HIDOE COVID-19 Update

LEADING IN A TIME OF CRISIS

Dr. Christina M. Kishimoto
Superintendent
Timeline of COVID-19 Impact

March 4
Governor’s initial COVID-19 Proclamation

March 10
Tri-level COVID-19 Response Team initiated

March 15
Spring break extended one week through March 27

March 16

Spring break begins

March 16
Governor’s Supplemental Proclamation

March 20
HIDOE receives USDOE approval to cancel federally mandated testing for SY19-20

March 21
Governor’s Second Supplemental Proclamation

March 23
Governor’s Third Supplemental Proclamation

March 23
Grab-and-go school meal distribution begins

March 24
Schools to remain closed through April 30

March 31
Governor’s Fourth Supplemental Proclamation
Timeline of COVID-19 Impact

April 2
BOE approves modified graduation, assessment requirements

April 15
Alternative graduations planned

April 16
Governor’s Fifth Supplemental Proclamation

April 17
Distance learning to continue through end of school year

April 20
Governor’s Sixth Supplemental Proclamation

April 25
Distance learning to continue through end of school year

April 28
Telehealth hotline launched

April 30
Class of 2020 alternative graduation plans announced

May 5
Governor’s Seventh Supplemental Proclamation

May 10
Governor’s Eighth Supplemental Proclamation

May 15
Campbell High hold first virtual graduation ceremony

May 18
Distance learning survey sent to teachers, secondary students

May 19
Summer school plans announced

May 19
Grab-and-go meals extended at specific sites through summer session
Response Levels

Response Level 1: Prevention & Sanitation

**Context:** Risk of limited community transmission. At the time, no confirmed cases in Hawaii.

**HIDOE Goal:** Prevention of community spread.

**HIDOE Actions:**
- Establish a HIDOE Response Team.
- Establish contact with key partner agencies, such as the Hawaii State Department of Health.
- Review Governor’s proclamation and determine HIDOE actions.
- Work with the Hawaii State Public Charter School Commission to establish protocols and decision-making authority.
- Establish agreements with private schools for communication and sharing resources.

Photo credit: Hawaii News Now Sunrise
Response Levels

Response Level 2: Targeted Social Distancing

**Context:** Sustained (ongoing) community transmission. Confirmed case(s) in Hawaii.

**HIDOE Goal:** 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 Levels
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 Levels

Response Level 4: Increasing Regional, Islandwide 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 Hawaii, 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.
- Conduct deep cleaning of school and office facilities.
Three Phases of Design and Delivery

Phase 1
Continuity of School Year 2019-20 & Initiating Department Support Service

Phase 2
Summer Learning & Transition Planning

Phase 3
Planning for Reopening: School Year 2020-21
HIDOE Phase 1

Continuity of School Year 2019-20 & Initiating Department Support Services

- Coordinated response to the escalating situation with county, state and federal agencies.
- Conducted daily statewide leadership meetings to strategize student and employee supports, which was later reduced to bi-weekly meetings as the situation evolved.
- Published HIDOE’s Guidance for Long-Term Closures on April 7, providing direction to schools on how to continue the school year with facilities closed.
- Distributed telework guidelines and agreements to supervisors a week prior to the physical closure of HIDOE facilities.
HIDOE Phase 2

Summer Learning & Transition Planning

- Provided special education and related services to students through Extended School Year programs.
- Expanded online distance learning instructional delivery for safety and alternative scheduling for summer school.
- Offered statewide credit recovery opportunities targeting students who did not meet proficiency, at no cost to students grades 6-12 (expanded from juniors and seniors initially).
- Launched school-based summer learning opportunities, including extended learning, kinder boosts, targeted enrichment, mobile learning hubs, outreach and community-based learning hubs.
HIDOE Phase 3
Planning for Reopening: School Year 2020-21

- Reopening guide for principals and statewide online/blended distance learning readiness plan.
  - Completed review of recommended reopening school guides and resources from other states/countries.
  - Developing stakeholder groups for input.
  - Continuing to refine data queries for decision-making and assessment needs for instructional design.
HIDOE COVID-19 Response

Telework Approach

HIDOE Considerations

• What types of supports and systems are needed to quickly shift appropriate salaried employees to telework arrangements?

HIDOE Actions

• All levels of the Department met frequently using e-conferencing platforms provided by HIDOE, which includes Webex and Google Meet. Training was provided to support these efforts.

• Members of HIDOE leadership held frequent discussions with union leaders to ensure that a common understanding of protocols and procedures were implemented in response to the crisis.
HIDOE COVID-19 Response

Continuity of Learning

HIDOE Considerations

• How do we continue education during a long-term closure of school facilities?

HIDOE Actions

• Continuity of Learning websites were launched.
• Schools quickly assembled a system to distribute devices and learning packets to families.
• Schools now have the opportunity to use Blackboard Learn as a Learning Management System (LMS) for the 2020-21 school year.
HIDOE COVID-19 Response

**Technology Integration**

**HIDOE Considerations**

• How do we support students with the transition from classroom to distance learning?

**HIDOE Actions**

• Devices and network connectivity tools were purchased centrally to support summer learning plans at complex areas and schools, including 10,000 Chromebooks, iPads and MiFi hotspots.

• Support and training for the online transition was provided and continues to be developed via HIDOE’s Technology Guidance, IT Help Desk, and the upcoming summer launch of the ‘Ohana Help Desk for families.
HIDOE COVID-19 Response

Operations

HIDOE Considerations

• What are some conditions for distance learning, including such wraparound supports as meals, health and safety protocols?

• What types of supports do HIDOE schools and offices need for proper cleaning and sanitizing?

