

2020 Summer Learning



HAWAI'I STATE DEPARTMENT OF EDUCATION



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Superintendent's Message

June 1, 2020

The Hawaii State Department of Education (HIDOE) summer learning programs will be delivered through multiple platforms beginning in June, including distance learning, face-to-face and mobile support for students and families.

The focus of our programs over the next two months is targeted toward our high-need and hard-to-reach students, with added opportunities for credit advancement for our secondary students. The HIDOE continues to assess where we can expand on system and school design models that allow for continued distance learning opportunities into the fall including the permanent expansion of E-School programs and community-centric mobile learning labs.

It is my expectation that all HIDOE leaders will make every effort to support our students disproportionately impacted by school closures caused by the COVID-19 pandemic. State and complex area-level leaders are charged with tri-level communication, addressing concerns, and, to the extent possible, ensuring that schools have sufficient resources and personnel to run summer school programs.

In addition to summer programming, students are offered opportunities to prepare for the next grade level through annual transition programs to support milestone years for students.



Dr. Christina M. Kishimoto
Superintendent

RESOLUTION OF THE BOARD OF EDUCATION

At its May 21, 2020 General Business Meeting, the Hawaii State Board of Education (Board) adopted a [Board Resolution](#), that directed the Hawaii State Department of Education (HIDOE) to offer summer school in a way that supports students who have been disproportionately impacted by school closures caused by the COVID-19 pandemic, to ensure clear coordination between each level of the tri-level system, and to communicate timely and effectively with the public.

Disproportionately impacted students include students receiving special education services with Extended School Year services in their Individualized Education Plan, juniors and seniors who need credit recovery, students in transition grades who would substantially benefit from summer school to ensure readiness for entry into middle or high school, and students who would substantially benefit from summer school to fulfill grade-level requirements to advance to the next grade.

In its resolution, the Board instructed the HIDOE to address and provide:

- A free or low cost summer school to all disproportionately impacted students;
- An appropriate device and/or an adequate internet connection to allow the student to participate in distance learning;
- A space on campus and adequate staffing to provide student access to devices and/or internet connection to allow students to participate in distance learning, provided that schools offering on-campus summer school have sufficient resources, personnel, and training to ensure a clean and safe learning environment, including, but not limited to, appropriate cleaning and disinfecting supplies and personal protective equipment; and
- An offering of limited on-campus summer school for students who are not served adequately by distance learning options.

Further, the Board directed the state and complex area levels to clearly communicate to the school level about resources, services, and coordination between each level of the tri-level system. It also instructs the state level to collect, aggregate, and analyze data from the school and complex area levels and to provide this data to the Board, education stakeholders and the public, as appropriate.

The Board has charged the HIDOE with making every effort to contact and communicate with disproportionately impacted students and their parents and guardians to ensure that they understand how their child can benefit from summer school. It also has required the HIDOE to communicate timely and work collaboratively with government entities, businesses, community organizations, and individuals interested in supporting summer school.

Lastly, the Board required the Superintendent to provide a comprehensive summer school plan by June 1, 2020, and to provide weekly, detailed reports, including data, to the Board on the implementation of summer school.

BACKGROUND

On March 4, 2020, Gov. David Ige issued an emergency proclamation declaring a disaster emergency relief period until April 29, 2020 in response to the Novel Coronavirus Disease 2019 (COVID-19) outbreak. On March 11, 2020, the World Health Organization declared COVID-19 a pandemic. On March 13, 2020, a national emergency was declared in the United States concerning this pandemic.

On March 17, 2020, Gov. Ige initiated the “15 days to slow the spread of COVID-19” mandate in Hawaii, which directed all departments to immediately analyze and implement telework for all eligible employees. The Hawaii State Department of Education (HIDOE) quickly determined key personnel who needed to continue to report to work to perform essential functions and directed all other employees to begin to work remotely in order to practice social distancing for 15 days commencing on March 20, 2020 and ending on April 3, 2020.

On March 23, 2020, Gov. Ige issued a supplemental proclamation, which initiated a statewide “stay-at-home” directive. This proclamation ordered the entire state to stay at home and work from home from March 25, 2020 through April 30, 2020.

On March 24, 2020, HIDOE announced its school facilities would remain closed to students through April 30, based on guidance and information from health officials and elected leaders. Traditional, in-school instruction was placed on hold until schools reopened.

On April 2, 2020, the Board of Education unanimously approved HIDOE’s request to modify high school graduation and commencement requirements for the graduating class of 2020. This approval in part helped finalize plans to utilize grades from the third quarter to determine the final grade for student courses.

During the final quarter of school year (SY) 2019-20, HIDOE moved to a mixed method of delivering learning opportunities to public school students across the state. Teachers creatively utilized paper packets, online learning resources, and virtual learning sites to innovatively engage and promote learning with their students. Schools reached out to students from families without technology devices, internet accessibility, and/or personal transportation; however, some students and their families could not be located. As a result, these students were more vulnerable to falling behind academically, lacking credits necessary to graduate, and/or being unable to fulfill promotion requirements.

On April 17, 2020, HIDOE announced the continuation of enrichment and distance learning through May 28, 2020, the last day of SY 2019-20 for students. The decision was made based on guidance and information from health officials and elected leaders. The last day for teachers and other 10-month employees was Friday, May 29, 2020.

