

HAWAII STATE DEPARTMENT OF EDUCATION

RETURN TO LEARN: SCHOOL REOPENING PLAN



Photo Credit: Kaimiloa Elementary



RETURN TO LEARN: SCHOOL REOPENING PLAN

Return to Learn: School Reopening Plan encompasses seven main areas of work and resources that help guide Department decision-making. Please click below to view guidance, information and the work that's being done in each area. Please continue to check back here for updates.

Health and Safety

The health and safety of our students and staff remains a top priority. Utilizing guidance from the Hawaii State Department of Health (DOH), reopening plans will include cleaning and sanitation, campus visitors, personal protective equipment (PPE) and more.

Hawai'i State Department of Health Guidance

Recommendations from the Hawai'i State Department of Health (DOH) contained in this [guidance document](#) were followed as the Hawai'i State Department of Education (HIDOE) planned for reopening schools.

Click [here](#) to view the Department's Health & Safety Handbook.

Wearing a Face Covering or Mask

Face coverings for adults and students must be worn when outside the classroom (e.g., moving from class to class, to an office, the library, or locker room) especially when physical distancing is difficult. Exceptions for face coverings/masks apply to those for whom it is not safe to do so due to age, medical condition, or other considerations.

In the classroom setting, where the class is considered ~~a cohort or bubble~~ an Ohana Bubble, it is not required that students and teachers wear a mask **if 6 feet of physical distance is adhered to**. Facial recognition and expressions are very important social cues in a child's development. A classroom full of mask-wearing students may cause unhealthy anxiety, **especially** for **younger** students.

Adults/Staff:

- To the extent possible, all adults should cover their mouths and noses with a cloth face cover (mask) while at school. When **within under three six** feet of **physical distance from** a student or other staff member, adults must wear a mask.
- Wearing a face shield is not necessary for an adult unless working in a special setting such as the health room (receiving students who are sick) or interacting with students who have special needs or disabilities, where there is a higher risk of coming into contact with body fluids or

respiratory droplets. ~~A face shield should be worn with a face mask for maximum protection.~~

- Staff are responsible to bring and properly maintain their own masks.

Students:

- Masks ~~should~~ **must** be worn when keeping six feet apart is not possible. ~~or when children face each other and interact in similar ways. However, if students are sitting three feet apart, and facing the same way, wearing a mask is not required.~~
- In a classroom setting, wearing a mask may be very difficult for younger students in grades Pre-K to 2nd grade, students with disabilities, or students who have underlying medical conditions.
- Elementary students should wear masks if it is likely they will touch their mouths and/or noses without wearing one.
- When students are outside the classroom and when physical distancing is not feasible, ~~it is highly recommended that students wear~~ masks **must be worn**.
 - The Department of Health does not advise having students wear masks while playing at recess since wearing masks may be dangerous on the playground. ~~It is advised to keep the classes in cohorts when using the playground.~~
- When students are not wearing a mask, they should avoid close proximity (minimum ~~three~~ **six** feet apart ~~without facing each other~~) during group activities such as choir, band and exercising (physical education).
- Parents/legal guardians ~~will be~~ **are** responsible for providing students with face coverings or masks.

Disposable Masks:

- Schools shall have backup disposable masks available for staff and students who need them.

Personal Protective Equipment

Personal protective equipment (PPE) is defined as, but not limited to, gloves, masks, eye protection, gowns, aprons and boots.

HIDOE school, complex area and state office requests for PPE will be filled to the highest standard achievable based on assessments of current and future PPE needs for individuals or groups of higher risk of exposure. Given the dynamic nature of the pandemic, requests are subject to considerations of the overall response needs and supply chain limitations. HIDOE continues to receive PPE supplies from the Hawai'i Emergency Management Agency as well as purchases coordinated through the Department's Office of

Facilities and Operations (OFO).

OFO will work and consult with HIDOE's Office of Talent Management and Office of Student Support Services to determine the appropriate PPE needed for various categories of employees. Needs will be based on the risk of exposure levels described by the Hawai'i State Department of Labor and Industrial Relations and the Occupational Safety and Health Administration.

Health Rooms and Services

To ensure **physical** distancing, temporary barriers (e.g., shower curtains, flexible partitions) should be installed and procedures for health room visits should be in place prior to the start of the school year. Students exhibiting symptoms of **COVID-19 illness** should be separated from other health room visitors. The School Health Assistant (SHA) will play an important role in assessing and intervening **in suspected cases of COVID-19 when students report to the health room not feeling well.**

- [Information](#) for staff, parents and students should be placed into the school's handbook that is distributed at the beginning of the school year.

When a student becomes ill, the student should be sent to the Health Room. If there is no School Health Assistant on campus, the student should be sent to the designated staff member.

- The student's parent or guardian should be called to pick up the student.
- The student should be placed in a supervised, isolated area until he/she is picked up., **especially if the student is exhibiting symptoms of COVID-19.**
 - Do not have the student wait at the main office.
- Any student sent home due to illness should be excluded from school until **symptom-free fever-free** for at least 24 hours (**ideally 72 hours**) without the use of medication.

The following practices to prevent COVID-19 and other contagious viruses should be implemented in the health room:

- Develop a route to the health room that minimizes interactions
- Avoid and prevent close contact (6+ feet)
- SHA wears a face mask, eye protection (**e.g. face shield**), and gloves (**discarded between students**)
- Face mask or tissue is provided to student when in close contact and when student has symptoms of illness
- Wash hands (SHA and student before and after each encounter)
- Screen and send home any students who are ill
- Isolate those who are ill from others

- Clean and disinfect surfaces after each use
- Promote good airflow while maintaining privacy
- Keep supplies in stock

Cleaning and Sanitation

The cleaning schedule for school facilities should adhere to guidance from the Centers for Disease Control and Prevention and DOH as available. Proper PPE, such as masks and disposable gloves, should be worn at all times during the preparation, cleaning, and disinfection of school facilities.

School facilities should be cleaned daily and high-touch areas, such as door knobs, light switches, counters, desks and chairs, railings, and water fountains, should be disinfected frequently throughout the day.

Outdoor areas, like playgrounds in schools, generally require normal routine cleaning, but do not require disinfection. Do not spray disinfectant on outdoor playgrounds - it is not an efficient use of supplies and is not proven to reduce the risk of COVID-19. High-touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely. Cleaning and disinfection of wooden surfaces, like benches and tables, or groundcovers is not recommended.

The Environmental Protection Agency (EPA) released a list of disinfectants that kills COVID-19, [click here](#) to view.

See the Department's Health & Safety Handbook [here](#), which includes cleaning and sanitation procedures in the event of a confirmed COVID-19 case at a HDOE office or campus.

