



HAROLD K.L. CASTLE  
FOUNDATION

To: Hawaii State Board of Education Chairperson Catherine Payne  
Vice Chair Brian DeLima  
Members of the State Board of Education

From: Alex Harris, Vice President for Programs

Date: May 19, 2020

Re: Action Item C: Superintendent's evaluation for the 2019-20 School Year (end-of-year evaluation)

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Members of the Hawaii State Board of Education (Board) are to be congratulated for overseeing such a thorough and transparent evaluation of Superintendent Kishimoto's performance. This is the first such year under the changes noted in a June 20, 2019 [memorandum](#) to the full Board by Chairperson Payne and today offers the Board an important moment to reflect on system-wide progress.

The Harold K.L. Castle Foundation is fully committed to the success of the Department of Education and its students. This commitment led us to invest \$91,412 in Chiefs for Change to coach and support the Superintendent and her leadership team as well as more than \$100,000 in development of the [Board of Education's Strategic Plan \(2017-2020\)](#). Each year, we are pleased to invest approximately \$3,000,000 to place public school students on a path to success, with college credits and relevant career experiences.

As such, I respectfully suggest that the Board consider 1) progress on the Strategic Plan goals of student success, staff success and system success that are expected to result in higher student learning and 2) students' actual learning performance relative to the aspirational targets set by the Board.

With respect to my first comment, the professional standards set forth by the Board in evaluating the superintendent offer a sense of the many impressive activities that the Superintendent has accomplished. Of critical importance to the community, however, is also progress on the key strategies set forth in the Strategic Plan that are expected to improve student outcomes such as third grade reading, eight grade mathematics and high school graduation. The Superintendent's evaluation should consider whether Hawaii's public education system is on-track to deliver the major priorities in the current Strategic Plan.

I commend Superintendent Kishimoto for stating her own vision for learning, specifically advancing teacher leadership, greater equity in school facility and design, and improving the funding allocation for special education and English learner students. This adds helpful detail to understand HIDOE's leadership direction. When considering the Superintendent's performance, the Board must determine whether there is sufficient evidence that the strategic priorities set forth in the Board-approved

Strategic Plan are advancing and whether our keiki have more educational opportunities and are achieving the Board-approved goals.

Second, the Board's assessment of professional standards, superintendent priorities and stakeholder feedback should also take into significant account system-wide student learning and growth just as is done for teachers and school administrators. BOE Policy 202-4 sets forth the expectation that 50 percent of the principal's rating be based upon school-wide academic learning and growth. BOE Policy 203-4 sets forth a similar expectation for teachers that measurements of student learning and growth shall count for at least 40 percent of the evaluation rating. Similar expectations should hold for the superintendent.

Hawaii's [Consolidated State Plan](#) under the federal Elementary and Secondary Act lays out clear system-wide student learning and growth metrics and SY2019-20 targets that begin on page 134. These metrics and targets are also reflected in the current 2017-2020 BOE/DOE Strategic Plan.

Despite the obvious challenge of the moment, families, communities and our young people depend on the Department and the Superintendent to equip them for success in an uncertain future.

I urge the Board of Education to consider how well students are progressing towards its stated Strategic Plan objectives.



david.miyashiro@hawaiikidscan.org  
hawaiikidscan.org

David Miyashiro  
Executive Director

May 21, 2020

Hawaii Board of Education  
General Business Meeting  
Catherine Payne, Chair  
Brian De Lima, Vice Chair

Aloha Chair Payne, Vice Chair De Lima, and Members,

HawaiiKidsCAN would like to provide comments on **B. Board Action on Board Resolution directing the Department of Education to offer summer school in a way that supports students disproportionately impacted by school closures caused by the COVID-19 pandemic, to ensure clear coordination between each level of the tri-level system, and to communicate timely and effectively with the public.**

HawaiiKidsCAN is incredibly grateful for the hard work of Hawaii's educators as they've supported students during this difficult time, as well as Dr. Kishimoto and staff across the Hawaii State Department of Education (HIDOE). These are unprecedented and extremely challenging times, at it will take our broader community working together to mitigate harm and prioritize resilience.

Given the sheer number of students who have been negatively impacted by school facility closures in terms of their academic and social-emotional readiness to begin the 2020-2021 school year, it is critical that HIDOE ensures all students can access summer learning opportunities that will allow them to catch up on learning loss and or propel them to the next learning level. How many students does the HIDOE hope and expect to participate in summer learning opportunities? We would encourage the HIDOE to set an extremely high bar for student participation and provide transparent data on this participation. For example, E-School registration is already closed with long waitlists, so we would encourage HIDOE add more capacity for this great program.

We applaud the diverse options available this summer as featured in the recently released *2020 Summer Learning Opportunities and Resources* document. Given that most of these opportunities require some level of basic internet connectivity, we remain concerned that many students will miss out on opportunities to participate. The mobile learning labs HIDOE announced sound promising, and we are looking forward to coordinating with HIDOE to ensure all communities are covered, as HawaiiKidsCAN is helping to co-lead a Wifi on Wheels public-private effort to provide mobile wifi hotspots to support disconnected students (<https://hawaiikidscan.org/wifi-on-wheels/>).