SUMMER 2020

During April and May, HIDOE rolled out a robust menu of expanded summer programming primarily via distance learning, with face-to-face options where deemed necessary to best support students, taking into account the changing parameters for social distancing, travel, and opening of commerce.

On May 18, 2020, Gov. Ige outlined his plan to initiate a phased reopening of Hawaii and signed an eighth supplemental emergency proclamation in response to COVID-19. This proclamation included the State Reopening Strategy for Businesses and Operations (Attachment G of the proclamation), which identifies “education facilities (K-12, higher)” as one of the businesses and operations that is allowed to open with physical distancing and safe practices during the “Act with Care” phase. The state’s transition from the “Safer at Home” phase to the new “Act with Care” phase came at a time when complex areas and schools were preparing for blended summer learning programs. This proclamation provided guidance for schools and opened the doors for summer learning.

During this summer, schools and offices will be strategically implementing social distancing models and solidifying school facilities’ per-person capacities in various spaces, including classrooms, offices, cafeterias, playgrounds, and meeting rooms. Various instructional models, such as face-to-face, blended, and distance learning, lend themselves to each school’s optimal environment for students and employees.

Schools will take into account the guidance of health officials and factors such as building and classroom configurations, student grade levels, schedules, recess, meal service, student transportation, and existing health conditions of adults and students as part of their summer programming considerations. Summer planning included onsite usage of personal protective equipment (PPE) and adequate sanitization supplies.

HIDOE schools and offices will continue to implement timely adjustments to the continuously changing conditions driven by health and safety needs as a result of the pandemic.

SUMMER PROGRAMMING

In preparation for the summer months and in anticipation that Hawaii would still be impacted by COVID-19, HIDOE proceeded to design various summer learning programs. Programming was modified to be offered via:

- Distance learning: students work online at home while the teacher assigns work and checks in digitally.
- Online learning: students in the classroom with an instructor while working on digital lessons. Also, referred to as eLearning.
- Blended learning: a blended learning model of distance learning and face-to face instruction.
- Face-to-face learning: students are taught course content and learning material in person which allows for live interaction between a learner and an instructor. Traditional type of learning instruction.
- Hard copy packets: students are provided with copied instructional materials or packets to address situations where internet access or a learning device is not readily available or other situations.

Summer 2020 programming is focused on providing students with opportunities to redo or retake courses, accelerate or advance in coursework, and access a technology-rich learning environment with physical and virtual components.

TYPES OF OFFERINGS

Offering	Description
Official summer school	<p>Summer school will be delivered virtually for the health and safety of students and staff. The HIDOE will offer 19 official summer school sites including E-School and anticipates serving an estimated 4,000 students statewide.</p> <p>Site listing: http://bit.ly/HIDOESummer2020</p>
E-School	<p>Considered one of the official summer school offerings, E-School is available to students in grades 9-12. The E-School program is completely online and offers a variety of rigorous courses in language arts, math, social studies, health, and fine arts. Students are guided through their courses by state-certified teachers. Teachers evaluate student work and provide constructive feedback. Students interact and collaborate with each other through blogs, discussion forums, virtual classrooms, and other communication tools offered in the course management system. E-School has grown to serve 1,195 students enrolled in 14 different course offerings.</p>
School-Based Opportunities: Summer Learning hubs and other learning opportunities	<p>These programs provide learning opportunities for remediation, intervention and enrichment. Models will vary and be determined by the school to best address student needs. Some learning hubs may be designed to address target skill sets such as self help and behavior for students with significant disabilities. Potential activities include extended learning opportunities, summer bridge and transition programs (e.g., kinder camp, elementary to middle/intermediate, middle/intermediate to high school, etc.), problem-based learning, experiential-based learning, and mobile micro-learning labs. The HIDOE will facilitate equitable access to learning opportunities to provide students with a technology-rich learning environment during the summer program. This includes possibilities like community-based learning hubs and mobile learning hubs for students with unstable housing.</p>
Credit recovery	<p>This program provides students the opportunity to redo or retake required units or credits via a self-paced, adaptive online program using video-based lessons customized for the learner. Thirty-eight schools plan to offer this program. Schools have until June 15 to register students. This opportunity is being offered for free to students currently in grades 6-12 (expanded from juniors and seniors initially). The Department will provide up to 6,000 students the opportunity to take up to six courses each.</p>
Extended School Year (ESY)	<p>Summer learning opportunities for students with disabilities.</p>
Alternative Learning Program Support & Services (ALPSS)	<p>The ALPSS engages students in their learning by offering opportunities to continue with their alternative path to success. This program enables students to participate in credit-bearing courses offered by their ALPSS teachers.</p>
Imagine Learning	<p>This online program engages English Learner students in their learning to continue with academic and English language development.</p>

Summer internship programs	This program is a work-based learning experience that encourages sustained interactions with industry or community professionals in real workplace settings or simulated environments at an educational institution.
Summer Next Steps to Your Future (UHCC)	<p>The "Next Steps to Your Future" initiative is reaching out to 10,000 graduating high school seniors to engage students in transitioning to postsecondary plans for career. The initiative connects soon-to-be-graduates to postsecondary education, training and or employment through:</p> <ol style="list-style-type: none"> 1. Hawaii P-20 Summer Advising Initiative: Connect with graduating high school seniors and provide coaching, “nudging” and advising for students to make informed critical steps toward achieving their postsecondary plans. Advisors will guide students through their summer transition toward college or career, including nudging messages through a texting campaign, building on a Hawaii P-20 pilot project previously implemented in a few high schools. 2. UHCC Summer Onramp Program: Support students’ transition with Next Step: Career Explorations classes to explore career options and discover the education and training needed to reach their goals.