School Entrance, Exit & Student Transitions

Staggered entrance and exit protocols to allow for proper social distancing are coordinated at the school level.

Campus Visitors

All visitors are required to report to the Administration Office upon arrival and follow social distancing guidelines established by health officials and any protocols implemented by the school. Nonessential visitors or volunteers, and activities involving different groups at the same time should be limited until the state's emergency order reaches "New Normal."

School

State, complex area and school leaders continue to work

Design

collaboratively to establish purposeful instructional designs and models that ensure every student is highly engaged in rigorous, creative and innovative academic curriculum and learning environments. HIDOE is committed to ensuring that school design decisions and modifications prioritize and support the needs of students and their families during this uncertain time.

Assumptions about Instructional Designs

HIDOE is committed to implementing quality content standards, pedagogical approaches and engagement strategies. Schools will leverage technology to advance learning and design opportunities, including project-based learning. The Department remains focused on ensuring that every student is highly engaged in a rigorous, relevant and innovative academic curriculum; in their learning environment; and in powerful applied-learning practices aligned to careers.

First two weeks of school

~~Aug. 4, 2020 is designated as the first day of school on the Hawai'i State Board of Education approved school year 2020-21 calendar. The multi-track schools will follow the single-track school calendar for school year 2020-21. The first two weeks of school will consist of:~~

- ~~● Half-days with students to assess learning needs and conduct reviews, introductions, and meal service; and~~
- ~~● Half-days without students to test and adjust to schools' protocols, conduct employee training, and prepare for classroom and virtual instruction.~~
 - ~~○ Beginning the school year with social distancing will affect all of our normal school routines. As a result, the school leaders and staff will need time to train, test and adjust protocols to keep learning environments productive and safe. Therefore, training and planning will be prioritized for the use of the school campus.~~
- ~~● HIDOE will monitor daily announcements from the Governor's office and the Hawai'i State Department of Health (DOH) to estimate the impact of COVID-19 on school programs at the start of the school year.~~
- ~~● Additional adjustments:~~
 - ~~○ Schools with families enrolling their child after the start of the school year may need to adjust for the influx of new students, which may result in the need for additional classes and adjustments to procedures~~

~~regarding meal service, common areas, and transitions between classrooms and buildings.~~

- ~~○ All teachers will need time to assess student readiness for grade level and/or coursework at the beginning of the school year and are expected to adjust their instructional plans according to student needs.~~
- ~~○ To support virtual learning, schools will work with families to distribute devices for learning at home.~~

School Models

School leaders created elementary, middle/intermediate, and high school models for the reopening of the 2020-21 year. School models may vary due to:

- Number and size of school facilities;
- Ability to accommodate enrollment numbers; and
- Impact of instructional staff vacancies.
- Each school model adopted must:
- Ensure 180 days of instruction;
- Prioritize kindergarten through grade 2 and pre-kindergarten students for face-to-face learning on campus (as applicable);
- Prioritize vulnerable students, including but not limited to children with disabilities, English learners, and economically disadvantaged students, for face-to-face or online learning, as appropriate, on campus;
- Allow for student support services to be provided;
- Ensure compliance with social distancing and health and sanitation guidelines from state health officials and the Centers for Disease Control and Prevention (CDC); and
- Abide by the current collective bargaining agreements between the labor unions and HIDEOE.
- [Click here](#) to view the school models being considered for elementary, middle/intermediate and secondary schools.

A list of schools and their school year 2020-21 models is available [here](#). School communities selected from the following options:

Elementary Models

- **Face-to-Face Learning:** All students on campus daily (full-time) for face-to-face instruction.
- **Blended Rotation:** One group of students to be present on campus receiving face-to-face instruction while the other group(s) participates in distance learning.
- **Hybrid (Face-to-Face and Blended Rotation):** Lower elementary and vulnerable students will have face-to-face instruction daily (full-time), while upper elementary students will have a Blended Rotation

model.

Middle School Models

- **Face-to-Face Learning:** All students on campus daily (full-time) for face-to-face instruction.
- **A/B Two-Day Rotation Learning:** Face-to-face learning with online instruction that includes synchronous (occurring at the same, assigned times) and asynchronous (online tasks outside of scheduled class times may be completed at different times) learning along with projects and choice boards. Students report to school twice a week. Priority will be given to vulnerable students for daily face-to-face instruction to the greatest extent possible.
- **Combination Rotation Learning:** This model is similar to the Two-Day Rotation Model. Schools determine the number of days in which students report to campus for face-to-face learning, such as once per week or five days over three weeks, depending on the school context. Priority will be given to vulnerable students for daily face-to-face instruction to the greatest extent possible.

High School Models

- **Face-to-Face Learning:** All students on campus daily (full-time) for face-to-face instruction.
- **A/B Two-Day Rotation Learning:** Blended learning strategies will be implemented to deliver lessons to students, Group A and B. One group of students to be present on campus receiving face-to-face instruction while the other group participates in distance learning, rotating twice a week. Principal will have the flexibility to determine the rotational schedule. Possible rotations include, but are not limited to, alphabetical order, grade level, or academies. Priority will be given to vulnerable students for daily face-to-face instruction to the greatest extent possible.
- **Hybrid (Face-to-Face and Blended Rotation):** Blended learning strategies will be implemented to deliver lessons for the other students. Group(s) of students to be present on campus receiving face-to-face instruction while the other group(s) participates in distance learning, on a rotational basis. Most vulnerable students on campus daily for face-to-face instruction.

The approved school models provide for online and blended distance learning to support social distancing while ensuring academic learning continues in whatever environment students may be provided. All schools are preparing for the possibility of

future school closures by increasing device accessibility to students, building teacher capacity for virtual engagement with their students, and course offerings for credits towards graduation. While in-school, face-to-face instruction is preferred, there may be situations in which parents may choose virtual distance learning only. ~~The Department's E-School stands ready to offer courses for grades 6-12. The Department is in the process of looking at a K-5 virtual solution.~~ The Department is ready to support schools with identifying virtual solutions for their students. Working with their home school, once a parent selects a virtual-only option, the parent commits to this selection for the entire length specified.

Multi-track Schools

HIDOE announced on June 8, 2020 that its three multi-track schools will temporarily convert to a single-track schedule in the fall. The change will be in place for at least the first semester of the 2020-21 school year. This means the first day of instruction and the dates for fall break will be the same as all other HIDOE public schools (See revised 2020-21 multi-track calendar [here](#)).

Multi-track schools – Mililani Middle, Kapolei Middle and Holomua Elementary – traditionally operate with students staggered on different tracks throughout the year. [Click here](#) to view the announcement.