We would also like to provide comments on **C. Board Action on Superintendent's evaluation for 2019-2020 School Year: end-of-year evaluation.**

HawaiiKidsCAN has been at the ground level in terms of seeing Dr. Kishimoto's work up close, as we've been proud to serve on taskforces and stakeholder groups related to



computer science; multilingualism; trauma-informed approaches; student voice; and innovative assessments. There are many incredible bright spots across our schools, and Dr. Kishimoto has clearly uplifted a sense of optimism and positive momentum in our public school system.

Our one recommendation to Dr. Kishimoto and the board is to conduct a deeper reflection on the progress of the HDOE as it relates to the indicators and goals listed in the 2017-2020 Strategic Plan. While COVID-19 has disrupted the administration of the Smarter Balanced Assessment this school year and likely other data collection efforts, the overall trajectory of these indicators had not changed much overall. While the future visioning work of the 2030 Promise Plan has been important, we also want to learn more about why key indicators like academic achievement and chronic absenteeism have been so stubborn. This will help policymakers, community organizations, and schools better understand how to prioritize time, energy, and funding to significantly move the needle in these important areas.

Mahalo for your consideration,

David Miyashiro  
Founding Executive Director  
HawaiiKidsCAN



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

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## Evaluation of Supt. Kishimoto

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**Estelle C. Wong** <estellewong@hawaii.rr.com>  
To: testimony.boe@boe.hawaii.gov

Wed, May 20, 2020 at 1:19 PM

As a retired Hawaii Dept. of Education Administrator, I have followed the day-to-day developments of the COVID-19 pandemic largely through the lens of an educator concerned about students and their learning and the health and strength of the department to provide for them. I recognize and appreciate that the response and management required of educational leaders who are responsible for addressing this complex and constantly shifting condition in the interest of students, their families, and their teachers is demanding and highly stressful.

I have been greatly impressed with the exceptional leadership of Supt. Kishimoto as she coordinates and leads the Dept. of Education's planning and actions during this difficult time. Her responses during presentations, interviews, and hearings evidence thoughtful consideration and much care regarding the impact of her decisions.



May 21, 2020

Dear Chair Payne and Members of the Board of Education,

We support the proposed Resolution of the Board of Education:

**DIRECTING THE DEPARTMENT OF EDUCATION TO OFFER SUMMER SCHOOL IN A WAY THAT SUPPORTS STUDENTS DISPROPORTIONATELY IMPACTED BY SCHOOL CLOSURES CAUSED BY THE COVID-19 PANDEMIC, TO ENSURE CLEAR COORDINATION BETWEEN EACH LEVEL OF THE TRI-LEVEL SYSTEM, AND TO COMMUNICATE TIMELY AND EFFECTIVELY WITH THE PUBLIC**

1. **To Support Students Disproportionately Impacted by School Closures Caused by the COVID-19 Pandemic**

As equity in education advocates, we agree that summer school should prioritize our high-needs students who were negatively impacted by school closures. We suspect that many of these students do not have access to internet connectivity or devices, so we expect that the department will provide this to all students. We also expect that appropriate interventions will be applied to address the social-emotional as well as academic needs of the students.

2. **To Ensure Clear Coordination Between Each Level of the Tri-Level System**

We have heard that communication and coordination through the Tri-Level System is not optimal. For example, when the schools resumed and educational content delivery was being made online, teachers were not familiar with how to use the video conferencing tool WebEx and pressed the state office for WebEx training. However, the state office was focused on providing resources for online content, not the technical training necessary to deliver content. Did the state office consult with the schools beforehand to understand the specific needs at the school level? We hope that going forward, a process is put in place to ensure that the schools are supported appropriately.

3. **To Communicate Data and Information Timely and Effectively with the Public**

HEE Coalition has been asking for this since the outset of school closures, so we applaud the Board of Education for including this point in the proposed Resolution. The more clarity and information the HDOE can provide, the less parents and families will be stressed about their children's well-being and education.

An example of an effective tri-level public communication model is in the Los Angeles Unified School District (LAUSD). The Superintendent holds a weekly update every Monday at 11:00 a.m. that is covered by the local news media and is posted on YouTube. The Superintendent has provided data and charts on

Budget Impact, Connecting Students, and Student Engagement (see attached charts)<sup>1</sup>. The local district superintendents provide interactive Town Hall meetings via Zoom for updates and Q & A by parents. At the school level, principals are providing live stream *Coffee with the Principal* meetings for updates and Q & A.

Finally, we suggest that the following bolded language be added in lines 174-177 that states, "...including the plan for distance learning, blended learning, and on-campus instruction, **and metrics by which the plan can be monitored and evaluated** by June 1, 2020."

Sincerely,

Cheri Nakamura  
HE`E Coalition Director

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<sup>1</sup> LAUSD slides are from Superintendent Austin Beutner's April 20, 2020 Superintendent's Update. "Budget Impact" shows specific amounts the district spent to address COVID-19 issues, "Connecting Students" shows a) the % of students out of 481,678 that have logged on to one of the district's instructional platforms from 3/20 to 4/17 b) the breakdown of % of students connected across elementary, middle and high schools from school closures to 3/20 and c) the % of schools, elementary, middle and high, where the entire school is connected from 3/20 to 4/17. "Student Engagement" shows the data from a typical high school on student log in, platform usage, collaboration and assignments.

