

This Handbook provides Return to Learn guidance for Quarter 4,
School Year 2020-21 and will sunset when the school year ends.
Version 8 - May 3, 2021

HAWAII STATE DEPARTMENT OF EDUCATION

RETURN TO LEARN: SCHOOL REOPENING PLAN

PRINCIPAL HANDBOOK



Photo credit: Lindsay Miyashiro, Kalaniana'ole Elementary and Intermediate

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Purpose of the Handbook

The Hawai'i State Department of Education (HIDOE) continues to be proactive and agile in its tri-level response to the COVID-19 pandemic across schools, complex areas, and state offices. Version 8 of this handbook reflects the changes in CDC and Hawaii DOH guidance in the opening of Quarter 4 for SY20-21. *New guidance for the opening of SY21-22 is forthcoming.*

Principals are in the midst of evaluating school facilities, teacher-student ratios, and health guidelines to ensure the continuity of learning on healthy and safe campuses. It is a monumental task that lacks precedent and challenges our ability to continually adjust and recalibrate to a new normal while grappling with budgetary shortfalls and economic recovery efforts.

This handbook provides our school principals with an overview of key areas for decision-making and considerations affecting the opening of and as needed, updated guidance for school year (SY) 2020-21. It addresses school operations, requirements (must-dos) with timelines, guidelines (how-to) with operating procedures, and program lead contact information and, in addressing the ongoing COVID-19 situation, serves as a complement to current Hawai'i State Board of Education (BOE) policies and HIDOE protocols, manuals and procedures. This handbook is a living document that will continue to be updated as conditions change throughout the 2020-21 school year.

During this time of uncertainty and crisis, mahalo for your tremendous leadership and insight as we venture forward to reinvent our school designs to optimize learning for our haumana and refocus our professional development to expand distance learning support for our educators.

Update:

The Principals' Handbook captures SY 2020-21 fourth quarter changes as HIDOE plans to further ramp up in-person learning given the current low community transmission rate. The CDC Science Brief, [Transmission of SARS-CoV-2 in Schools](#), reports there are consistent patterns that elementary schools have lower COVID incidence rates than secondary schools. While trends among children and adolescents aged 0-17 parallel those of adults, only 10% of cases are school-aged, and children ages 0-10 have less incidences and experiences than adolescents.

In addition, the CDC has identified health equity considerations as rationale for in-person learning. The absence of in-person educational opportunities may disadvantage children from low-resourced communities, including those with large representation of ethnic minority groups, English learners, and students with disabilities. In-person instruction in K-12 schools promote and provide access to health educational environments for students and adults, reducing isolation and unaddressed needs, through services such as counseling, meal and health services, and social-emotional learning opportunities with peers.

As a result, HIDOE will begin the immediate ramp up of in-person instruction at elementary schools during the fourth quarter (March 22-May 28) to allow the youngest learners the

opportunity to have some in-person time back in the classroom this academic year as we transition to summer learning and the next school year.

Paralleling this fourth quarter focus on elementary schools, HIDOE notes that secondary schools will continue to ramp up in-person instructional efforts for students while recognizing and addressing the unique challenges faced by secondary schools. (Example: secondary student schedules do not allow for the elementary-type student “cohorts.”)

An addendum at the end of this Handbook captures the newest directions for SY20-21 quarter 4.

HIDOE Communications

HIDOE will continue to share updates about SY 2020-21 and the COVID-19 situation:

- On its public website, intranet and social media channels (Facebook, Twitter, Instagram, LinkedIn).
- As needed, updates will also be emailed to official k12.hi.us Google accounts.

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

Schools are encouraged to audit their communication channels to ensure that they are working properly, contacts are up-to-date, and determine whether or not additional channels are needed to communicate with internal and external school community audiences.

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 HIDOE leadership.

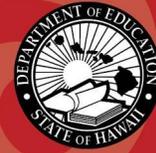
If media contacts a school, administrators are encouraged to work with the Communications Branch to ensure accurate and timely information is provided while also protecting student and employee privacy, as required by law.

Contact:

- Main phone line: (808) 784-6200 (staffed Monday through Friday, 7:45 a.m.-4:30 p.m.)
- Email address: doeinfo@k12.hi.us (This account is 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.

HAWAI'I STATE DEPARTMENT OF EDUCATION

Return to Learn: School Reopening Plan



July 2020

Health and Safety	<ul style="list-style-type: none"> • DOH Guidance • Health Rooms • Cleaning and Sanitation • PPEs 	<ul style="list-style-type: none"> • School Entrance, Exit and Student Transitions • Campus Visitors
School Design	<ul style="list-style-type: none"> • Assumptions about Instructional Designs • First two weeks of school • Assessment for Learning • Elementary Models • Middle School Models • Secondary Models 	<ul style="list-style-type: none"> • Multi-track Schools • Distance-Learning and Blended Learning • Home School Supports • Student Travel • Athletics • After-School Programming
Equity and Access	<ul style="list-style-type: none"> • Supports for vulnerable students: SPED, EL, homeless, migrant 	<ul style="list-style-type: none"> • Micro-Learning Hubs • Digital Transformation for Learning Plan
Operations	<ul style="list-style-type: none"> • Centralized Services (Meals, Busing, Facilities Use, Common systems - Enterprise G-Suite, E-School, internet access, Procurement, Help Desk) 	<ul style="list-style-type: none"> • School-Based Operations (Schedules, attendance, security, shared instructional spaces - PE, art, music/ band)
Staff Capacity	<ul style="list-style-type: none"> • Labor Unions • Professional development and training 	<ul style="list-style-type: none"> • Substitute teachers/ Casual Hires • Telework • Employment Laws
Family & Community	<ul style="list-style-type: none"> • Ohana Help Desk • Ohana Training and Informational Sessions • Device Loan Program 	<ul style="list-style-type: none"> • Telehealth • Communications Plan • Major Partnerships • Data Reports
Contingency Planning	<ul style="list-style-type: none"> • COVID-19 Emergency Planning Team • COVID-19 monitoring and reporting 	<ul style="list-style-type: none"> • Emergency Proclamations • Interruption to School Year

HIDOE Core Assumptions for Transitioning to a New School Model

The core assumptions initially developed for opening schools remain relevant and have been modified slightly for transitioning between learning models. They serve as guiding principles to support decision-making throughout the HIDOE tri-level structure as schools, complex areas and state offices navigate the changing COVID-19 circumstances in Hawai'i and the corresponding impacts on the school system.

1. The core operations¹ of public education and learning models implemented at schools must adjust as national and local agencies respond to the health pandemic and move our state toward eventual recovery. Impact levels may vary by county or island.

The information below includes considerations from the Hawai'i State Department of Health (DOH), Centers for Disease Control and Prevention (CDC), state of Hawai'i and Board of Education (BOE) for schools to consider and to assist with decision-making for increasing or decreasing on-campus learning. Schools and complex areas must consider the unique conditions of the community regarding the impact of COVID-19 as well as the decisions made by policymakers about the gradual opening of the state.

2. The transition phase design should be led by school and complex area leaders in collaboration with their school community. Each transition should include justification for:
 - a. The developmentally appropriate needs of their learners;
 - b. Prioritization of students with vulnerabilities to learning (e.g. SPED, EL, early elementary, significant transitions years – kindergarten, sixth, ninth, and 12th grade); and
 - c. Increasing the number of students on campus by determining the impact on workforce, modifications to facilities use, and other mitigating factors. These factors include but are not limited to a school's master schedule, assignments, and the rotation of in-person learning, and assurances that the school will be able to implement the CDC and HIDOE health and safety strategies:

Core Essential Strategies	To be implemented in every situation. Because of the effectiveness of these strategies, in-person learning always requires these strategies to be implemented in every situation.	<ul style="list-style-type: none"> - Staying home if unwell and going home if an individual becomes unwell at school. - Consistent masking. - Hand hygiene.
Mitigation	To be applied in	<ul style="list-style-type: none"> - Cohorting.

¹ Core operations include student transportation, food services, safety and security, facilities use, academic and co-curricular programs, adult education, athletics, etc.

<p>Strategies</p>	<p>combination to the greatest extent possible, with priority given to those strategies higher on this list. Schools should evaluate which measures they are unable to implement, and which measures can supplement the intended effects of that measure. For example, where physical distancing cannot be achieved, ensure open air ventilation, utilize air filtering systems, and keep students within established cohorts.</p>	<ul style="list-style-type: none"> - Physical distancing. - Adjusting ventilation systems to introduce additional outside air exchange to introduce fresh air. - Physical barriers (most important where masking and physical distancing cannot be maintained). - Cleaning (most important for high-touch areas).
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For each of the mitigation strategies, the following are required:

1. Training of all staff and students;
 2. Cycle of review and reminders while school is in session (e.g., monthly reminders, or as needed);
 3. System for monitoring and reporting compliance to the mitigation strategies;
 4. Articulated corrective action measures.
- d. Decision with assurances to the above and data on enrollment, method for delivering instruction, attendance, and other factors that were used to determine the transition phase design.
3. Communications with strategic partners and stakeholders (staff, parents, and community leaders) during the planning process and before implementation (e.g., affected unions) should be included in the timeline for the transition phase design. If changing models and/or changing working conditions — including the continuation or termination of teleworking agreements — through the Office of Talent Management (OTM), the Department will notify and consult with all unions.
 4. Target start dates for transitioning between learning models will be determined by schools and complex area leaders phasing in the school's selected model. At least two weeks notification will be given to parents and the school community.

