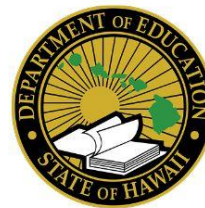


SUMMER LEARNING GUIDE 2021



Photo credit: Wheeler Elementary

Office of Curriculum & Instructional Design
Hawai'i State Department of Education



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Superintendent's Message

April 2021

Aloha HIDOE families,

The Hawai'i State Department of Education is excited to provide a comprehensive menu of engaging summer learning opportunities for students in the upcoming summer months.

We are expanding summer learning beyond the traditional summer school model to appeal to and reach as many students as possible. Offerings will span all grade levels, from a transition program for incoming kindergartners to paid summer internships for our graduating seniors.

Schools have worked hard to design programs of high interest for vulnerable students who have been less engaged during the pandemic as well as enrichment programs for students seeking to try new things and explore new interests.

In addition to offering traditional summer school at 15 sites, more than 200 schools will be providing summer programs via learning hubs. Learning hubs will provide opportunities for credit advancement, credit recovery, enrichment, intervention, remediation and transition, with options for full in-person, blended, or distance learning models.

Please keep in mind offerings will vary based on student needs. Check with your child's school for specific details.

As this school year draws to a close, we encourage students to take full advantage of these thoughtful summer program designs and look forward to a productive summer.



Dr. Christina M. Kishimoto
Superintendent



SUMMER LEARNING FRAMEWORK

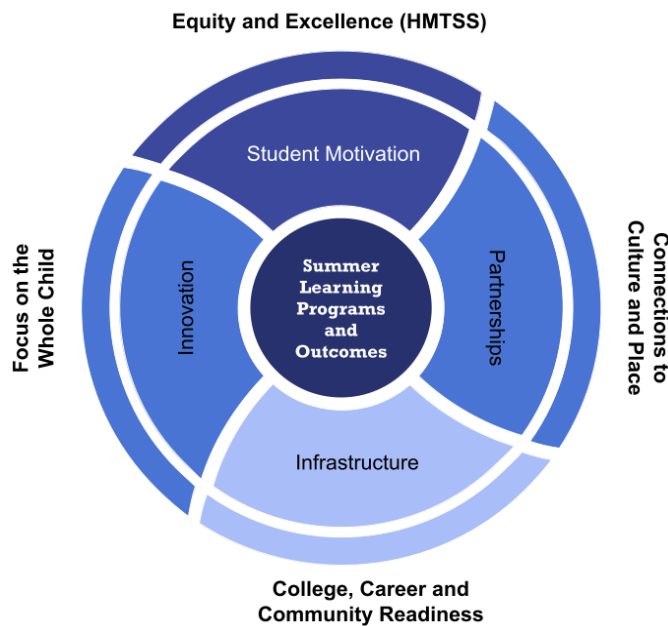
The Summer Learning Framework is intended to provide guidance and direction for planning and implementation of summer programs to address the learning needs of students as we transition back to full in-person learning. The impact of COVID-19 on our students will continue to be better understood as we monitor performance and engagement outcomes.

Summer program designs should assess school and complex area needs using data sources; determine the focus of the program and target population; determine measurable outcomes; determine the methodology (e.g., in person, blended); and determine support needed from the state offices.

When planning, schools should prioritize programs for graduating seniors, students who are academically behind; students in transition grades (incoming kindergarten, elementary to middle, middle to high, and high school to college or career); and identified students with engagement challenges due to the pandemic.

Student motivation in particular is a key component when creating high-interest programs for vulnerable populations who have been less engaged. Innovation and partnerships are opportunities to think of new ways to accelerate and personalize student learning. Finally, the infrastructure at the school, complex area and state require alignment to facilitate smooth operations.

The framework is driven by four guiding principles:



Equity and excellence: As a dual language educational system, a commitment to equity and celebration of diversity is central to the mission and vision for Hawai'i public schools. Framed by Nā Hopena A'o (HĀ), this principle conveys a shared understanding that all students should have access to rigorous, engaging and well-rounded learning experiences aligned with the Hawai'i Core Standards. This value also reflects a belief that all students in Hawai'i can achieve academic success given the appropriate differentiated supports.

Connections to culture and place: Connections to culture and place are vital to creating meaningful learning opportunities and ensuring students have meaningful learning experiences that are relevant to their heritage and home. Students are part of an extended 'ohana, the environment, their community and a global society. Education encourages students to value these connections, become stewards to make the world a better place, and to develop their authentic voice.

Focus on the whole child: The interdependence between social, emotional, mental, physical and academic development provides every student with positive school experiences and creates thoughtful, well-adjusted and engaged citizens. In addition to creating learning environments and opportunities that engage and challenge students, classrooms must be caring, safe and supportive. Students' health, well-being and developmental needs are priorities.

College, career and community readiness: Hawai'i can provide abundant real-world learning environments relevant for success in a culturally diverse, technologically complex, and interdependent global society. The Strategic Plan sets a vision for creating "educated, healthy and joyful lifelong learners who contribute positively to our community and global society," and thereby conveys a clear focus on college, career and civic responsibility.

The General Learner Outcomes (GLOs) embody this commitment by focusing on “the optimum growth and development of each student.”