HE'E Coalition Members and Participants

Academy 21  
After-School All-Stars Hawai'i  
Alliance for Place Based Learning  
American Civil Liberties Union  
BAYADA  
\*Castle Complex Community Council  
\*Castle-Kahuku Principal and CAS  
\*Education Institute of Hawai'i  
\*Faith Action for Community Equity  
Fresh Leadership LLC  
Girl Scouts Hawai'i  
Harold K.L. Castle Foundation  
\*HawaiiKidsCAN  
\*Hawai'i Afterschool Alliance  
\*Hawai'i Appleseed Center for Law and Economic Justice  
\*Hawai'i Association of School Psychologists  
Hawai'i Athletic League of Scholars  
\*Hawai'i Children's Action Network  
Hawai'i Education Association  
Hawai'i Nutrition and Physical Activity Coalition  
\* Hawai'i State PTSA  
Hawai'i State Student Council  
Hawai'i State Teachers Association  
Hawai'i P-20  
Hawai'i 3Rs  
Head Start Collaboration Office  
It's All About Kids  
\*INPEACE  
Joint Venture Education Forum  
Junior Achievement of Hawaii

Kamehameha Schools  
Kanu Hawai'i  
\*Kaua'i Ho'okele Council  
Keiki to Career Kaua'i  
Kupu A'e  
\*Leaders for the Next Generation  
Learning First  
McREL's Pacific Center for Changing the Odds  
Native Hawaiian Education Council  
Our Public School  
\*Pacific Resources for Education and Learning  
\*Parents and Children Together  
\*Parents for Public Schools Hawai'i  
Punahou School PUEO Program  
\*Teach for America  
The Learning Coalition  
US PACOM  
University of Hawai'i College of Education  
YMCA of Honolulu

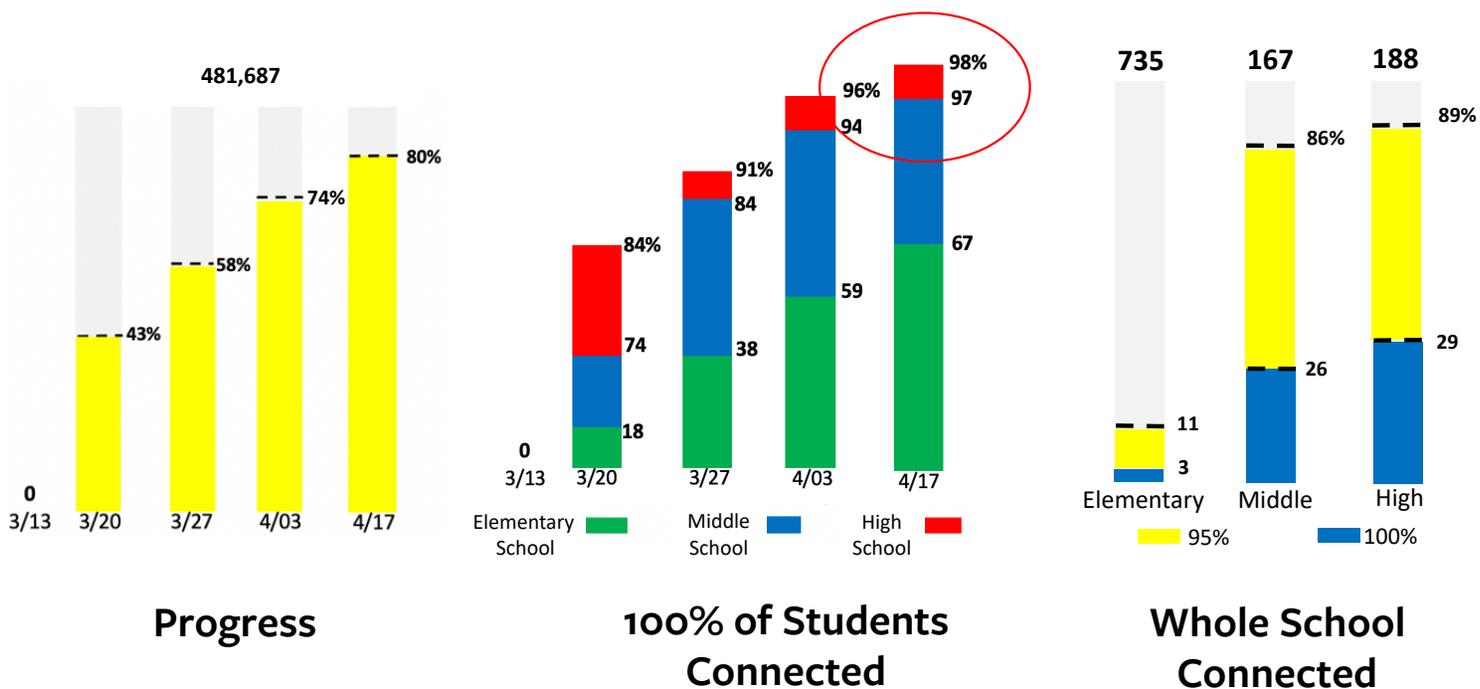
*Voting Members (\*) Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*

