

HAWAI'I 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 Hawaii 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. This fall, our public school system will be one of the first districts across the country to welcome students, educators, and staff back to school.

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 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 Hawaii 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.

## **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.

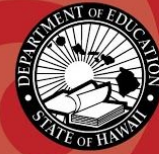
If media contacts a school, administrators are encouraged to work with the Communications Branch to ensure accurate and timely information is provided while also protecting student and employee privacy, as required by law.

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](mailto: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

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



## School Year 2020-21 Mid-year Update: HIDOE Core Assumptions for Transitioning to a New School Model

School Year 2020-21 began with most Hawaii State Department of Education (HIDOE) schools providing education via distance learning based on COVID-19 conditions and health guidance at the time. That was anticipated to be in effect for at least the first four weeks of the school year, and was later extended for the entire first quarter through October 2, 2020, followed by a one-week fall break.

There have been exceptions where schools offer learning hubs on campus to provide in-person educational programming for vulnerable students. (Identified supports for vulnerable students vary among schools and may include, for example, students who require specialized learning services, students who need additional academic support, students in key transition grades, and students who lack internet access.)

### Core Assumptions

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 Hawaii and the corresponding impacts on the school system.

1. The core operations<sup>1</sup> 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 Hawaii State Department of Health (DOH), Centers for Disease Control and Prevention (CDC), state of Hawaii 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

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

school will be able to implement the CDC health and safety mitigation strategies:

- i. Consistent and correct use of masks (exceptions will be made for students with disabilities who may be unable to tolerate the wearing of a face mask).
- ii. Social distancing to the greatest extent possible.
- iii. Hand hygiene and respiratory etiquette.
- iv. Cleaning and disinfection.
- v. Support with DOH contact tracing by providing the necessary case and close contact information. (The verbiage has been modified from the CDC language to accurately reflect the role of HIDEOE with cases impacting staff and students).

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 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, new [health policy guidance](#) issued October 19, 2020, 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
<p>* Hawaii metrics for school reopening will be posted every week at: <a href="https://health.hawaii.gov/coronavirusdisease2019/school-guidance/">https://health.hawaii.gov/coronavirusdisease2019/school-guidance/</a></p> <p>¶ The testing positivity rate is defined as the percentage of all tests reported that are positive. Tracking percent positivity along with the number</p>		

At the national level, the CDC has developed [core and secondary indicators](#) that states and school districts can use to aid in their decision-making process regarding school reopening for in-person learning.

**CDC indicators and thresholds for risk of introduction and transmission of COVID-19 in schools:**

Indicators	Lowest risk of transmission in schools	Lower risk of transmission in schools	Moderate risk of transmission in schools	Higher risk of transmission in schools	Highest risk of transmission in schools
<b>Core Indicators</b>					
Number of new cases per 100,000 persons within the last 14 days*	< 5	5 to < 20	20 to < 50	50 to ≤ 200	> 200
Percentage of RT-PCR tests that are positive during the last 14 days**	< 3%	3% to < 5%	5% to < 8%	8% to ≤ 10%	> 10%
<p>While CDC uses the following key mitigation strategies as indicators to determine the risk level of reopening schools, the five strategies mentioned are non-negotiables for HIDOE schools as they prepare to transition to in-person school models. Key mitigation strategy number five is the responsibility of DOH with support provided by HIDOE by providing information about cases impacting staff and students. HIDOE employees are not contact tracers.</p>					
<p>Ability of the school to implement 5 key mitigation strategies:</p> <ol style="list-style-type: none"> <li>1. Consistent and correct use of masks</li> <li>2. Social distancing to the largest extent possible</li> <li>3. Hand hygiene and respiratory etiquette</li> <li>4. Cleaning and disinfection</li> <li>5. Contact tracing in collaboration with local health department</li> </ol> <p>Schools should adopt the additional mitigation measures outlined below to the extent possible, practical and feasible.</p>	<p>Implemented <b>all 5</b> strategies correctly and consistently</p>	<p>Implemented <b>all 5</b> strategies correctly but consistently</p>	<p>Implemented <b>3-4</b> strategies correctly and consistently</p>	<p>Implemented <b>1-2</b> strategies correctly and consistently</p>	<p>Implemented <b>no</b> strategies</p>