Distance Learning

The approved school models provide for online and blended distance learning to support social distancing while ensuring academic learning continues in whatever environment students may be provided. All schools are preparing for the possibility of future school closures by increasing device accessibility to students, building teacher capacity for virtual engagement with their students, and course offerings for credits towards graduation. While in-school, face-to-face instruction is preferred, there may be situations in which parents may choose virtual learning only. ~~The Department is providing distance learning tools, curriculum resources, instructional delivery resources and training.~~

Assessment for Learning

During the first two weeks of school year 2020-21, schools will assess all students from kindergarten through grade 12 to determine the students' readiness to meet the curricular standards of their current grade level. Schools will use the Hawai'i Multi-

Tiered System of Support (HMTSS) and formative assessments to determine how to support students' learning needs.

Assessments for Learning is the first academic step to begin acceleration, intervention, differentiation, personalization, progress monitoring and reporting.

Schools will utilize their choice of universal screener and common formative assessments.

After-School Programming

School administrators have the authority to coordinate programming, approve activities, and determine the use of school facilities for all out-of-school-time programs. These programs include:

- A+ Program for elementary schools;
- 21st Century Community Learning Centers for all schools (priority to Title I School);
- REACH programs for middle and intermediate schools; and
- UPLINK programs for middle and intermediate schools.

All out-of-school-time (OST) programs, with the exception of the A+ Program, are allowed to continue to provide programming through creative mediums when the regular school day is not in session, to include but not be limited to virtual spaces.

School administrators should continue to consider the health and safety of staff, service providers, families and students and provide timely communication to the out-of-school-time programs and its participants.

OST programs administered by the Department's Community Engagement Branch are expected to continue the same cleaning and disinfecting protocols of the Department. This may include physical distancing measures.

The Department provides OST programs a budget to purchase personal protection supplies and other equipment. Programs are encouraged to work with their state-level program manager, school principal and/or complex area office to address additional costs associated with opening and maintaining school spaces.

	<p>Depending on the program, students are prioritized for enrollment and financial assistance based on their unique circumstances, such as, homelessness, students with disabilities, English language learners, students in families that were substantially financially impacted by COVID-19, students directly affected by COVID-19 through their own illness, family illness, family death or hospitalization.</p> <p>Student Travel Student travel off-site during the school day and to off-island destinations will not be allowed until further notice.</p> <p>Athletics HIDOE is collaborating with the Hawaii High School Athletic Association, and various athletic leagues (Big Island Interscholastic Federation, Kauai Interscholastic Association, Maui Interscholastic League, and the Oahu Interscholastic Association) to establish requirements for restarting high school athletics. The requirements will incorporate National Federation of State High School Associations guidelines that were developed with guidance from the CDC. Separate HIDOE practice guidelines for high schools will assist with the restart of athletics. Guidelines will adhere to state and county declarations and health and safety guidelines.</p>
<p>Equity and Access</p>	<p>HIDOE remains committed to ensuring access to a high-quality education for all students regardless of geographic location, economic status, academic ability or language proficiency. Dedicated supports are available for vulnerable students, including those with special needs, students in unstable housing, and English learners.</p> <p>Supports for Vulnerable Students Upon reopening in the fall, schools shall conduct Individualized Education Program (IEP)/Section 504 meetings to determine each student's need to compensate for loss of skills that resulted from the closure of our school facilities. Parent(s)/legal guardian(s) are vital to this process. As such, it is imperative that schools engage their participation in decision-making.</p> <p>Services beyond the typical school day may be necessary and are referred to as COVID-19 Compensatory Impact Services. COVID-19 Compensatory Impact Services for instruction and related</p>

services may include, but are not limited to:

- In-person homogenous small-group intervention sessions before or after school
- Online (synchronous) homogenous small-group, before or after-school intervention sessions
- Skill-based Learning Labs before or after school
- Mobile Learning Hubs

Schools must be mindful of students with disabilities in determining their instructional model. Placement in the least restrictive environment continues to be a regulatory requirement under state and federal laws. Physical and social distancing and the creation of cohort classes shall not result in the segregation of students with disabilities. Small-group pullout (resource or related services) should be limited to the students within a specific class cohort. If students composing the small group are from various class cohorts, that service should be provided virtually when possible.

Teachers must continue efforts to ensure inclusion of students with disabilities in their online virtual classroom sessions.

Accommodations and modifications based on an individual students' needs are required. Virtual learning as an instructional choice within a school model may constitute a change in placement for a student with a disability and thus require the IEP team to convene.

Students with disabilities negatively impacted by distance learning during spring 2020 should be prioritized to receive in-person instruction and services. Schools are reminded to design learning opportunities within their school model that ensure this student population is served.

Schools must continue to complete pending initial and reevaluation assessments. Please note that in certain cases, a review of existing data is sufficient to make a determination and develop a program. Utilizing data from multiple sources and avoiding overreliance on standardized norm referenced tests when making eligibility decisions is paramount. The limited diagnostic accuracy of standardized assessments and utility of evidence-based assessment techniques should always be considered.

Additional information from the Hawai'i State Department of Education's (HIDOE) Office of Student Support Services is

available [here](#).

Microlearning Hubs

This school design concept pushes learning into the communities to serve as hubs where authentic project-based learning, hands-on sustainability lessons, and applied arts can take place, while expanding WiFi access. HIDOE recently completed neighbor island pilots — in Ka‘ū and Pāhoā on Hawai‘i Island, Hāna on Maui, Moloka‘i and Kaua‘i — and will continue to build this out as a new model to engage students in isolated areas who are struggling to come to school. More information will be forthcoming as the program expands and as more resources become available.

Digital Transformation for Learning Plan

The [HIDOE Digital Transformation for Learning Plan](#) reflects our equity focus for school year 2020-21 - equity of access to technology, pushing digital supports into communities, ‘ohana help desk and expansion of HIDOE's distance learning platform.

The recent distance-learning survey data from teachers, principals, secondary students and families show that students generally have fair access to devices and internet connectivity. However, needs vary by complex areas and school communities.

Families who report having children in foster care, living in shelters, living with other families due to economic hardships, or living in public housing report having less computers and devices available for their child’s distance learning and access to reliable internet access. Survey results also show students and families identifying as Native Hawaiian and Pacific Islanders are less likely to have sufficient devices and reliable internet connectivity for distance learning.

Statewide, over 20,000 devices and over 750 hotspots were distributed to students during the closing of school buildings in spring 2020. Principals prioritized distribution of devices by parent request, economically challenged families including homeless and migrant populations, students with disabilities, English language learners, and students in specific grades. The Department continues to work towards ensuring that all students have access to devices and connectivity for distance learning.