Summer 2020 marks the introduction of mobile learning hubs.

Offering	Description
Community Based Mobile Learning Hubs	<p>Similar to the school-based learning hubs, mobile micro-learning labs are designed to enter into communities designated by complex areas. The HODOE will facilitate equitable access to learning opportunities to provide students with a technology-rich learning environment during the summer program. The first set of mobile learning hubs will be located in: Pahala/Naalehu on Hawaii Island, Molokai, Lanai, Hana on Maui, and Kauai. On Oahu, the YES Project, a mobile learning hub, will provide outreach to homeless students to assess needs and connect to resources.</p>

SUMMER 2020 SUPPORTS, HEALTH AND OPERATIONS

SUPPORTS FOR STUDENTS

The design of summer learning opportunities requires careful attention to the academic and social-emotional learning needs of our students. During Summer 2020, the HIDOE is providing homeless support and telehealth services.

Offering	Description
YES Project	<p>The YES Project is a mobile hub that will travel weekly to each district on Oahu and will be a positive presence in communities of high need. The bus stops will provide opportunities for students to re-engage with learning and receive social-emotional supports. Programming is responsive to the Centers for Disease Control and Prevention (CDC) guidelines for social distancing, with increasing levels of direct student interaction and group activities, as appropriate.</p> <p>The Education for Homeless Children & Youth office will pilot The YES Project, a collaborative street outreach initiative for summer 2020. The purpose of the project is to:</p> <ul style="list-style-type: none"> ● identify children in unstable housing who may not be on the HIDOE's radar for support; ● deliver basic necessities, such as food and hygiene supplies; ● engage young people in locations where they are spending time in the summer; ● assess needs among young people, families and communities to inform future programs. <p>Community Liaisons will build on established relationships and expand their reach. Teachers, counselors, and other school & community-based providers will be invited to participate. Expansion of liaison support and community outreach partnerships in areas without a bus are being explored. Mobile outreach hours are Monday, Wednesday & Friday from 9 a.m. to 3 p.m., excluding holidays.</p>
Hawaii Keiki Telehealth	<p>This program strives to reduce the number of children who are unable to access health services during a pandemic. HIDOE students and families have access to a free health hotline and telehealth service provided by the Hawai'i Keiki: Healthy and Ready to Learn Program as an extension of services provided to students in the traditional school health room.</p> <p>The program helps ensure continuity of care by a known and trusted provider (Hawaii Keiki Nurse), provides families an alternative means of accessing health services, reduces morbidity and mortality for students with chronic physical and mental health conditions, and ensures students are healthy and ready to learn when school reopens.</p> <p>Summer hours: Monday through Friday from 9 a.m. to 2 p.m., excluding holidays until July 24, 2020, (844) 436-3888 (toll free). These no cost services deliver equitable access to health resources and care for HIDOE students using mobile devices and interactive technology.</p>

Telehealth allows our families to meet with a healthcare provider outside of the traditional in-person visit using technology like mobile phones, tablets, and computers. Telehealth services may be provided through audio, text messaging, or video conferencing software. This allows families to talk to a health professional while staying home and practicing social distancing. Telehealth can improve health care access, decrease risk of adverse health outcomes, provide quality care that would normally be provided in the health room, and provides access for all students of HIDOE regardless of location.

Students and families can call the Hawaii Keiki (HK) Telehealth hotline from anywhere. HIDOE students and families who call the hotline will speak with an HK registered nurse (RN) or nurse practitioner (APRN). The nurse will perform a basic triage assessment over the phone regarding the caller's health concern or question about their child. The caller may receive basic health advice or information and, with parental consent, the student may be scheduled for a telehealth visit with an HK nurse practitioner. Nurses staffing the hotline have been working in schools statewide and are familiar with many families and students. Families may request to make an appointment with a specific HK nurse practitioner. Students will be referred to the appropriate medical and/or mental health care and can connect students with other service providers such as HIDOE support staff such as counselors, social workers, behavioral health specialists or other medical referrals.

HIDOE students' information will be kept in the Health Office Anywhere (HOA) which is HIDOE's school-based electronic health record. HOA keeps a record of visits to the health room, immunizations, required screenings like hearing and vision. It is HIPAA and FERPA compliant. Additionally, the HK nurses document telephone visits and telehealth visits in a medical record system known as Epic. Epic allows the nurse practitioners to communicate with your child's regular doctor.

HEALTH AND SAFETY

The health and safety of our learners and staff is paramount. The HIDOE is dedicated to ensure all proper measures are taken to safeguard our ohana.