Indicators	Lowest risk of transmission in schools	Lower risk of transmission in schools	Moderate risk of transmission in schools	Higher risk of transmission in schools	Highest risk of transmission in schools
<b>Secondary Indicators</b>					
Percent change in new cases per 100,000 population during the last 7 days compared with the previous 7 days (negative values indicate improving trends)	< -10%	-10% to < -5%	-5% to < 0%	0% to ≤ 10%	> 10%
Percentage of hospital inpatient beds in the community that are occupied***	< 80%	< 80%	80 to 90%	> 90%	> 90%

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:**

<p><b>Act with Care Plus</b> (Minor Disruption w/modifications)</p>	<p>Distance learning will continue.</p> <p>Face-to-face instruction is provided in compliance with CDC and DOH guidelines for vulnerable learners and early <b>elementary</b> 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>
<p><b>Act with Care Pre-Recovery</b> (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>DOH guidance for the reopening of schools was initially released in September 2020 and updated in October 2020. 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>

## Board of Education Motion

In October 1, 2020, the BOE moved to adopt the following positions as Board directives to HIDOE on the use of DOH guidance and subsequent iterations. The following will be included in the Department's Return to Learn (RTL) plan via the Core Assumptions that serve as the foundation for all RTL guidance.

1. The Learning Model Parameters in the DOH Guidance and impact levels from the Governor's Recovery Plan are minimum thresholds (but not the only criteria) that allow schools to start considering transitioning from distance learning to hybrid or in-person learning or from hybrid learning to in-person learning.
2. The Learning Model Parameters in the DOH Guidance and impact levels from the Governor's Recovery Plan do not apply to decisions regarding transitions from in-person learning to hybrid or distance learning or from hybrid learning to distance learning.
3. Regardless of instructional delivery mode, all schools must:
  - a. Successfully implement and consistently enforce at least 6 feet of physical distance between all individuals on campus to the greatest extent possible, except for special needs students who require close care;
  - b. Consistently enforce mandatory, proper mask wearing for all individuals on campus; and
  - c. Implement to the greatest extent practicable proper ventilation strategies as outlined in the DOH Guidance (page 10) for any indoor area on a campus that will be occupied by more than one person.
4. Principals must obtain approval from their respective CAS before transitioning their respective schools from one instructional delivery mode to another.
5. Principals seeking approval to transition their school from distance learning to hybrid or in-person learning or from hybrid learning to in-person learning must demonstrate that the school can adequately implement all COVID-19 mitigation strategies required by the Board, DOE and applicable collective bargaining agreements with the anticipated number of students and staff who will be on campus in the new instructional delivery mode.
6. Schools transitioning from one instructional delivery mode to another must provide families and school staff with at least a two week notice before implementing the transition unless the transition is in direct response to confirmed or potentially imminent COVID-19 spread in the school or surrounding community.
7. To reduce undue hardship on families and school staff, schools should not change instructional delivery modes more than once within a four-week period unless the change is in direct response to confirmed or potentially imminent COVID-19 spread in the school or surrounding community.



8. Complex area superintendents are responsible for verifying the readiness of schools to provide safe learning environments and may approve schools' requests to transition from distance learning to hybrid or in-person learning or from hybrid learning to in-person learning only if the school:
  - a. Is requesting an instructional delivery mode that aligns with the Learning Model Parameters in the DOH Guidance;
  - b. Is located in a county with an impact level of "Act with Care," "Recovery," or "New Normal" as categorized by the Governor's Recovery Plan;
  - c. Provides sufficient evidence that it can adequately implement all COVID-19 mitigation strategies required by the Board, DOE and applicable collective bargaining agreements with the anticipated number of students and staff who will be on campus in the new instructional delivery mode; and
  - d. Has not changed its instructional delivery mode in the last four weeks.
9. The Superintendent must order schools to quickly transition to distance learning if the impact level of the county in which they are located changes to "Safer at Home" or "Stay at Home" as categorized by the Governor's Recovery Plan.
10. The Superintendent may adopt or incorporate any other parts of the DOH Guidance into the Reopening Plan, Principal Handbook, or Health and Safety Handbook as deemed necessary, provided that doing so does not conflict with the Board's directives stated herein.
11. The Superintendent must request a rationale from the DOH on how it determined its Learning Model Parameters, including any scientific data on which it is based and an explanation of how it aligns with CDC's "Indicators for Dynamic School Decision-Making," and the Superintendent must include this rationale in the Reopening Plan for the purposes of transparency and addressing public concerns.