Board of Education (BOE) Resolution

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..."

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:

1. Adherence to the health and sanitation directives to ensure the health and safety of our students, employees, families, and community members.
2. Priority for students who have challenges with online learning or need additional support to be successful academically for on-campus learning.
3. 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 or those identified by schools as high priority (for example, students in grades PreK-1 or students who have been difficult to connect with during distance learning). Models will be designed to align within a complex area to support families with learners in multiple schools to the greatest extent possible.

Health Policy Guidance

New guidance from DOH and the CDC to specifically assist schools with decision-making during this phase of the pandemic have recently become available. As the Department continues to evaluate and vet these resources, the data provided from these medical sources will be used by HIDOE and complex area leaders to understand the conditions impacting their local communities and their schools.

At the local level, [school guidance](#) issued March 15, 2021 by DOH includes metrics outlining five levels of community transmission of COVID-19 by island that would trigger corresponding learning model parameters for schools to consider and to assist with decision-making.

DOH Learning Model Parameters:

7-day Daily Average per 100,000 population, by Island *	Percent Positivity ¶	Consider the following Learning Model
0-2.0	0-0.99%	In-person learning
2.1-5.0	1.0%-2.49%	In-person learning for elementary students; blended learning for secondary students
5.1-10.3	2.5%-5.0%	Blended learning for students
10.4-15.4	5.1%-7.5%	Blended learning for elementary students; learning from home for secondary students
15.5+	>7.5%	Learn from home

* Hawai'i metrics for school reopening will be posted every week at: <https://health.hawaii.gov/coronavirusdisease2019/resources/school-guidance/>

¶ The testing positivity rate is defined as the percentage of all tests reported that are positive. Tracking percent positivity along with the number

Given the likely association between levels of community transmission of COVID-19 and risk of COVID-19 exposure in schools, a first step in determining when and how it is safe to reopen involves assessing the level of community transmission. School administrators, working with local public health officials, should assess the level of risk in the community and the likelihood of a case in a school facility, the likelihood that a case would lead to an outbreak, and the consequences of in-school transmission.

In addition to the DOH and CDC guidance, the [Governor's Reopening Hawai'i Plan](#) outlines five response phases during the pandemic.

State Roadmap to Recovery and Resilience:

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	Distance learning will continue. Face-to-face instruction is provided in compliance with CDC and DOH guidelines for vulnerable learners for whom online learning is not appropriate.	Distance learning will continue. Face-to-face instruction is provided in compliance with CDC and DOH guidelines for vulnerable learners and early grade levels (K-2; SPED PreK). Based on an evaluation of operations, personnel, and facilities, face-to-face instruction may include additional groups of students.	Face-to-face instruction in compliance with CDC and DOH guidelines is allowable for all students. Blended learning and distance learning may be used to reduce the number of students on campus to enable social distancing.	All students are allowed back on campus. HIDOE will continue to monitor the public health situation for any changes.

During the transition between the Act with Care and Recovery phases, the Department anticipates the following activities are generally allowed with added HIDOE sub-levels.

Proposed HIDOE sublevels for Act with Care modifications to the State Roadmap:

Act with Care Plus (Minor Disruption w/modifications)	<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 elementary 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 students.</p>
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<p>Act with Care Pre-Recovery (Minor Disruption w/transitions)</p>	<p>Distance learning continues.</p> <p>Face-to-face instruction continues with a careful and deliberate phase in of identified student groups in compliance with CDC and DOH guidelines for vulnerable learners, early elementary grade levels (e.g., K-2; SPED PreK, etc)., and students with specific needs.</p> <p>All transitions are based on an evaluation of operations, personnel, and facilities. They are created and timed to minimize the changes and impact of setbacks due to COVID-19 on the school operations.</p> <p>Periodic evaluations of adequate staffing and physical space needs will ensure the health and safety of students and staff, and implementation of social distancing guidelines.</p> <p>Updated DOH guidance for schools was released in March 2021. Complex area leaders will utilize the guidance and available related data in their decision making to mitigate risk in determining on-campus enrollment and school model transition phases.</p>
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School Models

For SY 2020-21, school leaders created elementary, middle/intermediate, and high school models for the reopening of the school year. Multi-leveled schools and boarding schools may consider any of the approved models within the grade-level bands that they serve (i.e. a K-8 school may consider adopting an elementary or middle school model).

School models may vary due to:

- a) number and size of school facilities,
- b) ability to accommodate enrollment numbers, and
- c) impact of instructional staff vacancies.

Adoption and Approval of SY 2020-21 School Model

Consistent with the BOE principles of Working toward Togetherness, school leaders will work with their school communities to propose adjustments to school day schedules and delivery of instruction methods (face-to-face, distance learning, hybrid/blended).

All adopted models must be consistent with the Core Assumptions and approved by the Complex Area Superintendent. Complex Area Superintendents will assure that the models for their portfolio of schools are redesigned to support families with learners in multiple schools to the greatest extent possible. Exceptions to the presented models must be submitted, with justification, for approval to the Office of the Superintendent by the Complex Area Superintendent. As schools have their models approved, principals or their designees will work with their respective Complex Area Superintendent and teams to modify procedures for the smooth operations of the school.

Any adjustments to the school models or school schedules will be communicated by schools upon the approval of the Complex Area Superintendent. Announcements will be made in a timely manner. In cases of emergency, HIDOE, working under the direction of the state Department of Health, will direct immediate actions to be taken to ensure the health and safety of students and employees.

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 CDC; and

- Abide by the current collective bargaining agreements between the labor unions and HIDOE.

In selecting a model, schools should consider the impact on school operations, such as bus transportation and the delivery of meals to all students, the impact on personnel, and the delivery of non-academic learning activities such as social emotional learning.

Elementary School Models	Social Distancing addressed	180 Days of Instruction	Grades PreK-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
Model A: Face-to-Face Learning Model <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
Model B: Blended Rotation <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
Model C: Hybrid (Face-to-Face & Blended Rotation) <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
Model D: Full Distance Learning Model <ul style="list-style-type: none"> ● Students receive instruction online or through other remote mediums (e.g., paper instructional packets) *Vulnerable students may be on campus. 	N/A	Y	N	*	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	Social Distancing addressed	180 Days of Instruction	Grades PreK-2 on campus full-time	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

Model D: Full Distance Learning Model <ul style="list-style-type: none"> Students receive instruction online or through other remote mediums (e.g., paper instructional packets) *Vulnerable students may be on campus. 	N/A	Y	N/A	*	Y	Y	Y
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<h2 style="text-align: center;">High School Models</h2>	Social Distancing addressed	180 Days of Instruction	Grades PreK-2 on campus full-time	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
Model A: Face-to-Face Learning Model <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
Model B: A/B Two-Day Rotation Learning Model <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
Model C: Hybrid (Face-to-Face & Blended Rotation) <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
Model D: Full Distance Learning Model	N/A	Y	N/A	*	Y	Y	Y

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| <ul style="list-style-type: none"> Students receive instruction online or through other remote mediums (e.g., paper instructional packets) *Vulnerable students may be on campus. | | | | | | | |
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HIDOE Virtual Offering

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 offering online courses 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 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 in order to earn the credit or grade.

Independent learning, learning support provided by an adult in the home; consultation with counselor from school will be available via virtual environment. In a “self-paced” distance learning environment where students are working in different physical locations, parents or other caring adults will need to take on a larger role in supporting their child through:

- Setting routines and expectations in partnership with the school for online learning.
- Creating a positive learning environment for their child including social-emotional supports.
- Acting as a learning partner through engaging in discussion, modeling positive learning practices (e.g. reading aloud, asking questions), and connecting learning to family life and interests.
- Partnering with their child’s school to surface concerns and share their child's progress during full distance learning.
- Helping with technology orientation and navigation

Students in this program will not be able to join student activities that require in-person participation (e.g., assemblies, afterschool programming). Exception: Eligible students enrolled at high schools delivering in-person or blended learning models of instruction may start after school workouts on campus, per the March 3, 2021 memorandum, “[Restarting Athletic Workouts on High School Campuses.](#)”

Teacher support will be provided for assessing readiness for the next grade level but will not be able to provide alternative instructional activities or support with the return to in-person learning.

Steps for registering for virtual learning programming, [click here.](#)

Students with High-Risk Medical Conditions

Parents and families should be encouraged to consult their child's healthcare provider to discuss the appropriateness of students with high-risk medical conditions attending campus for in-person instruction. This also includes students who depend on mechanical ventilation and students with tracheostomies.

When a student is at high risk for infection due to an underlying medical condition, the parent or school may request a meeting to discuss Section 504 eligibility and accommodations. In these cases, when a student is eligible for a Section 504 plan, providing online instruction and other distance learning opportunities *may* be an appropriate accommodation to the school's instructional model.