The HIDOE's Health/Safety Guidance for Summer Programs is continuously updated in accordance with the State of Hawaii Department of Health (DOH) and CDC advisories. During this COVID-19 pandemic, DOH has worked directly with the HIDOE's representative, Dr. Timothy Lino, School Health Section, Office of Student Support Services (ph. 808-305-9779) to ensure timely updates are shared with schools and offices.

School administrators and custodial staff have been trained through webinars led by the Office of Facilities and Operations (OFO). Sanitation supplies as well as personal protection equipment (PPEs) are acquired through consolidated purchasing at the state level and distribution is managed by complex area leadership. Complex areas and schools may also purchase sanitation supplies, as needed. OFO's coordinator is Cherisse Shikada (ph. 808-784-5004).

HEALTH/SAFETY GUIDANCE FOR SUMMER PROGRAMS

(Latest updates as of 5/28/2020)

HAWAII STATE DEPARTMENT OF HEALTH (DOH)

Objective/Goal: Minimize Risk

Assumptions:

1. COVID-19 will not be totally eliminated, there will always be cases.
2. Every COVID-19 case cannot be prevented - need to manage the disease.
3. Development of a vaccine would greatly reduce disease incidence.

Strategies for Implementation of In-Person Meetings and Instruction [Summer School, June-July 2020]:

Preamble: the following information contains guidance from both the CDC and the DOH, i.e., they are recommendations for all schools to consider in meeting their unique school community needs. The HDOE is following the recommendations from the DOH and CDC. Please understand that this pandemic is constantly evolving. As guidance changes, it will be shared with you.

- Stagger drop off and arrival times for students, so that large groups of people are not arriving and leaving at the same time. This minimizes overcrowding and human contact in confined areas.
- Discourage older people, like our kupuna, especially those with underlying medical conditions, from dropping off or picking up students.
- Set up hand hygiene or sanitizing stations at the entrance of school and/or meeting areas.
- Do your best to practice proper social distancing. That is, 2 arms' length or 6 feet apart, whichever is longer. It is understood that keeping 6 feet apart in the school setting is not always feasible.
- Of course, no more than 10 persons should attend any meeting or class.
- In a classroom setting, turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- Stagger session times to minimize:
 - physical contact of separate small groups; and
 - crowding of meeting/learning spaces.
- Limit Sharing:
 - Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.
 - Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single student/camper) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
 - If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
 - Avoid sharing electronic devices, toys, books, and other games or learning aids.
- Clean and disinfect all frequently used surfaces before and after all meetings.
 - These would include:
 - tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, touch screens, chairs, arms of chairs, faucets and sinks, to mention several.
 - See [detailed guidance](#) on the CDC website regarding cleaning and disinfecting surfaces.
- Remove porous materials, such as area rugs, couches and cushions.
- Wash hands for 20 seconds or sanitize hands before and after all meetings and classes. Hand sanitizers should contain at least 60% alcohol.
- During meeting and class time, minimize physical contact between participants.
- All adults should cover their mouths and noses with a cloth face cover (aka mask).
 - It is not required for students to wear masks in a classroom setting, especially younger students

in grades Pre-K to 2nd grade, or students with disabilities, as wearing masks may be very difficult for them.

- When conducting a smaller meeting, or when students are moving outside the classroom, then students are encouraged to wear masks.
- Whenever keeping 6 feet apart is not feasible, it is recommended that students wear masks.
- Restrict nonessential visitors, volunteers, and activities involving other groups at the same time.
- When a student becomes ill, send that student to the Health Room, if a School Health Assistant (SHA) is working. If there is no SHA on campus, send the student to the Summer School Director or designated Staff member.
 - Call the student's parent or guardian to pick up the student.
 - Keep the student in a supervised, isolated area until he/she is picked up.
 - Do not have the student wait at the main office.

SCREENING

Per the CDC, schools are NOT expected to screen students or staff specifically for COVID-19. The purpose of screening would be for general illness symptoms. Any teacher or designated adult can perform the screening. No special training is required.

Interview and visually inspect the person using the following checklist:

- Ask the person if he/she feels feverish or unusually warm.
- Coughing/sneezing
- Sore throat
- Shortness of breath/difficulty breathing
- Headache/stomach ache/nausea
- Muscle pain/unusual fatigue
- New loss of taste or smell
- Anyone considered ill should be sent home immediately.
 - Set up a supervised, isolated area for the student to wait until the parent or guardian arrives for pick up.
 - Do not have the student wait at the main office.

From Exceptional Support Branch (ESB):

Staff, students and families participating in summer services will be required to adhere to the above health and safety requirements. If a student does not have the appropriate prerequisite skills to follow all health and safety requirements to safely receive in-person services, the student's team should identify how these prerequisite skills might be taught. This may be addressed through additional parent training provided via telepractice (e.g., Webex session with parent and HIDOE provider, recorded video training sent to parent, etc.) or in-person at a school site; collaboration between the student's school team, parent(s)/legal guardian(s), and private providers on teaching these skills in the home setting, etc.

OTHER GUIDELINES:

1. Encourage staff and students to protect their personal health.
2. Post the signs and symptoms of COVID-19 (fever, cough, shortness of breath).
3. Encourage all to practice good hand hygiene by ensuring access to water and soap or hand sanitizers. Emphasize and practice hygiene in the classroom.
4. All high touch surfaces (e.g., doorknobs, keyboards, counters, phones, etc.) should also be cleaned and disinfected regularly and frequently.
5. Screen and monitor all illnesses:
 - a. Consider screening students, faculty, staff, and visitors (e.g., "Do you have a cough? Do you feel feverish/warm?" If the answer is "yes," consider dismissing to home) before entering school classrooms/campus and sending them home to recover if found to be ill.