# BUDGET IMPACT

		<u>Cost</u>	<u>Identified Funding</u>	<u>Unreimbursed</u>
<b>Health and Safety</b>		\$17	\$8	\$9
<b>Safety Net</b>	Children	96	58	38
	Adults	40	-	40
<b>Technology</b>		95	72	23
<b>Instruction</b>	Training	31	-	31
	Summer School	103	53	50
	Materials	8	-	8
<b>Total</b>		<u>\$ 390</u>	<u>\$ 191</u>	<u>\$ 199</u>

Dollars in Millions

# CONNECTING STUDENTS



# STUDENT ENGAGEMENT

## A Typical High School

### Log In

Daily	66%
Weekly	93%

### Platform Usage

	<u>Students</u>	<u>Per Day</u>
Schoology	1,484	2.9x
Edgenuity	213	2.2
Clever	13	1.5

### Collaboration

	<u>Length</u>	<u>People on Call</u>
Zoom	58 minutes	12

### Assignments

	<u>Total</u>	<u>Daily Per Student</u>
Weekly	9,598	1.5



May 21, 2020

Aloha Chair Payne and Members of the Board of Education:

We ask the Board of Education (BOE) to review the following questions, which are directly relevant to the five standards for evaluating the Superintendent's performance.

1. Has the Superintendent clearly defined "school empowerment"? (Standard 1)
2. Has the Superintendent clearly defined "school design," "teacher collaboration" and "student voice," and demonstrated how these impact strategies have led to improved student outcomes? (Standard 1)
3. Has the Superintendent identified exceptional schools and created a mechanism by which the system can learn from these exemplars? (Standard 1)
4. Has the Superintendent presented a Strategic Plan that is easy to understand with clear goals and metrics on how the system will achieve these goals? (Standard 3)
5. Has the Superintendent been transparent about academic data, particularly on student subgroups? (Standard 3)
6. Does the Superintendent have an interactive communication mechanism by which internal and external stakeholders can get their questions answered and have their voices heard? (Standard 4)

Regarding Superintendent's response to COVID-19:

1. Has the Superintendent provided adequate professional development to educators to deal with delivering educational opportunities during the time of school closures? (Standard 2)
2. Has the Superintendent given clear guidance to administrators on expectations, allowed for "administrator voice," and "teacher voice" and given adequate support for schools to implement distance learning during the time of school closures? (Standard 4)
3. Has the Superintendent provided adequate communication about the school situation to families and students in various languages to families where English is not the first language? (Standard 4 and 5)
4. Has the Superintendent set clear expectations across all schools to ensure that every student is addressed? (Standard 5)
5. Has the Superintendent ensured that each teacher within each school communicate frequently and regularly with each student? (Standard 5)
6. Has the Superintendent identified in an expedient manner how many students have access to internet connectivity and devices to accomplish distance learning, and articulated a plan to resolve this situation? (Standard 5)

We respectfully ask the BOE to consider the questions in light of the Superintendent's response to community stakeholders, including parents, about what is happening during the COVID-19 pandemic. Her self-ratings of Standards 4 & 5 do not reflect our experiences.

Regarding communication with community stakeholders, the Superintendent rated herself as highly effective, yet, we have not experienced two-way communication that provides information that responds to our concerns. We have asked repeatedly for data and specifics about the situation of our schools but have received no concrete information.

Regarding equity, we are all concerned that our high-needs students may be falling behind, without adequate support for their learning. This needs to be addressed. In her comments for Standard 5, the Superintendent lists actions she has undertaken, but we would like to know whether these actions have achieved positive results in addressing the challenges being faced by our most vulnerable children and their families.

Thank you for this opportunity to testify.

Sincerely,

Cheri Nakamura  
HE'E Coalition Director

HE'E Coalition Members and Participants

Academy 21  
After-School All-Stars Hawai'i  
Alliance for Place Based Learning  
American Civil Liberties Union  
BAYADA  
\*Castle Complex Community Council  
\*Castle-Kahuku Principal and CAS  
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Fresh Leadership LLC  
Girl Scouts Hawai'i  
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\*Hawai'i Association of School Psychologists  
Hawai'i Athletic League of Scholars  
\*Hawai'i Children's Action Network  
Hawai'i Education Association  
Hawai'i Nutrition and Physical Activity Coalition  
\* Hawai'i State PTSA  
Hawai'i State Student Council  
Hawai'i State Teachers Association  
Hawai'i P-20  
Hawai'i 3Rs  
Head Start Collaboration Office  
It's All About Kids  
\*INPEACE  
Joint Venture Education Forum  
Junior Achievement of Hawaii

Kamehameha Schools  
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\*Kaua'i Ho'okele Council  
Keiki to Career Kaua'i  
Kupu A'e  
\*Leaders for the Next Generation  
Learning First  
McREL's Pacific Center for Changing the Odds  
Native Hawaiian Education Council  
Our Public School  
\*Pacific Resources for Education and Learning  
\*Parents and Children Together  
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Punahou School PUEO Program  
\*Teach for America  
The Learning Coalition  
US PACOM  
University of Hawai'i College of Education  
YMCA of Honolulu

