

HIDOE Guidance for Long-Term School Closures

▶▶ *Graduation, Promotion and Grading*



HAWAI'I STATE DEPARTMENT OF EDUCATION



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PURPOSE AND BACKGROUND

To slow the spread of the novel Coronavirus Disease 2019 (COVID-19) in Hawaii, Superintendent Dr. Christina M. Kishimoto announced that Hawaii State Department of Education (HIDOE) schools will be closed until April 30, 2020, with no traditional in-person instructional activities until the reopening of school facilities.

In place of traditional in-person instruction, teachers are utilizing an instructional enrichment approach that will continue to engage students in a modified approach to learning until school buildings reopen. This enrichment will involve a mixed methodology approach, such as independent projects, study packets, distance learning, and e-conferencing, with an increased utilization of technology to the extent possible. The HIDOE recognizes that some students will need opportunities beyond enrichment to meet graduation or promotion requirements, and these accommodations are included in this guidance.

In these uncertain times, as schools, families, and communities plan for the impact of school closures, the HIDOE is committed to providing ongoing guidance and resources for their students. The HIDOE recognizes that learning and teaching from home as the primary instructional approach is a new and unexpected practice, yet the HIDOE 'ohana is dedicated to working, learning and designing together on behalf of our haumana. Teachers, leaders and staff who have more experience with E-School, blended learning, and on-line resources including conferencing systems are providing on-going peer support and training to those who are newer to these approaches. In addition, the HIDOE continues to operate meal service programs for school-aged children and adolescents for any child eighteen years of age or younger, and to provide confidential supports to our unsheltered children and youth.

The purpose of this guidance document is to address modifications in the educational programming and services needed as a result of the necessary prolonged school closure due to the COVID-19 pandemic. This document supersedes prior guidance on the same topic.

CONTINUITY OF LEARNING STATEMENTS

Continuity of Learning is the continuation of education in the event of a prolonged school closure or student absence. It is a critical component of school emergency management, as it promotes the continuation of teaching and learning despite circumstances that interrupt normal school attendance for one or more students.

In HIDOE's case and aligned to agreements with HSTA, **Continuity of Learning** during the school closure time period means providing learning activities to maintain or enrich what has been taught.

During the closure, **Continuity of Education (or Learning)** is not personalized, competency-based learning models, nor standards-based education where our students are taught in a scope and sequence mode.

Continuity of Learning Key Considerations¹

- **Designing for Different Age Groups:** Instructional design, course design and plans for support must be aligned with the skill level of age groups. For example, those serving the elementary and middle school levels might have to consider creating instructional materials for both students and parents, while high school students are likely more capable independent learners.
- **Supporting System Training:** Training is necessary for faculty, staff, students, and parents on the use of continuity of learning systems to ensure true continuity and accessibility.

¹ From Readiness and Emergency Management for Schools (REMS) on Supporting Continuity of Teaching and Learning During an Emergency

- **Ensuring Accessibility:** Not all students may have access to the Internet, phone lines, TV or radio at the same time, or at all, during a prolonged school closure or student absence. Therefore, it is important to offer a variety of methods of distance learning. Educators must also consider Section 508 of the American Disabilities Act, which provides accessibility guidelines for individuals with disabilities. This means that all materials must be provided in alternative formats, as needed to meet the needs of students.
- **Preparing for Short- and Long-Term School Closures:** Tools that might be useful during the short-term might not work for long-term closures. School emergency management and continuity planning teams must assess which tools work best for their schools and/or districts based on the anticipated length of closure, current resources available, student access, and grade level.
- **State Policies on Online Distance Learning:** HIDOE has established policies regarding online learning. As HIDOE continues to develop continuity of learning and education plans, we will be sure to consult our respective state policies to ensure our plans are aligned. As an extension of Online Distance Learning, complex areas and schools should consider promotion and emphasis of Digital Citizenship.

Questions to Consider When Planning for Continuity of Learning

- What training materials will we need to create? And for what audiences?
- What individuals will be involved in the training and tutoring process on technologies and systems selected?
- What role does cost play in determining short- and long-term solutions?

Educator Tools to Support Continuity of Learning

The following list includes a range of tools and modalities for facilitating distance learning, including those with no, some, or great levels of technological sophistication. As discussed, it is important to consider a variety of methods to allow for the possibility of restricted access to technology and limited communication by students.

As a result of school closures and telework from home, schools are using one or a combination of the following for the continuation of learning. The selection of methods *are based on staff and students' access to technology and the internet.*

The tools and resources identified in this document are not intended as endorsements nor are an exhaustive list of tools, and are merely offered as examples that complex areas and schools may take into account in your own continuity of learning planning efforts.

- **Printed Materials Distance Learning:** Textbooks, photocopies of reference materials, curriculum, and assignments can be prepared in advance for distribution to affected students.
- **Instructional Packets:** In advance of a prolonged school closure or student absence, teachers can prepare hard copy instructional packets that students may use at home to continue their learning. Many schools and teachers already prepare these types of packets for summer assignments. Hard copy packets may include worksheets; calendars or schedules of work to be completed; directions for homework, projects, or written assignments; excerpts from textbooks or other reading materials; and sample assessments. Teachers may take two different approaches when developing packets, according to how much advance notice they have before a school closure or prolonged student absence: (1) Generic packets that can be used at any point in the school year that promote student

Printed Materials Distribution

- Offering of learning activities by grade-level or grade-level bands (Not school specific)
- Distribute at student feeding sites

Considerations:

- Need staff to do copying of packets. Use estimations of feeding pickups.
- Need delivery to feeding sites.
- Communicate availability of learning packets.
- How can we accommodate students who are in the Hawaiian Immersion programs?

learning according to grade-level and subject-specific standards, or (2) Unit-specific packets that are based on the planned curriculum, and integrate with the lessons that students are currently learning in class. In comparison to online instructional tools, hard copy packets have the benefit of not requiring technology for use.

- **Teacher Check-ins and Tutorials:** A variety of technologies (telephone, email, web conferencing) can be used to facilitate one-on-one, or teacher-and-class interaction or lesson delivery between students and teachers, counselors and other appointed adults (e.g., tutors) during prolonged absences or dismissals
- **Recorded Class Meetings:** Using audio or video technology, recorded class meetings can be given to some or all absent students via podcasts, live or on-demand television, DVD, captioned closed circuit or public access television, or online.
- **Public Broadcast Television Stations and Radio:** In this time of large-scale school closures or emergencies, HIDOE is partnering with local and public access television and radio stations to communicate with students and families. These transmissions can provide distance learning lessons in themselves, or information on how distance learning will continue (i.e. referrals to other systems or resources). Conversations are on-going with these partners to see how we may reach more students through targeted programming.
- **Digital Audio Recorders:** Teachers can use these devices to record segments of courses for electronic distribution to students (e.g., as email attachments, through file sharing technology, or even as a podcast). Alternatively, digital audio recordings could be burned to CDs or DVDs if not all students have Internet accessibility outside of school.
- **Online Materials or Other Aligned Content:** Digital copies of textbooks, reference materials, assignments, and audio-visual learning supports can be made available on the Internet using online learning platforms and websites (e.g., school websites).
- **Slide Presentation Software:** Google Slides and other similar desktop-based software applications can be used to hold lesson content, audio recordings, and hyperlinks, in the event that students have access to the Internet. If students don't have access to the Internet or computer speakers, teachers can distribute supplemental materials and go over lessons over the phone.
- **School-Specific Websites or Blogs:** In the event of an emergency, a website or blog could serve as the main information center for a school or classroom. Educators could use websites or blogs to disseminate assignments and assessments to students, as well as to facilitate discussions among students. If such functions are normally enabled by a Learning Management System (e.g., Google Classroom or Blackboard), a more basic website or blog could serve as a back-up service in the event that a school or district's server goes down and the Learning Management System hosted by that server is unavailable. The website or blog link could be distributed to students, faculty, staff, and parents via email, telephone, social media or any other selected communication medium. There are many free blog service providers available on the Web that require limited technological expertise, and/or the school's own website could serve as a well-known source for this type of information dissemination.
- **HIDOE Website:** The Continuity of Education internal website (<https://bit.ly/hidoeresourcesite>) provides schools, teachers, and administrators with educational resources that can be used to design instruction while teaching from a distance. These include items such as sample contingency school plans for administrators, resources for different school programs, information about special programs as well as content areas resources and online learning tools for teachers. An informational guide on how to use the site can be found [here](#).
- To develop equity for online distance learning, the HIDOE continues to pursue closing the gap on access and devices needed. [Link to Continuity of Education Online Distance Learning](#)