- b. Persons may return when fully recovered.
 - c. Provides early identification of COVID-19.
 - d. Early/transparent reporting to DOH for investigation, and if a positive student, faculty, or staff are identified, DOH would implement contact tracing. In this scenario, it will be important for DOE schools to provide DOH with a list of all potential contacts.
6. Consider each classroom a cohort (family unit):
- a. For younger children, minimize those times in the classroom when instruction or social skill development activities make it difficult to maintain 6 feet between children, especially when teaching or practicing necessary social skills of personal space, sharing space, and safety.
 - b. Limit and control interaction with other classroom cohorts.
 - c. Prohibit gatherings of more than 10 individuals who are not in the same classroom cohort.
 - d. Lunch time, when students and staff are not wearing masks, is a high-risk time for disease transmission.
 - i. Have students/staff eat lunch/meals in their own seats in classrooms or their offices (whichever relevant) rather than congregating in cafeterias.
 - ii. Maintain a physical distance of 6 feet between students/staff during lunch time.
 - iii. Consider other options or locations to ensure social distancing.
7. Parents and HIDOE must ensure student's underlying medical conditions are managed.
8. Be prepared for outbreaks that will happen in schools or homes.
- a. Children with mild/undetected COVID-19 illness may bring illness to the classroom or take illness back to the household.
 - b. Children will be out-of-school (quarantined or isolated) for a period of days:
 - i. **Quarantine** is 14 days.
 - ii. **Isolation** for active disease will be different for each child and may be shorter or longer than quarantine (14-days).
 - c. Have lessons prepared for extended absenteeism.
9. Understand that COVID-19 disease and risk are likely greater than influenza-like-illness because of lack of immunity and greater infectiousness.
10. Prevent stigmatizing children and adults who are infected and exposed to COVID-19.

More information and resources are available at the Hawaii DOH [COVID-19 Webpage](#).

CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC)

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as [handwashing](#), [staying home when sick](#)) and environmental [cleaning and disinfection](#) are important principles to follow as schools begin to reopen. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities. These actions, under [Child Care, Schools and Youth Programs](#), are covered on the CDC website.

The CDC recently released an [infographic](#) as guidance for schools to consider when (re)opening.

OFFICE OF FACILITIES AND OPERATIONS (OFO)

PERSONAL PROTECTIVE EQUIPMENT (PPE) AND CLEANING SUPPLIES

- OFO has received donations of PPE from the Hawaii Emergency Management Agency (HI-EMA), and whatever they've received have already been distributed to each Complex Area, to disperse to schools.
- OFO is in the process of determining what other PPE supplies schools and staff need, and whether their office will be able to procure those supplies for the entire Department. This is a work in progress.
- Schools and offices are responsible for procuring cleaning and disinfecting supplies.
 - In that scenario, OFO will compile a list of vendors for the schools to procure from.
- OFO provided training for custodians in May 2020 specifically addressing cleaning and disinfecting procedures during this pandemic.
- If there is a confirmed COVID-19 case at a school, a sanitation company will be contracted by OFO to clean and disinfect designated areas.
- Please contact Cherrisse Shikada at 784-5004 or via email, should you have further questions.

PPE Items Recommended for Use in the Health Room.

Item	Quantity Per School for Fall Semester (Summer, if applicable)
Protective eyewear ("goggles")	2 pairs (1 pair to use while the other is being sanitized)
Disposable surgical masks for the SHA to use when seeing a student with respiratory symptoms and for the student who is ill	Minimum of 1 box of 50 per school plus 2 more boxes (100) per thousand students enrolled
Cloth masks (ear loop kind) to use in the health room when other students are present	10 per school (a clean cloth mask should always be available in the health room in case a Substitute SHA or other school staff has to cover SHA duties)
Non-latex disposable gloves	1 case of 10 boxes (100 per box) medium size per school
Gowns (disposable aprons)	1 box of disposable non-latex aprons that are water-resistant/non-absorbent (a box with 20 or more should be sufficient)
Disinfection wipes (see the EPA List of Disinfectants for Use Against SARS-CoV-2)	1 case of 12 bags (50 wipes per bag) per school
OPTIONAL: Infrared "no-touch" thermometer	1 per school. Make sure that it does not require the patient to be inside for 30 minutes prior to use since this is not practical for students who are visiting the health room. Temporal thermometers are also good, but must be properly disinfected after each use.

SUMMER MEALS AND TRANSPORTATION

Students attending 2020 summer programs at school sites that are participating in the HIDOE summer meal program will be able to enjoy nutritious meals on campus through July 17. Meals are served to children 18 years or younger, free of charge, regardless of eligibility for free or reduced price meals. Children do not need to be enrolled at the school distribution site and do not need to be public school students. Sponsor sites at public agencies, churches and nonprofit organizations are also serving meals to children in communities at additional locations to support keiki. The summer meal program plays an important role in ensuring children return to school ready to learn. Visit hawaiipublicschools.org for updated school site information.