SUMMER LEARNING MODEL

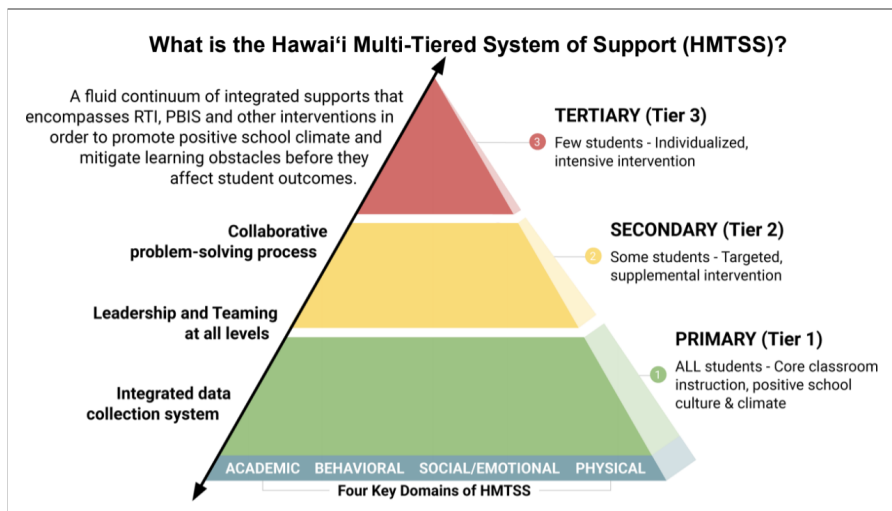
Students are offered programs and services via five summer learning models.

<p>Official Summer School</p>	<ul style="list-style-type: none"> • Traditional academic courses and programs offered at school sites for grades K-12 and via e-school for grades 9-12. • For original credit or remediation through credit advancement or recovery. • Registration fees and financially self-sustaining; Alu Like Native Hawaiian Summer School Assistance Program; Education for Homeless Children and Youth Federal Funds.
<p>School Learning Hub</p>	<ul style="list-style-type: none"> • Designed at the school or complex area based on student needs. • For remediation or credit recovery, intervention, and transition supports, and enrichment (Innovation approach to engagement, e.g. camps-sports, STEM, music, etc.) programs. • Funded through Federal Recovery, Title I, Title III, Special Education, GEARUP, Weighted Student Formula, General Funds, Grants, Partnerships.
<p>Specialized Student Support</p>	<ul style="list-style-type: none"> • Includes Extended School Year (ESY), English Learner Extended Learning Opportunities, Special Support Programs for Students with Disabilities, and Alternative Learning Program Support and Services (ALPSS). • For students needing specialized services and supports. • Funded through Federal Recovery, Title III, Special Education
<p>Accelerated Learning</p>	<ul style="list-style-type: none"> • Programs designed to advance learning in targeted subjects. • For a targeted student population. • Funded through Federal Recovery, Title I, Title III, Special Education, GearUP, Weighted Student Formula, Grants, Partnerships.
<p>College, Career and Community Learning</p>	<ul style="list-style-type: none"> • Including transition and onramp programs, summer internships sponsored by the state office or arranged by the school. • For high school students preparing for post-secondary education and careers. • Funded through Federal Recovery, Title I, Title III, Weighted Student Formula, General Funds, Grants, Partnerships

* [Hawaii Administrative Rules §8-30-2](#) and [Hawaii Revised Statutes §302A-1310](#)

PROGRAM DESIGN

Summer learning program designs should be aligned with the [Hawai'i Multi-Tiered Systems of Supports \(HMTSS\)](#) that drive equity and excellence for all students. HMTSS is a data-driven, team-based decision-making framework for achieving positive outcomes for every student through a layered continuum of evidence-based practices. The HMTSS Guidance Manual provides complex areas and schools with a roadmap for the implementation. Summer programs will also need to identify their measurable outcomes for student learning and progress



Student motivation is an important consideration and may be the factor that drives success for student participation and engagement. When designing programs, schools might ask, *What would make students want to attend the program?*

INFRASTRUCTURE

During the course of the summer, the Department will continue to provide infrastructure support to schools and students, including:

- Personal Protective Equipment (PPE) for employees and contractors
- Summer feeding program/Grab-and-go meals
- Student transportation (For special education/ESY, transportation provided as per Individualized Education Program (IEP); for regular education, transportation service depends on summer programming and fund availability)
- Casual hires
- Budget
- State office and complex area support

DATA COLLECTION AND REPORTING

The Department will collect and report data for the summer learning programs and infrastructure services. Specific programs and metrics will be used to monitor and analyze the implementation and impact of the programs within the summer learning models. <http://bit.ly/2021summerdata>

REFERENCES

[Hawai'i Multi-Tiered System of Support \(HMTSS\)](#)

[What Works Clearinghouse](#)

[Summer learning that really works](#)

[Want Smarter, Healthier Kids? Try Physical Education! | Paul Zientarski | TEDxBend](#)

For more information, contact the Office of Curriculum and Instructional Design at ocidhelp@k12.hi.us.

SUMMER PROGRAMMING

The following sections will provide additional information.

PROGRAM OFFERINGS

OFFICIAL SUMMER SCHOOL	
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 over 1000 students enrolled in 13 different course offerings.</p> <p style="text-align: center;">2021 Summer E-School</p> <ul style="list-style-type: none"> ● Online registration: April 1 at 8:30 a.m. - April 22 at 2:30 p.m. ● <i>Parents/guardians</i> must register their children online for summer school courses. ● New students to E-School must pass a mandatory student orientation or registration will be canceled. ● SUMMER SESSION IS JUNE 4 - JULY 19, 2021 <p>For more information, please contact E-schools at eschool@hawaiidoe.k12.hi.us.</p>
Official Summer School	<p>The purpose of Summer School is to provide supplementary instruction and enrichment for students during the summer when regular school is not in session. Some students may attend summer school for remediation, credit advancement, or credit recovery as well.</p> <ol style="list-style-type: none"> A. Enrollment must be 125 or more. When less than 125 students indicate interest, summer school programs may only be conducted at the discretion of the Complex Area Superintendent. B. The students pay tuition set by the Department of Education. For 2021, the Department will cover tuition costs per decision by the Board of Education. C. The summer school program is open to all students, not just students from the particular school (although a school may give its own students priority for enrollment). D. The staff is paid according to DOE School Code 5203, the pay schedule for part-time certificated employees. E. Summer school is in operation during the summer months (June through July) when regular school is not in session. F. Qualifying students are eligible for Alu Like financial aid.