Parents of students with disabilities who are more susceptible to infections may want their child educated at home. When a student needs homebound instruction, ordered by a physician or medical practitioner, because of a medical problem for a period of 10 days or longer, the Individualized Education Program (IEP) team must meet to determine a change in placement (e.g. homebound). Schools should enlist the assistance of the public health nurse (PHN) and/or skilled nursing staff to assist the parent in obtaining a medical order by a qualified medical practitioner.

Homeschooling

Parents who are reluctant to send their children to school while Hawaii continues to deal with the community spread of COVID-19 and do not want their children to participate in the distance learning options available may choose to homeschool their children. Homeschooling is a parent-initiated educational alternative to compulsory school attendance. An Exceptions to Compulsory Education form ([Form 4140](#)) or a letter of intent to homeschool must be sent to the principal. Please direct the parent to the [HIDOE website for more information on the requirements for homeschooling](#).

Health & Safety

Department staff shall refer to the Department's [Health and Safety Handbook](#) for a comprehensive set of guidelines that ensure the continuity of learning on healthy and safe campuses. The Health and Safety Handbook serves as a supplement to this Principal Handbook on Reopening Schools for School Year (SY) 2020-21.

Campus Operations

Visitors on Campus

Schools shall take all reasonable precautions to maintain and enforce mitigation strategies such as mask requirements when meeting with parents and the public at school and HIDOE offices.

- Limit the number of non-essential visitors on campus.

- All visitors must be pre-approved by principal or designee unless in the case of emergencies. Appointments may be required to properly schedule and maintain health and safety measures.
- All visitors must complete a [Daily Wellness Check](#). Principals and their designees shall have the authority to restrict access to the campus for those individuals exhibiting any symptoms of illness.
- In cases of emergencies, the front office must be notified prior to arrival at the school, so that the school officials can respond as quickly as possible.
- Keep track of where visitors go and who they interact with on campus in case COVID-19 response becomes necessary.
- Post signage to direct deliveries to the appropriate area and inform about safety protocols.
- Principals and their designees shall have the authority to restrict access to the campus if a visitor doesn't have an appointment, and allow for scheduling a future appointment or other means of communication to maintain health and safety measures.
- Persons who are restricted from physical presence at the school or office shall be allowed to conduct business by telephone or other appropriate audio-visual technology.

Enrollment Count Dates

Official Enrollment Count

- August 31, 2020

Weighted Student Formula

- Count 1: August 31, 2020
- Count 2: October 12, 2020
- Count 3: January 8, 2021

Refer to SY 2020-21 Weighted Student Formula Updates [memo](#) dated August 19, 2020.

Special Education Per-Pupil Allocation (SPPA)

- Tentative allocation adjustment: April 30, 2020
- A final allocation adjustment on August 17, 2020 will be based on the students who were confirmed to be eligible for Special Education services on April 30, 2020. This will determine the SPPA calculation for SY 2020-21.

Attendance

To satisfy the requirements of 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.

Schools using Infinite Campus (IC) shall take daily attendance and enter it into the system. The module to enter information, either IC Attendance Module or Attendance Assignment in IC Gradebook, shall be determined by the Complex Area Superintendent for their respective complex areas.

Additional information about attendance can be found on the [HIDOE Intranet](#) (employee login required).

Pursuant to the BOE resolution adopted on June 18, 2020, *“BE IT FURTHER RESOLVED that the Board decrees that public school students engaged in distance learning being delivered by the Department or a charter school shall be considered in attendance at a public school for compulsory attendance purposes, pursuant to Section 302A-1132, HRS, provided that the Department issues clear directives to Department schools and guidance to families and the public regarding how Department schools are to determine whether a student is engaged in distance learning and in attendance...”*

Learning Assessments

Schools are encouraged to continue to assess all students from kindergarten through grade 12 to determine the students' readiness to meet the curricular standards of their current grade level. Schools may implement one of two options.

One option is for schools to utilize the Hawaii Multi-Tiered System of Support (HMTSS) to screen students to identify targeted needs. Schools will monitor student progress to inform instructional design for intervention and differentiation. (Please see our HIDOE link to [HMTSS guide](#) for best practices and considerations for student supports.)

The English Language Arts (ELA) and Mathematics universal screening will:

- Be administered at the start of the school year (Fall);
- Be aligned to the Hawaii Common Core; and
- Provide a measure of growth with screening also scheduled for mid-year (Winter) and year-end (Spring).

The other option is for schools to administer school-developed tests to assess student needs. All grade-levels and course departments will begin their formative assessment cycle during the first two weeks of school.

- The school-developed pre-tests will be aligned to the Hawai'i Common Core.
- The pre-assessments will be used as an initial diagnostic to establish baseline instructional goals and personalization.
- Grade-levels and departments will administer 5-10 formative assessments for each summative assessment to be used to inform quarterly grade determination.

This option may be used for other content areas or at schools that do not currently use a universal screener. Refer to this [memorandum](#) for additional information.

Please contact Garret Yoshimura if you have any questions, Garret.Yoshimura@k12.hi.us.

Statewide Summative Assessments

Statewide summative assessments such as the shortened Smarter Balanced Assessments, HSA-Alt, KAEO, and others, will be administered in-person on school campuses. The Assessment Section is exploring the possibility of remote administration of some assessments.

The Assessment Section will share U.S. Department of Education updates as they become available. Communication through various means, including the weekly Assessment News, emails, webinars, and trainings, will continue to keep test coordinators, teachers, and principals up-to-date on current policy and expectations.

For more information go to:

[SY 2020-21 Hawai'i Statewide Assessment Program \(HSAP\)](#)

Data Reports

Various data are available to inform decision-making on curriculum, instruction, and student supports, such as:

- [Return to Learn data](#)
- [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 \(CCRI\)](#)

Students with Disabilities

School Response To The Impact of COVID-19 on Students With IEPs

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.

The IEP/Section 504 teams may determine the need for one or more of the following:

1. High impact strategies/interventions which are available to all students through the Hawai'i Multi-Tiered Support System (HMTSS) process, and/or
2. Revision to the IEP (which may be a new annual), and/or
3. COVID-19 Impact Services.

Services beyond the typical school day may be necessary and are referred to as COVID-19 Impact Services. COVID-19 impact services, as defined in the [FAQ OSEP COVID 19](#)

[document](#), is based on individual student needs as determined by the IEP/Section 504 team and is not defined as a legal remedy for a denial of Free Appropriate Public Education (FAPE).

Service Delivery Models

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.

Student Evaluations/Assessments

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. Please see [Evaluation Process and Use of Assessments](#) for additional guidance on the evaluation and assessment process.

Technology Devices for Students

Schools to the greatest extent possible should be assigning one device per student to use for the school year. Classroom sets, such as laptop carts, can be labeled with the name of the student.

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

After-School Programs

Schools may plan for programs and services that extend the school's learning opportunities and care beyond the school day for their enrolled students on their school campuses by considering the community transmission data, and the capacity to maintain the core essential strategies and layering other mitigation strategies necessary to conduct activities safely.

Use of private providers will require documented commitment to adhere to these expectations and adjust as needed to the learning models of the schools they serve in. Prior to the start of these services, the identification of shared spaces and expectations should be shared and communicated to the school staff.

Consistent with HIDOE's [Guidance for Restarting Athletics](#), the importance of reopening in-person learning in classrooms must be addressed ahead of competitive sports activities which involve mixing of students between schools.

Contact Marissa Akui of the Community Engagement Branch at (808) 305-0698 or via email at marissa.akui@k12.hi.us for assistance.

See *Return to Learn: SY 20-21 Fourth Quarter Ramp Up* appendix for additional information.

Student Activities

According to [the CDC](#), in-person instruction should be prioritized over extracurricular activities including sports and school events, to minimize risk of transmission in schools and protect in-person learning.

See *Return to Learn: SY 20-21 Fourth Quarter Ramp Up* appendix for additional information about student activities.

Athletics

HIDOE is collaborating with the Hawai'i 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 federal Centers for Disease Control and Prevention.

On March 3, 2021, Superintendent Kishimoto released a [memo](#) regarding the restarting of athletic workouts on high school campuses. HIDOE's "[Return to Learn: School Reopening Guidance for Restarting Athletics](#)" should be utilized to restart on campus in-person workouts for HIDOE high school athletic programs.

Competitions

School administrators should evaluate academic competitions and other contests throughout the school year to ensure student and chaperone health and safety.

Music Performances and Competitions

HIDOE collaborated with music teachers and Hawai'i Music Organizations across the state to provide guidelines and resources for facilitating the restructure and delivery of quality instrumental music instruction during COVID-19 and beyond at the elementary, middle and high school levels. Please click here for guidelines: bit.ly/2B14Ysm

Travel

The Department follows federal, state and county issued travel requirements and may implement supplementary guidance in order to prevent the transmission of COVID-19 virus and maintain the health and safety of school campuses.

Student Travel

Proposed student travel will be considered based on community spread, county travel guidelines, and the strength tied to instructional and co-curricular programming, and subject to approval by Complex Area Superintendent for interisland and for all other destinations beyond Hawaii, State Superintendent.

Effective immediately, extracurricular activities that require travel off campus for the following activities but not limited to athletics, field trips/excursions and other off campus activities during the school day and after school may commence. Guidelines for utilizing school buses and other means of transportation shall be followed.