During the summer months, the Office of Facilities and Operations (OFO), Student Transportation Services Branch (STSB) continues to provide home-school-home transportation services for special education students whose individualized education plan (IEP) includes transportation as a related service. STSB is also furnishing transportation services for special education students whose annual assessments are being conducted on campus.

Schools that would like to offer transportation as a component of their regular education summer program should contact their District Transportation Officer for guidance.

All school bussing services are subject to CDC social distancing guidelines. Seating capacity has been drastically reduced, which will result in longer than normal trip times, earlier than normal arrival times in the morning, and later than normal departure times in the afternoons. Schools are urged to plan for additional adult supervision. Students will be required to sit in specific seats on the bus as assigned by the bus driver. Students who reside in the same household will be allowed to sit next to each other on the bus. Bus drivers and adult attendants are required to wear face coverings at all times. School bus vehicles will be cleaned and sanitized after each tour of duty.

OFO also plays a key role in the rollout of the mobile hubs, procuring the vans and stocking it with the necessary mobile hub materials (e.g., chairs, tables, tents, etc.) Complex area superintendents and complex area teams take care of personnel, student sign-ups and related operations.

SUMMER PERSONNEL AND BUDGETS

The Office of Talent Management (OTM) provides technical support and guidelines for hiring personnel for summer school and other learning opportunities programs (e.g., required paperwork, fingerprinting, certifying of program employees).

OTM has also taken the lead for launching HIDOE's summer intern program for graduating seniors.

Offering	Description
2020 CTE Summer Internship for graduating seniors (Class of 2020)	HIDOE is offering a variety of CTE summer internship opportunities within its state offices. The internships will provide a paid learning experience that is tied to Career and Technical Education areas of focus. For more information, visit https://bit.ly/HIDOE20internship .

Inquiries regarding program allocations, expenditure plans, and payroll are handled by the Office of Fiscal Services (OFS). OFS serves as the HIDOE lead for the Coronavirus Aid, Relief, and Economic Security (CARES) Act funds. The Office of Curriculum and Instructional Design (OCID) serves as the program manager for official summer school programs, E-school and other related programs.

ACCESS TO TECHNOLOGY AND CONNECTIVITY

Summer 2020 presents a unique opportunity for school leaders and educators to actively experiment and implement the next generation of school design grounded in digital inclusion.

Federal funding through the CARES Act has provided a pre-approved investment opportunity to address accessibility to technology devices as well as connectivity. The HIDOE has also purchased 10,000 devices and invested in hotspots and other bridges to connectivity. Device management for these centralized bulk purchases fall under the purview of the Office of Information Technology Services (OITS).

In addition, technical assistance is readily available through the IT Help Desk managed by OITS for HIDOE employees who need technical assistance with accessing systems, resetting passwords, etc.

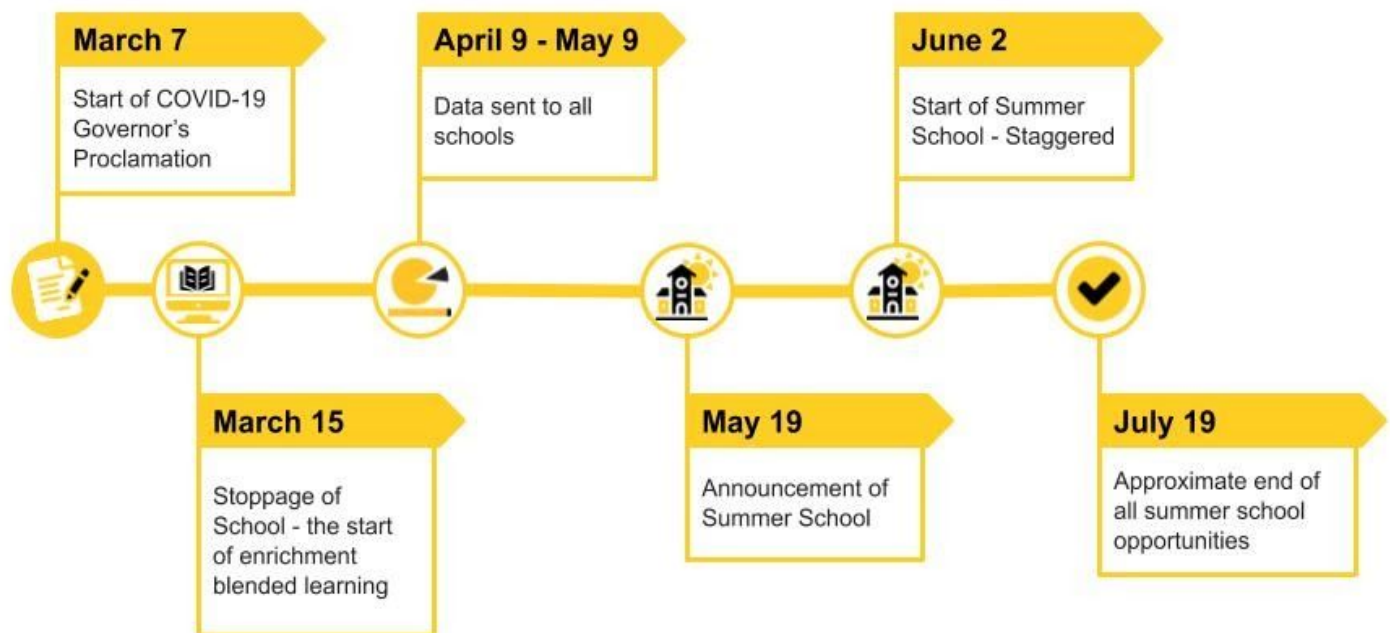
DATA REPORTING, METRICS, AND EVALUATION

The HIDOE has developed a data collection plan for summer learning to collect, aggregate and analyze data based on identified metrics from the tri-level system, and to generate reports to be shared with the Board, school leaders, parents, education stakeholders and the public.