SCHOOL LEARNING HUBS

<p>School Learning Hubs</p>	<p>School learning hub programs are designed for the specific learning needs of the students in the school community.</p> <p>Includes remediation or credit recovery, intervention, enrichment, and transition (bridge) programs.</p>
<p>Summer Start Kindergarten Transition Program</p>	<p>The HDOE, in partnership with Hawai'i P-20 Partnership for Education, is providing all elementary schools the opportunity to offer the Summer Start Kindergarten Transition Program at various elementary schools.</p> <p>The Summer Start Kindergarten Transition Program provides a free, three-week classroom experience in elementary schools for incoming kindergarten students with little or no preschool experience. The program focuses on student behaviors and school routines to increase students' confidence and foster a sense of independence.</p> <p>The goal of this summer transition program is to support successful kindergarten transition for incoming students and families.</p> <p>Teachers will need to attend a 3-hour online orientation. This orientation will include program operation and expectations, roles and responsibilities, and an introduction to components of a quality early childhood program, including effective teacher-child interaction and formative assessment.</p> <p>Please refer to March 30, 2021 DOE Memo, "Summer Start Kindergarten Transition Program for Elementary Schools" for more information.</p> <p>For more information or questions, please contact Dan Miyamoto, TA Director of the Curriculum Innovation Branch, Office of Curriculum and Instructional Design, at (808) 305-9700 or via email at dan.miyamoto@k12.hi.us.</p>
<p>Athletic Program for Seniors</p>	<p>The Athletic Program for Seniors is a pilot anticipated to be offered at 10 school sites, with at least one site on each island. March of 2020, the COVID 19 pandemic forced the shutdown of public high school athletic activities in Hawaii. This program will extend opportunities for coaches to offer assistance during the summer to seniors who will have the opportunity to participate in athletics at the college level. At these camps, senior athletes projected to participate in college will work to improve physical conditioning and skill development as well as improving academic skills in specified areas. Camp instructors will provide classes and training three hours a day for three weeks.</p> <p>For more information, please contact Ray Fujino at raymond.fujino@k12.hi.us.</p>

<p>Out-of-School Time (OST) programming</p>	<p>School-designed OST programs that provide supplemental and enrichment opportunities beyond the primary instructional time. Please contact the program at your school to request the participation of a student. If you need assistance, contact the Out of School Time Network at 305-0698.</p> <ul style="list-style-type: none"> • Nita M. Lowey 21st CCLC • REACH • UPLINK
<p>SPECIALIZED STUDENT SUPPORT PROGRAMS</p>	
<p>Alternative Learning Program, Services and Supports (ALPSS) in the Summer, 2021</p>	<p>Synchronous on-line, face-to-face and/or blended in-person summer courses by ALPSS teachers for identified ALPSS students.</p>
<p>Community Based Mobile Learning Hubs</p>	<p>Similar to the school-based learning hubs, mobile micro-learning labs are designed to enter into communities designated by complex areas. The HIDOE will facilitate equitable access to learning opportunities to provide students with a technology-rich learning environment during the summer program. Community Based Mobile Learning Hubs will be at the following locations this summer: Lanai, Molokai, Hana and Kau-Keaau-Pahoa complex (2 hubs)</p>
<p>Counseling and Social Workers</p>	<p>The Office of Student Support Services will be providing Summer 2021 funding for interested school counselors and 10-month social workers (social workers). For summer 2021, school principals or District Educational Specialists requesting funds to pay school counselors and/or social workers are required to complete and submit an online request form. Please refer to March 3, 2021 Memo "Funding for Summer 2021 to Hire School Counselors and School Social Workers" for more information.</p>
<p>Extended School Year (ESY)</p>	<p>Based upon prior IEP team decisions, some students will participate in IEP indicated ESY during the summer months. ESY may be offered in-person or via distance learning based on the individual student needs and HIDOE's current health and safety restrictions.</p>
<p>Imagine Language & Literacy (Imagine Learning)</p>	<p>Imagine Language & Literacy is an online supplemental language and literacy program. The program is research-based and aligns with educational standards to address skills students need to become proficient in language development and literacy. The program provides instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, grammar, and language development (academic and conversational).</p> <p>Title III funds have been used to make licenses available to any English Learner. Usage is an important variable when evaluating the</p>