Operations

School operations are central to ensuring that the school day can proceed on normal and predictable schedules, including such necessities as bus transportation, school meals, WiFi networks, internet access and other critical systems. The Department is working to ensure that all systems are functioning as needed to allow for on-site and distance learning.

Centralized Services

School food services

The School Food Services Branch (SFSB) district supervisors will work with each complex area superintendent and school administrator to develop a meal feeding plan. The feeding plan will cover the various meal service options to address the various learning models being utilized at the school level. District supervisors will help to ensure that feeding models comply with the United States Department of Agriculture (USDA) and the Hawai'i State Department of Health (DOH) rules and regulations.

Students will be allowed to eat on campus in the cafeterias and other locations while observing social distancing.

Families are encouraged to utilize the [EZSchoolPay](#) meal system for online payments. Families with no access to the internet will continue to pay for their meals by submitting payments at their child's school. Schools are to continue to utilize meal deposit boxes to accept payment for school meals. Schools are also to continue to provide a receipt to households that use the meal deposit boxes for payment to their student's account.

In July, SFSB will be turning on [EZMealApp](#) to allow families to apply for Free and Reduced-Price Meal Benefits online. For families without access to the internet, paper applications will be available at their school in August.

Student transportation

The Student Transportation Services Branch (STSB) has been in constant contact with all of its bus contractors as well as schools through its transportation officers. STSB has communicated and planned accordingly to adjust to schedules that are determined by each school. Policies and procedures have been communicated and been put in place by the bus contractors to clean and disinfect the buses daily, especially high-touch areas.

Students will be allowed to sit no more than two persons per bench seat. All riders must wear a face mask on the bus.

HIDOE will issue an emergency supply of face masks to each bus driver. Students who refuse to remain seated in their assigned seat and students who refuse to wear a face mask on the bus will be referred to the school administrator for possible disciplinary action.

Additionally, HIDOE will work with school bus service providers to implement intensified cleaning procedures between scheduled bus trips across the system.

An online bus pass application and payment system for parents and guardians will be launched this summer to allow for contactless transactions prior to the start of the school year.

Facilities use

All use of facilities requests and approval should follow the HIDOE requirements set in policy and health and safety practices aligned with the guidance from the CDC and state health officials.

Principals may approve requests for the use of their facilities for educational programming activities essential to student services as well as requests for the use of their school parking lots and campus grounds relating to community activities connected to essential services (e.g., food distributions). No other uses will be permitted at this time to minimize the risk of infection to students and staff.

Common systems

These are our enterprise-wide systems in place:

- Google (Enterprise G-Suite): Google provides applications such as Gmail and Google Meets that can be used for delivery of learning content via email or e-conferencing. With the increased use of online tools due to telework and distance learning, the technology team monitors the availability of Google and of any nationwide or geographic area outages that may impact users. All HIDOE employees have a district issued Gmail account, which will be used to communicate.
- Webex: HIDOE uses Webex as its primary e-conferencing application, which can be used for online meetings and delivery of online learning content. With the increased use of online tools due to telework and distance learning, the

technology team monitors the availability of Webex and of any nationwide or geographic area outages that may impact users and interrupt online meetings and classes.

- Infinite Campus: HIDOE uses Infinite Campus as its system of record for student information, including registration and enrollment.
- HIDOE IT Help Desk (for HIDOE employees): The Department continues to provide and maintain an employee IT Help Desk for staff to call or submit an online ticket for inquiries and issues related to technology. Online tickets can be submitted at any time or employees can call the IT Help Desk Monday through Friday from 7:45 a.m. to 4:30 p.m. The HIDOE Technology Guidance for Employees is also available online through the IT Help Desk portal for employees to access with their appropriate log-in credentials.
- In some cases, schools may opt to use alternative systems for video conferencing than the Department-wide Google Meet and Webex. Many schools use specific curricular tools to support their school design. If a parent has questions about school-specific tools, they may contact the school directly. HIDOE-wide systems are supported by the IT Help Desk for employees. The forthcoming 'Ohana Help Desk will provide support to parents and students.

School-based Operations

Attendance

To satisfy the requirements of state law ([HRS §302A-1132](#)), schools shall take daily student attendance. School attendance procedures shall support varying school designs and learning opportunities, including in-person, online and blended instruction. Two options for recording attendance in HIDOE's student information system have been provided for complex area leadership to review and select one option for the complex area.

Parents should reach out to their child's teacher if they are unsure of how attendance is being taken. Parents are important partners with us in ensuring students are attending daily.

Shared instructional spaces

	<p>Student activities are an integral part of the curriculum and must be maintained by adhering to current health and safety requirements while practicing necessary social and physical distancing. Schools should continue to promote student voice, civic engagement and responsibility as aligned to their school design model.</p> <p>Physical education, music and art will continue with modifications for health and safety.</p>
Staff Capacity	<p>Maintaining staff capacity and performance during these uncertain times remains a priority for the Department. In addition to working with labor unions and adhering to employment laws, the Department continues to create professional development and training opportunities, while incorporating applicable telework arrangements to meet staff needs.</p> <p>Professional Development and Training</p> <p>Professional development and training may be conducted at the school, complex area, or state level virtually or in-person, with adherence to health and safety guidelines and social distancing. Participants should be provided with online handouts and related materials.</p> <p>General training and development opportunities for all HIDEOE employees may be accessed through the Employee Training & Development website. Professional development opportunities specifically for educators are available via PDE3.</p> <p>Substitute Teachers and Casual Hires</p> <p>School administrators should review health and safety procedures and social distancing guidelines with all substitute teachers as well as all casual hires which include, but are not limited to: paraprofessional tutors; paraprofessional educators; part-time tutors; adult supervisors; and classroom cleaners.</p> <p>The management of substitute teachers, including professional development to address various instructional models, how to take attendance, utilizing learning management platforms, and classroom management, are under discussion.</p> <p>Telework</p> <p>Telework may be an option when an employee can be as functional and productive as when in the workplace. Current guidelines do not</p>

allow telework to exceed July 28, 2020, but may be subject to change. HIDOE is exploring telework as a permanent opportunity for appropriate positions.

Employment Laws

HIDOE shall provide reasonable accommodations to a qualified applicant or employee with a disability, who makes a request for an accommodation, and for whom it is determined that reasonable accommodations are available, unless doing so would impose an undue hardship or fundamentally alter the nature or operation of the work. Under the Americans with Disabilities Act (ADA), a disability is defined as the state of having a physical or mental impairment which substantially limits one or more major life activities, having a record of such an impairment, or being regarded as having such an impairment. (Read full ADA definition [here](#).)

Since COVID-19, employees who have not requested reasonable accommodations in the past may now be requesting reasonable accommodations due to various underlying health conditions such as asthma, compromised immune systems, high blood pressure, or other conditions.