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



**S E A C**  
**Special Education Advisory Council**  
 1010 Richards Street Honolulu, HI 96813  
 Phone: 586-8126 Fax: 586-8129  
 email: spin@doh.hawaii.gov  
 May 21, 2020

**Special Education  
 Advisory Council**

Ms. Martha Guinan, *Chair*  
 Ms. Dale Matsuura, *Vice Chair*  
 Ms. Ivalee Sinclair, *Vice Chair*

Ms. Andrea Alexander  
 Ms. Brendelyn Ancheta  
 Ms. Virginia Beringer  
 Ms. Mary Brogan  
 Ms. Deborah Cheeseman  
 Ms. Annette Cooper  
 Mr. Mark Disher  
 Dr. Kurt Humphrey  
 Ms. Cathy Kahoochanohano  
 Ms. Tina King  
 Ms. Bernadette Lane  
 Ms. Cheryl Matthews  
 Ms. Kaili Murbach  
 Ms. Carrie Pisciotto  
 Ms. Kau'i Rezentos  
 Ms. Rosie Rowe  
 Dr. David Royer  
 Mr. James Street  
 Mr. Francis Tael  
 Mr. Steven Vannatta  
 Ms. Lisa Vegas  
 Ms. Jasmine Williams  
 Ms. Susan Wood

Ms. Annie Kalama, *liaison to  
 the Superintendent*  
 Dr. Bob Campbell, *liaison to  
 the military community*

Amanda Kaahanui, Staff  
 Susan Rocco, Staff

Catherine Payne, Chairperson  
 Hawaii State Board of Education  
 P. O. Box 2360  
 Honolulu, HI 96814

RE: IV. B. Board Action on Board Resolution directing the Department of Education to offer summer school in a way that supports students disproportionately impacted by school closures caused by the COVID-19 pandemic, to ensure clear coordination between each level of the tri-level system, and to communicate timely and effectively with the public

Dear Chair Payne and Members of the Board,

The Special Education Advisory Council (SEAC) **fully supports** the above Board resolution and would like to offer the following comments:

**1) Disproportionate harm to special education students**

We believe most students in special education have been negatively impacted by school closures, whether or not they have had access to devices and/or connectivity, as they are unlikely to have received adequate specially designed instruction and related services to keep them on track. Prior to the closures there was already a significant achievement gap between students with disabilities and students without disabilities. In the table below, we highlight the achievement gaps between students with disabilities and students without disabilities according to the 2019 SBA and NGSS bridge test for science.

	Students w/ IEPs	Students w/o IEPs	Achievement gap
ELA	13	58	45 pts.
Math	11	46	36 pts.
Science	14	47	33 pts.

**2) Summer school should be at no cost to special education students.**

IDEA guarantees a free and appropriate public education (FAPE).

**3) An appropriate device and/or adequate internet connection is essential to allow special education students to participate in distance learning, now and in the future.**

In cases where the student's disability significantly impacts his or her ability to access distance learning, the device and internet connection can be used to coach family members and/or direct support workers and maintain open lines of communication.

--continued



- 4) **On-campus summer school options for special education students who are not adequately served by distance learning options must be safe and accessible with transportation provided for ESY-eligible students.**

Currently there is no list of schools who plan to offer on-campus learning opportunities, but it is reasonable to assume that not every school will exercise this option, as it is likely dependent upon the availability of appropriate teaching staff. Many students will require school transportation to access learning centers outside of their home school catchment area.

- 5) **Information about summer school options for students with disabilities must be immediately shared with families to allow adequate time for planning and the arrangement of transportation, as appropriate.**

- 6) **SEAC fully supports timely and effective communication regarding summer school, compensatory services, extended school year services and hybrid services planned for the fall term.**

Regular reports to the Board of Education are one way to disseminate information. In addition SEAC supports multiple means of communication to families--media articles and webinars, phone calls, text messages, email messages, regular mail, home visits (if they can be done safely), and networking with parent organizations.

Thank you for this opportunity to share our support and input. SEAC stands ready to support the Board and the Department in efforts to support the educational needs of all Hawaii's public school students, including and especially students with disabilities.

Respectfully,

Martha Guman  
Chair

Ivalee Sinclair  
Legislative Committee Chair

**Testimony from Lima No‘eau Career Academy for the  
May 21, 2020 Meeting of the Board of Education**

RE: Board Action on Findings and Recommendations of Investigative Committee  
Concerning Nomination of Individuals to Serve as Members of the Public Charter School  
Commission (Item IV.A.)

Dear Board Members:

We write to express concerns about the reappointment of John S.S. Kim as a Public Charter School Commission member, specifically relating to his leadership presiding over the 2020 Request for Proposal process for new charter schools earlier this year.

During this process, 12 applicants submitted Intent to Apply packets to respond to the Commission’s request for proposals. Of these, 11 of the 12 were rejected at the Intent to Apply stage. Applicants, including our board, were not provided with substantive reasons for our rejection, citing any law, rule or stated guideline which was not properly followed.