	<p>effectiveness of any digital tool. To maximize student benefit using Imagine Language and Literacy, Imagine Learning recommends the following usage guidelines: Consistent use of the program; session lengths of twenty minutes for students in PreK and kindergarten and forty-five minutes for all other grades for a total minimum use of twenty to thirty hours annually. Imagine Language & Literacy is intended to be a blended learning tool, and teachers' use of the Action Area Tool (AAT) service can help students in the areas they need. The greater the AAT service is used, the greater the potential to demonstrate student progress and growth.</p> <p>Please contact OSSS EL Title III Specialist, Sara.Syryla@k12.hi.us for questions or additional information.</p>
<p>Summer English Learner (EL) Extended Learning Opportunities (ELO)</p> <p>RESOURCES: HIDOE English Learner Website: https://bit.ly/3tDxqqG</p> <p>Hawaii State EL Guidance Manual https://docs.google.com/document/d/1-stl5tKtNsl1zFwE9znJV4UoTBCBSpqgdLcALZy5oM/edit</p>	<p>ELs can and should participate in all summer school programs a school is able to offer. Title III-funded ELOs are for targeted language support for EL students to improve ELD and cannot supplant or replace a core language instructional education program (i.e., not in place of the official summer program). Examples may include: Summer Bridge Programs (UH Students to act as mentors and tutors); EL Summer Program designed to enhance the development of newly-arrived EL students; targeted language development based on ACCESS data for Long Term English Learners in a blended model.</p> <p>Title III funds may be used to provide summer programs for English Learners (EL) that</p> <ol style="list-style-type: none"> 1. offer language instruction for ELs, 2. are above and beyond what is provided for by the school, complex area, and State, and 3. do not hinder ELs participation in other optional summer programs offered for which they qualify. <p>If you are planning on having this opportunity available for your school, please indicate this in the Summer Learning School Info 2021 Spreadsheet in columns X and Y.</p> <p>Please contact OSSS EL Title III Specialist, Sara.Syryla@k12.hi.us for questions or additional information.</p>
<p>Special Support Learning Opportunities for Students with Disabilities (other than ESY)</p>	<p>The purpose of the Special Support learning opportunities is to provide students with disabilities (SWD) who cannot, even with accommodations, access other summer learning opportunities with an appropriate summer program option. This summer program will provide SWD targeted intensive instruction in specific content areas (i.e., English Language Arts and Math) to address learning loss and lack of progress due to the pandemic, and will prepare students to be as successful as possible when school resumes in Fall 2021. All SWD may participate in Special</p>

	<p>Support sessions regardless of their ESY eligibility. Although the format of the Special Support learning opportunities may vary from school to school, it is highly recommended teachers utilize homogenous small-group intensive instruction with progress monitoring. Guidance will be provided to schools and teachers to assist in the development and implementation of the Special Support opportunities. Funds to create these Special Support learning opportunities will be allocated to complex areas through the Office of Student Support Services Exceptional Services Branch. Schools should work with their complex area support staff on how to use funds to design and how to deliver effective Special Support learning opportunities. Please refer to the Summer Learning Guidance for Students with Disabilities for more information.</p>
<p>YES Project</p>	<p>Community Homeless Concerns Liaisons (CHCL) will work with schools and community agencies to meet needs of students and families in unstable housing through mobile outreach. Each geographic area will determine specific details based on localized needs. Funds are available to pay for summer school and to provide tutors in community locations for identified students.</p>
<p>ACCELERATED LEARNING</p>	
<p>Early College</p>	<p>Collaboration between the HIDOE and the University of Hawaii (UH) System where UH professors teach college-level coursework to students in grades 9-12 at public high schools. Students are enrolled in “sheltered” college courses and can earn high school and college credits (dual credit) upon successful course completion.</p> <p>Should you have any questions please contact Wendy Vincent, Personnel Specialist of the Office of Curriculum and Instructional Design at (808) or email Wendy.Vincent@k12.hi.us.</p>
<p>COLLEGE, CAREER, AND COMMUNITY LEARNING</p>	
<p>2021 Career and Technical Education (CTE) Summer internships</p>	<p>To support graduating seniors and juniors becoming a senior in Fall 2021, who might typically be participating in extracurricular activities, community-based learning, or part-time employment, HIDOE is working to provide a variety of summer internship opportunities within its state offices. The internships will provide a paid learning experience for recent graduates that are tied into Career and Technical Education areas of focus. The internship period will from June 1 - July 16, 2021. The student is expected to work 20 hours per week for 6 weeks.</p> <p>Application deadline is April 22, 2021.</p> <p>For more information please click here: https://bit.ly/HIDOE21internship</p>

	Should you have any questions please contact Brian Sims, Personnel Specialist of the Office of Talent Management at (808) 441-8329 or email Brian.Sims@k12.hi.us.
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> <p>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.</p> <p>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.</p>

TYPES OF OFFERINGS

Credit Advancement	Courses that students take in order to earn credits prior to the anticipated time frame of completing a course. This is often to free space in a student’s schedule the following year to pursue other courses.
Credit Recovery	A structured program designed for students who failed a subject area and are in need of additional instruction and support, in order to complete the expectations of the course and earn credit(s) towards graduation requirements.
Enrichment	A program for students to enhance and/or extend their learning in a single subject area (e.g., core subjects--ELA, Math, Social Studies, Science, arts, PE, etc.) or through a multi-disciplinary program (e.g., STEAM, STEM, PBL, etc.)
Intervention	A focused strategy or response that addresses a student’s identified specific area of need and goals.
Remediation	Reteaching of material not previously mastered when it was originally taught. Provides students with additional time or different approaches to learn the content.
Transition	Opportunities for students to strengthen preparatory skills and content prior to starting the next grade level. Typically, transition programs are

focused on entry to kindergarten, middle school, high schools or post-secondary institutions in order to increase success at the next level. Bridge programs fall in this transition category.

METHOD OF INSTRUCTION

To the extent possible, schools will prioritize face to face in person learning. Some programs may still use a blended delivery of instruction, as well as some online learning if applicable.

- 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.
- Blended learning: a blended learning model of distance learning and face-to face instruction.
- 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.

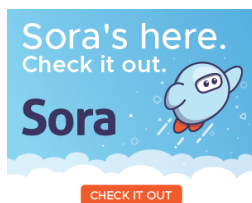
RESOURCES

Library Summer Resources available to all HIDEOE Teachers and Students

The following are resources that are available for all students during the summer break. Schools are encouraged to share these resources with all of their families.

If you have any questions, please contact Joanna Dunn at joanna.dunn@k12.hi.us for assistance.

SORA (Grades K-12)



Shared eBook Collection via Sora

The quickest and easiest way for ALL students to access 24/7 thousands of ebooks, audiobooks, and read-along digital titles for Hawaii public school students and teachers.