Graduation

Supporting Emotional Well-Being for Class of 2020

The extended school closure may have seniors and their families feeling that some of the best parts of their senior year have been or will be lost. With students experiencing uncertainty about end-of-year and rites of passage activities along with general stress caused by these transitional times, school support teams shall explore alternative “virtual” student support services. Virtual support services will also provide a systematic means to maintain a connection with students.

Below are a few relevant resources to help with the design and implementation of a virtual support system:

- Click [here](#) for American School Counselor Association's (ASCA) guidelines, position statement link.
- Click [here](#) for ASCA's webinar related to providing virtual school counseling support services.
- Click [here](#) for National Institute on Mental Health's child and teen coping strategies for reducing stress related to traumatic events.
- Click [here](#) for Guidelines developed by the National Association of School Psychologists (NASP) on how to talk with students about COVID-19.
- Click [here](#) for NASP Guidelines for Virtual Service Delivery in response to COVID19 Disruptions.

Some areas for school support teams to address, include but are not limited to:

- How school and community well-being support resources for students and families will be made available.
 - Some options include school websites, emails, WebEx, Google Classroom, etc.
- How school staff will address potential barriers and alternative means to accessing support.
 - Through joint collaboration, school and community resources can coordinate efforts to maintain communication with families and at-risk groups (e.g. unaccompanied youth experiencing homelessness) through prepaid cell-phones, email, physical packets or other alternatives.
- How school staff can monitor students for emerging well-being needs.
 - Recognize and validate that what students are experiencing is difficult, and may also be triggering past trauma responses. Consider regular check-ins with the students and their families by school staff, particularly those who already have established positive and supportive relationships.
- How school staff can refer students for school-level support services and/or community services as needs arise.
 - It is important that safe spaces and resources are provided where students can reach out to receive guidance and emotional support.

Additional trauma-informed and social-emotional supports include:

- Offering supervised/staffed digital forums for seniors to connect, manage stress and anxiety, share positives, and acknowledge the challenges they are dealing with.
- Inviting seniors to suggest ideas on how to connect or implement new/different rituals to mirror senior year traditions that may not be possible while social distancing and safety measures are in place.
- Regularly updating students and families of resources for basic needs (food, housing support, financial support, etc.).
- Reassuring seniors that colleges nationwide are being asked to provide flexibility with final admission selections, including completion of specific course requirements, and increase support for this year's seniors' transition into higher education.

As students physically return to campuses from extended breaks, to aid in the transition:

- provide a positive and supportive environment for students to return to;
- facilitate social emotional learning experiences or lessons;
- maintain a structured and predictable schedule as much as possible; and
- provide opportunities for regular check-ins and self-reflection.

Recognize that it may take students time to adjust back to the routines of a regular school day. Monitor students for loss or regression of skills in the areas of behavioral, social, and emotional well-being. School staff should be made aware changes in these domains can be expected and are not uncommon.

Encourage staff to have patience. Responding to students with empathy and maintaining positive relationships will provide needed support through this transitional time. If concerns continue, ensure your school has a response system of support and interventions in place.

Remember that just as student well-being is important, so is the health and well-being of staff. Provide reminders for self care and access to resources for mental health supports.

For additional Counseling, Social and Emotional Learning, and Mental Health resources click [here](#).

For questions about supporting students' emotional well-being, please contact Ayada Bonilla, educational specialist, School Behavioral Health, at (808) 305-9795 or ayada.bonilla@k12.hi.us.

College and Career Counseling

Seniors are in the process of applying to college/vocational programs, enlisting in the military, or applying for employment. While many organizations are extending deadlines, students will require on-going assistance to complete these timeline driven processes.

Schools may utilize Google Suite tools, Google Classroom, the school's website, and/or the school's online college and career planning tool, such as Naviance or Scoir, if available, to continue to provide individualized college and career counseling to seniors.

Providing distance college and career counseling relies on access to technology and the Internet. Consider how your school team will address equity and access so that seniors have online access or telephone access to the individualized supports needed for each student's post-high school plan. Consider providing additional resources and technical support to the college and career counselors to help meet the timely demand of these services for seniors. The HDOE College and Career Counselor Professional Learning Community (CCC PLC) network is a helpful way for counselors to find support and resources to continue providing college and career counseling to students during school closure.

For questions about School Counseling Programs or College & Career Counseling, please contact Theresa Sanchez, educational specialist, Transitions College & Career Readiness, at theresa.sanchez@k12.hi.us or (808) 305-9756.

Credits and Grades for Grade 12

Guidance: BOE Policy 102-13 Credits and Grades for School Year (SY) 2019-2020

The final grade for traditional year-long courses will be determined by utilizing grades from quarters 1-3, which ended on March 13, 2020. The final grade for the course and related credit will be awarded to students who achieved the requisite proficiency through the third quarter.

Students who do not meet proficiency may be provided opportunities to demonstrate proficiency until the last day for students, according to the official school calendar, and further considerations would be in place for students within 4X4 block or multi-track schedules (see [FAQs](#) about proficiency and opportunities).

Credit Recovery Guidance for SY 2019-2020

Students who were not proficient at the end of the third quarter and those who need additional support will be provided with opportunities to earn credit. Remediation and intervention may be provided at the earliest date possible with teachers and counselors at the respective schools finding solutions for those students (see [FAQs](#) about including grades 7-11).

Grade Point Average (GPA) Guidance for SY 2019-2020

Quarters 1-3 will be used to determine the final grade for the traditional year-long course. The final grade would then be utilized under the current policies in calculating the final GPA (see [FAQs](#) about fourth quarter grading).

Meeting Class of 2020 Graduation Requirements

This section provides guidance on the graduation requirements for the Class of 2020. Complex Area and high school staff shall assist seniors with meeting graduation requirements by providing students with the support they need, including equipping them with devices.

Guidance: Graduation requirements for the Class of 2020 Cohort

All students are expected to meet the graduation credit requirements, although the instructional design has been greatly modified due to the school closure. Despite the loss of instructional days, the HIDOE is committed to ensuring students graduate on time with a valid diploma.

Waiver: Board of Education (BOE) Policy 102-15 for SY 2019-2020

On April 2, 2020, the BOE [unanimously approved](#) HIDOE's [request for a waiver](#) to [BOE Policy 102-15](#), High School Graduation Requirements and Commencement, to modify credit requirements for SY 2019-2020. This will help ensure high schools are allowed flexibility in awarding a diploma or certificate to graduating seniors, based on approval from the Superintendent.

Graduation Honor Recognitions

Guidance: Diploma and Honor Recognitions for SY 2019-2020

Academic Honors; Career and Technical Education (CTE) Honors; and Science, Technology, Engineering, and Math (STEM) Honors recognition certificates will be awarded based on student achievement through the end of the third quarter, at the same time Valedictorian(s) are identified.

Students shall be provided opportunities to demonstrate proficiency in the respective honors recognition certificate up to the last day for students in the official school calendar (see [FAQs](#) about proficiency and opportunities).