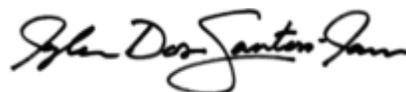
Our board president and our legal counsel have written to the Commission’s Executive Director and to the Commissioners themselves to seek clarification, and have to date not received any communications articulating a law, rule or stated guideline which our application did not comply with. Other applicants have expressed frustration at Commission meetings stating similar concerns.

At the most recent Commission meeting, our legal counsel attempted to testify on matters clearly relating to two agenda items and was prevented from speaking. Instead of providing an opportunity for clarification, Mr. Kim simply halted his testimony.

We sincerely hope that this example is simply a one time occurrence, and not reflective of how future Commission meetings will be led, especially in light of the Commissioners’ requirement in HRS 302D-3(d)(3) and (e)(2) to constructively engage and display collaborative leadership ability.

We thank the Board for the opportunity to provide these comments.

Mahalo,



Tyler Dos Santos Tam, Consultant  
on behalf of Lima No‘eau Career Academy  
tylerdst@gmail.com | 808-348-8885

**Board of Education Meeting Testimony**  
**May 21, 2020**  
**Submitted by Andrew Corcoran**

Good Morning, my name is Andrew Corcoran. I am a graduate of Maryknoll High School and after college and a stint in the Army, returned to Maryknoll for 25 years as a teacher and principal. I was also Head of School at Chinese American International School in San Francisco for 10 years and finally in Taiwan as Director of American School in Taichung for 8 years. After over 40 years in education I remain committed to students with the best educational opportunities. My testimony today is comment on the following agenda item.

**IV.B. Board Action on Board Resolution directing the Department of Education to offer summer school in a way that supports students disproportionately impacted by school closures caused by the COVID-19 pandemic, to ensure clear coordination between each level of the tri-level system, and to communicate timely and effectively with the public.**

I want to share with you my thoughts after reading the news article and press release on Tuesday, May 19 and reviewing the related flier “Summer 2020 Learning Opportunities & Resources.”

Offering the Statewide Credit Recovery program for free to 11<sup>th</sup> and 12<sup>th</sup> grade students is a positive step. I checked the flier and the school sites listed on the DOE website but could find no price or price structure for credit recovery courses. Offering it free for all students would be more beneficial than just for 11<sup>th</sup> and 12<sup>th</sup> graders, which seems arbitrary.

More puzzling was the statement on the flier that “families should reach out to their school to inquire about credit recovery offerings.” In my view that is backwards. Because credit recovery is based on grades, schools know who needs the support. Schools also have phone, email and/or mail information on those students. Communicating in a timely and effective manner would mean schools reaching out to parents, not waiting for parents to call. The schedule is also confusing. The time period for credit recovery is June 1 to July 19 but schools register students until June 15.

A glaring omission in credit recovery is the failure to list resources outside Hawaii, particularly if a school is not offering what a student needs. A quick google search of “credit recovery” results in quite a long list of online options. I recognized one school that I had worked with while in Taiwan. It is accredited and offered excellent service. They do credit recovery for middle and high school students, communicate effectively with parents, provide good materials and work with the student’s school, requiring a counselor’s approval before signing up for the course. I emailed them yesterday and received a call back today during which all my questions were answered. They provide both online and correspondence (paper and pencil) offerings so students without online resources can participate. With no fee indicated for DOE Credit Recovery, I cannot say how prices compare although this school’s fee is considerably less than a 1 credit summer course with the DOE. I am not promoting a specific school but rather indicating there are valuable resources available that parents can access outside Hawaii. Distance learning can take place across an ocean, not just across town.

I checked all the links provided on the Official Summer School site. The results were varied. While some schools provided good information, others did not. I went through the site with a DOE parent in order to

gain access. The sites do not take advantage of current technologies. This prevents the sites from being an effective means of communicating with parents. It is too late to make changes for this year, but for next year summer school rollout I strongly suggest updating the software and checking the information for accuracy. For example: a parent should be able to log in one time and then sort either by course and see all the schools that offer that course or by school and see what courses are offered at that site. Parents should also be able to tell if there is room in each course. Moanalua MS was the only one that indicated spaces available when I checked. It should not be necessary to log in to each campus separately.

On a related note, much of the information is not up to date. Some school links did not have any summer programs listed, most of the associated links to other organizations are not academic, and some (for example the CRDG program) have already cancelled their summer programs but remain on the list.

The section on School-Based Opportunities was confusing since it referred to remediation and intervention. That seems to be similar to Credit Recovery but it also seems connected to the Mobile Learning Labs. It is also not clear why that is separate from Official Summer School.

Finally, E-School. What looks promising, particularly after enduring three-month long campus closures, turned out to be disappointing. Closing the campuses should have been a signal to look for ways to scale up E-School, not close registration because too many students want it. I tried to find out more about E-School to get a feel for why only 1,195 students could be enrolled. I could find nothing on the internet. It is listed as part of the Office of Curriculum and Instruction; Extended Learning Branch but that branch lists only Digital Design Team and Extracurricular Team. E-School seems to be an afterthought for the DOE in spite of the department's commitment to enhancing online learning activities.

