

Appendix A

MEMORANDUM OF UNDERSTANDING

BETWEEN

STATE OF HAWAII BOARD OF EDUCATION AND

HAWAII STATE TEACHERS ASSOCIATION

(SY2020-2021 COVID-19 RESPONSE)

Elementary School Models

<h3>Elementary School Models</h3>	Social Distancing Addressed	180 Days of Instruction	Grades PK-2 on Campus full-time ¹	Vulnerable Students on campus full-time	Student Support Services available	Health and Sanitation addressed	Collective Bargaining consideration
	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
<p>Model A: Face-to-Face Learning Model</p> <ul style="list-style-type: none"> All students on campus daily (full-time) for face-to-face instruction. 	Y	Y	Y	Y	Y	Y	Y
<p>Model B: Blended Rotation</p> <ul style="list-style-type: none"> All students will be on rotation. Priority will be given to K-2 students and vulnerable students for daily face-to-face instruction to the greatest extent possible. Groupings of students on a rotation will best accommodate the needs of the school community. <ul style="list-style-type: none"> Example of groupings - A/B, A/B/C, A/B/C/D, AM/PM, alpha, geographic, other One group of students to be present on campus receiving face-to-face instruction while the other group(s) participates in distance learning. 	Y	Y	Y	Y	Y	Y	Y
<p>Model C: Hybrid (Face-to-Face & Blended Rotation)</p> <ul style="list-style-type: none"> Lower Elementary and Vulnerable Students: Face-to-face instruction daily (full-time) Upper Elementary: Blended Rotation 	Y	Y	Y	Y	Y	Y	Y

¹ Priority must be given to PreK-2 students for face-to-face instruction. Given their maturity level and limited literacy and social skills, these students are the least equipped to learn independently. Additional grades should be added as space and social distancing allow. Schools should limit the mixing of students during the school day.

Middle School Models

Middle School Models	Social Distancing Addressed	180 Days of Instruction	Grades PK-2 on Campus full-time ¹	Vulnerable Students on campus full-time	Student Support Services available	Health and Sanitation addressed	Collective Bargaining consideration
	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
<p>Model A: Face-to-Face Learning Model</p> <ul style="list-style-type: none"> All students on campus daily (full-time) for face-to-face instruction. Teacher would work with family to determine if student could work from home asynchronously. 	Y	Y	N/A	Y	Y	Y	Y
<p>Model B: A/B Two-Day Rotation Learning Model</p> <ul style="list-style-type: none"> 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. Teacher would work with family to determine if student could work from home asynchronously. 	Y	Y	N/A	Y	Y	Y	Y
<p>Model C: Combination Rotation Learning Model</p> <ul style="list-style-type: none"> 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. Teacher would work with family to determine if student could work from home asynchronously. 	Y	Y	N/A	Y	Y	Y	Y

High School Models

High School Models	Social Distancing Addressed	180 Days of Instruction	Grades PK-2 on Campus full-time ¹	Vulnerable Students on campus full-time	Student Support Services available	Health and Sanitation addressed	Collective Bargaining consideration
	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
<p>Model A: Face-to-Face Learning Model</p> <ul style="list-style-type: none"> All students on campus daily (full time) for face-to-face instruction. Teacher would work with family to determine if student could work from home asynchronously. 	Y	Y	N/A	Y	Y	Y	Y
<p>Model B: AB Two-Day Rotation Learning Model</p> <ul style="list-style-type: none"> Priority will be given to vulnerable students for daily face-to-face instruction to the greatest extent possible. 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. <ul style="list-style-type: none"> Possible rotations include, but are not limited to, alpha, grade level, houses, academies, geographic. Teacher would work with family to determine if student could work from home asynchronously. 	Y	Y	N/A	Y	Y	Y	Y
<p>Model C: Hybrid (Face-to-Face & Blended Rotation)</p> <ul style="list-style-type: none"> Most vulnerable students on campus daily for face-to-face instruction. 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. Provide flexibility to principal to determine rotational schedule <ul style="list-style-type: none"> Possible rotations: A/B/C, A/B/C/D, AM/PM, alpha, grade level, houses, academies, geographic Teacher would work with family to determine if student could work from home asynchronously. 	Y	Y	N/A	Y	Y	Y	Y