## **SCHOOL DESIGN**

August 17, 2020 is designated as the first day of school on the BOE-approved revised [SY 2020-21 school calendar](#). The multi-track schools will follow the single-track school calendar for SY 2020-21.

HIDOE will monitor announcements from the Governor's office and the Department of Health daily to estimate the impact of COVID-19 on school programs throughout the school year.

### **Additional adjustments**

- Schools with families enrolling their child after the start of the school year may need to adjust for the influx of new students, which may result in the need for additional classes and adjustments to procedures regarding meal service, common areas, and transitions between classrooms and buildings.

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

## School Models

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, online, 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. HDOE, 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 Centers for Disease Control and Prevention (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

Elementary School Models	Social Distancing addressed	180 Days of Instruction	Grades PreK-2 on campus full-time <sup>1</sup>	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
<b>Model A: Face-to-Face Learning Model</b> <ul style="list-style-type: none"> <li>All students on campus daily (full-time) for face-to-face instruction.</li> </ul>	Y	Y	Y	Y	Y	Y	Y
<b>Model B: Blended Rotation</b> <ul style="list-style-type: none"> <li>All students will be on rotation.</li> <li>Priority will be given to K-2 students and vulnerable students for daily face-to-face instruction to the greatest extent possible.</li> <li>Groupings of students on a rotation will best accommodate the needs of the school community.                             <ul style="list-style-type: none"> <li>Example of groupings - A/B, A/B/C, A/B/C/D, AM/PM, alpha, geographic, other</li> </ul> </li> <li>One group of students to be present on campus receiving face-to-face instruction while the other group(s) participates in distance learning.</li> </ul>	Y	Y	Y	Y	Y	Y	Y
<b>Model C: Hybrid (Face-to-Face &amp; Blended Rotation)</b> <ul style="list-style-type: none"> <li>Lower Elementary and Vulnerable Students: Face-to-face instruction daily (full-time)</li> <li>Upper Elementary: Blended Rotation</li> </ul>	Y	Y	Y	Y	Y	Y	Y
<b>Model D: Full Distance Learning Model</b> <ul style="list-style-type: none"> <li>Students receive instruction online or through other remote mediums (e.g., paper instructional packets) *Vulnerable students may be on campus.</li> </ul>	N/A	Y	N	*	Y	Y	Y

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

## Middle School Models

Middle School Models	Social Distancing addressed	180 Days of Instruction	Grades 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><b>Model A: Face-to-Face Learning Model</b></p> <ul style="list-style-type: none"> <li>All students on campus daily (full-time) for face-to-face instruction.</li> <li>Teacher would work with family to determine if student could work from home asynchronously.</li> </ul>	Y	Y	N/A	Y	Y	Y	Y
<p><b>Model B: A/B Two-Day Rotation Learning Model</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Students report to school twice a week.</li> <li>Priority will be given to vulnerable students for daily face-to-face instruction to the greatest extent possible.</li> <li>Teacher would work with family to determine if student could work from home asynchronously.</li> </ul>	Y	Y	N/A	Y	Y	Y	Y
<p><b>Model C: Combination Rotation Learning Model</b></p> <ul style="list-style-type: none"> <li>This model is similar to the Two-Day Rotation Model.</li> <li>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.</li> <li>Priority will be given to vulnerable students for daily face-to-face instruction to the greatest extent possible.</li> <li>Teacher would work with family to determine if student could work from home asynchronously.</li> </ul>	Y	Y	N/A	Y	Y	Y	Y
<p><b>Model D: Full Distance Learning Model</b></p> <ul style="list-style-type: none"> <li>Students receive instruction online or through other remote mediums (e.g., paper instructional packets) *Vulnerable students may be on campus.</li> </ul>	N/A	Y	N/A	*	Y	Y	Y

