal keeps saying that there is no time right now.

#### **D. Food Service Concerns**

- 1. Physical Distancing Concerns
  - a. Inadequate space to allow students to eat in the cafeteria with appropriate distancing.
  - b. Serving students who are not on campus: We are doing everything to keep the kids socially distanced, and yet are supposed to bring everyone on campus to feed them in facilities that are not designed for six-foot separation.
  - c. Some schools do not have physical capacity or the personnel to service both populations while maintaining social distancing.
- 2. Grab-and-go Meals Concerns
  - a. Inadequate staff and facilities to provide a separate point of sale ("POS") for students who are receiving online instruction.
    - i. DOE OFO School Food Services Branch has made no adjustment for POS to accommodate grab-and-go food pickup for students to access

their federally subsidized meals when they are not on campus for face-to-face learning. During grab-and-go food service (fourth quarter of last school year), student verification is completed by an administrator, and lists are completed by a meal ticket clerk to expedite food delivery and promote safe traffic flow. Normal POS procedures require individual student verification and account charges to occur as they would during normal cafeteria scanning; this is not possible on a public street or thoroughfare with curbside pickup.

- b. Is grab-and-go allowed for students not scheduled to be on campus due to a rotation schedule? If this is allowed, cafeterias need guidance from the DOE OFO School Food Services Branch as to how to plan, order, and serve breakfast and lunch every day.
    - ii. Will they have to come in cars with parents? What about parents who are working? These procedures need to be improved from the summer feeding program.
  - c. Grab-and-go meals must be consumed within two hours. For schools who scheduled lunch at the end of the day during the first two weeks of school, educators are concerned about students becoming sick for students who don't consume immediately.
  - d. DOE OFO School Food Services Branch does not have the supplies to provide for grab-and-go packaging allocated in their current budget; this is currently being provided by weighted student formula funds for schools who will be providing curbside pickup for meals. Additionally, many schools have received a reduction in meal ticket clerk hourly allocations when there exists a greater need to service students and scan in both a face-to-face and distance format during the school day.
  - e. School food services managers ordered supplies and food in anticipation of the blended learning model but now need to order and wait for delivery to prepare for distance learning. (e.g., During the school year, around 15 pounds of salad is ordered for the offer line. However, during summer grab-and-go, over 45 pounds of salad is used per day to pre-plate the meals.)
  - f. School food services managers are concerned about obtaining the containers to pack the grab-and-go meals in. During summer, it was difficult to find these containers, and now with all schools on Oahu competing for the limited stock of containers, it will be challenging to get the containers. Note that some schools prep meals for multiple schools.
  - g. Lack of staff for grab-and-go distribution.
3. Other Food Service Concerns
- a. Inability to provide "offer vs. serve" to students.
  - b. Students who receive free and reduced lunch who are receiving instruction online will likely not be able to eat.

- c. If we have students eat in the classroom, who will supervise them? Teachers have a contractual right to a 30-minute duty free lunch, and there is an inadequate number of staff that can supervise.
  - i. Supervision of students should be supported by certificated employees/teachers with the assistance of classified staff.
- d. How do cafeteria staff plan and order breakfast/lunch for students who are receiving online instruction?
- e. Schools need time to plan on how to serve and clean between lunch periods with the staff. Some schools are having three lunch times for rotations to follow safety guidelines.
- f. How would you serve a family on a “nonattendance day” meals if they have children in an elementary, middle and high school? Do they need to go to three different schools?

## **E. Student Transportation Concerns**

- 1. Health and Safety Concerns
  - a. According to the handbook, “Students will be allowed to sit no more than two persons per bench seat...provided that they agree to wear a face mask on the bus.” Who in the DOE is accountable for these agreements? The transportation guidelines allowing two students per seat defeats the purpose of all efforts to maintain social distancing.
    - i. Understood that no additional buses would be added to ensure that social distancing would be followed.
    - ii. Depending on route, even two students per seat would not be practical.
  - b. Bus drivers can offer a mask to students, but they are not required to wear the mask.
  - c. Will bus drivers have masks to give to students who don’t have one?
  - d. With just the bus driver on the bus, how will masks wearing be enforced? How will any discipline issues be dealt with respect to physical distancing and masks?
  - e. We have been told by state officials that our bell schedules needed to fit what the bus company could provide. With the limited space and adults to supervise socially distanced children, we are no longer able to have students dropped off 30-45 minutes before school begins. There has been no confirmation from the bus companies about conforming to individual schools’ bell schedules. If they cannot conform to the schools’ schedules, this will create a safety and health issue for supervision and social distancing.
    - i. For the week of August 17-20, it is uncertain if the bus will accommodate schools’ individualized schedules, such as bringing the kids on campus for only two hours to space out and limiting the number of students on campus at one time based on the rationale for switching over to a distance learning model.
  - f. There isn’t a process for tracing which students ride the bus on a given day and route.