Employee Travel

Work-related travel shall, to the extent practical, should be kept to a minimum and limited to only critical needs. Although of value, mainland travel for professional development activities will not be approved. Use of teleconferencing and participation in webinars in place of travel is encouraged.

Non-HIDOE Travel

On February 12, 2021, Governor David Ige signed a [18th Proclamation](#) related to the State's COVID-19 emergency. Based on his guidance, the state's mandatory self-quarantine period for travelers entering the state and traveling counties continues to be 10 days. A Pre-Travel Testing Program still allows travelers an alternative to the state's mandatory self-quarantine.

For more information, view the March 11, 2021 memorandum from Supt. Kishimoto, [Updated Travel Policy Relating to COVID-19](#).

Student Discipline

Chapter 19 remains in effect whether schooling is done in person, with a blended model, or virtually.

If a Chapter 19 infraction occurs during virtual schooling, teachers are expected to address the incident and provide the appropriate discipline and follow-up support.

Should a student need to be removed from group work in a virtual setting, education for this student can continue via learning packets or in an individualized virtual setting.

Contact:

Sheli Ann Suzuki, Educational Specialist, Chapter 19/PBIS, OSSS

Phone: (808) 305-9787

Email: sheli.suzuki@k12.hi.us

Student Transportation

School start and end times as well as the number of students on campus each day, which will vary depending on the school model implemented, will have a direct impact on our ability to plan for, coordinate and manage student transportation in compliance with health and safety guidelines.

District Transportation Officers (DTO) can help guide the discussion on proposed school reopening models in a way that will avoid committing the transportation program to unrealistic expectations. School administrators are urged to consult with their respective DTO throughout the planning process to reopen schools this fall.

<u>District</u>	<u>District Transportation Officer</u>	<u>Phone</u>
Honolulu District	Hayley Yano	784-6864
Central Oahu	Blossom Kawahakui	622-0537
Leeward Oahu	Stefanie Naone	687-9518
Windward Oahu	Janice Olson	233-3680
Kauai	Pualani Foster	241-7120
Maui/Molokai/Lanai	Robert Joseph	243-1171
East Hawai'i	Burgandy Pacheco-Haili	974-6411
West Hawai'i	Paula Telles	327-9500

View the [Health & Safety Handbook](#) for mitigation measures and transportation-specific guidance. All school bus service providers are required to implement intensified cleaning procedures between scheduled bus trips across the system.

Students are required to have a bus pass for their specific regular route (bus pass not required for special needs routes). Bus passes can be purchased at the school office. Students eligible for free meals are also eligible for a free bus pass. Bus pass applications and payments may be submitted online at this [link](#).

School administrators may contact their District Transportation Officer directly or Emily Evans, Administrator, Student Transportation Services Branch, at (808) 784-6851 or via email, at emily.evans@k12.hi.us.

See *Return to Learn: SY 20-21 Fourth Quarter Ramp Up* appendix for additional information about student transportation.

School Food Services

Complex Area Superintendents and school administrators are urged to consult with their District School Food Service Supervisor throughout the planning process in reopening schools. The memo to establish service solutions for school food services is linked and includes meal service options, safety and sanitation guidelines, application procedures for Free and Reduced-Priced Meal benefits, and procedures for payment. Refer to [memorandum](#) dated June 23, 2020. An August 14, 2020 memo regarding School Food Service Grab & Go Meals is provided [here](#). School start/end times, as well as other factors like split schedules, split campuses, and distance learning, will have a direct impact on our ability to plan, organize, coordinate and manage the safe reopening of school. Please keep your School Food Service Supervisor informed.

<u>District</u>	<u>School Food Service Supervisor</u>	<u>Phone</u>
Hawai'i	Mrs. Catherine Pang	(808) 784-5514
Maui	Mrs. Iris Fujimoto	(808) 784-5513
Kauai	Mr. Keith Matsuki	(808) 784-5515
Windward	Mr. Keith Matsuki	(808) 784-5521
Leeward	Mr. Harold Ferwada (TA)	(808) 784-5520
Central	Mr. Bryce Ito (TA)	(808) 784-5522
Honolulu	Mrs. Cindy Saffery (TA)	(808) 784-5512

School administrators may also contact the Acting School Food Service Program Administrator Jeremy Koki at (808) 784-5500 or via email at jeremy.koki@k12.hi.us

See *Return to Learn: SY 20-21 Fourth Quarter Ramp Up* appendix for additional information about student meals.

Use of Facilities

School administrators may approve requests for the use of their facilities for school or educational programming activities essential to student services. This includes the A+ afterschool program and programs funded by the 21st Century Community Learning Centers (21st CCLC) grant; Resources for Enrichment, Athletics, Culture, and Health (REACH); and the Uniting Peer Learning, Integrating New Knowledge (UPLINK) grant.

School administrators may also approve requests for community activities connected to essential services (e.g., food distributions) for the use of their school parking lots and campus grounds. The school should provide custodial support for cleaning and disinfecting and allow for the use of nearby restrooms. Priority for the school workforce should be on the core school operations.

Please refer to April 19, 2021 memo, [Use of School Facilities - Updated Interim COVID-19 Guidelines #5](#).

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. Visit the Office of Facilities and Operations [website](#) to access current forms and important additional conditions pertaining to cleaning, health and safety requirements. Contact Richard Kiyabu at (808) 784-5062 or Lisa A. Takata at (808) 784-5025 for assistance.

Personnel & Staff Capacity

Reporting to Work

Administrators are responsible for distributing the [Opening of the School Year Packet for School Year 2020-2021](#) to all employees.

- All employees are required to adhere to all BOE policies, HIDOE procedures, rules and regulations, including guidelines on duties and responsibilities.
 - At the time of distribution, all employees shall be reminded of the aforementioned responsibility and that they may be subject to disciplinary action, including and up to termination, for failure to comply with BOE/HIDOE policies, procedures, rules and regulations.
- HIDOE Code of Conduct establishes standards and expectations which all employees shall adhere to. As such, it is imperative that a thorough review of the Code of Conduct occurs.
- Further, administrators should also discuss expectations in relation to COVID-19. (e.g., student protocols, recess, etc.)
- The Families First Coronavirus Response Act (FFCRA) that provided employees with paid sick leave and expanded family and medical leave for specified reasons related to COVID-19 ended on December 31, 2020.
- For more information about the types of leave to use in the event of a positive case and/or possible staff exposure, view the following memos:
 - Dec. 31, 2020: Leave of Absence Update for Classified Employees and a Reminder Regarding Quarantine Leave, [click here](#) (Lotus Notes login required).
 - Dec. 16, 2020: Quarantine Leave - COVID-19 for Certificated Employees and Leave of Absence Update for Classified Employees, [click here](#) (Lotus Notes login required).

Request for Accommodations

HIDOE will accept and review requests for accommodations from employees when returning to work. The Americans with Disabilities Act (ADA) is a comprehensive civil rights law that prohibits discrimination and guarantees that people with disabilities have the same rights and opportunities as everyone else.

- To be covered by the ADA, one must have a disability, which is defined as a physical or mental impairment that substantially limits one or more major life activities; have a history or record of such an impairment; or be perceived by others as having such an impairment.

- Employees need to submit the:
 - [Form RA-1](#): Reasonable Accommodation: Request & Approval form
AND
 - [Form RA-3](#): Authorization to Release Medical Information for Reasonable Accommodation.

Administrators should contact the Equity Specialist assigned to their complex area if they have questions.

Substitute Teachers

School administrators should review health and safety procedures and mitigation strategies with all substitute teachers. All substitute teachers should receive a copy of the [Opening of the School Year Packet for School Year 2020-2021](#).

Although the stipend for the Distance Learning Readiness Course is no longer available, we encourage substitute teachers to complete the course. For more information please refer to the Distance Learning Modules for Substitute Teachers [memorandum](#) dated August 3, 2020.

HIDOE has implemented additional certification pathways for substitute teacher candidates. For information on these additional pathways, refer to the New Pathways for Substitute Teacher Certification [memorandum/attachment](#) dated July 21, 2020.

Casual Hires

School administrators should review health and safety procedures and mitigation strategies with all casual hires, which include but are not limited to paraprofessional tutors, paraprofessional educators, part-time tutors, adult supervisors, and classroom cleaners. All casual hires should receive a copy of the [Opening of the School Year Packet for School Year 2020-2021](#). Hiring and processing procedures for casual hires remain status quo.

Teleworking

HIDOE's expectation is that staff will physically report to their central worksite unless a supervisor has noted a need to grant an exception. Supervisors should refer to the [memorandum](#) dated Oct. 8, 2020. Forms and information on the HIDOE's Telework program can be found at bit.ly/TeleworkHIDOE.

On Oct. 1, 2020, the Board of Education adopted the following directives regarding telework for teachers. The Department should ensure there is a comprehensive and thoughtful system of support for teachers, particularly during distance or hybrid learning models.

Administrators should consider the following factors when teachers request telework and will communicate in writing the reason for approval or denial for telework:

- A. The teacher has a location at home where the teacher can work or conduct instruction online with minimal disruptions during school hours.
- B. The teacher has reliable internet connectivity that is adequate for the instruction being provided and to engage with their administrator and others.
- C. The teacher provides a written commitment that their administrator will be able to: (1) monitor the teacher's instruction and/or instructional material provided to students and (2) will be able to easily make contact with, communicate with, and get timely responses from the teacher.
- D. The teacher and administrator mutually agree that the teacher can adequately provide effective instruction through telework in a sufficiently self-directed manner.