This concludes my comments on agenda item IV.B. I am also very concerned about DOE planning for opening in August. Although it is beyond the scope of this testimony, I included an appendix to this written testimony that highlights what I think are important considerations for 2020-2021 preparations. It includes perspectives gained from schools in Taiwan which opened over a month ago.

**APPENDIX TO WRITTEN TESTIMONY:**  
**Thoughts on the 2020-2021 School Year**

**From: Andrew Corcoran**

[laoke46@gmail.com](mailto:laoke46@gmail.com)

**415 589-9297**

It is my hope that writing this has been a waste of time because planning for next school year is well underway, so this is unnecessary. Just in case everyone is focused on the immediate challenges of the day (and there are many), however, I submit this for consideration. These are thoughts, not a plan. Perhaps some part of it might be an insight that was not brought to the table yet.

A bit of my background may be helpful. I am a '64 graduate of Maryknoll High School where I also taught and was principal. I also was head of the Chinese American International School (Pre-K to 8) in San Francisco and, most recently before I retired, Director (Head of School) of American School in Taichung, Taiwan (Grades 1-12). Some of the ideas in this brief are the results of lengthy discussions with former colleagues in Taiwan where they have already opened schools after COVID-19 and my son who is a 4<sup>th</sup> grade teacher in California where they are currently planning for next year. I am a graduate of the US Military Academy (West Point) with an MEd from UH Manoa. I currently live in Honolulu and would love to continue the conversation with anyone interested.

# Opening Schools While Facing COVID-19 (It is mid-May and time is running short)

After watching numerous news reports and reading several articles on both COVID-19 and the short term future of primary and secondary education (“short term” in this context refers to the time until an effective vaccine or herd immunity is a reality) it is clear schools in Hawaii need to prepare to meet a new reality. It is hoped this short paper will be part of a broader conversation on how that preparation might look. While this is not presented as “the answer” but rather “a beginning,” there is a danger the conversation will fall into that all too common trap of focusing on talk at the expense of action. It is essential to keep in mind the adage that the perfect is often the enemy of the good. It is also important to remember that what we do speaks much more loudly than what we say.

## I. Assumption

Distance learning can serve as a part of the educational experience but the experience of social interaction is an essential part of student learning. Having a plan in place means all those affected are prepared to shift between Open Campuses, Partially Open Campuses, and Closed Campuses.

## II. Key Terms

**Open Campus:** Students attend classes every day on campus. This would be similar to school prior to COVID-19

**Partially Open Campus:** Students attend some classes on campus, but campus and classes are reconfigured to accommodate social distancing. Some instructional activities would be on campus and some would be virtual.

**Closed Campus:** All educational activities are virtual. No classes are held on campus.

**Campus Transitioning:** The ability to move efficiently between Open, Partially Open and Closed Campus arrangements as circumstances change.

## III. A Brief Overview of Each Type of Campus

### Open Campus

This would follow established practices. This requires limited changes on campus operations. The section below on Preparing Campuses (bottom of page 3) would apply.

### Partially Open Campus

Half the students attend classes on alternating days. Reducing the number of students on campus by 50% will allow for realistic social distancing practices. Reducing the number of days students are on campus also reduces the effectiveness of the educational opportunities. Teachers would have reduced sized classes to provide enriched activities and focused individual support or intervention where needed. Days students are not on campus would focus on individual activities and completing assignments. This requires significant changes on campus operations.

## Closed Campus

All learning activities use distance learning activities. While this requires little in the way of changes on campus since campuses will be closed, it requires significant changes in the way educational services are delivered.

## IV. Laying The Foundation

We are halfway through May. Planning for school in August must begin now, if it hasn't already, and that planning starts at the top, with the DOE.

### Days students are at home

Children at home need adult supervision. While some older high school students may be able to self-supervise and take care of younger siblings, younger students cannot be left alone at home. Either a parent must stay home or hire someone to watch the children. Either situation puts financial strain on the household. For households with children on multiple campuses the situation will be more complex if children are home on different days. Below is a proposal for ensuring children in the same household are at home on the same days.

- **Assign all families to either Group A or Group B.** The DOE designates each day of the school year A and B on an alternating basis. Individual campuses must not be able to change those designations even if the school year starts with either Open or Closed Campus in case there is a change in mid-year.
- **Schools will be informed** what group each student/household is in. Schools cannot change a student designation unless absolutely necessary. Schools would be advised to populate classes with as close to a 50/50 A/B split as possible.

This is a very complicated step and will not be perfect. Teachers and parents need to be informed that every effort is made to facilitate adult supervision needs. In order to meet social distancing requirements on a Partially Open Campus, it may be necessary to change group designations.

- **Provide families with an Adult Supervision grant.** With children at home, either an adult must stay home and forego work or hire someone. Either is expensive.
- **Offer parents a workshop/tutorial on how to support students working at home.** This should be available to all parents and potential caregivers. It should include ideas on such things as how to keep children focused and motivated.
- **Ensure all students have access to distance learning tools.** This includes devices and connectivity. Current circumstances require that the DOE and the State in general address the digital divide in meeting the mandates of public education. It must be a priority. Given the strong possibility that many students will face either a Partially Open or Closed Campus next year this must be addressed.