- g. Will drivers keep daily logs to allow for proper contact tracing in case someone test positive for COVID-19?
  - h. DOE OFO Student Transportation Services Branch has provided little or no guidance on health and safety policies and procedures for those under their care during transportation to and from DOE facilities.
  - i. How would the screening of students take place prior to getting on the bus?
    - i. Although a student shows symptoms, the bus driver will allow the student to ride the bus to school for a school administrator to address at school.
  - j. Who is responsible for disinfecting the bus?
  - k. Bus drivers on the Big Island are being told that they cannot have a Plexiglas shield between them and passengers.
2. Other Student Transportation Concerns
- a. Online system has just opened and many students have not been able to apply.
    - i. Busing registration will still not accept payment.
    - ii. Families without internet access are unable to complete the online registration.
  - b. Busing for Individuals with Disabilities Education Act students may not be in place for the first two weeks.
    - i. Any changes to the special education bus service, which is an IEP mandated service, takes up to two weeks to process changes with the bus company.
  - c. DOE OFO Student Transportation Services Branch has informed us via memo that due to social distancing and lack of availability there will be no service provided in some areas, there have been no specific details provided. As there are not enough buses to accommodate ridership with social distancing guidelines, will buses be reallocated to provide equitable access to those with greater distances between home and school (e.g., Increasing the miles from school calculation based on expected ridership)?

## **F. Discrepancies between Multiple Documents**

- 1. Clarification on discrepancies between multiple DOE documents (Principals Handbook, Reopening Plan, MOU with HSTA, etc.)
  - a. The Principal's Handbook V.2 section on "Contingency Planning - Cases of COVID-19" on page 25 states: "When a student or employee either tests positive for COVID-19 or has been identified as a close contact or household member to someone who has tested positive, please refer to the Health and Safety Handbook for further guidance on next steps and cleaning protocols." When clicking on the link, administrators must enter their intranet passwords and then are asked a question in big letters saying, "Let us know why you need access to this information". It is clear in the Board of Education ("BOE") resolutions regarding the reopening of schools that these policies and procedures must be clearly outlined and communicated prior to reopening.

- b. The BOE requested that the DOE provide details on attendance procedures. Principals have seen a draft of another handbook regarding attendance, but to this date, no final copy has been provided. How are we supposed to prepare documents to share with our school community when we don't even have final documents and teachers are scheduled to return in one week?
- c. Every school had to create their own parent and faculty handbook without any vetting process.
- d. COVID-19 Policy and Procedures Manuals: In addition to the Principals' Handbook (which was put on the public-facing website as a draft before principals had an opportunity to review and make comments), there are several other manuals from different offices that do not appear to have been coordinated. There is overlapping information. It was suggested that these should have been consolidated into a single publication for easier reference at the schools. It was said that it did not appear there was any coordinated effort among the offices to communicate to the field in a unified voice.
- e. What is the definition of "vulnerable students?"
- f. No definition of special education students who can't do distance learning. Who gets access to learning labs and who staffs them?
- g. Health and safety handbook still unclear on mandatory masks.
- h. Guidance requested on public charter schools and negotiated agreements.
- i. Are public charter schools bound by the MOU, letter of understanding, BOE decisions related to health and safety, reopening of schools, and other decisions made by the Superintendent regarding COVID-19 matters?
- j. Why is there a difference between what the State Public Charter School Commission is telling Oahu charter schools as opposed to neighbor island charter schools? For example, the 100% distance learning for Oahu schools included the public charter schools, but the neighbor island charter schools were told that they could do their own thing.

## **G. Communication Concerns**

1. This is the biggest area of concern. Principals feel as though they are at the narrow end of a wide funnel. Comments include:
  - a. We are targets for all the accountability, yet we are rarely included in the discussions or decision-making.
  - b. We feel as though we are on individual islands, left to figure out how to implement big-picture directives on our own.
  - c. There is no real dialogue with the complex area superintendents ("CAS"). It is mostly just top-down directives related to compliance.
  - d. Principals hear about the actions they are committed to when they hear press conferences or read the paper. An example is the plan to bring students back for four days in shifts before the start of virtual learning. This is a massive logistical issue, especially for secondary schools. Also, it is inconsistent with the need to have virtual learning because crowds of students in schools will not be safe.