Administrators can subsequently terminate a telework agreement if any of the telework approval criteria are not met consistently during the term of the agreement or if the administrator determines that the teacher's instruction or instructional material is not effective based on the administrator's monitoring and that the teacher's instruction or instructional material does not improve after the administrator provides guidance and training opportunities.

Telework during hybrid learning only applies to the distance learning portion of hybrid learning.

The administrator can terminate a telework agreement in order to move forward on documented plans for transitioning from distance to hybrid learning and from hybrid to in-person learning.

Professional Development and Training

Professional development and training may be conducted at the school, complex area, or state level virtually or in-person with adherence to the health and safety guidelines and mitigation strategies.

- Participants should be provided with online handouts and related materials.

General training and development opportunities for all HIDOE employees may be accessed through the Employee Training & Development [website](#).

- Website includes links to various HIDOE specific and external training resources.

Professional development opportunities specifically for educators are available via [PDE3](#).

Use of e-Signature

The electronic signature application, Adobe Sign, is available to HIDOE employees to use for work-related documents and processes.

- This application provides HIDOE employees with an additional method to obtain signatures and approvals regardless of working in the office or via telework.
- The use of electronic signature is valid and enforceable in most cases under the United States' Electronic Signatures Act (2000) and Hawai'i Revised Statutes (HRS 489E-7).

Accessing Adobe Sign

- Instructions for accessing and using the Adobe Sign product can be found online:

<https://sites.google.com/k12.hi.us/adobe-e-sign/resources> (employee login required).

- Staff will need to log in using their @k12.hi.us account and password – the same one used to log into their enterprise Google account.

Additional information

- Review “Electronic Signature” in the HIDOE Technology Guidance for Employees https://hidoe.service-now.com/sp?id=kb_article&sysparm_article=KB0011472 (employee login required)

Performance Evaluations

SY 2020-21

- To allow adequate time for training and for teachers to adjust to new and evolving teaching conditions, implementation of the Educator Evaluation System (EES) was paused during Quarter 1. Reference the following memos for additional information regarding EES adjustments and reminders for SY2020-21:
8/14/2020 - [Educator Effectiveness System Adjustments for School Year 2020-2021](#)
9/14/2020 - [EES Additional Guidance, Manual, and Training Expectations](#)
2/20/2021 - [EES Reminder on Artifacts of Instructional Practice and Clarification on Observations](#)
- No major modifications to the Comprehensive Evaluation System for School Administrators (CESSA). Updated due dates are contained within the CESSA Manual for 2020-21. Manuals can be found in the Google Share Drive along with the CESSA Form 500-0025.
- All deadlines and guidelines for other employee performance evaluations remain in effect. Evaluation meetings may be held virtually. Reference [Annual Performance Evaluation Submittal Dates memo dated 10/27/2020](#)

Family & Community Resources

‘Ohana Help Desk

The ‘Ohana Help Desk, launched on Aug. 4, 2020, is available for public school students and their families who need technology assistance. The Help Desk will provide assistance in areas such as devices and connectivity troubleshooting, questions on device security, and general technology questions. For HIDOE or school-specific technology questions, the Help Desk will refer the caller to the appropriate office/school.

Website: ohanahelpdesk.org

Phone: 643-DESK (3375)

Hours of operation: Monday-Friday 7:00 a.m.-8:00 p.m. HST (except on state holidays)
Sundays 4:00 p.m.-8:00 p.m. HST (except on state holidays)

Health Hotline and Telehealth Service

During SY 2020-21, all HIDOE students can access a free resource for any health-related questions and telehealth services. Please see [Hawai'i Keiki Health Hotline and Telehealth](#) for information.

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](#).

Contingency Planning

Cases of COVID-19

When a student or employee either tests positive for COVID-19 or has been identified as a close contact or household member to someone who has tested positive, please refer to the [Health and Safety Handbook](#) for further guidance on next steps and cleaning protocols.

Modification of Emergency Drills Procedures

Schools will review their practice for evacuation, lockdown, and shelter-in-place drills to include social distancing to the greatest extent possible. In the event of a real emergency, expediting the evacuation of the school will take precedence over social distancing protocols.

Principal Handbook Errata Sheet

View the [Principal Handbook Errata Sheet](#) for a list of edits through the various versions of this guide.

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Return to Learn: SY 20-21 Fourth Quarter Ramp Up

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Introduction

During the current school year, schools have been gradually returning students to campus for in-person instruction. Per the BOE instructions, schools have implemented instructional models that best meet the needs of students while adhering to the health and safety guidance of national and state health leaders.

Moving into the fourth quarter, HIDOE plans to further ramp up in-person learning given the current low community transmission rate, the new COVID impact studies, and the CDC guidance. The CDC Science Brief, [Transmission of SARS-CoV-2 in Schools](#), report there are consistent patterns that elementary schools have lower COVID incidence rates than secondary schools. While trends among children and adolescents aged 0-17 parallel those of adults, only 10% of cases are school-aged, and children ages 0-10 have less incidences and experiences than adolescents.

In addition, the CDC has identified health equity considerations as rationale for in-person learning. The absence of in-person educational opportunities may disadvantage children from low-resourced communities, including those with large representation of ethnic minority groups, English learners, and students with disabilities. In-person instruction in K-12 schools promote

and provide access to health educational environments for students and adults, reducing isolation and unaddressed needs, through services such as counseling, meal and health services, and social-emotional learning opportunities with peers.

As a result, HIDOE will begin the immediate ramp up of in-person instruction at elementary schools during the fourth quarter (March 22-May 28) to allow the youngest learners the opportunity to have some in-person time back in the classroom this academic year as we transition to summer learning and the next school year.

Paralleling this fourth quarter focus on elementary schools, HIDOE notes that secondary schools will continue to ramp up in-person instructional efforts for students while recognizing and addressing the unique challenges faced by secondary schools. (Example: secondary student schedules do not allow for the elementary-type student “cohorts.”)

Context

The overall aim for the fourth quarter is to safely maximize in-person learning opportunities for students for the remainder of the 2020-21 school year. Each school will continue to assess its capacity to adhere to safety guidance while conducting various student services such as student transportation, breakfast and lunch provisions, afterschool programming, etc.

Goals:

- Immediate ramp up of in-person instruction at elementary schools during the fourth quarter (March 22-May 28).
- Maximize six to eight weeks of in-person instruction for elementary students.
- Allow youngest learners the opportunity to have some in-person time back in the classroom this academic year as we transition to summer learning and next school year.
- Prioritize the health and safety of students and staff.

Timelines:

- Fourth quarter begins March 22 following spring break.
- No expectation that all elementary schools will reopen for daily in-person instruction March 22.
- Ramp up for in-person learning will vary by school. (Example: Tiered opening by grade level.)
- HIDOE fully supports the planning and implementation efforts by elementary schools to welcome back students.

Evaluate & Plan

- Assess what needs to be in place to safely reopen the school campus.
- Conduct school situational assessment.
- Identify conditions for full in-person learning.
- Identify needed supports from HIDOE state offices/programs and other agencies.

- Tri-level leadership team (state office, complex area superintendents and principals) will continue to collaborate. (Example: State-led and complex area-led meetings with elementary principals.)
- Facilitate and assemble operational guidance for complex areas and school staff, and community.
- Communicate concerns and find solutions to potential challenges. (Example: Schools share their solutions and lessons learned.)

Shifts in Operations

1. Cost Projections for Shifts and In-person Learning

- a. Schools with fourth quarter budgetary challenges should contact their CAS, and provide a:
 - i. description of anticipated expense(s) that cannot be met within existing allocations,
 - ii. cost estimate of need,
 - iii. justification for why existing allocations are insufficient or inappropriate to fund the expense.
- b. CASs will assess and contact OFS (Office of Fiscal Services) Assistant Superintendent for assistance, if needed.

2. Student Transportation (Principal Handbook, pg. 28)

- a. Mitigation Strategies
 - i. Before riding the bus, everyone is asked to perform the [Daily Wellness Check](#) at home.
 - ii. Maintain strict masking and no eating and drinking.
 - iii. Seating two per seat with preference for household cohorts.
 - iv. Open windows for ventilation to the greatest extent possible (e.g. student health conditions such as asthma and temperature sensitivity may prevent the ability to open bus windows).
 - v. If students must wait for transportation, stay masked and maintain physical distancing to the greatest extent possible.
 - vi. Load the bus back to front, if possible, to limit students standing in the aisles next to those seated.
 - vii. When possible, assign seats to ease the process of contact tracing. If seats are assigned, it could potentially reduce the number of close contacts.
- b. COVID-19 Case Response
 - i. OFO (Office of Facilities and Operations) will coordinate professional cleaning and sanitizing of the bus in the event of a positive case.
 - ii. Close contacts will be determined on a case by case basis.
- c. Transportation Service Capacity and Challenges
 - i. Due to potential bus driver shortages (primarily on Oahu and Hawaii Island) combined with bus capacity limitations, OFO may need to adjust

bus scheduling to optimize transportation service delivery and maximize the number of students served. As such, OFO may need to:

1. Limit transportation services to balance capacity with demand.
2. Communicate to parents that regular transportation service may initially be limited.
3. Ask elementary schools to plan for and provide adult supervision for students who are dropped off early and/or are late pickups pursuant to the bus schedule.