For an overview, here is a link to their video:
<https://www.overdrive.com/apps/sora/>



- URL: <http://soraapp.com/library/hideoe>
- [Quick Start for Students and Teachers](#)
- [Always Available Titles \(aka Unlimited Checkouts\)](#)
- [Summer Curriculum Resources](#)
- [Connect to the Hawaii Public Library eBook Collection](#)
- [How To Videos](#)

#808READS LEVEL UP SUMMER CHALLENGE (Grades K-12)



#808Reads Summer 2021 Level Up! Challenge

The goal of #808Reads is to motivate students to read more regularly to build a habit of reading that can last a lifetime.

Our statewide summer reading challenge goal is 3 million logged minutes.

For an overview, click here:

- [#808Reads PSA](#)
- ["April 12, 2021 DOE Memo entitled, "#808Reads Summer 2021 Level Up Reading Challenge"](#)

URL: <http://808Reads.hidoe.us>

[Level Up! Getting Started Resources](#)

[Virtual Launch Party: https://bit.ly/summer21_launchparty](https://bit.ly/summer21_launchparty)

[Quick Start Guide for Students](#)

[Connecting to the Hawaii Public Library Summer Challenge](#)

Interim Guidance for Reviewing Curriculum and Instructional Materials

HIDOE is currently developing a Curriculum Instructional Materials Approval Process (CIMAP) that will provide statewide consistency and understanding among state offices, complex areas, and schools in the adoption of curricular materials including online and digital curriculum. The CIMAP is expected to be completed in June 2021. The following is interim guidance for schools that may require reviewing instructional materials to be used for the summer. Upon the release of the CIMAP in June 2021, the Interim Guidance for Digital Curriculum Review Process will sunset. Please refer to March 29, 2021 Memo, "[Interim Guidance for Reviewing Curriculum and Instructional Materials](#)."

Should you have any questions, please contact Mr. Dan Miyamoto, TA Director, Curriculum Innovation Branch, at (808)305-9700 or via email at dan.miyamoto@k12.hi.us.

SUMMER 2021 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 2021, the HIDOE is providing the following student services and support.

Offering	Description
<p>Hawaii Keiki Hotline and Telehealth Service</p>	<p>The Hawaii Keiki Health Hotline and Telehealth Service is provided at no cost to HIDOE students, families, and school staff who have questions about students' physical or mental health concerns.</p> <p>This support was developed to improve equitable access to health resources and care for HIDOE students using mobile devices and interactive technology. The service is delivered by a Hawaii Keiki Nurse to help to ensure students are healthy and ready to learn.</p> <p>Summer hours: Monday through Friday from 8 a.m. to 3 p.m., excluding holidays June 7-July 23, 2021, (844) 436-3888 (toll free). Interpretation services are available.</p>
<p>Education for Homeless Children & Youth (EHCY) YES Project</p>	<p>The YES Project is a mobile outreach initiative. Community Homeless Concerns Liaisons (CHCL) will work with schools and community agencies to identify and meet needs of students and families in unstable housing. Each geographic area will determine specific details based on localized needs, including supplementing tutoring for identified students. Programming will be 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. Outreach objectives are 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; connect and pay for summer programs for individual students as identified by school staff and liaisons; ● assess needs among young people, families and communities to connect to available resources and inform future partnerships. <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. Mobile outreach hours will be determined with Complex Area and community staff, based on need.</p>

Telehealth allows our students and families to meet with a healthcare provider outside of the traditional in-person visit using technology like mobile phones, tablets, and computers. Telehealth delivers quality care, decreases the risk of adverse health outcomes, and improves access to health services for all HIDOE students statewide.

The Hawaii Keiki (HK) Hotline is available from anywhere. HIDOE students, families, or school staff who call the Hotline will speak with an HK registered nurse (RN). Nurses staffing the Hotline have been working in schools and are familiar with many families and students. 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. Students will be referred to the appropriate medical and/or mental health care and may be connected with other supports such as HIDOE counselors, social workers, or behavioral health specialists.

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 Handbook](#) is continuously updated in accordance with the State of Hawaii Department of Health (DOH) and CDC advisories. See the [DOH COVID-19 Guidance for Schools](#) and CDC's resources for [Schools and Childcare Programs](#) for additional information.

Daily Wellness Check

All HIDOE staff, contracted service providers, visitors and students must complete a wellness check each morning before going to school or the office. If the answer is "yes" to any of the questions on the [Daily Wellness Check](#), stay home and follow the [Return to School/Work Criteria](#) before returning to campus. Please report any illness or COVID-19 exposure to the school.

STEP 1: Check for COVID-19-like Symptoms of Illness

Do you or your child have any of these symptoms? If yes, **do not go to school.**

- Fever (higher than 100°F or hot to the touch)
- Chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue (tiredness, weakness)
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting (stomach ache)
- Diarrhea

STEP 2: Check for Recent COVID-19 Exposure

Do any of the following apply to you or your child? If yes, **do not go to school.**

- Recently tested positive for COVID-19
- Waiting for COVID-19 test results
- Self-quarantining due to possible COVID-19 exposure (e.g. travel quarantine)

- Living with someone with COVID-19
- Been in close contact with someone with COVID-19

A [printable Wellness Check visual](#) has been created for awareness to help keep our schools safe.