## High School Models

High 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><b>Model A: Face-to-Face Learning Model</b></p> <ul style="list-style-type: none"> <li>All students on campus daily (full time) for face-to-face instruction.</li> <li>Teacher would work with family to determine if student could work from home asynchronously.</li> </ul>	Y	Y	N/A	Y	Y	Y	Y
<p><b>Model B: A/B Two-Day Rotation Learning Model</b></p> <ul style="list-style-type: none"> <li>Priority will be given to vulnerable students for daily face-to-face instruction to the greatest extent possible.</li> <li>Blended learning strategies will be implemented to deliver lessons to students, Group A and B.</li> <li>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.</li> <li>Principal will have the flexibility to determine the rotational schedule.                             <ul style="list-style-type: none"> <li>Possible rotations include, but are not limited to, alpha, grade level, <a href="#">houses</a>, academies, geographic.</li> </ul> </li> <li>Teacher would work with family to determine if student could work from home asynchronously.</li> </ul>	Y	Y	N/A	Y	Y	Y	Y
<p><b>Model C: Hybrid (Face-to-Face &amp; Blended Rotation)</b></p> <ul style="list-style-type: none"> <li>Most vulnerable students on campus daily for face-to-face instruction.</li> <li>Blended learning strategies will be implemented to deliver lessons for the other students.</li> <li>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.</li> <li>Provide flexibility to principal to determine rotational schedule                             <ul style="list-style-type: none"> <li>Possible rotations: A/B/C, A/B/C/D, AM/PM, alpha, grade level, houses, academies, geographic</li> </ul> </li> <li>Teacher would work with family to determine if student could work from home asynchronously.</li> </ul>	Y	Y	N/A	Y	Y	Y	Y
<p><b>Model D: Full Distance Learning Model</b></p> <ul style="list-style-type: none"> <li>Students receive instruction online or through other remote mediums (e.g., paper instructional packets) *Vulnerable students may be on campus.</li> </ul>	N/A	Y	N/A	*	Y	Y	Y



## **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.

## **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 AND 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 social distancing and mask requirements when meeting with parents and the public at school and HIDOE offices.

- Appointments may be required to properly schedule and maintain health and safety measures.
- Principals and their designees shall have the authority to restrict access to the campus for those individuals exhibiting any symptoms of illness.
- 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

During the first two weeks of SY 2020-21, schools will assess all students from kindergarten through grade 12 to determine the students' readiness to meet the curricular standards of their current grade level. Schools 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 Hawaii 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](mailto:Garret.Yoshimura@k12.hi.us)

## 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 Hawaii 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.

Additional information the Office of Student Support Services guidance can be found in their handbook: [OSSS School Reopening Guidance](#).

### **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**

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

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

All out-of-school-time programs, with the exception of the A+ Program, are allowed to continue to provide programming through creative and/or remote mediums when distance learning is in place for the full school day for all students.

The A+ Program will be provided on regular school days, beginning after school until 5:30 p.m. The program will not operate when school is closed and will be suspended when distance learning is implemented for the full school day for all students. The A+ Program will be open on early-dismissal parent-teacher conference days.

If many parents express a desire for services to be provided until 6:00 p.m., the site coordinator may extend program hours if staff schedules and resources can be rearranged.

School administrators should continue to consider the health and safety of staff, service providers, families and students and provide timely communication to the out-of-school-time programs and its participants. School administrators are highly encouraged to discuss the cleaning guidelines with service providers to ensure the facilities are cleaned to HIDOE standards and to address custodial fees.

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

## **Student Activities**

Student activities are an integral part of the curriculum and must be maintained by adhering to current health and safety requirements while practicing necessary social and physical distancing. Schools should continue to promote student voice, civic engagement and responsibility as aligned to their school design model.

### **Athletics**

HIDOE is collaborating with the Hawaii High School Athletic Association, and various athletic leagues (Big Island Interscholastic Federation, Kauai Interscholastic Association, Maui Interscholastic League, and the Oahu Interscholastic Association) to establish requirements for restarting high school athletics. The requirements will incorporate National Federation of State High School Associations guidelines that were developed with guidance from the federal Centers for Disease Control and Prevention. Separate HIDOE practice guidelines for high schools will assist with the restart of athletics. Guidelines will adhere to state and county declarations and health and safety guidelines.

### **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 Hawaii 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: <https://bit.ly/2B14Ysm>

## **Travel**

### **Student Travel**

Student travel (e.g. field trips) off-site during the school day and to off-island destinations will not be allowed until further notice.



## **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 December 16, 2020, Governor David Ige signed a 17th 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 is reduced from 14 to 10 days. A Pre-Travel Testing Program still allows travelers an alternative to the state's mandatory self-quarantine.

All HIDOE employees and public school students will need to comply with their particular county's quarantine guidelines to avoid a mandatory self-quarantine in order to be able to return to work or school.