While a request may initially be made orally, the employee making the request will be asked to confirm the request in writing on the Department of Education Reasonable Accommodation Request & Approval Form (Form RA-1) (<https://bit.ly/2Bb3pZ8>) and to also complete the Department of Education Applicant/Employee Consent & Authorization To Release Medical Information For Reasonable Accommodation (Form RA-3) (<https://bit.ly/2UQirui>). The employee must then submit the completed forms directly to their complex area equity specialist or the Civil Rights Compliance Branch. To expedite the process, the employee should contact the equity specialist directly for further assistance.

Once the complex area equity specialist receives the RA-1 and RA-3 forms, they will process the request as soon as possible. While the request is being processed, the employee's principal may provide the employee with interim accommodations while the process is being completed. The interim accommodations should be provided in writing, and specify an end date to the interim accommodation.

To determine whether a reasonable accommodation exists, the

	<p>employee must engage in an interactive process. This means that the administrator, manager, or supervisor and the employee, should discuss the limitation(s) resulting from the disability and potential reasonable accommodations that could overcome those limitations in the workplace. There must be a good faith effort in the interactive process to determine whether a reasonable accommodation can be provided.</p> <p>Labor Unions The Department is currently in negotiations with the unions on the reopening of the school year.</p>
<p>Family and Community</p>	<p>The Department values its place within Hawaii's communities, where neighborhood schools serve not only as learning centers but as hubs for collaboration and community engagement. The Department seeks to strengthen our community bonds through a variety of initiatives, including training opportunities for families around distance learning, providing IT help and telehealth services, and partnering with business and industry to provide more design-based learning opportunities.</p> <p>'Ohana Help Desk With an increasing dependence on technology for distance learning, the Department is extending its IT Help Desk functions to families. The 'Ohana Help Desk will provide technology support to students and families. The help desk is scheduled to launch on Aug. 4, 2020.</p> <p>'Ohana Training and Informational Sessions In addition to the 'Ohana Help Desk, the Department is continuing to develop training and information to help families develop technology knowledge and skills as they continue to participate in online learning opportunities. Families also have access to the Department's Continuity of Education website which has information and guidance for online learning. More information will be provided as training and information is developed and made available to families.</p> <p>Device Loan Program The Department continues to address the "homework gap" by finding ways to get devices and internet access into the hands of our high need students. HIDOE is developing a process to loan</p>

devices to students with limited or no device or internet access at home. Parents in need of support should connect with their school to make this request. Parents who are investing in a family device can contact the teacher to learn about the type of device being used for instruction at the school.

Telehealth

The Department partnered with the Hawai'i Keiki Program to offer a telehealth hotline during school closure and summer months. All HIDOE students can access a free resource for any health-related questions and telehealth services through July 24, 2020. Please see [Hawai'i Keiki Health Hotline and Telehealth](#). A modified hotline will go into effect in August to address student needs when school resumes.

Communications Plan

As the 10th largest school district in the nation and the only State Education Agency and Local Education Agency, HIDOE and its schools are charged with communicating to a wide range of audiences, including 22,000 full-time employees, 20,000 part-time employees, 180,000 students and their families, government officials, community partners and more.

The Department uses a diverse toolkit of communication channels to enhance engagement and ensure that the majority of its internal and external stakeholders can be reached during a crisis situation.

Statewide Communication

HIDOE will continue to share statewide updates about the 2020-21 school year and COVID-19 impacts, including school and office closures, on its public website, intranet and social media channels ([Facebook](#), [Twitter](#), [Instagram](#), [LinkedIn](#)). Internal updates will also be emailed to official k12.hi.us Google accounts as needed.

Due to the large number of employees, students and families served by the Department, there will be situations where important and urgent messages are communicated through traditional media including news stations, newspapers and radio.

The statewide leadership team made up of key superintendents and key directors meeting twice a week for briefings and decision making. Complex area superintendents are charged with communicating with their complex area team and school leaders.

Multiple forms of communication and feedback loops are utilized for issue-based recommendations and includes:

- Deputy Superintendent's Principal Roundtable
- Principals' forums (e.g., elementary, middle/intermediate and high school)
- COVID-19 Response Team
- Situational crisis response teams

School-level Communication

Schools are encouraged to create a communications timeline to share information and updates about the 2020-21 school year with key school community stakeholders (e.g. staff, parents, students, area lawmakers, partners, vendors, etc.).

Key messages and updates that schools should anticipate communicating include, but are not limited to:

- Selection of school model;
- Updated school handbook;
- Health and safety guidelines;
- Updated school supply lists in response to COVID-19 impacts;
- Loaner devices;
- Potential positive COVID-19 case;
- Changes in school processes and procedures (e.g., pick-up and drop-off routines, campus visitors).

Schools should audit their communication channels to ensure that they are working properly, the appropriate staff have access and log-in information, contacts are up to date, and to determine whether or not additional channels are needed to communicate with internal and external school community audiences.

Communication channels include:

- SchoolMessenger
- Social media platforms (e.g., Facebook, Twitter, Instagram, LinkedIn, YouTube)
- HIDOE Gmail
- School website
- HIDOE-approved education applications

HIDOE's Communications Branch is tasked with providing support during crisis situations including media relations, school-level messaging such as letters to parents and staff, SchoolMessenger

copy, and coordinating a communications response with Department leadership.

In the event of an emergency or crisis situation, schools should follow communication protocols in HIDOE's [Emergency Operations Plan](#).

If media contacts a school, administrators are encouraged to work with the Communications Branch to ensure accurate and timely information is provided while also protecting student and employee privacy, as required by law.

Communications Branch contacts:

- Main phone line: (808) 784-6200 (staffed Monday through Friday, 7:45 a.m. - 4:30 p.m.)
- Email address: doeinfo@k12.hi.us (monitored Monday through Friday, 7:45 a.m. - 4:30 p.m.; however, in an emergency situation it is not recommended to email this account.)
- For after-hour emergencies, administrators should make sure they have the cell phone number for the Communications Director. If not, they can contact (808) 784-6200 during business hours to get it or work with their complex area superintendent.

Major partnerships

HIDOE welcomes and encourages sponsorships and collaborative opportunities that strengthen and enhance school programs and help build solidarity and goodwill within the entire school community.

Public schools and public school students benefit from sponsorships and public-private partnerships that often include contributions of resources to support schools' educational programs.

Learn more about [Partnerships and Collaborative Opportunities](#).