HIDOE Actions

• HIDOE served more than 1 million meals from 71 school sites between March 23 and May 22.

• Department-specific cleaning guidance was drafted and published on May 7. Webinars for principals and custodians were held on May 20–21 to go over the procedures.
HIDOE COVID-19 Response

Graduating Students - Prioritize Seniors

HIDOE Considerations

• What federal, state and county guidance do we need to take into consideration as schools plan for alternative commencement ceremonies?
• What types of supports are needed for graduates as they transition to postsecondary or career opportunities?

HIDOE Actions

• All public high schools held safe, alternative commencement ceremonies, which included virtual, drive-through, drive-in and in-person staggered diploma pick up for over 11,000 students.
• Implemented a summer internship program with HIDOE offices for graduating seniors.
HIDOE COVID-19 Response

Targeted Partnerships

HIDOE Considerations

- How can HIDOE continue to provide services that are typically available at schools to students and families while facilities are closed?

HIDOE Actions

- A telehealth hotline for public school students was launched on May 1 by the Hawaii Keiki program, a partnership with HIDOE and the UH School of Nursing.
- HIDOE met weekly with the Broadband Hui to advance access to technology and high bandwidth in Hawaii.
HIDOE COVID-19 Response

Communication & Outreach

HIDOE Considerations

• What’s the most effective way for the Department to communicate updates to its 44,000 employees and the families of 180,000 students while HIDOE facilities are closed?

• How do we communicate Department decisions given the rapidly evolving situation at the county, state and federal levels?

HIDOE Actions

• Launched a weekly COVID-19 Update eblast that went to all employees and posted it publicly on the Department’s website and social media platforms.

• Department leadership frequently engaged with the Governor, mayors and lawmakers to ensure strategic alignment of Department decisions.
HIDOE COVID-19 Response

Conditions for Learning

HIDOE Considerations

• What are the key conditions for learning, including wraparound supports like social-emotional learning, health and safety protocols?

HIDOE Actions

• Developed statewide trauma-informed professional development modules to help educators understand the science and impact of trauma and trauma-sensitive approaches when returning to school.

• Launched statewide School Based Behavioral Health (SBBH) virtual summer academy professional development.

• Took services out into communities such as telehealth, food, supplies and homeless supports.
HIDOE COVID-19 Response

Emergency Expenditures

HIDOE Considerations

- How do we ensure that schools and offices assess and prioritize their budget and spending for the current school year, summer learning and next school year?
- What types of emergency funding is available to assist HIDOE in providing equitable learning opportunities and services for all students, including the most vulnerable?

HIDOE Actions

- Cost mitigation approaches and guidance.
- Applied for federal CARES Act funding. Tracking COVID-related expenditures to claim for reimbursements from emergency disaster funds.
- Documenting a Digital Transformation of Ed Plan with funding needs beyond CARES $.

Uses of Federal COVID-19 Funding

<table>
<thead>
<tr>
<th>HIDOE Priority Area</th>
<th>Description</th>
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<tbody>
<tr>
<td>1. Summer Learning</td>
<td>Programs for credit recovery, e-school expansion for advanced learning and</td>
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<td>credit attainment, K-2 literacy, compensatory services, UH courses.</td>
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<td>2. CTE-Aligned Paid Internships</td>
<td>Paid internships within HIDOE to assist graduates in completing work</td>
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<td>experiences required for CTE credit and obtaining employability skills.</td>
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<td>3. Devices for Learning</td>
<td>Devices for high-need schools to ensure all students have a device to use</td>
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<td>and to close the resource gap.</td>
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<td>4. Connectivity</td>
<td>Broadband hotspots and devices with built-in connectivity for student/staff</td>
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<td>use and deployment of mobile WiFi hubs to increase connectivity.</td>
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<td>5. Learning/Lesson Platform</td>
<td>A learning platform system to support schools with online standards-based</td>
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<td>curriculum, blended learning, and online peer collaboration.</td>
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<td>6. Quality Distance Learning Training</td>
<td>PD for staff on delivering effective online learning and student support;</td>
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<td>Training for parents to better support their child with online learning.</td>
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<td>7. Staffing Differentials</td>
<td>Staffing differentials to support the stabilization of hard-to-staff areas.</td>
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<td>Operations 1: Cleaning</td>
<td>Supplies for cleaning and preparing schools for reopening in compliance</td>
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<td>with CDC and the Department of Health.</td>
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<td>Operations 2: Health and Safety</td>
<td>Health and safety considerations to ensure the wellness of employees who</td>
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<td>need access to school buildings and offices.</td>
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<td>Operations 3: Transition Safety Nets</td>
<td>Funds for schools/offices to provide resources to support families, students</td>
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<td>and communities with differentiated needs as we transition to reopening.</td>
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Advancing Innovations That Matter

What emergency response changes will be permanent?

• Parental education around distance learning
• Leverage the HIDOE Digital Transformation Plan as our 2021 equity agenda
• Take learning out into community - micro learning hubs
• Leverage telework, telehealth
• Target partnerships with organizations that can help eliminate obstacles for equity of access
• Position HIDOE as the voice of those left out - diversity and inclusivity
Your Stake in the Ground

*How can I help our public schools?*

**What is needed:**

- Donations of hotspots with funding for monthly fee.
- Donation of devices within HIDOE specifications.
- Community-based online tutoring hubs.
- Technology training for parents.
- Part-time internships for students.
- Neighbor island and rural area freight support.
- Personal Protection Equipment (PPE).
- Cleaning supplies.
- Meal service support - extension to ohana.

For more details on contributing a donation, gift, or collaborative opportunity, visit [bit.ly/HawaiiDOEsupport](http://bit.ly/HawaiiDOEsupport).