For employees and students traveling out of state, schools have the option to request proof of the negative test results required of the pre-travel testing program (adult traveling companion if student <5 years old).

If an employee or student (adult traveling companion if student <5 years old) does not participate in the pre-travel testing program, they will need to complete their required quarantine prior to returning to campus or designated work site. A boarding pass or official travel itinerary from the airline may be requested as documentation that the quarantine period was completed.

If someone has to quarantine for traveling, it does not extend to their household members - unless the traveler begins to display symptoms or test positive for COVID. Students and employees would then need to quarantine because they have been exposed to a positive case.

## **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.

Online/virtual learning should not be used as a means to remove a student with behavioral challenges out of the class. Further, it should also not be used in lieu of suspension.

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. Refer to [memorandum](#) dated June 23, 2020.

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	274-7120
Maui/Molokai/Lanai	Robert Joseph	243-1171
East Hawaii	Burgandy Pacheco-Haili	974-6411
West Hawaii	Paula Telles	327-9500

Students will be socially distanced to the greatest degree possible based on the number of available seats. However, in emergencies, students will be allowed to sit no more than two persons per bench seat from home to school and back home again provided that they agree to wear a face mask on the bus. All school buses are required to be ventilated at all times while students are on board.

Students must wear a face mask at the bus stop and while on the bus. HIDOE has issued a supply of disposable face masks to each bus driver in case of emergencies. Students who refuse to remain seated in their assigned seat and students who refuse to wear a face mask on the bus will be referred to the school administrator for possible disciplinary action.

All school bus service providers are required to implement intensified cleaning procedures between scheduled bus trips across the system.

School administrators may contact their District Transportation Officer directly or Bruce Ellerman, Acting Administrator, Student Transportation Services Branch, at (808) 784-6851 or via email, at [bruce.ellermani@k12.hi.us](mailto:bruce.ellermani@k12.hi.us).

## 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>
Hawaii	Mrs. Catherine Pang	(808) 784-5514
Maui	Mrs. Iris Fujimoto	(808) 784-5513
Kauai	in transition	(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](mailto:jeremy.koki@k12.hi.us)

## 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 August 25, 2020 [memo](#), Use of School Facilities - Updated Interim COVID-19 Guidelines #2. In keeping with the transition to distance learning, use of facilities for all Type I, Type II, and Type III activities are suspended until further notice.

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 AND 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) provides employees with paid sick leave and expanded family and medical leave for specified reasons related to COVID-19. Refer to the HIDOE July 29, 2020 FFCRA Leave [memo/attachments](#) for further information.

## Employee Travel

HIDOE suspended **all air travel** for business purposes by employees, including domestic, international, and interisland. Effective July 1, 2020: Professional development, meetings and collaborations beyond the school or office level should continue to prioritize the use of e-conferencing to the greatest extent possible until further notice.

- Out-of-state travel (international and domestic) must be approved by both your Complex Area Superintendent/Assistant Superintendent/Deputy Superintendent AND the Superintendent.
- Inter-island travel must be approved by your Complex Area Superintendent/Assistant Superintendent/Deputy Superintendent.

## 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 social distancing guidelines with all substitute teachers. All substitute teachers should receive a copy of the [Opening of the School Year Packet for School Year 2020-2021](#).

Substitute teachers are encouraged to complete the Distance Learning Readiness 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 social distancing guidelines 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.

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 social distancing.

- 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 Hawaii 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](https://hidoe.service-now.com/sp?id=kb_article&sysparm_article=KB0011472) (employee login required)

## Performance Evaluations

SY 2019-20

- All deadlines and guidelines form employee performance evaluations remains in effect.

#### 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) will be paused during Quarter 1. Further clarification and adjustments to the EES, the annual manual, and training are expected to be released the second week of September 2020. A memo on the adjustments to the EES for SY 2020-21 is forthcoming.
- Updates or modifications to the Comprehensive Evaluation System for School Administrators (CESSA) are forthcoming based on a joint HGEA/HIDOE committee recommendation.
- All deadlines and guidelines for other employee performance evaluations remain in effect. Evaluation meetings may be held virtually.

## FAMILY AND COMMUNITY RESOURCES

### Ohana Help Desk

The Ohana Help Desk, launched on August 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](http://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)

### Telehealth

During SY 2020-21, all HIDOE students can access a free resource for any health-related questions and telehealth services. Please see [Hawaii 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.