Data reports

The Department is committed to collecting and reporting qualitative and quantitative data around health and safety, equity, programs and operations to inform decision-making on curriculum, instruction, and student supports. Examples include:

	<ul style="list-style-type: none">• Distance Learning Survey• Summer Learning 2020 data• Universal Screener data• School Quality Survey (SQS)• Strive HI• ESEA School Accountability Performance System report• College and Career Readiness Indicators report (CCRI)
Contingency Planning	<p>As the Department moves forward with reopening schools, we are regularly updating and reviewing our contingency plans. From a designated emergency planning team to COVID-19 monitoring and reporting, the Department continues to plan for the possibility of additional interruptions to the school year as a result of COVID-19.</p> <p>COVID-19 Emergency Planning Team</p> <p>The Hawai'i State Department of Education's (HIDOE) COVID-19 Response Team monitors the World Health Organization (WHO), Centers for Disease Control and Prevention (CDC), Occupational Health and Safety Administration (OSHA), Hawai'i Emergency Management Agency (HI-EMA), Governor's Office, and Hawai'i State Department of Health (DOH) communications and guidance to ensure the Department's plan is consistent and updated.</p> <p>HIDOE plays a significant role in providing support, expertise, coordination, and facilities to address community needs. As such, the Department works closely in local jurisdictions with the mayor and DOH to coordinate timely response to COVID-19 situations. The statewide approach is noted in the Department's Emergency Operations Plan.</p> <p>School leaders know their communities best and therefore assist in determining the best ways of informing families of issues that may be impacting the operations of their school. State-level offices work with principals to assist in completing tasks around communication, problem-solving, and next steps for returning to normal operations as soon as safely possible.</p> <p>The response to large scale emergencies that require state resources to support the affected jurisdiction(s) will be coordinated by the HI-EMA and supported by HIDOE. In the event of a pandemic outbreak, the HIDOE shall take direction from the Governor, HI-EMA, DOH, and the counties' Department of</p>

Emergency Management.

HIDOE's COVID-19 Response Team members include: Deputy Superintendent Phyllis Unebasami, Office of Facilities and Operations Assistant Superintendent Randall Tanaka, Office of Student Support Services Assistant Superintendent Heidi Armstrong, Office of Talent Management Assistant Superintendent Cynthia Covell, Communications Director Lindsay Chambers, Emergency Management Officer and Safety & Security Director Maynard Mendoza, Student Health Administrator Dr. Timothy Lino, Chief of Staff Camille Masutomi and Coordinated Support Director Sandra Goya.

HIDOE Phases of Design & Delivery

Phase 1 (February-March)	Phase 2 (April-May)	Phase 3 (June-July)	Phase 4 (August)
Continuity of School Year 2019-20 & Initiating Department Support Service	Summer Learning & Transition Planning	Planning for Reopening: School Year 2020-21	Start of School Year 2020-21 on Aug. 4

HIDOE Response Levels

Response Level 1: Prevention & Sanitation

- Context: Risk of limited community transmission. At the time, no confirmed cases in Hawai'i
- HIDOE Goal: Prevention of community spread.
- HIDOE Actions:
 - Establish a HIDOE Response Team
 - Establish contact with key partner agencies, such as DOH.
 - Review Governor's proclamation and determine HIDOE actions.
 - Work with the Hawai'i State Public Charter School Commission to establish protocols and decision-making authority.
 - Establish agreements with private schools for communication and sharing resources.

Response Level 2: Targeted Social Distancing

- Context: Sustained (ongoing) community transmission. Confirmed case(s) in Hawai'i.
- Prepare for the possibility of a student, family member or employee contracting the disease.
- HIDOE Actions:
 - Establish decision-making protocols and communicate to the schools, complex areas, state offices and the charter school commission.
 - Identify programs and services that will be disrupted at Level 3.
 - Begin weekly HIDOE Response Team meetings.
 - Request that the Board of Education consider alternative ways of convening for decision-making should there be a statewide shutdown, and discuss emergency considerations for graduation requirements.

Response Level 3: School or Neighborhood Social Distancing

- Context: Widespread, sustained (ongoing) transmission.
- HIDOE Goal: Respond to case(s) at a school (e.g. sick student, family member or employee).
- HIDOE Actions:
 - Establish and communicate authority to initiate actions in the event of Response Level 4 – complete shutdown of all public schools, complex areas, state offices and the charter school commission.
 - Determine protocols for continued situational awareness and for initiating the reopening of schools.
 - Address with HI-EMA the coordination of announcements and decision-making for public and school communities.

Response Level 4: Increasing Regional, Island-wide or Statewide Threat

- Context: Widespread, sustained (ongoing) transmission and

restrictions on entry to the U.S.

- HIDOE Goal: Respond to the spread of case(s) in Hawai'i, including schools.
- HIDOE Actions:
 - Develop HIDOE Continuity of Education resource websites for educators and parents/students.
 - Determine the need to revise summer school schedules and offerings to make up for the loss of school days.
 - Submit waiver request to U.S. Department of Education for Hawai'i state accountability modifications for the Every Student Succeeds Act.
 - Conduct deep cleaning of school and office facilities.

COVID-19 Monitoring and Reporting

If 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, the following steps will be taken:

- DOH will conduct an investigation and individuals involved will be directed to a 14-day home quarantine or isolation.
- DOH will send a letter to the principal with start and end dates of an individual's quarantine or isolation. The affected individuals will also receive a letter from the DOH notifying them once they have completed their quarantine or isolation.
- DOH will work with the school principal if someone (student or employee) at the school is identified as being affected by COVID-19.
- HIDOE will provide requested information to DOH related to COVID-19, including contact tracing.
- **Note:** It is the employee's responsibility to notify his/her HIDOE supervisor if he/she tests positive for COVID-19 or has been identified as a close contact to someone who has tested positive while working at a non-HIDOE site or other non-HIDOE situation (e.g., at a second job, attending a conference/workshop, attending a gathering).

If there is a confirmed case of COVID-19 on a school campus, protocols will be escalated as decisions about closing school

facilities and communication with stakeholders will be necessary. HIDOE will implement guidance in its [Health & Safety Handbook](#) and its [Pandemic Contagious Virus Plan](#) to coordinate appropriate responses.

Emergency Proclamations

Gov. David Ige emergency proclamations for COVID-19:

- [Tenth Supplementary Proclamation](#), July 17, 2020
- [Ninth Supplementary Proclamation](#), June 10, 2020
- [Eighth Supplementary Proclamation](#), May 18, 2020
- [Seventh Supplementary Proclamation](#), May 5, 2020
- [Sixth Supplementary Proclamation](#), April 25, 2020
- [Fifth Supplementary Proclamation](#), April 17, 2020
- [Fourth Supplementary Proclamation](#), March 31, 2020
- [Third Supplementary Proclamation](#), March 23, 2020
- [Second Supplemental Proclamation](#), March 21, 2020
- [Supplementary Emergency Proclamation for COVID-19](#), March 16, 2020
- [Emergency Proclamation for COVID-19](#), March 5, 2020

County Resources:

Mayors' proclamations and emergency orders: [Honolulu](#) | [Kaua'i](#) | [Maui](#) | [Hawai'i](#)

Interruption to School Year

In the event of an immediate need for school closure due to a case of COVID-19, the principal will contact the complex area superintendent to get approval for the initial or temporary closing of a classroom, office or school.