Commencement

BOE Policy 102-15 Commencement Guidance for SY 2019-2020

A decision regarding the traditional form of commencement ceremonies will be made by April 15, 2020 should COVID-19 still pose a threat. High schools may also consider alternative forms of celebration, such as a virtual commencement, or delaying their commencement ceremonies to a date later in the summer. Schools will collaborate with

senior student leaders and class advisors to design alternative ways of acknowledging the accomplishments of seniors.

Transcript Services

Guidance: Transcripts

If a parent or guardian is not able to download or transmit a completed Transcript Request Form to the school, then the following alternate methods for requesting a transcript may be used as an interim solution:

- The parent may send an email request or a letter request via postal service to the school's Registrar.
- The parent may call the school to request a transcript during school hours.
 - The school will need to verify parent's identity through completing the [Telephone ID Verification Form \(click here\)](#)
 - If a parent ID can be verified using the Telephone ID Verification Form, then a school official is authorized to fill out the Transcript Request Form on behalf of the parent.
 - The Telephone ID Verification Form should be attached to the Transcript Request Form and filed following the procedure established by each school.

The [memo](#) regarding the transition to Infinite Campus Adobe pdf transcripts, states, "An official transcript will require a printed copy to be signed by a school official and embossed with the school's seal. The Adobe electronic pdf file is not an official transcript and cannot be transferred electronically as an official transcript."

Over the last year, HIDOE has been collaborating on the necessary steps to make the Adobe electronic pdf file transferrable electronically as an official transcript. For SY 2019-2020 only, principals, registrars, and college and career counselors may determine the procedure for electronically sending pdf transcripts that meet the needs of each individual school and student. The procedure must include written verification of parental consent and efforts to safeguard students' personal data.

Current Family Education Rights and Privacy Act (FERPA) law indicates schools must have written permission from the parent or eligible student in order to release any information from a student's education record. [Click here](#) for HIDOE's FERPA guide.

Grading, Credits and Promotion

High School Grading, Credits and Promotion (Grades 9-11)

The guidance for seniors is described previously under "[Meeting Class of 2020 Graduation Requirements](#)." The following guide may be used for students in grades 9-11. During the school closure, lessons should be for enrichment. If and when schools reopen, teachers should use their professional judgment when deciding to continue instruction relative to the content standards or focus on remediation.

In the event that schools do not reopen this school year, HIDOE recommends using students' progress during 4th quarter and their progress prior to the school closure. Teachers should use their professional judgment when reporting students' final grades. HIDOE recommends providing 4th quarter/intervention-remediation progress reports to parents to inform students' current progress before the school closures.

Credits and Grades Guidance for SY 2019-20 (including E-School)

Each traditional year-long course will utilize grades from quarters 1-3 to determine the final grade for the course, which ended on March 13, 2020. The final grade for the course and related credit will be awarded to students who achieved the requisite proficiency through the 3rd quarter. Students who do not meet proficiency shall be provided multiple opportunities to demonstrate proficiency until the last day for students according to the official school calendar and further considerations should be in place for students within block or multi-track schedules. Adjustments may be made for block and multi-track schools.

Students enrolled in classes through the HIDOE E-School program will continue their learning through regular E-School classes and grades will be calculated and entered as normal.

Grade Point Average (GPA) Guidance for SY 2019-2020

Quarters 1-3 will be used to determine the final grade for the traditional year-long course. The final grade would then be utilized under the current policies in calculating the final GPA. Further considerations should be in place for students within block or multi-track schedules. Adjustments should be made for block and multi-track schools (see [FAQ](#) about fourth quarter grades).

Dual Credit (Early Learning) Guidance

This guidance was developed with UH partners on March 23, 2020. New guidance is forthcoming pending UH policy approval no later than April 10, 2020.

The long-term school closures will necessitate close collaboration between Hawaii public schools and higher education to support seniors engaged in dual credit opportunities. As our colleges move to distance learning models, it is critical for schools to collaboratively establish procedures that ensure equitable access for all students and implement protocols to ensure smooth running of these programs.

University of Hawaii (UH) Courses (College/High School Credit)

UH is continuing to provide education for students and are committed to helping current students complete the term. Since public schools are closed through April 30, 2020, UH sheltered classes (primarily "Early College") resumed online on March 30, 2020 unless the school and college made arrangements for a class to continue as a correspondence class or to cancel a class. If the UH campus and/or the high school cancels a class, then the class will not appear on students' UH transcript.

Since high schools are responsible for awarding high school credit to their students for dual credit classes, HIDOE will be proposing that high school administrators and UH instructors communicate about students' mid-term progress in the UH class.

Any student who does not want or is unable to continue with their UH class has the option to drop the course via withdrawal. These students will receive a “W” for this course on their transcripts. The deadline for withdrawals has been extended until April 30, 2020. Students may petition to have the class removed from their transcript.

High school students taking other college courses (e.g., Running Start) are treated as regular UH students. Classes resumed on March 23, 2020 after Spring Break. Students should contact their instructor or UH academic advisor if they have questions about their classes.

Discussion on Early College was held with the HIDOE, Complex Area Schools, High School Principals, and Hawaii State Charter School Commission to develop these recommendations.

If you need additional questions answered, please contact your University of Hawaii Early College coordinator.

Extracurricular Activities and Athletics Information

Extracurricular Athletics

All athletics competitions and practices statewide have been suspended until further notice. All media releases and updates will be a concerted effort from the leagues through the Hawaii High School Athletic Association (HHSAA). For the latest update, please refer to the [HHSAA Website](#).

For athletic scholarship concerns, parents and guardians should contact their child’s school counselors. Cumulative GPA and scholarship offers should have been completed.

A comprehensive list of extracurricular events that have been cancelled is available [here](#). For additional information contact Raymond Fujino, administrator, Extracurricular Section, at raymond.fujino@k12.hi.us.

Driver Education After-School and Semester Courses Information

Driver Education semester courses that are part of the schools’ curriculum may use virtual learning for enrichment.

Upon reopening of school facilities, driver education after-school course students will continue their lessons where they left off and finish the course. The program can provide instruction with no more than 10 students at a time in the classroom to abide with social distancing guidelines.

The behind-the-wheel (BTW) lessons will occur with just two students and the instructor (instead of three students and the instructor) to also be mindful of the social distancing. Driver Education instructors will be instructed to take precautions by asking students questions about health and travel.

Additionally, the steering wheel and handles will be wiped down with each change of student driver and at the end of the lesson. It may take longer to complete these requirements due to COVID-19 as classes will be smaller and the instructors’ schedule of availability may need to be altered.

New guidelines such as class sizes and processes and procedures (i.e., taking the temperature for teachers and students for BTW) will be reviewed in June based on the updated guidance regarding precautions necessary due to the pandemic.

All students that complete the course will need to abide by guidelines of the HIDOE of Motor Vehicles in obtaining their appointment for a driver’s provisional license.

Semester course driver education students may receive credit for the semester. However, the Hawaii State Department of Transportation (DOT) certificates of completion required for the driver provisional license will only be issued upon successful passing of required unit and final exams as required by the DOT. These exams must be taken face-to-face.

For additional information contact Jan Meeker, state office teacher, Driver and Traffic Safety Education, at jan.meeker-sevilla@k12.hi.us.

Middle School Grading, Credits and Promotion (Grades 6-8)

This section includes guidance around middle school grading, credits, and promotion (Grades 6-8). Complex Area and middle school staff should prioritize meeting specific promotion requirement needs for middle level students. Middle school staff priority is to ensure grade 8 students can be promoted to high school.