- e. We want to be part of a solution, but the decision-making process is not transparent and we are rarely consulted in any meaningful way. The term “school empowerment” should be suspended for now. We are only part of the accountability portion and not part of the decisions. We are told to “go and figure it out.”
2. There seems to be a communication breakdown from the top to the schools. Memos are often very last minute. One example shared was that it is not uncommon for schools to get a memo after 2:00 p.m. that they are expected to duplicate and send home with students the same day. This is often an impossible expectation, and school staff have concluded that those who send out these directives have no understanding of school operations.
  3. Trust is waning.
  4. Public and internal communication is very reactive. School staff do not understand why we have not figured things out by now since classes were suspended from March through May. We should have prepared for more than one scenario and learned from the spread of the virus in other locales.
  5. The plea is for communication to be truthful and proactive. It would be OK to say that there is a crisis and not everything is figured out. Instead, there is a pretense that everything is handled. This gives unrealistic expectations that school personnel will have to deal with. They said that when they can’t deal with something effectively, they are called “incompetent.” They said many school leaders are very stressed and morale is low. This makes it hard to reassure and support teachers and other staff members.
  6. There is not a clear understanding of how the tri levels coordinate the work. From the principals’ perspective, the levels work in isolation.
  7. Uneasiness of bringing issues to light for fear of retaliation.
  8. We appreciate the inclusive and compassionate intention of our leadership.
    - a. We acknowledge that this is a time of unprecedented challenge for the DOE.
    - b. We understand that no plan can be perfect and adjustments are necessary.
  9. Our struggles with moving forward in this admittedly challenging pandemic are these:
    - a. There have been announcements of directives that later morph into recommendations, which result in chaos and uncertainty.
    - b. Offices within the DOE have provided redundant and sometimes conflicting guidance, especially around CDC-oriented responses, and leaves us unsure of which document upon which to rely. We need our offices to be in sync.
    - c. HSTA has had more input on serious issues than administrators.
    - d. Communication has not been consistent. We often hear of new directions, guidance, and procedures from HSTA or the news media first.
    - e. With the pressure to reopen very soon, we still lack guidance, especially around special education procedures, and will not have the time we need to carry out the guidance once it finally arrives.
    - f. We hear over and over that “we are awaiting Attorney General approval.”
    - g. We appreciate the trust placed in us to make decisions at the school level but to be effective we need parameters, consistent and timely guidance, and structure.

- h. The pieces simply do not fit together as we will try to show in the following examples.
10. The timeliness of information that we have received from leadership has made it very difficult to make the best informed decisions, being inclusive with our school and community, on how to plan for the safe and effective opening of the school year.
  11. Poor and haphazard communication: Rather than information coming out via DOE Memos, information is coming piecemeal through the media, press release/press conferences, emails, draft handbooks, and CAS. The DOE COVID-19 page hasn't been updated in a while.
  12. We need to have some common operations standardized across all schools (attendance procedures; student discipline; reimbursement for essential supplies that are purchased out-of-pocket).
  13. The growing use of email "banks" instead of people to communicate concerns and questions is growing but came up several times as less efficient and helpful. One school leader lamented that questions and comments sent to the Professional Development and Educational Research Institute email for the current collection of training videos had not been answered in five days, and he was still waiting when he called me.
  14. The requirement that principals document compliance with viewing all the training videos by all the different staff role groups is viewed as extremely arduous and requiring a great deal of time away from supporting the commencement of learning for students. Several used the word "punishment" linked to their request for more training time. There is also the frustration that a considerable number of transfers and new hires have not yet been put in the system. There were no procedures for documenting the compliance of other role groups.
  15. The MOU with HSTA was developed without consulting principals on the feasibility of implementation.
  16. Inconsistency of timing. This includes the inadequacy of time allotted for proper execution once decisions have been made and the short timeframe for decisions like going full distance for only the first four weeks rather than the first semester or whole year, which would give both staff and families more time to plan and figure things out.
  17. DOE's communication protocols to state/district/complex area personnel who visit school campuses. For example, when DOE OFO Facilities Maintenance Branch crews are to report to a school but have not received any internal communication regarding the school and possible/potential COVID-19 cases/exposure on that campus. Non-school level staff are finding out through media rather than from the DOE or affected school.
  18. What are DOE's communication protocols to families and staff of a school community after a positive COVID-19 case? We understand that a school or office may not receive immediate notification from an affected employee or family, but as soon as the DOE is notified, they have control over the timely communication of information. If the DOE is going to rely on the DOH, there may be a critical delay in getting important information out.

- a. No transparency with communication to the larger school community (parents, etc.) regarding positive cases on campus.
19. An announcement will be made on September 8 if distance learning will continue for the remaining three weeks of the first quarter before the October break. That gives schools four days' notice to transition back to their original school model after September 11. Superintendent Kishimoto reported on the news that she is encouraging (school) "leaders" to come up with their plans for the rest of the quarter, but principals have not heard any information that is up to an individual school to decide on implementing the distance learning approach for the entire quarter.
20. Principals are experiencing an increase in parents requesting home schooling. This will adversely impact their school budget. For example, a loss of 50 general education students would equate to a funding loss of \$250,000.
21. Ongoing communication issues: Disparities in messaging between CASs and their school principals and between Superintendent and the media.