Based on the timing to clean and sanitize the facilities and adhere to the health and safety guidelines at the time of the event, long-term school closures will be approved by the Superintendent in collaboration with the school and complex area.

Communications regarding the school closure and re-opening will be coordinated between the school and the Communications Branch, as multiple methods of informing families will be needed (e.g., SchoolMessenger, website, social media, and traditional media.)

	<p>As long as educational programming can be offered, even with the closing of the school facilities, the Department will continue to instruct students and take attendance.</p>
<p>Resources</p>	<p>Hawaii State Department of Health (DOH)</p> <p>DOH is leading an inter-agency collaborative effort to keep our community safe and healthy.</p> <ul style="list-style-type: none"> ● Hawaii-specific COVID-19 updates ● Latest information on cases in Hawaii ● Data dashboard ● State of Hawaii traveler health form <p>Centers for Disease Control and Prevention (CDC)</p> <p>The CDC is responding to this pandemic by preparing health care workers, learning more about how the disease spreads, and supporting state and local governments on the front lines of the outbreak.</p> <ul style="list-style-type: none"> ● Print materials and resources ● COVID-19 symptoms ● How to protect yourself and others ● What to do if you are sick ● Use of cloth face coverings to slow the spread of COVID-19 ● Considerations for travelers ● Guidance for childcare, schools and youth programs ● CDC archive of guidance documents <p>Gov. David Ige economic recovery plans</p> <ul style="list-style-type: none"> ● Economic and community recovery navigator ● State Economic Recovery Draft Strategy Plan, June 4, 2020 <p>Hawaii State Department of Transportation</p> <ul style="list-style-type: none"> ● COVID-19 transportation-related information <p>Hawaii State Legislature</p> <p>Hawaii Senate Special Committee on COVID-19: Appointed by</p>

Senate President Ronald D. Kouchi on March 18, 2020, the committee will assess and advise the Senate regarding the state's COVID-19 plans and procedures.

- [Committee reports, agendas and presentations](#)

Hawaii House Select Committee on COVID-19 Economic and Financial Preparedness: House Resolution No. 54 established the committee to work with representatives from local and state government, private industry, and nonprofit agencies to inform the House on the state's economic and financial preparedness.

- [Committee reports, agendas and presentations](#)

A Message from Superintendent Dr. Christina Kishimoto

Aloha HIDOE students, families, staff, teachers and leaders,

As we move forward in our commitment to reopen schools ~~on Aug. 4~~ for the fall semester, we know that the delivery of instruction in Hawai'i, the nation and the world, is going to look very different. Our HIDOE 'ohana has been diligently working on plans for the new school year, growing from this experience and applying lessons learned toward our commitment to equity of access and quality education.

The pandemic has presented us with the opportunity to transform equity of access within our public education system by making permanent, innovative improvements to our digital learning approaches to better engage our students, particularly our most vulnerable learners. Recent distance-learning survey data from principals, teachers, students and families indicate a need for greater investment in student and teacher access to devices, access to reliable internet connectivity and support for distance learning. Therefore, we will continue our focus on the modernization of our technology infrastructure to support quality teaching and learning using new modalities, including pushing services and learning into the community through digital learning hubs and teleservices. We will also expand our technical support to families in this changing environment through a new 'Ohana Help Desk, because families are critical partners in our keiki's success.

Our reopening framework addresses the Department's plans for safely welcoming our students and teachers back to campus in the fall. We also developed a detailed [Principal Handbook](#) for our school leaders that will help guide them on implementing our Return to Learn reopening plan. Our public schools are the central hub within each neighborhood of parental engagement and student success, thus our principals and their school teams will be an important source of information during these changing times.

This is not a static plan. Please continue to check back here for updates. As the situation evolves or as new guidance becomes available, we will need to continually adjust our plans to ensure that we are providing a safe learning and working environment for our HIDOE 'ohana, within the context of our learning organization and

mission. Mahalo for your support and dedication to our haumana. By working together, we can deliver on the promise of public education to Hawaii's students.

Sincerely,



Dr. Christina M. Kishimoto

Superintendent

Overview

The state of Hawai'i is required to plan and prepare for disasters and emergencies that may result from a wide variety of threats and hazards. Established in June 2019, the Hawai'i State Department of Education's (HIDOE) [Emergency Operations Plan \(EOP\)](#) is an all-hazards plan that establishes a single, comprehensive framework for the coordination of authority, responsibility, and support from HIDOE. When directed, we will take the appropriate actions to mobilize and deploy resources to assist in life, safety, and property protection efforts in accordance with the State of Hawai'i Emergency Operations Plan (HI-EOP). The [Pandemic Contagious Virus Plan](#), which was revised in March 2020, provides a comprehensive set of actions HIDOE will take in dealing with any pandemic threat to our schools and offices.

Return to Learn: School Reopening Plan is the Department's specific response to the impact of the COVID-19 health pandemic on our schools. It articulates the scope of work required to respond to health and safety issues while implementing the Hawai'i State Board of Education's [call to action](#) for our school communities to give hope, act with kindness and work toward togetherness in preparing to reopen schools.

All department personnel are expected to be familiar with the contents of the emergency plans for their office, complex area and school. Staff members tasked with specific duties under this plan must ensure procedures and resources are in place to successfully execute these functions and participate in training and exercises to ensure they have the knowledge and experience to perform their respective roles.

The plan will continue to evolve, incorporating lessons learned from actual experiences, ongoing planning efforts, training and exercise activities, and senior leader guidance.

Financial Strategy

Hawai'i continues to cope with the escalating fiscal uncertainties created by the COVID-19 pandemic, including a steep decline in tax revenues that fund the state's budget. This has a significant impact on the Department, whose operations comprise nearly one-quarter of the state's general fund budget.

The Department prioritized 10 areas for COVID mitigation: summer learning, CTE-aligned student internships, devices for learning, connectivity for devices, distance-learning training, and staff differentials; and on the operations side, cleaning, health and safety, and transition safety nets.