Middle Level Education Promotion Policy

Hawaii's middle level promotion is based, in part, on completing a set number of middle level credits. School staff should determine which classes and credits middle level students still need to complete to meet credit requirements for promotion. This should include assessing the current class schedule for classes providing required middle level credits (i.e., language arts, mathematics, science, and social studies and be able to demonstrate their 21st-century knowledge and skills). HDOE should provide multiple options for middle level students to demonstrate they have met standards across required content areas.

Students will receive an academic unit for each of the core content courses to be promoted to the next grade level. Successful completion shall be based on academic proficiency on identified benchmarks aligned to [HIDOE Content Area Standards](#).

BOE Policy Impacted by COVID-19: 102-9 Regarding Middle Level Education Promotion

The Board of Education recognizes that young adolescence is a critical period in the development and education of students. Middle level students must develop 21st century learning skills and be able to use technological tools. Therefore, all students in grades six, seven and eight shall be required to take language arts, mathematics, science, and social studies and be able to demonstrate their 21st century knowledge and skills.

Students will receive an academic unit for each of the core content courses to be promoted to the next grade level. Successful completion shall be based on academic proficiency on identified benchmarks.

Click [here](#) to view the policy.

Guidance: Credits and Grades for SY 2019-2020 (including E-School)

Each course will utilize grades from quarters 1-3 to determine the final grade for the course, which ended on March 13, 2020. The final grade for the course and related credit will be awarded to students who achieved the requisite proficiency through the 3rd quarter. Students who do not meet proficiency shall be provided multiple opportunities to demonstrate proficiency until the last day for students according to the official school calendar and further considerations would be in place for students within block or multi-track schedules (see [FAQ](#) about fourth quarter grading).

Students enrolled in classes through the HIDOE E-School program will continue their learning through regular E-School classes and grades will be calculated and entered per provided instructions.

Guidance: Credit Recovery for SY 2019-2020

Students who were not proficient at the end of the 3rd quarter and who need additional support may be provided with opportunities to earn credit. For SY 2019-2020, remediation and intervention may be provided at the earliest date possible with teachers and counselors at the respective schools finding solutions for those students.

- Considering the imperative to prioritize offering grade 8 students learning opportunities so they can earn credits needed for promotion to high school, HIDOE encourages schools implementing remediation and intervention to meet promotion requirements for the Class of 2024 per [BOE Policy 102-9](#).
- HIDOE encourages schools to allow alternative opportunities to ensure social distancing and safety measures and to provide students sufficient support in completing these requirements. (See FAQ for 4th Quarter grading.)
- For example: Within current safety and social distancing guidelines, organize community service opportunities that assist with food and classwork distribution, childcare needs, peer tutoring, or providing assistance to at-risk individuals and families.

Guidance: Grade Point Average (GPA) for SY 2019-2020

Quarters 1-3 will be used to determine the final grade for the course. The final grade would then be utilized under the current policies in calculating the final GPA.

Elementary School Grading and Promotions (Grades K-5)

Based on the guidance for graduation and seniors, this section includes guidance around elementary school grading and promotion (Grades K-5). Elementary school staff should prioritize meeting specific promotion requirement needs for students.

Guidance: Grading and Promotion for SY 2019-2020

Each course will utilize grades from quarters 1-3 to determine the final grade for the course, which ended on March 13, 2020. The final grade for the course will be awarded to students who achieved the requisite proficiency through the 3rd quarter. Students who do not meet proficiency shall be provided multiple opportunities to demonstrate proficiency until the last day for students according to the official school calendar. (See FAQ for 4th Quarter grading.)

Guidance: Proficiency for SY 2019-2020

Students who were not proficient at the end of the third quarter and who need additional support, will be provided with support opportunities. For SY 2019-2020, remediation and intervention may be provided at the earliest date possible, with teachers and counselors at the respective school sites determining criteria for support.

Guidance; Promotion for SY 2019-2020

Students shall be promoted based on demonstration of proficiency with respect to applicable standards of academic achievement, character development, and socio-emotional progress. For SY 2019-2020, considering the imperative to prioritize offering grade 5 students learning opportunities to meet proficiency needed for promotion to middle school, HIDOE encourages schools implementing remediation and

intervention to meet promotion requirements. Teachers and counselors at the respective schools will determine criteria to support appropriate enrichment experiences to meet individual student needs for promotion.

BOE Policy Impacted by COVID-19: 102-8 Regarding Student Promotion

The Department of Education shall establish a system of student promotion that is based on academic performance and successful student progress toward identified benchmarks specified in applicable performance standards approved by the Board of Education. Students shall be promoted based on demonstration of proficiency with respect to applicable standards of academic achievement, character development, and socio-emotional progress.

The Department shall provide for successful student progress by offering educational experiences of increasing difficulty and complexity. Each student's progress shall be systematically assessed and reported.

Students shall be provided appropriate remedial, re-teaching and enrichment experiences within the regular classroom as well as through coordinated supplemental services which meet individual student needs.

Click [here](#) to view the policy.

Continuity of Support for Hawaiian Immersion

HIDOE's Office of Hawaiian Education (OHE) is working to compile Hawaiian language resources and to update its [website](#) daily so kumu can find available resources in a single location. In addition, OHE will host voluntary grade level sessions. These sessions are being made available to:

- Re-/Introduce [A'o Kaiapuni website](#) as a resource hub where kumu can access available resources including DOE resources and resources shared by partner organizations. In addition, the website is a space for kumu to share and/or download ha'awina.
- Host Webex/online collaborative meetings for kumu kaiapuni in grade level bands.
- Provide support for using online tech supports to develop and deliver online learning activities in 'ōlelo Hawai'i to haumāna kaiapuni throughout the State.

Assessments

Assessment Options

The following assessment update is provided based on the latest local and national guidance regarding COVID-19; further changes may occur as the situation evolves.

Federally-Mandated Assessments

On March 20, 2020, HIDOE applied and was granted an expedited assessment and accountability [waiver](#) by the U.S. Department of Education to waive certain assessments, accountability, school identification, and reporting requirements of the Elementary and Secondary Act of 1965 (ESEA), as amended, for SY 2019-2020. On April 2, 2020, the BOE unanimously approved proceeding ahead with this waiver.

As a result, this waiver provides that for the remainder of SY 2019-2020, the following federally-mandated assessments are cancelled:

- Smarter Balanced Assessments (ELA/Literacy and Mathematics);
- Hawaii State Science Assessments grades 5 and 8;
- Biology I End-of-Course Exam;
- Hawaii State Alternate Assessments; and
- Kaiapuni Assessment of Educational Outcomes (KĀ'EO)

The opportunity for [public comment](#) will remain open until April 10, 2020. For additional information, contact Brian Reiter, administrator and test development specialist, at brian.reiter@k12.hi.us.

Access for English Language Learners (ELLs)

English Learner (EL) Students' Progress and Proficiency Data and Reclassification

- The *ACCESS for ELLs* annual ELP assessment is **not** a graduation requirement.
- WIDA has scored all HIDOE-submitted *ACCESS for ELLs* assessments for SY 2019-2020. HIDOE remains on track to receive the scores in April/May 2020;
- HIDOE EL students who qualify for reclassification by scoring a Level 5 on the *ACCESS for ELLs* assessment will exit from the EL program by the end of this school year, as planned, with the results being posted into eCSSS; exiting is an important milestone that impacts eligibility for the Seal of Biliteracy, as outlined on page 9 of this document;
- Scores will migrate into the Longitudinal Data System (LDS) in summer 2020; and
- Information on receipt of *ACCESS for ELLs* scores, reports, and the sharing of reclassification letters will be available at a later date.

For additional information, contact Andreas Wiegand, educational specialist, English Learners/AAPI, at andreas.wiegand@k12.hi.us.

ACT Assessments

The March 24, 2020 make-up testing day was cancelled due to the COVID-19 situation. Schools will return any ACT materials upon reporting physically back to school.