Return to School/Work Criteria

Return to School/Work Criteria for COVID-19-like Symptoms of Illness (Must meet ALL three criteria in one of these columns)		
Negative COVID-19 Test	Doctor's Note	At Least 10 Days
<ul style="list-style-type: none"> <input type="checkbox"/> Proof of a negative COVID-19 test result. <input type="checkbox"/> At least 24 hours have passed since last fever without the use of fever-reducing medication. <input type="checkbox"/> Symptoms have improved. 	<ul style="list-style-type: none"> <input type="checkbox"/> A signed note from a licensed healthcare provider. <input type="checkbox"/> At least 24 hours have passed since last fever without the use of fever-reducing medication. <input type="checkbox"/> Symptoms have improved. 	<ul style="list-style-type: none"> <input type="checkbox"/> At least 10 days have passed since symptoms first appeared. <input type="checkbox"/> At least 24 hours have passed since last fever without the use of fever-reducing medication. <input type="checkbox"/> Symptoms have improved.
Return to School/Work Criteria for Someone Who Tests Positive for COVID-19 (Must meet all of the criteria below)		
<ul style="list-style-type: none"> <input type="checkbox"/> At least 10 days have passed since symptoms first appeared or if there are no symptoms, at least 10 days have passed since the date when the positive test was conducted. <input type="checkbox"/> At least 24 hours have passed since last fever without the use of fever-reducing medication. <input type="checkbox"/> Symptoms have improved. 		
Return to School/Work Criteria for Symptoms of Illness Other Than Those That Are COVID-19-like (Must meet all of the criteria below)		
<ul style="list-style-type: none"> <input type="checkbox"/> At least 24 hours have passed since last fever without the use of fever-reducing medication. <input type="checkbox"/> Symptoms have improved. <input type="checkbox"/> No known risk of recent exposure to COVID-19. 		

Screening for Potential Illness at School

Universal symptom screening is not required upon arrival at the school or office. Symptoms screening shall be conducted for anyone who is showing signs of illness at school. Screening must be performed in a safe and respectful manner. Any designated adult can perform the screening.

In a well ventilated area, interview and observe the individual from at least 6 feet away or behind a physical barrier. Check for COVID-19-like symptoms of illness (as described in the [Daily Wellness Check](#): STEP 1).

When Someone Becomes Ill During the School Day

Individuals who have signs or symptoms of COVID-19 should be separated from others at the school as soon as possible in a non-threatening manner. Employees who are sick should immediately go home or to a healthcare facility depending on symptom severity. A student's parent/legal guardian will be contacted to pick up the student, or the student will be sent home if he/she drives to school. Apply the [Return to School/Work Criteria](#) to know when it is safe to return to campus.

If the person who is ill needs to wait for pick-up, he/she will be isolated in a supervised area away from those who are well, ideally with a dedicated restroom not used by others. The isolation area should have supplies such as extra face masks, tissue, hand sanitizer, and a trash can. Individuals in the isolation area MUST maintain a physical distance of at least six feet apart from others.

Ensure personnel managing sick students or employees are appropriately protected from exposure. Personnel who need to be within 6 feet of a sick student or employee should be provided appropriate personal protective equipment (PPE), including a face shield and an N95 or equivalent (e.g. surgical facemask). Gloves and gowns are not routinely required, but may be used during interactions with a student or employee who is actively coughing or with special medical needs which may result in aerosol generation (e.g., child with tracheostomy who requires suctioning). Disposable gloves must be worn if an employee is likely to touch bodily fluids. Gloves must be changed after each physical interaction to decrease the spread of possible infection. Be sure to safely remove and clean or dispose of PPE after use and wash or sanitize hands before and after use. Personnel should be trained on appropriate use of PPE.

Clean and disinfect any isolation areas, work areas, shared common areas (including restrooms) and any supplies, tools, or equipment handled by the ill person.

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 the Safety, Security and Emergency Preparedness Branch (SSEP) (ph. 808-784-5185).

Personal Protective Equipment (PPE) and Cleaning Supplies

OFO has procured PPE mainly from the Hawaii Emergency Management Agency (HI-EMA) for the 2021-2022 school year. Any PPE items HI-EMA has been unable to provide to schools and/or State/District offices have been sourced through DOE vendors or other approved companies

- OFO has developed an inventory system to assist with reordering of PPE and Cleaning Supplies.
- OFO to order and supply Hawaii DOE schools, Charter Schools, State and District Offices with PPE and cleaning supplies based on inventory numbers and/or need.
- 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 Paul Graham at 784-5185 or via email, if you need any assistance with PPE and Cleaning supplies.

PPE Recommended for Use When Working in Close Proximity to Others

Individuals with COVID-19 may be asymptomatic or experience only mild symptoms. Personnel who need to be within 6 feet of a student or employee should be provided appropriate personal protective equipment (PPE), including a face shield and a surgical mask or equivalent face covering. Non-latex gloves and gowns are not routinely required during interactions, but may be used.

Disposable gloves must be worn if an employee is likely to touch bodily fluids. Disposable gloves are recommended when using a disinfectant, disposing of used tissues, changing linens or doing laundry. When working with medically fragile students, disposable gloves may be worn when touching a student or their belongings. Gloves must be changed after each physical interaction to decrease the spread of possible infection. Disposable gloves cannot be reused. For incidental touches, such as providing a light “Safety-Care” elbow check, gloves are not needed but staff must sanitize or wash their hands before and afterwards. If gloves are not used when physically interacting with a student, wash hands before and immediately after touching the student or handling student belongings.

Be sure to safely remove and clean or dispose of PPE after use and wash or sanitize your hands before and after use. Personnel should be trained on appropriate use of PPE.

PPE Recommended for Use When Working Within Close Range of Others
Face shield
Disposable surgical masks
Non-latex disposable gloves
Optional: Gowns (disposable aprons)

SUMMER MEALS

Students attending 2021 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 19, 2021. 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.

SUMMER TRANSPORTATION

During the extended school year (ESY), 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. Special needs ESY transportation is provided at no charge to students or complex areas/schools.