3. Student Meals (Principal Handbook, pg. 28-29)

- a. All schools will continue on their current food service model. Requests submitted to the School Food Services Branch by Friday, March 19, 2021, opting to change from an open SSO site to a closed SSO site, will be reviewed and submitted to the Hawaii Child and Nutrition Program (HCNP) for approval. If approved, SFSB will submit changes to the Communications Branch to update the list of active grab-and-go [sites](#).
 - i. Eligibility of schools to continue on the Seamless Summer Option (SSO)
 1. For schools electing to become a closed SSO site, the Point of Sale (POS) System must be used.
 2. For schools using the POS System to track meal counts, ensure that the school's computer and POS system is turned on and allow for updates to run.
 - a. Schools need to have all computers that are used for POS to be updated with the most current operating system software before service date. If the computer needs an update to OS the current POS system will not work until the update is complete.
 - ii. Communication by schools to their students and parents
 1. Communication regarding pick up of meals for students continuing to distance learn but enrolled at the school.
 - iii. Notification to the community and families of students.
- b. Cafeteria Managers should begin to order food for their estimated enrollment numbers giving three weeks lead time to food/disposables vendors i.e. Y. Hata, Meadow Gold, Office Depot etc. to give adequate time for them to scale up their supplies.
 - i. Contracted vendors to be informed of updated meal count increases prior to the three week lead time. SFSB is the point of contact for communicating with contracted vendors.
- c. Mitigation strategies for serving and eating
 - i. See [Health & Safety Handbook](#), pg. 20.
- d. Back-up plan in the event a positive case shuts down a cafeteria and/or serving cafeteria.

- i. Standard Operating Procedure for cafeterias linked [here](#)
- e. Per [Health and Safety Handbook](#), please follow the cleaning protocol if schools use the cafeteria for instructional purposes.

4. School Calendar and Schedule

- a. Complex Area Superintendents to work with principals to determine opening elementary schools to full in-person learning, utilizing the following:
 - i. Feeder school considerations for buses, lunch schedules dependent on meal preps by another school, etc.
 - ii. Capacity to create facilities readiness for in-person learning during school day and adhering to the recent CDC/DOH guidelines.
 - iii. Determine the opening of other support programs (e.g., A+, student activities, etc.)
 - 1. Once universal expectations are set, OSIP to ensure all afterschool providers are notified to meet expectations in their programs
- b. Start and End Times
 - i. Schools will have the flexibility to stagger times to facilitate physical distancing during the peak hours of entering and exiting school. Must meet the student hours per state law.
 - ii. Clearly aligned with direction to mitigate learning loss, increase student and family engagement and trust in school, and build connections that motivate students to return to school.
- c. Recess
 - i. Washing or sanitizing hands required before and after recess.
 - ii. Use of playground equipment is appropriate.
 - 1. If there is a known case, close off the structure until it can be cleaned and disinfected.
 - iii. Outdoor areas generally require normal routine cleaning and do not require disinfection.
 - 1. Spraying disinfectant on sidewalks and in parks is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. Schools should continue existing cleaning and hygiene practices for outdoor areas.
 - 2. The targeted use of disinfectants can be done effectively, efficiently and safely on outdoor hard surfaces and objects frequently touched by multiple people (e.g. handrails, benches); make sure disinfectant has thoroughly dried before allowing children to play.
 - iv. If equipment (e.g. balls, hula hoops, etc.) is shared between different cohorts - clean and disinfect between cohorts.
 - v. Classes should remain in their cohort during recess.
 - vi. Masks should be worn, especially when students cannot stay at least six feet apart. When students are engaged in high-intensity activities, like running, a mask may be uncomfortable or cause difficulty breathing,

however, the activities increase the distance droplets from breathing can spread.

- vii. Maintain at least six feet of distance as much as possible.
- viii. Create a supervised mask and water break area where students and staff are able to maintain physical distancing to the greatest extent possible.

5. Front Office

- a. Visitors (Principal Handbook, pg. 21-22)
 - i. Limit the number of non-essential visitors on campus.
 - ii. All visitors must be pre-approved by principal or designee unless in the case of emergencies.
 - iii. Scheduled appointments are preferred.
 - iv. All visitors must complete a [Daily Wellness Check](#).
 - v. In cases of emergencies, the front office must be notified prior to arrival at the school, so that the school officials can respond as quickly as possible.
 - vi. Keep track of where visitors go and who they interact with on campus in case COVID-19 response becomes necessary.
- b. Deliveries - Signs are posted to direct deliveries to the appropriate area and inform about protocols.

6. Shared Spaces

- a. State libraries that serve as the elementary school libraries and state libraries on elementary school campuses.
 - i. For shared school library spaces and programs with public libraries on campus, it is important for the principals to work with the public library branch managers to discuss plans for the fourth quarter. The public libraries follow their own protocols and are working on their timelines for expanding services.

Mitigation Strategies

Regardless of the level of community transmission, all schools should use and layer mitigation strategies. The DOH, [COVID-19 Guidance for Schools Updated March 12, 2021](#), has identified some mitigation strategies because of effectiveness as **core essential strategies**, requiring these to be implemented in every situation (with the exception of masking while eating and drinking). Other strategies (e.g. designated cohorts, physical distancing, improving ventilation, installing physical barriers, and cleaning), should be layered (applied in combination to the greatest extent possible) with priority given to those strategies higher on this list. The combination of multiple mitigation measures gives schools the flexibility to achieve safe learning environments even when not every measure can practically be met.

1. DOH Core Essential Strategies

- a. Staying home when sick and utilizing the Daily Wellness Check and Return to Work/School Criteria ([link](#)) prior to attending school.
- b. Masking ([Health & Safety Handbook](#), pg. 11-14) - universal and correct use of masks is required. Mask wearing is required at all times, except during mask breaks, regardless of cohorts.

- c. Personal Hygiene
 - i. Wash hands with soap and water or use sanitizer with at least 60% alcohol frequently throughout the day (e.g. upon arrival at school, after going to the bathroom, before and after recess, before and after eating, etc.).
 - ii. Have supplies available to facilitate good hygiene.

2. Layered Mitigation Strategies - to be applied in combination to the greatest extent possible, with priority given to those strategies higher on the list.

- a. Physical Distancing (CDC and HIDEOE guidelines)
 - i. Cohorting ([Health & Safety Handbook](#), pg. 9)
 - ii. Physical distancing to the greatest extent possible.
- b. Ventilation ([Health & Safety Handbook](#), pg. 15)
 - 1. Keep windows and doors open to the greatest extent possible. Put in a work order if windows cannot be opened.
- c. Staggered scheduling
- d. Physical barriers
- e. Alternate schedules with fixed cohorts
- f. When six (6) feet apart is not possible, other mitigation measures should be implemented to the full extent possible.
- g. Cleaning ([Health & Safety Handbook](#), pg. 15-20)
 - i. At least once a day
 - ii. Clean vent filters for all window and split air conditioning units as needed, and at least every six (6) months.
 - iii. CDC and DOH are using the term “cleaning” for routine daily mitigation efforts. “Disinfecting” is being used for post-case mitigation efforts.

3. COVID Response

- a. Exposure
 - i. Response procedure ([Health & Safety Handbook](#), pg. 23-27)
 - 1. Scenarios:
 - a. Bus: All persons (driver and students) seated within 6 feet of the case for 15 minutes or more are considered close contacts. If seating arrangements cannot be confirmed, all individuals on the bus would be considered close contacts.
 - b. Assemblies: Identifying close contacts for these types of events would be done on a case-by-case basis.
 - c. Lunch: Cohorts are important and assigned seats, if possible, will allow for easier contact tracing. Students seated within six (6) feet of a case while eating unmasked would be considered close contacts.
 - ii. Per CDC’s disinfection guidance, affected areas do not need to be closed for 7 days. No special cleaning is needed after 3 days. Cleaning rather than disinfection can be used after 24 hours. Please refer to the Health & Safety Handbook for more details.
- b. Operations

- i. Plan for staff, key personnel and student absences
- ii. Considerations for school closures in response to a COVID-19 case or multiple confirmed/probable cases:
 - 1. Lack of information to start contact tracing.
 - 2. Significant community spread impacting campus operations
 - 3. Inability to maintain key operations such as food service or custodial

Use of Facilities

1. Common Spaces

a. Library

- i. Use of the school library and scheduling should support cohorting. If the library is large enough and physical distancing of more than six feet is possible to ensure separation between cohorts, multiple cohorts can be scheduled at the same time.
- ii. Use of masks is mandatory.
- iii. Wash hands with soap and water or use sanitizer before and after visiting the library. Clean and disinfect shared equipment and common areas in between cohorts.

b. Assemblies (Indoor and Outdoor)

- i. Maintain mitigation strategies of mandatory masking, staying in cohorts, and hand sanitizing before re-entering class. Create sections and walkways between cohorts that are clearly defined. Each class cohort should stay together and physically distance to the greatest extent possible. Class cohorts are encouraged to be separated by at least 6 feet distancing to the greatest extent possible.
- ii. For indoor assemblies, facilitate ventilation with outdoor air by opening doors and windows.
- iii. Prioritize outdoor assemblies over indoor, consider giving several weeks between reopening schools and any assemblies.