Reporting of summer learning opportunities will be made available one week following the program start date. Data will be collected from schools and state-level run programs, compiled, reviewed and analyzed prior to reporting to ensure accuracy prior to submission. Beginning June 12, a weekly summer learning report will be emailed to the Board Chairperson and the Board office every Friday.

The data collection of the summer learning opportunities will encompass the various program offerings and proposed metrics associated with each component of HIDOE's summer learning plan. This plan addresses data points that will be collected along with the method and frequency of the data reports.

From the onset of the pandemic, complex area superintendents and school principals used student-level data to drive their decision making to plan for student outreach and learning opportunities. Throughout April and May, all school principals received data reports of students who received a failing grade in one or more core subjects at the end of the first semester (December) and at the end of the third quarter (March).



WHAT WILL BE REPORTED

For summer learning, HIDOE will be collecting and summarizing the multifaceted types and outcomes of available programs.

State and School-level programs

Offering	Proposed Metrics	Report
Official summer school	<ul style="list-style-type: none"> ● Number and names of schools ● Number of students enrolled ● Types of courses ● Number of students in each course offered ● Student attendance ● Student progress 	Weekly/Final
E-School	<ul style="list-style-type: none"> ● Number of students enrolled ● Types of courses ● Student attendance ● Student progress 	Weekly/Final
Learning hubs and other summer learning opportunities	<ul style="list-style-type: none"> ● Number of sites ● Types of courses ● Number of students enrolled ● Student attendance ● Format (in-person, online, blended) ● Student progress 	Weekly/Final
Credit recovery	<ul style="list-style-type: none"> ● Number and name of schools ● Types of courses ● Number of students enrolled ● Student progress 	Weekly/Final
Extended School Year (ESY)	<ul style="list-style-type: none"> ● Number of students enrolled ● Number of ESY sites ● Format (in-person, online, blended) ● Student attendance 	Weekly/Final
Alternative Learning Program Support & Services (ALPSS)	<ul style="list-style-type: none"> ● Number of students enrolled ● Number of teachers ● Number of devices deployed/usage ● Format (in-person, online, blended) ● Student attendance ● Student progress ● Student survey 	Final
Imagine Learning for EL students	<ul style="list-style-type: none"> ● Number of students enrolled ● Number of sites ● Number of teachers ● Number of courses offered ● Number of devices ● Student attendance ● Format (in-person, online, blended) ● Student progress ● Student survey 	Final

Summer internship program	<ul style="list-style-type: none"> • Number of students and offices participating • Types of internships • Pre-assessment • Final evaluation 	Final
Summer Next Steps to Your Future (UHCC)	<ul style="list-style-type: none"> • Number of students participating in each metric (probably by HS if needed) • Number of UH classes taken/credits earned • Number of students reporting plans for employment • Number of students who enrolled in postsecondary education and training 	Final

Summer Support Services

Offering	Proposed Metrics	Report
YES Project	<ul style="list-style-type: none"> • Number of students reached weekly • Source of the referral • What was delivered • Agency connections made • Online accessibility • Frequency of visits/repeaters accessing services 	Weekly/Final
Hawaii Keiki Telehealth	<ul style="list-style-type: none"> • Telephone triage calls • Scheduled telehealth visits • Tracking of referrals of keiki to emergent or urgent care 	Final <i>(Monthly data provided by the Hawaii Keiki Data Team)</i>

State Operations

In addition to student program offerings, additional state operations data will reflect the functions and services provided to complex areas and schools. The operations data points will be captured on the final data report to summarize personnel, facility, and fiscal outcomes.

Office	Program	Description	Metrics
OFO	Summer Feeding	Continuing feeding of students through the summer months	Meal counts
OFO	Personal Protective Equipment (PPE)	Distribution of PPEs to staff during summer months	Supply inventory

OTM	Personnel	Provide data on personnel hired for the summer learning programs.	<ul style="list-style-type: none"> • Number of personnel hired • Type of personnel
OITS	Technology - Mobile Learning Hub	Provide internet access in rural communities	<ul style="list-style-type: none"> • Amount of data consumed by users in Gigabytes.
OITS	Technology - MiFi Hotspots	Provide students with internet access	<ul style="list-style-type: none"> • Amount of data consumed • List of top internet site types students access by category (ie educational, news, etc)
OITS	Technology - ServiceNow, Staff IT Help Desk	Provide the number of access-related incidents that are reported to the Staff IT Help Desk by employees during the summer learning period.	<ul style="list-style-type: none"> • Incident counts as reported in ServiceNow during the summer learning period, separated by application and network access issues.
OFS	Fiscal	Provide data on expenditures for the summer learning programs	<p>Expenditure data by:</p> <ul style="list-style-type: none"> • Program ID, • Source of funding • Location

TYPES OF REPORTS

Two primary types of reports will be generated over the course of the summer: weekly reports and the final report. The reports will provide a broad data overview and, to protect student privacy concerns, will not contain student-level data. Student-level data will only be shared with schools.