Schools that would like to offer transportation as a component of their regular education summer program should contact their District Transportation Officer and Complex Area Superintendent for guidance. Complex areas or schools may be required to provide the funding necessary to provide transportation for the regular summer education program.

All school bussing services are subject to CDC social distancing guidelines. Per Hawaii Department of Health guidance, seating capacity is limited to 2 students per seat. Students may be required to sit in specific seats on the bus as assigned by the bus driver in order to facilitate social distancing and contact tracing. Students who reside in the same household will be required to sit together 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 separate trip.

MOBILE HUBS

If mobile hubs are continued as an instructional outreach initiative, OFO will play a key role, procuring the vans and stocking them 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 BUDGET

This section provides information for a school or complex office to hire casual employees for a summer school, summer program, and/or learning hub site. Principals are expected to work with their Complex Area Superintendents and Complex Area Business Managers.

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

Hiring of Casual Hire Employees

OPTION 1: The lead time to hire is typically 15 working days if a casual employee is already a DOE employee, and 21 days if hiring a non-DOE employee due to the requirement for a background check. A casual hire may NOT begin working until the job has been verified in the Casual Personnel System. Failure to comply with this may lead to complications in the Casual Personnel and Payroll Systems and longer response times to resolve issues. In other words: Schools must enter jobs:

- NO LATER than 21 working days prior to the start date for non-DOE employees (time for fingerprinting)
- NO LATER than 15 working days prior to the start date for active DOE employees.

Jobs may be entered for Summer 2021 beginning April 16, 2021. Employees will be hired AFTER allocation notices are received by the complex area.

Schools/offices running their summer program beyond the weekly maximum hours for certificated (17 hours) and classified (19 hours) casuals will need to submit a request to extend hours as follows:

- **Federally funded programs (e.g., ESSA Title I, ESSA Title III):** Requests are submitted to their district or state program administrator to include start/end dates, Program ID, Occupational Group Code, Payroll Number, names & no. of hours each casual employee will work per week & name/contact no. of the coordinator of the program; the district or state program administrator will compile the information & submit a list for certificated casuals to Teacher Reclassification Unit and classified casuals to CSSP Recruitment. Submit requests well before the program's anticipated start date. Do not allow casual employees to start working above the weekly maximum since approval to increase the maximum hours is not guaranteed.
- **State-funded programs (e.g., WSF, Gear Up):** Requests submitted to Teacher Reclassification Unit (certificated casuals) & CSSP Recruitment (classified casuals) to include start/end dates, Program ID, Occupational Group Code, Payroll Number, names & no. of hours each casual employee will work per week & name/contact no. of the coordinator of the program. Submit requests well before the program's anticipated start date. Do not allow casual employees to start working above the weekly maximum since approval to increase the maximum hours is not guaranteed.
- **Forewarning of the Affordable Care Act (ACA) Employer Shared Responsibility Payment:** The department may be assessed penalties if part-time and casual employees exceed the limit on the allowable hours worked as set forth by the ACA. ACA defines a full-time employee as an individual who works an average of at least 30 hours per week or 130+ hours per month. Per ACA, part-time and casual employees who exceed the limit and are not eligible to participate in the Hawaii Employer-Union Health Benefits Trust Fund's (EUTF) medical and prescription drug plans for full-time employees are considered to be working full time. If an individual's hours exceed 130 hours within the month, the department may be subjected to a penalty.

For teachers teaching Extended School Year (ESY), the maximum allowable hours is 35 hours.

If hiring a retired state employee, they must submit a completed form, DOE OTM 600-005, Retired State/County Employee Application, to determine employment eligibility. If eligible to work, the retiree must complete form ERS 209, Certification of Compliance with Requirements for Employment of a Retirant.

For detailed information, please refer to the [December 18, 2020 Memo "Casual Employment Guidelines"](#).

Please also refer to April 19, 2021 Memo “Interim Part-Time Teacher Compensation Guidelines Due to COVID-19” for more information on rate of pay for teachers.

Counselors and Social Workers:

For summer 2021, school principals or District Educational Specialists requesting funds to pay school counselors and/or social workers are required to complete and submit an online request form. Please refer to March 3, 2021 Memo “[Funding for Summer 2021 to Hire School Counselors and School Social Workers](#)” for more information.

Specialized Student Support Programs and Funding - Summer 2021

Additional programs and funds are available from the Office of Student Support Services to mitigate learning loss through accelerated learning for students with disabilities. Funds are expected to be allocated to Complex Areas and made available to schools. Refer to Specialized Supports for Students with Disabilities (pp. 10-12) for more information.

Other Information:

Inquiries regarding program allocations, expenditure plans, and payroll are handled by the Office of Fiscal Services (OFS). OFS serves as the HIDEOE lead for the following funding sources:

- Coronavirus Aid, Relief, and Economic Security (CARES) Act funds (March 27, 2020)
- Coronavirus Response and Relief Supplemental Appropriation (CRRSA) (December 27, 2020)
- American Rescue Plan Act (ARP) (March 11, 2021)

The Office of Curriculum and Instructional Design (OCID) serves as the program manager for [official summer school programs](#), [E-school](#), School Learning Hubs.

The Office of Student Support Services (OSSS) serves as the program manager for all the student support services (e.g., ESY, EOL, Specialized Support for Students with Disabilities, EHCY, ALPSS, etc.).

The Office of Strategic Innovation and Policy (OSIP) serves as the program manager for the following programs: [A+](#), [ES Uniting Peer Learning](#), [Integrating New Knowledge \(Uplink\)](#), [Uplink](#), [Resources for Enrichment, Athletics, Culture, and Health \(REACH\)](#), [Nita M. Lowey 21st Century Community Learning Centers](#)

ACCESS TO TECHNOLOGY AND CONNECTIVITY

At this time, federal funding for purchasing additional devices and renewing mifi hotspot data plans for Summer 2021 has not been approved and/or allocated.