The Assessment Section has been working with ACT to determine options to address the cancelled makeup date. Information will be shared via the Assessment News at alohahsap.org as well as through emails to complex area superintendents, principals and administrators. For additional information, contact Bruce Hirotsu, test development specialist, at bruce.hirotsu@k12.hi.us.

Advanced Placement (AP) Assessments

The AP Exam administration will consist of a 45-minute, extended response exam held online at home. The AP Program is working to give every AP student the opportunity to claim the credit they've earned. The exact dates for each course will be announced in early April.

Given the current situation and impact across states, the College Board is developing tools for students in the AP program. All AP students and teachers will be able to draw on the free online resources that were provided to every AP classroom this fall. Additional resources will be made easily accessible to AP students and teachers through mobile phones and other devices. These include free online lessons and review sessions from some of the top AP teachers in the country, [click here](#).

For updates and more detailed information, [click here](#). For additional information about Advanced Placement, contact Anna Viggiano, Ph.D., educational specialist, Advanced Placement and Gifted and Talented, at anna.viggiano@k12.hi.us.

International Baccalaureate (IB) Programme

The IB Programme has canceled all exams for the May 2020 session. Students and parents should contact the current IB schools, Campbell and Kaiser High Schools, for the latest information regarding IB diploma and certificates.

For additional information about International Baccalaureate, contact Anna Viggiano, Ph.D., educational specialist, Advanced Placement and Gifted and Talented, at anna.viggiano@k12.hi.us.

Seal of Biliteracy Assessments

HIDOE-Approved Online Assessments (Avant STAMP 4S and WorldSpeak)

The last day of the testing window will be extended from March 31, 2020 to May 29, 2020, for:

- Class of 2020 candidates who did not complete their first assessment attempt by end of the school day on March 13, 2020; and
- Class of 2020 candidates who were scheduled to retake their language assessments between March 23 and March 31, 2020.

HIDOE-Approved 'Ōlelo Hawaii Assessment

Schools with class of 2020 candidates scheduled to take the assessment on March 23, March, 30, and March 31, 2020, contact Emily Lam, educational specialist, World Languages, at emily.lam@k12.hi.us to reschedule the assessment.

AP and IB Assessments

Please refer to the AP and IB guidance above with regard to the testing schedules.

Seal Of Biliteracy Awards

By May 8, 2020, the Office of Curriculum and Instructional Design (OCID) will communicate with schools to verify candidates' eligibility to receive the Seal of Biliteracy. Eligibility requirements include GPAs and world language proficiency. Upon verification, OCID will provide schools with Seal of Biliteracy medals to present to candidates who are on track to meeting all eligibility requirements. If a candidate's language assessment result is not available at the time of verification in May, OCID will verify their eligibility requirement at a later time. Should the candidate meet all eligibility requirements, the medal will be mailed out with the Seal of Biliteracy certificate.

If there are additional changes with school closures due to the COVID-19 situation, OCID will communicate with schools about the next steps for Seal of Biliteracy. For

additional information about the Seal of Biliteracy Assessments, contact Emily Lam, educational specialist, World Languages, at emily.lam@k12.hi.us.

Armed Services Vocational Battery Test (ASVAB)

The Honolulu Military Entrance Processing Station (MEPS) remains open with essential personnel to handle statewide testing requests. Students should contact a recruiter from the branch of service in which they are interested in enlisting in order to schedule an ASVAB. Testing takes place Monday through Thursday and transportation is provided by the recruiters. Students will go through two COVID-19 symptom screeners before being allowed to take the test.

Danilo Bartolome, Honolulu MEPS Test Coordinator, will continue to keep high school ASVAB coordinators on all islands informed of any updates. ASVAB testing on school campuses is suspended for the month of April. MEPS is scheduling testing on high school campuses for the month of May, however, if schools remain closed or MEPS is not able to test in May, then the testing will be canceled. Seniors interested in taking the ASVAB should contact their college and career counselors for information.

For additional information about ASVAB, contact Danilo Bartolome, MEPS test coordinator, danilo.d.bartolome.civ@mail.mil.

Student Supports

Supporting Well-Being of Students (Pre-K-11)

Continuing to support students in grades PreK-11 in addressing their current needs as well as needs that may arise from the extended break is extremely important.

We must be mindful of the social emotional well-being of our students and adults. As educators, we need to be aware of the evolving physical, social and emotional demands of our students while trying to stay connected with them in new ways. We need to think about the whole child and look to social and emotional and trauma-informed practices to help now and when school reopens.

Some areas for school support teams to address, include but are not limited to, identifying:

- How school and community support resources for students and families will be made available.
 - Some options include school website, emails, WebEx, Google Classroom, etc.
- How school staff will address potential barriers and alternative means to accessing support.
 - Through joint collaboration, school and community resources can coordinate efforts to maintain communication with families and at-risk groups (e.g. unaccompanied youth experiencing homelessness) through prepaid cell-phones, email, physical packets or other alternatives.
- How school staff can monitor students for emerging social and emotional well-being needs.
 - Consider regular check-ins with the students and their families by school staff, particularly those who already have established positive and supportive relationships.
- How school staff can refer students for school-level support services and/or community services as needs arise.
 - Recognize and validate that what students are experiencing is difficult, and may be triggering past trauma responses. It is critical that safe spaces are provided where students can reach out to receive guidance and emotional support.

Below are a few relevant resources to help with the design and implementation of a virtual support system:

- Click [here](#) for American School Counselor Association's (ASCA) guidelines, position statement link.
- Click [here](#) for ASCA's webinar related to providing virtual school counseling support services.
- Click [here](#) for National Institute on Mental Health's child and teen coping strategies for reducing stress related to traumatic events.
- Click [here](#) for Guidelines developed by the National Association of School Psychologists (NASP) on how to talk with students about COVID-19.
- Click [here](#) for NASP Guidelines for Virtual Service Delivery in response to COVID19 disruptions.

For additional Counseling, Social-Emotional Learning, and Mental Health resources during the extended closure click [here](#).

As students physically **return** to campuses from extended breaks, to aid in the transition:

- provide a positive and supportive environment for students to return to,
- facilitate social emotional learning experiences or lessons,
- maintain a structured and predictable schedule as much as possible, and
- provide opportunities for regular check-ins and self-reflection.

Recognize that it may take students time to adjust back to the routines of a regular school day. Monitor students for loss or regression of skills in the areas of behavioral, social, and emotional well-being. School staff should be made aware changes in these domains can be expected and are not uncommon.

Encourage staff to have patience. Responding to students with empathy and maintaining positive relationships will provide needed support through this transitional time. If concerns continue, ensure your school has a response system of support and interventions in place.

Remember that just as student well-being is important, so is the health and well-being of staff. Provide reminders for self care and access to resources for mental health supports.

For additional Counseling, Social and Emotional Learning, and Mental Health resources click [here](#).

For questions about supporting students' emotional well-being, please contact Ayada Bonilla, educational specialist, School Behavioral Health, at (808) 305-9795 or ayada.bonilla@k12.hi.us.

For questions about School Counseling Programs or College & Career Counseling, please contact Theresa Sanchez, educational specialist, Transitions College & Career Readiness, at theresa.sanchez@k12.hi.us or (808) 305-9756.

Special Education Services Guidance

Course Substitutions

Waiver of any graduation requirements and course substitutions afforded to general education students must also be afforded to students with an IEP or Section 504 plan. Any coursework changes should be made in coordination with the care coordinator and school counselor. For students on the certificate route, who turn 22 years of age (aging out) during this time period, IEP/504 teams must meet to determine the need for compensatory education, which may extend their education beyond age 22.

Ending Special Services Due to Graduation

When a student graduates with a high school diploma, a reevaluation is not required before terminating IDEA services. Since services will be terminated (a change of placement) a PWN must be provided to the parent (and the adult student if rights have transferred). A summary of performance is only required for students who graduate with a diploma or exceed the age of eligibility. If a student leaves school prior to "aging out," a summary of performance is not required.