2. Playgrounds and City Parks for Routines

- a. Refer to the April 15, 2021 memo from OFO, [Use of City and County Facilities – COVID-19 Update and School Year 2021 – 2022 and Summer 2022 Requests to Indemnify County for Department of Education Sponsored Activities](#) for guidance (Lotus Notes login required)

3. Afterschool Programs and Other Extended Programs Beyond the School Day

Schools may plan for programs and services that extend the school’s learning opportunities and care beyond the school day for their enrolled students on their school campuses by considering the community transmission data, and the capacity to maintain the core essential strategies and layering other mitigation strategies necessary to conduct activities safely.

Use of private providers will require documented commitment to adhere to these expectations and adjust as needed to the learning models of the schools they serve in.

Prior to the start of these services, the identification of shared spaces and expectations should be shared and communicated to the school staff.

Consistent with HIDOE's [Guidance for Restarting Athletics](#), the importance of reopening in-person learning in classrooms must be addressed ahead of competitive sports activities which involve mixing of students between schools.

4. Community Use

Community use of HIDOE facilities are still prohibited. Exceptions for community health and safety under the direction of DOH, emergency operations and training, will be granted.

Preparation of Learning Spaces

1. Restructure movement patterns in the school to support mitigation strategies such as crowd control through staggering schedules, physical distancing, and mandatory masking.
2. Setting up classrooms for in-person student learning
 - a. Masking is mandatory unless students are in a designated mask break area.
 - b. Physical barriers such as plexiglass or face shields may be used as mitigation measures, but not in lieu of face masks.
 - c. Consider increased hand hygiene in cases where cleaning shared equipment between users is not possible.

Preparing for Learning Experiences

According to [the CDC](#), in-person instruction should be prioritized over extracurricular activities including sports and school events, to minimize risk of transmission in schools and protect in-person learning.

1. For Students using Virtual Learning Only

- a. Independent learning, learning support provided by an adult in the home; consultation with counselor from school will be available via virtual environment. In a "self-paced" distance learning environment where students are working in different physical locations, parents or other caring adults will need to take on a larger role in supporting their child through:
 - Setting routines and expectations in partnership with the school for online learning.
 - Creating a positive learning environment for their child including social-emotional supports.
 - Acting as a learning partner through engaging in discussion, modeling positive learning practices (e.g. reading aloud, asking questions), and connecting learning to family life and interests.

- Partnering with their child’s school to surface concerns and share their child’s progress during full distance learning.
 - Helping with technology orientation and navigation
- b. Students in this program will not be able to join student activities that require in-person participation (e.g., assemblies, afterschool programming).
 - i. **Exception:** Eligible students enrolled at high schools delivering in-person or blended learning models of instruction may start after school workouts on campus, per the March 3, 2021 memorandum, “[Restarting Athletic Workouts on High School Campuses](#).”
- c. Teacher support will be provided for assessing readiness for the next grade level but will not be able to provide alternative instructional activities or support with the return to in-person learning.
- d. [Steps for registering for virtual learning programming](#).

2. Library Services and Resources

- a. Book borrowing may resume for Tiers 3 and 4.
 - i. Library time should be scheduled for no more than one classroom bubble/cohort group at a time unless the facility is large enough to accommodate more than one cohort at the same time. Students should practice hand sanitization procedures and wear masks. Transition time should be built into the schedule to keep classroom bubbles/cohorts separated.
 - ii. Processing Books
 1. Assign one (or few) persons at the school to process materials internally, including accepting returns, emptying book bins, cleaning and disinfecting materials, collecting holds, checking out materials, and distributing materials. Counters should be wiped between cohort groups.
 - iii. Materials return, quarantine, and disinfection
 1. Hold all returned materials in quarantine for a minimum of 24 hours (i.e. materials returned at 2:30 p.m. on Monday are available for circulation again after 2:30 p.m. Thursday).
 - iv. Teachers may continue to utilize the LS2PAC to check out books in online formats if desired.

3. Music

- a. Music is a vital part of the educational standards-based program and must be included.
- b. Mitigation measures must be adhered to at all times.
- c. If music class is conducted in a designated “Music” room, students should attend in classroom bubbles/cohorts. Classes should be scheduled with ample transition time to keep classroom bubbles separated. Students should sanitize their hands prior to entering the room. Students should wear masks and sit in rows facing the same direction when singing. Teachers should consider humming or vocalizing using closed-lip sounds if/when that makes sense.

- d. Children should not share instruments with others. Teachers must sanitize all used instruments after use. Sanitizing processes vary; for hard surfaces, cleaning with an alcohol solution or spraying with a disinfecting spray and letting the instrument sit for 15 minutes is recommended.
- e. Schools should not use any instruments indoors that require a student to blow into a mouthpiece (e.g. recorder) during Tier 3. Students may use instruments that require a student to blow into a mouthpiece if instruction is outdoors, students are in a row six feet apart, facing the same direction. Once in Tier 4, students may use instruments that require blowing into a mouthpiece indoors or outdoors by having students in the same bubble/cohort sit in a row facing the same direction, and sitting/standing six feet apart.

4. Art

- a. Art is a vital part of the educational standards-based program and must be included.
- b. Mitigation measures must be adhered to at all times.
- c. If art class is taught in a designated “Art” room, students should attend in classroom bubbles/cohorts. Classes should be scheduled with ample transition time to keep classroom bubbles separated.
- d. Limit sharing of items that are difficult to clean or disinfect. Keep each child’s art supplies separated from others’ and in individually labeled containers, cubbies, or areas. Students should sanitize their hands prior to the art lesson. If materials are shared, teachers need to disinfect the materials between uses by different cohort groups.

5. Physical Education

- a. Physical education is a vital part of the educational standards-based program and must be included, even if some activities may need to be offered virtually.
- b. Mitigation measures must be adhered to at all times.
- c. For PE classes that are taught outside of the regular classroom by a dedicated PE school resource teacher, students should attend in their bubble/cohort groups. Classes should be scheduled with adequate transition time to keep cohort groups separated.
- d. Hold activities in an outdoor/open environment if weather permits. If holding PE indoors, increase ventilation by opening doors and windows.
- e. Masks should cover the mouth and nose, be fit to the face, and should be worn during indoor and outdoor physical conditioning and physical education classes.
- f. Students should take a break from exercise if any difficulty in breathing is noted and should change their mask or face covering if it becomes wet, sticks to the face, or obstructs breathing. Masks that restrict airflow under heavy exertion are not advised for exercise.
- g. Use of shared objects (e.g., gym or physical education equipment) should be limited, especially during Tier 3. If shared objects are used, students should wash hands or use hand sanitizer before and after use and equipment should be sanitized between use of different cohort groups.

6. Visual and Performing Arts Presentations

- a. Performing Arts may resume as part of school programs.
- b. Mitigation measures must be adhered to at all times.
- c. If performing arts programs require students to participate from different classroom bubbles/cohorts, e.g. afterschool practice and performances, participants should be limited to no more than 10 students when in Tier 3. When moving to Tier 4, the number of students may increase to 25.
- d. Schools should video and stream or make available the performance for classmates and family members viewing in both Tier 3 and Tier 4, to limit exposure from individuals outside the school bubbles. Students must have the *Student Publication/Audio/Video Release Form* signed, and schools need to follow appropriate student release guidelines and follow FERPA requirements.
- e. Visual Presentations should be videotaped and streamed or made available for viewing when in Tier 3 to limit exposure from the public. Students must have the *Student Publication/Audio/Video Release Form* signed, and schools need to follow appropriate student release guidelines and follow FERPA requirements.
- f. When in Tier 4, if the total number of participants does not exceed 25 people (including the presenter), spectators may be invited. Spectators need to sanitize their hands, wear masks, and be seated 6 feet away from the presenter to the greatest extent possible. Spectators (excluding same household members) need to be 6 feet away from other spectators.
- g. For Gallery Displays of student work, schools should consider first a virtual option. If doing an in-person gallery event, invitations should have staggered times for the guests to arrive. Schools should have clearly marked routes to view the student work display, and maximize ventilation by opening windows. Guests should sanitize their hands and wear masks upon entering the venue. School personnel need to be present during the event to ensure safety measures are taken.

7. Outdoor Learning on Campus (e.g. gardening, outdoor classrooms, sand/water tables)

- a. Mitigation measures must be adhered to at all times.
- b. Masks are mandatory when working outdoors, other than during “mask breaks.”
- c. Students should be within a teacher or adult’s visual range for monitoring of the activity. If this is not possible, the learning activity will need to be adjusted.
- d. When working outdoors on gardening or similar activities, students should sanitize their hands before and after using tools. Programs should minimize the use of “shared” tools. If tools are shared, tools should be cleaned between use by students in different bubbles/cohorts.

8. Excursions

Will be allowable once the school has been able to open the school campus for in-person learning for all students. Delay planning for these types of activities at the beginning of fourth quarter, and consider community spread in the area as well as the value in the learning experience.

- i. Consider prioritizing excursions to outdoor locations over indoor.