## V. Preparing Campuses

Every campus must be prepared to meet social distancing and transmission mediation guidelines. While some of these guidelines may not be necessary, it is much better to be prepared and not need it than to find out you need it and are not prepared.

**Masks:** All persons on campus wear masks. School may need supplies of masks to distribute

**Temperature:** Everyone has temperature (or other detection method) checked prior to entering campus. Elevated temperature...no entry (taken twice?).

**Desk Sanitizing:** The start of every class the desks are wiped down with sanitizing cleaner. It can be done by students or the teacher. School provides cloths and sanitizing spray.

**Lunch:** If students face each other at lunch tables place Plexiglas dividers and leave spaces between students as much as possible.

**General Social Distancing:** Depending on the level of risk, teachers will enforce school guidelines. Dividing classes in half for Partially Open Campus (see below) promotes social distancing.

**Visitors:** Strict limiting of visitors, including parents. Appointments needed and mask and temperature requirements apply.

## VI. Preparing for Daily Activities

**Distance Learning:** Teachers need support with distance learning activities. Although classes this year have been in this mode for several months, teachers were forced into this situation with little advance warning or time to prepare. They deserve access to best practices for distance learning as well as techniques for Partially Open Campus, such as the Flipped Classroom. This should be linked with parent information mentioned above on how to support distance learning at home.

There also need to be feedback loops built in to get information from teachers, students, and parents on how the distance learning/flipped classrooms are working. Best practices and exemplary efforts need to be highlighted and areas that need improvement supported. Many teachers have not been trained for this and deserve/need support in this transition. Keep the public informed on how teaching and learning has changed!

**Partially Open Campus:** Every campus conduct a drill for the Partially Open Campus without students to establish how classes will be scheduled. If there are classes that do not meet every day they will need to be worked in. A general approach could be a two week rotation with Group A students meeting M,W,F Week 1 and T,Th Week 2 and Group B students would meet T,Th Week 1 and M,W,F Week 2. (Note: Splitting classes in half results in a dramatic reduction in daily class size but does not reduce teaching loads.)

Classes that do not meet every day in the normal schedule might meet on a designated day, such as Friday. Time also needs to be built in for teachers to prepare materials for the days students are at home. Another approach may be one day is teacher prep day. For example M is teacher prep, T,Th Group A has class and W,F Group B has class.

### **What About Sports and Activities?**

If schools are in Partially Open or Closed mode, no sports or activities. If in Open mode perhaps the answer is yes. If a school must shift from Open to either Partially Open or Closed because of spikes in infection, it would be necessary to close sports and activities. (I acknowledge how painful this is.)

### **VII. Determining Whether to Have Open, Partially Open, or Closed Campuses – Who Decides?**

I am an educator, not a doctor or scientist. That decision should be left to those who know the science in coordination with State and DOE leadership. The school system needs to be ready to adjust to the circumstances and decisions that emerge. That is what the planning is for.



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## Testimony

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**Spencer Gill** <spencergill918@gmail.com>  
To: Testimony.BOE@boe.hawaii.gov

Thu, May 21, 2020 at 11:08 AM

General Business Meeting  
Parent  
Opposition to Superintendent evaluation

Aloha Chair Payne, Vice Chair De Lima and members of the Hawaii State Board of Education:

As you review Superintendent Kishimoto's performance evaluation, I call your attention to the performance of the DOE during her tenure:

Low value in student achievement and student centeredness:

Christina Kishimoto prioritizes quick political wins instead of keeping students at the center of her decision making. Instead of addressing the quality of teaching connected to student outcomes, Christina Kishimoto ignores the real, hard work supported by research. Grasping for quick political wins exemplifies her self-centeredness, using the children of Hawaii for her personal gain. Principals statewide complain of the lack of student centeredness and understand that student achievement is not a priority. As an example, teacher bonuses for Special Education teachers and hard to fill areas without a plan, or without discussing this with legislators. Hawaii has a high percent of certified Special Education teachers hovering around 80+%, English Learner certified teachers are significantly lower in HI and left out of the bonus, yet she touts equity. Hard to fill areas have an incentive that has been in place for years.

Another example is the 2030 promise plan. She has no plan.

Poor leadership:

Christina Kishimoto models poor leadership. During the onset of the pandemic, Christina Kishimoto was absent. She missed the opportunity to lead and settle the employees and stakeholders. Throughout the pandemic, the confusion about enrichment and continuity of learning created confusion. The continuity of learning lessons did not provide teachers with quality lessons. Activities to take up time and parents being the teachers are not acceptable. Distance learning is not happening in a uniform fashion and the children are the ones being affected.

Disrespect for the people of Hawaii, most importantly the children:

The leader of the largest State agency in Hawaii exemplifies disrespect for the people of Hawaii. Christina Kishimoto's token use of Hawaiian words are offensive. Her unprofessional presentation in person and online are also offensive and most importantly, her inability to answer a question is offensive to the people of Hawaii. The deflection and blame to other agencies for not having a plan or not having data on how many teachers are teaching online or how many students do not have connectivity are unacceptable. Her self evaluation of Highly Effective is offensive as she disrespects that children of Hawaii. Let's keep in mind, Christina Kishimoto's exorbitant salary.

Mahalo for the opportunity to testify.