Continuation of Special Education Services

As complex areas and schools determine their delivery of learning and enrichment activities they must also ensure that students with an Individualized Educational Program (IEP) or Section 504 plan have equal access to the same opportunities, including the provision of FAPE. Schools should consider, on a case by case basis, the necessary accommodations and/or modifications needed that enable a student with a disability to receive FAPE to the greatest extent possible. Telepractice may be considered as a service delivery model for related services.

When traditional school resumes, the school is required to conduct an IEP/504 meeting to determine the student's individual need for compensatory services to make up for any skills that may have been lost because of an extended school closure. The IEP/504 Team must also review the student's IEP/504 plan and

determine whether any other changes to the IEP/504 plan are needed as a result of the extended absence from school. Informal assessments may be used to determine whether there have been changes in a student's performance. In the event compensatory services are needed, the IEP/504 Team will develop a Compensatory Service Plan which identifies frequency, duration and location of service delivery.

HIDOE allows students with special needs to attend school to the age of 22 (day of their 22 birthday, if they have not yet received a high school diploma).

Support for Online Distance Learning

HIDOE's Special Education Branch has posted resources to support teachers in determining the appropriate accommodations and modifications needed to ensure student access to learning and enrichment opportunities. Also provided are resources and tools to support the development and implementation of virtual and paper packet instruction for students with disabilities. These resources are posted on OCID's Continuity of Learning [website](#) under the Special Populations tab.

Guidance from USDOE on providing services to students with disabilities during COVID-19 is available [here](#). Additional resources include:

- [Supplemental Fact Sheet](#) Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities ensuring compliance with the Individuals with Disabilities Education Act (IDEA).
- [Section 504 of the Rehabilitation Act \(Section 504\)](#), and [Title II of the Americans with Disabilities Act](#) should not prevent any school from offering educational programs through distance instruction.

Continuity of Support for English Learners (EL)

As complex areas and schools determine their delivery of learning and enrichment activities, they must also ensure equitable access for ELs. To the greatest extent possible, complex areas and schools must provide language program services commensurate with the student's English language proficiency level.

If an EL student is in jeopardy of not graduating, actions should be taken to ensure students can be supported to attain graduation requirements, the same opportunities as non-EL students. Support can include academic and English Language Development (ELD) support. The goal is to make sure language access is not preventing an EL student from graduating.

The following locally-developed website can help ensure a transition to online learning for educators of ELs, which can be accessed [here](#). The site has suggestions for online and distance education including how to create flexible and engaging lessons that support all learners, which are inclusive of students with disabilities and language learners.

Additional EL resources are posted on OCID's Continuity of Learning website under Special Populations, English Learners section, linked [here](#).

When traditional school resumes, the school should conduct a Student Support Team meeting to ensure EL students can be supported to access school and determine what additional language development supports need to be put in place.

The information in this document is based on the [HIDOE EL Guidance Manual](#) and information that is currently available to the HIDOE by the United States Department of Education. It is subject to change as new information is provided.

For additional information contact Andreas Wiegand, educational specialist, English Learners/AAPI, at andreas.wiegand@k12.hi.us.

Continuity of Support for Students in Unstable Housing

HIDOE's Community Homeless Concerns Liaisons ([CHCL](#)) are maintaining contact with [families in unstable housing](#), based on the LDS 'by-name list'. CHCL communication attempts will be logged in the MV tab on Infinite Campus/SIS to determine gaps and coordination with homeless outreach.

CHCL:

- Connect families to food;
- Assess basic needs;
- Communicate with school staff and external outreach to ensure connection to school and/or community based supports, as appropriate; and
- [Facilitate delivery](#) of supplemental food and learning packets/supplies between school and home.

CHCL have identified all High School seniors and will provide an extra layer of communication support, linking students to information while addressing possible barriers. CHCL are encouraged to work with respective high school staff for coordination of support. CHCL provide an extra layer of support and are available to troubleshoot issues unique to students in unstable housing.

Alternative Learning Settings

Olomana School is the only HIDOE Alternative School that operates as a self-contained public school and thus is subject to the same requirements as all secondary schools. Olomana serves as the homeschool for students enrolled. Complex Areas and Districts may have Alternative Learning Programs, Supports & Services (ALPSS) that serve students in an alternative setting, from within the District or Complex Area. Students participating in the District/Complex Area Alternative Learning Program remain enrolled at their homeschool of record. Schools also have ALPSS and serve at-promise students from within their schools.

Staff in these alternative settings typically deliver instruction differently from a traditional school setting, but the guidance for all staff and students applies to all Alternative Learning Programs and Olomana School.

For questions about Alternative Learning Programs, Supports and Services, contact Kristy Nishimura, director, Alternative Learning Branch, at (808) 305-9659 or kristy.nishimura@k12.hi.us.

Reopening of Schools

Reopening Schools After a Prolonged School Closure

This section will be updated by April 21, 2020.

Official Summer School Information

[BOE Policy 500-18: Summer School Programs](#)

Summer school provides an extended learning opportunity for students to have additional time and/or differentiated learning opportunities to demonstrate academic proficiency, foster innovation and creativity, and challenge students to achieve beyond the minimum requirements for graduation.

Schools who have already submitted a Site Notification Form for Summer 2020 should make every reasonable effort to offer a summer school program.

Summer School Registration

- Schools can proceed with registration through mail or electronic means (i.e. online form, email, etc.).
- If the registration date was affected by the school closure, schools should update this information by:
 - Sending an email to Christy Sato, educational specialist, at summerschool@k12.hi.us and their District Coordinator.
 - Providing notification to parents/caregivers via school website and other school communication methods.
- Payment Collection
 - Schools should make every reasonable effort to batch and deposit summer school collections by the next business day ([Guidelines and Procedures](#), pg. 40).
 - If there are changes to deposit timelines because of current circumstances, schools must clearly state this during the registration process. This will help families with financial planning and prevent insufficient fund situations.

Summer School Staffing

- Schools should proceed with securing staff for summer school based on previous year(s) enrollment data.
- Prospective staff should be made aware of all school contingency plans.
- Summer School accounts, Prog ID: 16350, will continue to be evaluated at the end of summer but current circumstances will be taken into account if deficits occur.

Summer School Schedule

- At this time, the HIDOE has not determined its 2020 summer school program due to the COVID-19 pandemic. More information forthcoming.
- At this time, the total instructional hour requirements remain the same:
 - For grades 7 through 12, credit courses remain 120 hours for each full credit or unit and 60 hours for .5 or ½ credit or unit.
 - Elementary programs and non-credit middle/intermediate and high school programs can run for less than 120 hours.

Distance Learning Plans

- Schools should consider their current distance learning plans when planning for their summer school program. This will allow schools the most flexibility to offer summer learning opportunities to students.

For additional information contact Christy Sato, educational specialist, at

summerschool@k12.hi.us or (808) 305-9762.

Frequently Asked Questions

Continuity of Learning

Question: What other guidance or support has been given to administrators regarding continuity of learning and timelines?

Answer: On March 17, 2020, administrators were given access to HIDOE Statement of Work (Administrators Only) to support the continuity of learning.

- Later, teachers received access to an [internal resource website](#). Then, parents and students were given access to resources accessible on [HIDOE website](#).

Student Support

Question: How do schools support and provide services for our special populations during closure?

Answer: On March 17, 2020, administrators were given access to OSSS Statement of Work to support continuity of education, click [here](#).

Military-Impacted Students

Question: What about military-impacted students?

Answer: The HIDOE is determined to confer valid and reliable diplomas and smooth transitions for military-impacted seniors into post-secondary institutes and industries.