- ii. Walking Tours or in walking distance - will be allowable once the school has been able to open the facilities for in-person learning for all students.
- iii. Outdoor spaces - learning experiences in outdoor spaces will be allowed with masking and cohorts
- iv. Schools will be responsible for adherence to current documented health and safety mitigation protocols when using a bus to transport students for excursions. This includes but is not limited to masking and cohorts.
- v. Excursion destinations that follow health and safety mitigation procedures are allowable if the facility is solely open to the visiting cohort of students (e.g., Challenger Center). Spaces, where the school cohort will be mingling with public patrons, will be prohibited until further notice (e.g., museums.)

For detailed guidance, schools should refer to documented health and safety mitigation protocols approved by HIDOE and DOH

9. Community-based Instruction (CBI)

- a. At large, CBI is not yet a sanctioned program due to the challenges with implementing mitigation strategies in public settings. However, some CBI activities may be allowed. If a student's individualized CBI activity meets the criteria for "7. Outdoor Learning on Campus" and "8. Excursions," included above, it is allowable.

10. Pull Out Programs

- a. At times, supporting the continued learning of students requires moving out of the cohort bubble. Efforts should be made to create a receiving environment that is designed to physically distance students and staff by layering the mitigation strategies. Keeping track of these students is essential for contact tracing efforts, in the event of a positive case.
- b. Pull out programs (e.g., RTI, GT, counseling) may resume as determined by the school leadership team. All required mitigation strategies need to be followed. To the extent possible, movement should be limited in order to maintain tighter classroom bubbles. While HIDOE is in Tier 3, student groups that are pulled out should be no more than 10 students in a bubble/cohort. Once in Tier 4, the pull out group may be expanded beyond 10 students up to 25 at a time.

Student Activities

1. A+ Afterschool Care (Principal Handbook, pg. 26)

- a. Is a vital component of the school day when students are on campus.
- b. School administrators have the authority to coordinate programming, approve activities, and determine the use of school facilities.
- c. Considerations:
 - i. Ensure that the HIDOE Health & Safety Handbook, DOH, and [DHS guidance](#) are being followed.

- ii. Staffing at sites are at a maximum of a 1:20 (staff to student) ratio. Smaller ratios may be utilized. As a reminder, all A+ employees are required to be fingerprinted and/or background checked by DHS and cleared to work before working.

2. Junior Police Officer Programs (JPO)

- a. The Junior Police Officer Program is conducted in partnership with the county's Police Departments and HIDOE schools. In collaboration with their partners, schools may resume JPO school level activities while adhering to the required mitigation strategies. While in Tier 3, groups should not exceed 10 students at a time in a "JPO" bubble/cohort. More than one "JPO" bubble may be created during Tier 3 if they keep a 6 feet distance between the different cohorts. These "JPO" cohorts could also have a rotational schedule by weeks. Once in Tier 4, the "JPO" bubble/cohort group may expand up to 25 students.

3. Student Council Planning Guidelines

- a. Student councils may resume in-person activities that adhere to current safety mitigation strategies and are approved by the school leadership team. Virtual venues remain an option in lieu of in-person activities in order to maintain and limit the number of cohorts/ bubbles within a school. If students are "pulled out" from their classroom bubble/cohort to participate, while in Tier 3, groups should not exceed 10 students at a time. Once in Tier 4, the group may expand up to 25 students.

Communication Planning

1. Internal Communication

- a. Updates from Superintendent to the field (complex area superintendents, principals, all staff) regarding reopening plans to be handled and distributed by the Communications Branch (examples include eblasts or video messages).
- b. Updates from complex area superintendents to principals to be handled by complex area superintendents. Communications Branch available to provide assistance as needed.

2. External Communication

- a. Parent letters from schools to families regarding reopening plans to be handled and distributed by schools. Communications Branch available to provide assistance as needed (support examples include letter templates or reviewing of draft messaging).
- b. News releases regarding reopening plans to be handled and distributed by the Communications Branch. Messaging to be coordinated with HIDOE tri-level leadership to the extent possible based on timing constraints.
 - i. Distribution to include BOE, key legislators, community partners
 - ii. Press conferences and/or media availability to be coordinated by the Communications Branch.

School Data

Aligned with quarters one through three, the HIDEOE will be collecting school model data for quarter 4.

Situational Assessment School Walkthrough

School walkthroughs serve as an opportunity to assess physical school buildings and facilities to consider implementation of mitigation strategies and practices to reduce the risk of COVID-19 transmission among students and staff. **It is optional but highly recommended.** In-person walkthrough participants should follow CDC's mitigation strategies.

Areas of Focus

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Walkthrough Template (bit.ly/SchoolWalkthrough)	4
Classroom Walkthrough Template (bit.ly/ClassroomWalkthrough)	11

Guidance for your School Walkthrough

Given the evolving conditions and guidance in response to COVID-19, schools should refer to current HIDEOE Return to Learn guidance for health and safety guidelines including but not limited to cleaning, mask wearing, physical distancing, meal service, student transportation, etc. Posters, signs or physical markings pertaining to personal prevention practices (e.g. handwashing, mask wearing, traffic flow, physical distancing) are helpful reminders for students, staff and visitors.

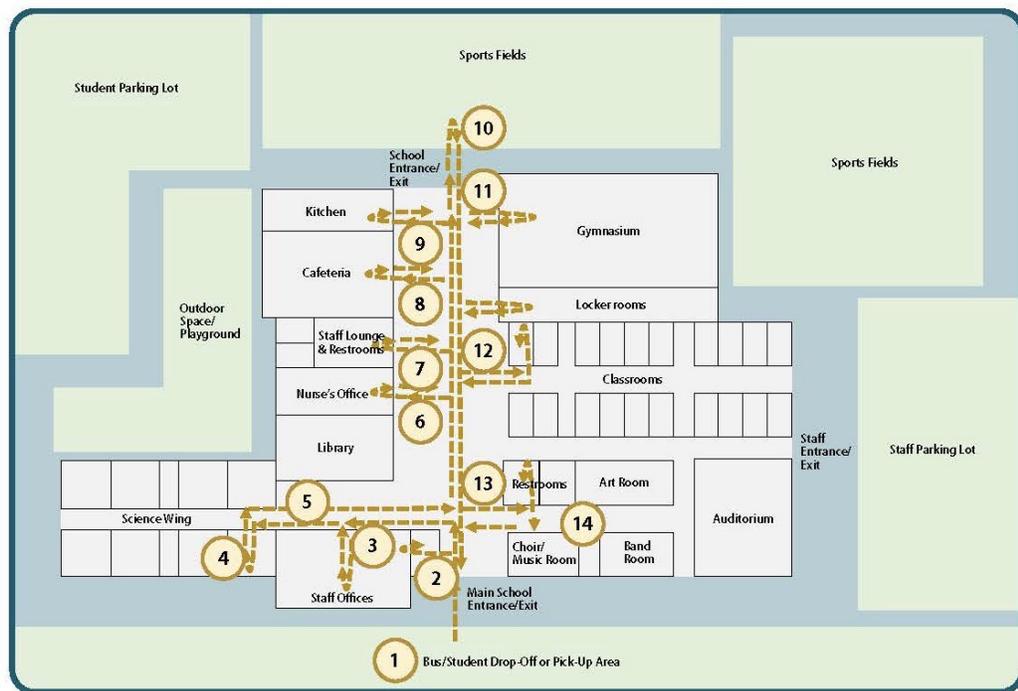
Plan and Prepare

1. Principal designate role for a school administrator or a school team walkthrough.
 - Assign a lead school facilitator (e.g. school administrator or building operations staff)
 - The school team may include leadership (e.g., principal, vice principal), operations staff (e.g. custodian), educational staff (e.g. teachers, classroom paraprofessionals), administrative staff (e.g. clerical, school nurses) and parents. Include external perspective/technical assistance (e.g. ASA, OSSS specialist,

complex area personnel, CAPS).

2. Create a plan for school walkthrough. Refer to your school's layout for your walkthrough.

- Consider how people enter the building(s), move through morning classes and breaks, lunch, afternoon classes and breaks, after school activities and sports, and departure. Separate entrance and exit doors should be used whenever possible.
- Refer to sample map and walkthrough plan (for illustrative purposes only):



Examples of areas **inside** the school:

- Entrances and exits
- Front office, reception area, staff offices, hallways and stairways
- Example classrooms (recommended walkthroughs include multiple classrooms if layouts vary), science laboratories
- Clinic, nurse's office (including potential isolation area for sick

Examples of areas **outside** the school:

- Bus, student drop off and pick up areas
- Exterior walkways and stairways
- Sports fields and playgrounds
- Parking lots

students)

- Staff lounge and restroom
- Cafeteria and kitchens
- Gymnasium, auditoriums and locker rooms
- Student and staff restrooms
- Choir, music, band, performing arts areas
- Recreational areas and other areas for congregation, such as restrooms

3. Review mitigation strategies. Refer to HIDOE [Return to Learn](#) guidance for recommended mitigation strategies for schools (e.g. masking hand hygiene, social distancing, cleaning, ventilation.)
4. Review additional considerations for students with disabilities or special healthcare needs. Plan for providing services, accommodations, modifications and assistance to students with disabilities or special healthcare needs.