Financial support for the implementation of schools' academic and financial plans while responding to the logistical challenges posed by the ongoing pandemic is expected to come from the following:

- **Existing budget appropriations for fiscal year (FY) 2020-21** contained in Senate Bill 126, which was passed by the Legislature on June 26, 2020. The funding bill does not include any of the requests for additional funding by the Board of Education, which sought support for projected shortfalls for electricity and Workers' Compensation. In addition, \$100.2 million of state funding was reduced for various payroll and non-payroll expenses. As a result, this bill provides less state support for operations compared to the prior fiscal year. The Department has initiated the distribution of first-quarter funding to facilitate continued preparation by schools and offices for the opening of schools for SY 2020-21.
- **Unspent prior-year appropriated funds (carryover).** Schools and offices were encouraged to reduce spending in the last quarter of FY 2019-20, which is how the Department anticipates managing the \$50 million budget cut to state support contained in Senate Bill 126. Any available balances of state funds remaining at the end of FY 2019-20 will be carried over directly to schools to be used in FY 2020-21, or, in the case of funds that were not allocated to schools, carried over centrally to be used to manage projected program shortfalls.
- **Reprioritization of available funds.** Over the course of FY2020-21 expenditures will be closely monitored and scrutinized to facilitate the reprogramming of limited resources to support high-priority activities. For example, in March 2020 the Department reprioritized and distributed a \$300,000 allocation of Department of Defense Supplement to Impact Aid funds to complex areas based on Weighted Student Formula weighted enrollment to be used for COVID response.
- **Assistance from the Hawai'i Emergency Management Agency (HI-EMA).** To the extent possible, the Department will continue to seek the direct provision from HI-EMA of personal protective equipment and health and safety supplies as well as reimbursements for expenditures made for these purposes by schools and offices. The legislature approved \$100 million in Coronavirus Relief Fund (CRF) monies to HI-EMA to provide these supports to state agencies.
- **New federal grants and donations.** The Department will continue to seek additional resources from federal grants and private donations and, to the extent possible, seek to leverage the funds to support school operations. Examples include the Coronavirus Aid, Relief, and Economic Security (CARES) Act appropriations for the Coronavirus Relief Fund, which are also known as State and County Assistance funds, and the Governor's Emergency Education Relief Fund.
- **CARES Elementary and Secondary School Emergency Relief (ESSER) Fund.** The federal funds appropriated in the CARES Act and awarded directly to the Department are ESSER Funds. This \$43.4 million award represents approximately 2% of the Department's annual operating budget. Since awarded on May 14, 2020, these funds have provided a reliable source of support during very fiscally uncertain times, allowing the Department to commit to several strategic and leveraged investments to support schools during the pandemic. For a summary of the approved uses as of June 29, 2020, [click here](#).

- Potential additional federal COVID response funds.** The Department continues to remain cautiously optimistic that in the months ahead as the financial fallout from the pandemic mounts, Congress will authorize additional assistance for a variety of purposes, including support for state governments and school districts, in particular.

Core Assumptions for Reopening Schools

The Core Assumptions for Reopening Schools shall serve as the guiding principles to support decision-making throughout the HIDOE tri-level structure as schools, complex areas, and state offices navigate the changing circumstances in Hawai'i and collective impacts on our public school system.

1. The core operations of public education and school models must be adjusted according to the Impact Level of the public health emergency identified for the community. Impact levels may vary by County. The matrix below displays the five levels of impact as described by the [Governor's Reopening Hawai'i Plan](#) and the potential changes in the HIDOE's operations in opening schools.

Stay at Home (Major Disruption)	Safer at Home (Moderate Disruption)	Act with Care (Minor Disruption)	Recovery (Minimal Disruption)	New Normal (No Disruption)
Online distance learning and instructional packets	<p>Distance learning will continue.</p> <p>Face-to-face instruction is provided in compliance with CDC and DOH guidelines for vulnerable learners for whom online learning is not appropriate.</p>	<p>Distance learning will continue.</p> <p>Face-to-face instruction is provided in compliance with CDC and DOH guidelines for vulnerable learners and early grade levels (K-2; SPED PreK).</p> <p>Based on an evaluation of operations, personnel, and facilities, face-to-face instruction may include additional groups of</p>	<p>Face-to-face instruction in compliance with CDC and DOH guidelines is allowable for all students.</p> <p>Blended learning and distance learning may be used to reduce the number of students on campus to enable social distancing.</p>	<p>All students are allowed back on campus.</p> <p>HIDOE will continue to monitor the public health situation for any changes.</p>



students.

2. School year 2020-21 will include 180 instructional days with an array of delivery instructional models that are developmentally appropriate to the needs of learners, adhere to the health and safety guidelines, and consider the unique conditions of the community regarding the impact of COVID-19.

Target start dates:

- Teachers - July 29, 2020
- Students - August 4, 2020

Delivery of instruction:

- In-class
- Blended learning
- Virtual/online

Pursuant to the BOE resolution adopted on June 18, 2020, "*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...*"

3. School models will reflect a culture of care that is consistent with the BOE principles of Giving Hope, Acting with Kindness, and Working toward Togetherness. Thus, school models will demonstrate:

- Adherence to the health and sanitation directives to ensure the health and safety of our students, employees, families, and community members.
- Priority for students who have challenges with online learning or need additional support to be successful academically for on-campus learning.
- Flexibility as schools address facilities and workforce capacity and health and safety guidelines to provide supervision and optimal learning conditions for their most vulnerable students. Models will be designed to align within a complex area to support families with learners in multiple schools to the greatest extent possible.

4. Accommodations, in compliance with the Americans with Disabilities Act (ADA), will be provided for teachers, administrators, school staff, and students who are at heightened risk for severe illness from COVID-19 due to their age or other health conditions.

Acknowledgements

Deep appreciation is extended to the tri-level HIDOE leadership team and countless staff members who contributed to the development of this plan, including Yvonne Lau representing the Hawaii State Public Charter School Commission.

HIDOE's reopening framework was developed in consultation with the Hawaii Board of Education (BOE) Reopening Schools Parent Feedback Committee, an ad hoc committee of 15 parents and grandparents. The committee, which was led by BOE Member Maggie Cox and supported by BOE Chairperson Catherine Payne, contributed diverse feedback and perspective that was critical to ensure that needs and concerns from the entire school community were heard and addressed.

Mahalo to Andrea Alexander, Ryan Arakawa, Karen Arakawa, Katie Bojakowski, Ember Freitas, Mildred Hetrick, An'Gelle Kaeo, Maile Ka'opua, Sharlene Murata, Bruce Nakamura, Neal Okamoto, Wyomie Pilor, Mark Segawa, Lyndee Sprenger, and Kelli Taylor.

The collaborative work of public education stakeholders, both internal and external, is so vital to ensuring student success, especially during these unprecedented times. Thank you for your commitment and dedication toward strengthening our Hawai'i public school system.

Mahalo to Deputy Superintendent Phyllis Unebasami for serving as master facilitator of this leadership collaborative.