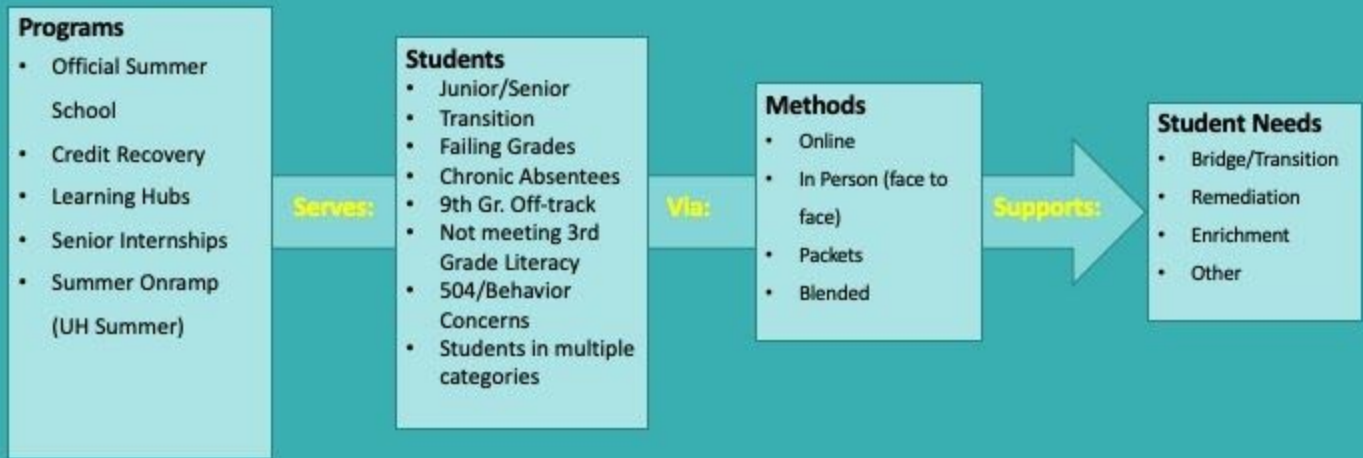
Weekly Reports

The weekly report will highlight the school and state-level summer learning opportunities designed to meet the needs of the students, families, and the community. The following chart outlines the process in which the above-mentioned data will be collected at the school levels. This data-collection process will gather information based on:

- Types of programs being offered (official, learning hub, credit recovery, etc)
- Identification of how each student may be disproportionately impacted (transition, off-track, etc)
- Method of instruction (online, face-to-face, blended, packets)
- Basis for the instruction (transition, remediation, enrichment, other)

HIDOE 2020 SUMMER LEARNING – DATA FOR PROGRAM DELIVERY AND MEASURES

Student Learning Opportunities Offering:



The data reports will sort students not only on the basis of their disproportionately impacted status but also on students' associated demographic data. The data will be further disaggregated based on the students' identified subgroup (e.g., SPED, 504, English Learner, homeless, foster).

In addition to the school-level data collection, the state-offered programs also have specific goals, deliverables, and outlined metrics. Depending on the program, the associated metrics will be compiled and will be consolidated with the school-level data for either the weekly and/or the final reports of the summer learning opportunities.

Final Reports

The final report is a compilation of the weekly school-level, program-level data, and the additional state operations data. This comprehensive report will summarize the weekly reports and will also include state-level supports and programming used to support schools and students. Also included in the final report will be the operations data, (e.g., personnel, budget, technology, facilities, etc) that highlight the operational functions supporting the implementation of summer learning. These summary reports will be accessible through data dashboards, which will be available through the HIDOE website.

PROCESS FOR REPORTING

Reporting of summer learning opportunities will be made available one week following the collection date. Data will need to be collected from all schools and state-level programs, compiled, reviewed, and analyzed prior to reporting. This allows the HIDOE the opportunity to process the data to ensure accuracy prior to submission.

Beginning June 12, the weekly summer learning reports will be emailed to the BOE Chairperson and the BOE office every Friday (as noted below). The following chart highlights the approximate dates that the reports will be available to the BOE and other interested stakeholders.

	Data Collection Date	Report Submittal Date
Week 1	June 5	June 12
Week 2	June 12	June 19
Week 3	June 19	June 26
Week 4	June 26	July 6 <i>(Holiday - July 3)</i>
Week 5	July 2	July 10
Week 6	July 10	July 17
Week 7	July 17	July 24
Week 8	July 24	July 31
Final Report (including Operations, UHCC)		August 28

The final reports will be represented through a data dashboard posted on the HIDOE’s website. The data dashboards are being designed to provide a compilation of the progress and nature of summer learning opportunities to stakeholders. Through this method, all internal and external stakeholders will have access to the information to continue to make data-driven decisions for future programs and design implementation.