For military-impacted students in Grades K-11, who are transitioning into new schools during fourth quarter or end of SY 2019-2020, the HIDOE will adhere to the above guidance on grading, credits, promotion, report cards and transcripts.

For students transferring to Hawaii and unable to enroll during closure, the HIDOE will continue to adhere to the [Military Interstate Children's Compact \(MIC3\)](#). Schools may provide continuity of education to students if appropriate and feasible. Parents can also refer to the Hawaii Department of Education internet [Continuity of Education webpage](#), which includes Choice Boards for continuity of education.

Attendance

Question: How will schools handle fourth quarter attendance?

Answer: Attendance is not being taken while schools are closed due to COVID-19. Traditional entry for attendance into Infinite Campus has been turned off, and it will revert when we return and re-open schools for SY 2019-2020. For more information please consult the [Student Attendance \(Infinite Campus\) information and instructions](#).

Grading

Question: What are proficiency guidelines for grading?

Answer: Secondary teachers should follow their established school grading guidelines to determine proficiency. If the school does not have established grading guidelines in place, the following may be used: For students in a credit bearing course, proficiency is the awarding of a grade D and higher.

For **Elementary** students, it would be approaching proficiency and above.

Question: Are schools required to provide GLO marks?

Answer: GLO marks will not need to be entered for the fourth quarter.

Question: When was the due date for entering grades for the third quarter?

Answer: A decision was made to have all schools enter 3rd Quarter and Final grades by April 1, 2020, with the exception of three Multi-Track schools entering by April 6, 2020.

- Memo: [Third Quarter Reporting Due April 1, 2020](#)
- Memo: [Third Quarter Reporting for Multi-Track Due April 6, 2020](#)

Question: What happens to fourth quarter grades?

Answer: HIDOE students are receiving enrichment during the closure, which will not affect the fourth quarter in the grading system. No grade will be entered for the fourth quarter, except for students participating in E-School, Credit Recovery programs and dual credit.

Question: Can schools leave fourth quarter grades blank and still give a Final grade? Will that affect Cumulative GPA?

Answer: Yes, fourth quarter grades can be left blank, and the blank will not affect GPA. The impact will be any reports pulled for fourth quarter grades.

Question: How do schools handle fourth quarter grading for students in 4X4 Block schedule, especially students who did not start their .5 credit or are only half-way through their credit for graduation requirements?

Answer: To ensure that students graduate on-time, HIDOE has a recommendation to address students impacted by the 4X4 Block schedule. Credit recovery programs may be used during the fourth quarter. Students may have an opportunity to demonstrate what they have learned by meaningful, positive assessments and performance, such as a culminating problem-based learning project or teacher-developed competency assessments aligned to clear benchmarks or essential learning.

Question: Do teachers grade or include formative assessment grades during closure?

Answer: During the closure, teachers will focus on teaching and learning, to maintain and enrich without evaluation. While teachers could introduce new or continue the scope and sequence, students cannot be penalized or graded.

Question: For students, specifically priority seniors in Band 2 (not proficient), who were below proficiency, how do teachers handle intervention and remediation during the closure?

Answer: If a student is not proficient at the end of the third quarter, the student **may** be provided with opportunities to meet proficiency for the final grade and course essential learning during the remainder of the school year. For SY 2019-2020, remediation and intervention **may** be provided at the earliest date possible with teachers and counselors at the respective schools finding solutions for those students.

Opportunities may involve students demonstrating what they have learned by meaningful, positive assessments and performance, such as a culminating problem-based learning project or teacher-developed competency assessments aligned to clear benchmarks or essential learning.

Another opportunity may be participation in a Credit Recovery program. During the COVID-19 crisis, HIDOE is considering the development of a Statewide Credit Recovery program, at a reduced- or no-cost to students. If students participate in a Credit Recovery program, they will be unenrolled from their current class into the Credit Recovery program.

Final grades may be modified by the end of SY 2019-2020, and no later than May 28, 2020. While final grades may be raised, all grades must not be lowered.

Question: For students, specifically priority seniors in Band 3 (not proficient), who are still below proficiency at the end of the school year, how do we handle intervention and remediation?

Answer: If a student is not proficient by May 28, 2020, then the student **may** be given additional credit recovery opportunities, such as summer school, E-School, or School-Based Online Credit Recovery programs.

Final grades for SY 2019-2020 may be modified up until July 18, 2020.

During the COVID-19 crisis, HIDOE is considering the development of a Statewide Credit Recovery program. If students participate in a Credit Recovery program, then they will be unenrolled from their current class into the Credit Recovery program. The HIDOE is identifying funding sources to ensure enrollment for all non-proficient graduating seniors in Summer School, E-School or Credit Recovery programs.

Question: What happens if a senior student, specifically priority seniors in Band 4 (not proficient), is still not proficient on July 18, 2020?

Answer: If a student has not demonstrated proficiency by July 18, 2020, then the student **may** be given the opportunity to repeat the course during SY 2020-2021 or adhere to school and counseling plans.

Question: What about students who just need a Capstone or Senior project to complete an honor certificate?

Answer: HIDOE encourages schools to allow alternatives if social distancing and safety measures cannot be maintained, and to provide students sufficient support in completing these requirements. Students may be provided an opportunity to complete projects by the end of school year, May 28, 2020.

- For example:
 - Video or other electronic submissions of Senior Project presentations.
 - Within current safety and social distancing guidelines and HIDOE guidelines for service projects, organize community service opportunities that assist with food and classwork distribution, childcare needs, peer tutoring or providing assistance to at-risk individuals and families.

Question: Will there be opportunities for students' acceleration?

Answer: HIDOE is developing opportunities for students to participate in acceleration during summer 2020. Advanced Placement courses may be available through E-School and summer school. HIDOE hopes to develop opportunities at no-cost to students.

Report Cards

Question: How will report card distribution be handled?

Answer: As noted in the Superintendent's memo dated March 25, 2020, for all Regular Track Schools and March 27, 2020, for all Multi-track schools, the due dates for 3rd Quarter grade inputting by teachers for SY19-20 will be on April 1, 2020, and April 6, 2020, respectively.

Please observe the following deadlines.

Table 1: All Non-Track Schools

All Public Schools (NOT including Multi-Track Schools)	
3rd Quarter Grades and IEP Progress Reports are DUE .	Wednesday, April 1, 2020
Registrars and/or designee(s) to work on processing grades and printing report cards.	April 2-10, 2020
SSC and/or designee(s) to work on processing IEP Progress Reports.	April 2-10, 2020
Schools to prep report cards and IEP Progress Reports for mailing (postal or digitally from a k12.hi.us school name Gmail address).	April 13-14, 2020
Schools to mail report cards and IEP Progress Reports (postal or digitally from a k12.hi.us school name Gmail address)	No later than Wednesday, April 15, 2020

Table 2: All Multi-Track Schedule Schools

Multi-Track School (Holomua Elementary, Kapolei Middle, Mililani Middle)	
3rd Quarter Grades and IEP Progress Reports are DUE	Monday, April 6, 2020
Registrars and/or designee(s) to work on processing grades and printing report cards	April 7 - 13, 2020
SSC and/or designee(s) to work on processing IEP Progress Reports	April 7 - 13, 2020
Schools to prep report cards and IEP Progress Reports for mailing (postal or digitally from a k12.hi.us school name Gmail address).	Tuesday, April 14, 2020
Schools to mail report cards and IEP Progress Reports (postal or digitally from a k12.hi.us school name Gmail address)	No later than Wednesday, April 15, 2020

REGISTRARS:

During this period, Registrars may process and complete their reporting functions remotely. Should a Registrar lack access to a computer or the internet offsite, they should work with their administrator and technology coordinator to find solutions.

Graduation Requirements

Question: What is the latest date for students to receive a diploma?