Schools should utilize the devices purchased last summer and through SY 2020-21 for summer programs.

OITS is seeking funding to renew data plans for mifi hotspots for summer programs and will provide an update once approvals and allocations are determined.

DATA REPORTING, METRICS, AND EVALUATION

During the summer of 2021, the Department of Education (Department) is planning to offer a range of summer learning opportunities that provide needed support for students amid the COVID-19 pandemic. The Department will be focusing its efforts on those students who have consistently struggled with distance learning and/or need additional support to equitably access their learning opportunities. The Department plans to collect and report twice throughout the summer (a midsummer report and an end-of-summer report) to accurately and transparently assess the progress of these efforts and its impact on the students served.

In order to ensure a robust data collection and reporting system, the Department will provide reports for programs that align to the FIVE models outlined in the Summer Learning Framework. The five models are:

1. Official Summer School
2. School Learning Hub
3. Specialized Student Support
4. Accelerated Learning
5. College, Career, and Community Opportunity

The Department will also be collecting and reporting data on the Infrastructure metrics for the support services that will be provided to schools and students. The overarching inquiries that will be addressed with the data analysis include:

- Who participated in summer programs?
- Were there gaps in access to certain models?
- How many students made progress in their summer learning?
- Were there gaps in achievement?

In addition to the data collected, comparison data may be used to provide contextual background information and an analysis of the various program offerings. A breakdown of the programs, supports, and the data collection/reporting system planned for the summer is provided below.

SUMMER PROGRAMS, DATA COLLECTION AND REPORTING

Data Collection					
	Enrollment ¹	Student Demographics ²	Attendance	Progress Indicator or Grade	Other Program-Specific Metrics
Official Summer School					
Official Summer School	X	X	X	X	Tuition (paid, waived, subsidized, reduced)
School Learning Hubs					
School Learning Hubs	X	X	X	X	
Summer Start Kindergarten Transition	X	X	X	X	Progress indicators based on GLOs 1 & 2
Out-of-School Time (OST) programming	X	X	X		
Specialized Student Supports					
Extended School Year (ESY)	X	X	X		
Specialized Support for Students with Disabilities (other than ESY)	X	X	X		
Alternative Learning Program, Services and Supports (ALPSS)	X	X	X	X	
Extended Learning Opportunity (ELO) for EL	X	X	X	X	Pre-Post assessment determined by each ELO
Education for Homeless Children & Youth (EHCY) YES Project	X	X			Level of support, number of MV forms distributed, tabulation of need requests

¹ Enrollment data may include program type, learning mode (blended, virtual), and/or course subject.

² Student demographics include grade level, gender, ethnicity, SPED status, EL status, disadvantaged status, and/or school-determined vulnerable status.

Accelerated Personal Learning Program (APLP)	X	X			Content area, total hrs, standards attempted & completed
Accelerated Learning Academy	TBD				
Accelerated Learning					
Early College	Participation by high school, credits attempted, credits earned				
College Career & Community Opportunities					
Summer Internships	Participation by high school, participation by State office, summary of projects				
UHCC Programs	Participation by high school, program description				
Infrastructure - Supports for Schools/ Students					
Summer Feeding	Number of breakfast and lunch meals served by location				
Personal Protective Equipment (PPE)	Inventory of PPE by complex area and school				
Student Transportation	Available ridership information at the end of summer				
Casual Personnel Hired	Count by classification, complex area, and school				

Data Collection & Review Processes

Data will be collected and compiled from the various systems for reporting and analysis twice throughout the summer. Due to the shortened time frame of summer programming, there will be two reports that will be posted publicly: a midsummer report and an end-of-summer report.

As part of the data collection and review process, preliminary reports will be shared with the complex areas and state offices through the monthly Complex Area Representatives (CAR) meeting. The purpose of these collaborative meetings is to provide opportunities for complex area representatives and state-level offices to discuss and share findings of the various programs, and to provide relevant contextual information about the data.

The Complex Area and State Office representatives serve as the primary liaison between the state offices and the schools. The representatives will attend regularly-scheduled meetings to facilitate the verification and communication processes for accurate and timely data reporting.

Reporting

Reports will be displayed through the Summer Learning data dashboard that will be available on the Department's website. The information will be updated and reported twice: at the beginning of July and again in August. The reports will be published approximately two weeks after the data is initially pulled. This provides the offices and schools time to verify and discuss the reported data.

The dashboard reports will be transmitted to the Board of Education and will be available to the general public to provide the aforementioned metrics, analysis, and explanations. Given the difference in data collection processes, comparison data may not necessarily be available for a longitudinal study of student progress. The Department will continue to provide the context and analysis necessary to determine the progress and impact of its programming efforts.

INFINITE CAMPUS

To ease the burden on schools for the data collection of different summer programs, it was determined that schools will enter their student data into Infinite Campus. Therefore, the Summer Programs Director(s) and/or DOE user(s) appointed by the principal should already have access and experience using Infinite Campus from the normal school year. These designated users should also have enrollment and scheduling experience.

In order to train users on Infinite Campus procedures specifically for the summer, the Office of Information Technology Services (OITS) - School Process and Analysis Branch will be providing two (2) Infinite Campus Trainings (via Webex) for all schools offering any type of summer programs (e.g., Official/Unofficial Summer School, ESY, Learning Hubs, 21st CC, Uplink, etc.). Summer Program Directors and/or Principal Designees should attend **BOTH** of these training sessions. Refer to April 12, 2021 DOE Memo entitled, "[2021 Summer Programs in Infinite Campus Training \(2 Courses\)](#)".