Answer: If a student is proficient after receiving intervention and remediation during the summer, then a student can receive a diploma on the last day for summer school grading, which is July 19, 2020.

Question: Why did HIDOE focus on graduation requirements first?

Answer: HIDOE prioritized on-track for graduation to ensure the lowest amount of impact to post-secondary goals. HIDOE continues to work with the University of Hawaii and other educational partners to ensure smoothest transitions. Additionally, HIDOE continues to monitor other states and the USDOE.

Question: Why did HIDOE ask for a waiver to BOE on Policy 102-15?

Answer: On April 2, 2020, HIDOE requested for a waiver to Board Policy 102-15 High School Graduation Requirements and Commencement and the BOE unanimously approved the waiver. This waiver will ensure high schools are allowed the flexibility in awarding a diploma or certificate to graduating seniors.

- [Memo Requesting Waiver From BOE On Graduation Requirements](#)
- [Press Release on BOE decision](#)

Question: Who helped determine guidance for graduation requirements, grading, promotions and credits?

Answer: Recommendations were made by HIDOE Deputy Superintendent, Assistant Superintendents, Complex Area Superintendents and High School Principals.

The aforementioned recommendations were made through consensus building with Complex Area Superintendents (CAS) and High School Principals on March 25, 2020.

Question: What are the policies regarding diploma honors and recognition certificate requirements?

Answer: HIDOE awards Honor Recognition Certificates to graduates and provides the following guidance:

- **Graduating seniors will be declared Valedictorian if the following criteria are met:**
 - GPA of 4.0 or higher;
 - Earned and met the requirements of one of the Honor Recognition Certificates; and
 - Valedictorians will be named after the third quarter.
- **Academic Honor Recognition Certificate awarded based on:**
 - 4 credits of Math: The four credits must include one credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent Running Start math courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, Calculus, AP Calculus, AP Computer Science A, AP Computer Science Principles, IB Math Studies, or IB Math Standard Level;
 - 4 credits of Science: Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology courses; AND
 - 2 credits minimum must be from AP/IB/Running Start courses (equivalent to credits for two college courses).
- **CTE Honor Recognition Certificate awarded based on:**
 - Completes a program of study (2-3 courses in sequence plus a state-identified specific academic course requirement).
 - Earn a B or better in each required program of study (coursework); and
 - Meet or exceed proficiency on at least one alternative on alternative performance-based assessments for corresponding program of study. Examples include:
 - Met or exceeded proficiency in a previous performance based type of assessment completed within the school year; or
 - Met or exceeded proficiency in a Career and Technical Student Organization event requiring a research paper, a project, and presentation; or

- Met or exceeded proficiency in a formalized work-based learning experience; or
 - Met or exceeded proficiency in an alternative performance based activity as determined by the school or district.
- **STEM Honor Recognition Certificate based on:**
 - 4 credits of Math: The four credits must include one credit for Algebra 2 and one credit beyond Algebra 2. The credit beyond Algebra 2 must be earned via the following courses or equivalent Running Start math courses: Algebra 3, Trigonometry, Analytic Geometry, Precalculus, Probability, Statistics, Introduction to College Mathematics, Calculus, AP Calculus, AP Computer Science A, AP Computer Science Principles, IB Math Studies, or IB Math Standard Level;
 - 4 credits of Science: Of the four credits, one credit must be in Biology 1 or equivalent IB Biology; or AP Biology courses; and
 - Successful completion of a [STEM Capstone Project](#) in one of the approved ACCN courses.

E-School

Question: What E-School courses are available?

Answer: A list of E-School courses can be found on the E-School website linked [here](#).

HSTA/Teacher Agreements

Question: What kinds of agreements have been made with HSTA about closure during COVID-19?

Answer: A letter dated March 19, 2020, has the agreements.

- [Link to Superintendent Letter of Agreement with HSTA](#)

The following is an excerpt from Superintendent Kishimoto's March 19, 2020 letter addressed to Mr. Wilbert Holck, Executive Director, Hawaii State Teachers Association

Re: Coronavirus (COVID-19) Preparation and Response

For the duration of March 23, 2020 through the end of COVID-19 related school closures, teachers shall not be required to remain at nor report to schools or worksites and shall perform teacher-initiated activities and planning and collaboration activities in alignment with a school's instructional plan, from a remote location such as their home.

- A. *No teacher shall be required to engage in work outside of their regular seven-hour workday.*
- B. *Teacher-initiated tasks include preparing learning and enrichment- related materials.*
- C. *Teachers without access to necessary resources to engage in work from a remote location, including but not limited to equipment, software and internet access shall be provided such access by the Employer or be held harmless. Teachers will be offered the opportunity to enter their workspace on a limited basis to gather equipment and preparation materials March 23-24, 2020.*
- D. *Due to digital equity issues, teachers shall not penalize students for failing to complete the learning and enrichment activities during school closures.*
- E. *When working remotely, teachers will continue to ensure professional and timely communications with administrators, colleagues, parents and students.*
- F. *All teachers with responsibilities for students with special needs will be provided comprehensive guidance and support from the HIDOE regarding Chapter 60 requirements.*

Question: What policy gives authority to the HIDOE to determine the number of credits?

Answer: The policy impacted by COVID-19 is [BOE Policy 102-13](#)

The Department shall determine the appropriate number of credits to be granted for successful completion of an approved course. All approved courses in grades 9-12 shall have credit designations. Credit shall be an expression of progress and learning rather than merely time spent.

System and Resources

Assistance and Contact Information

Previous guidance and additional information related to COVID-19 and school closures is available on [HIDOE COVID-19 Information & Updates](#). For additional information about Continuity of Learning, please call (808) 305-9786 or email OCIDHelp@k12.hi.us. Instructions for the HIDOE Continuity of Learning teachers and administrators website can be found at: [Information on How To Use the COE Site](#).

For additional information on curriculum, instruction or student supports, please refer to the following listing for [OCID/OSSS Specialists Support Contact Information](#).

Topic	Contact Person/Program	Contact Information
Graduation Requirements	Dan Miyamoto Standards Support Team Lead	dan.miyamoto@k12.hi.us (808) 305-9890
Dual Credit	Dan Miyamoto Dual Credit Program Lead	dan.miyamoto@k12.hi.us (808) 305-9890
CTE Course Equivalencies	Troy Sueoka Career and Technical Education Specialist	troy.sueoka@k12.hi.us (808) 305-9705
Assessments	Brian Reiter Administrator, Test Development Specialist	brian.reiter@k12.hi.us (808) 307-3636
Seal of Biliteracy Assessments	Emily Lam World Languages Educational Specialist	emily.lam@k12.hi.us (808) 305-9722
Advanced Placement (AP) Program	Anna Viggiano, Ph.D. Educational Specialist	anna.viggiano@k12.hi.us (808) 305-9771
International Baccalaureate (IB) Program	Anna Viggiano, Ph.D. Educational Specialist	anna.viggiano@k12.hi.us (808) 305-9771
Official Summer School	Christy Sato Blended Learning Specialist	summerschool@k12.hi.us (808) 305-9762
Special Education	Annie Kalama Director of Special Education	annie.kalama@k12.hi.us (808) 305-9837
Unstable Housing for Students	Toby Portner Education for Homeless Children & Youth (EHCY)	toby.portner@k12.hi.us (808) 348-0304
English Learners (EL)	Andreas Wiegand EL Education Specialist / AAPI Director	andreas.wiegand@k12.hi.us (808) 305-9717
Supporting Students' Emotional Well-being	Ayada Bonilla SBBH Educational Specialist	ayada.bonilla@k12.hi.us (808) 305-9795
School Counseling Programs or College & Career Counseling	Theresa Sanchez Transitions College & Career Readiness Educational Specialist	theresa.sanchez@k12.hi.us (808) 305-9756