



**STATE OF HAWAII**  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF STUDENT SUPPORT SERVICES

July 28, 2020

The Honorable Donovan M. Dela Cruz  
Senator  
Hawaii State Capitol  
415 South Beretania Street, Room 208  
Honolulu, Hawaii 96813

The Honorable Jarrett Keohokalole  
Senator  
Hawaii State Capitol  
415 South Beretania Street, Room 203  
Honolulu, Hawaii 96813

The Honorable Michelle N. Kidani  
Senator  
Hawaii State Capitol  
415 South Beretania Street, Room 228  
Honolulu, Hawaii 96813

The Honorable Donna Mercado Kim  
Senator  
Hawaii State Capitol  
415 South Beretania Street, Room 218  
Honolulu, Hawaii 96813

The Honorable Sharon Moriwaki  
Senator  
Hawaii State Capitol  
415 South Beretania Street, Room 223  
Honolulu, Hawaii 96813

The Honorable Kurt Fevella  
Senator  
Hawaii State Capitol  
415 South Beretania Street, Room 217  
Honolulu, Hawaii 96813

Dear Senators:

The Office of Student Support Services (OSSS), Exceptional Support Branch, is responding to the following questions below from the Senate Special Committee on COVID-19 meeting on July 16, 2020:

1. What Professional Development (PD) is being provided for educators regarding students with disabilities?

PD has been provided and is available to all complex area and school-level personnel, to include special education teachers, regarding Guidance and Resources for Accessing Enrichment Opportunities, Addressing IEP Goals via Distance Learning, Overview of Effective Online Instruction, Supporting Teachers and Students with Disabilities during School Closures, and Telepractice services.

PD to support the reopening of schools will be provided to and made available to all complex area and school-level personnel, to include special education teachers, regarding Addressing Learning Loss and Provision of COVID-19 Impact Services, Evaluation and Assessment, Provision of COVID-19 Impact Services, Service Delivery Models and Educational Environments, Classroom Behavioral Supports and Health and Safety Considerations for Direct Service Providers. See the Professional Development Chart for a complete list at [OSSS Professional Development](#).

2. What is the Personal Protective Equipment (PPE) needed by role groups?

The extent of needed PPE depends upon the role group and level of interaction with students. In addition to the standard PPE, employees providing direct services may require additional PPE. See the Personal Protective Equipment Requirements by Role Group at [PPE](#).

3. What additional considerations and/or guidance is being provided?

The Exceptional Support Branch technical assistance teams meet regularly with district educational specialists to share information as it becomes available and to assist in problem-solving the unique challenges. For the latest information on supports for reopening schools, please refer to *High Needs Students with Disabilities (pages 13-17)* and *Return to Learn for Students with Disabilities (pages 39-49)* in the [OSSS School Reopening Guidance](#).

If you have any questions, please contact me at (808) 305-9750 or via email at [heidi.armstrong@k12.hi.us](mailto:heidi.armstrong@k12.hi.us).

Sincerely,



Heidi Armstrong  
Assistant Superintendent

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- Attachments:
1. OSSS Professional Development Chart
  2. Personal Protective Equipment
  3. Requirements High Needs Students with
  4. Disabilities Return to Learn for Students with Disabilities
  5. OSSS School Reopening Guidance Manual

c: Superintendent  
Deputy Superintendent  
Chairperson, Board of Education

## Office of Student Support Services Professional Development

<b>Professional Development Title</b>	<b>Date PD Offered</b> (Since School Closure and Upcoming PD)	<b>Targeted Audience</b>	<b>Description</b>
<b>EL-related Continuity of Learning FAQs</b>	April 15, 2020 Virtual Webex	Complex Area (English Learner) EL Leads	<b>Desired outcome:</b> <ul style="list-style-type: none"> <li>● Review of Frequently Asked Questions (FAQs).</li> </ul>
<b>State EL/Title III Meeting</b>	April 24, 2020 Virtual Webex	Complex Area EL Leads	<b>Desired outcomes:</b> <ul style="list-style-type: none"> <li>● Provide and discuss EL and Title III program updates.</li> <li>● Share out best practices on access to continuity of learning for EL students.</li> </ul>
<b>HIDOE Special Education and English Learner Webinar: Transition to In-Person Services: Ensuring Special Populations Have Access to Summer Learning</b>	May 20, 2020 Virtual Webex	CASs and Principals District Educational Specialist School Leaders K-12 Teachers (special and general education teachers) Related Service Providers	<b>Desired outcome:</b> <ul style="list-style-type: none"> <li>● Provide specific information to address these unique needs so our summer programs will indeed provide access and equity for all.</li> <li>● Overview regarding Health and Safety Guidelines, Extended School Year (ESY), Special Education Services to ensure access, as well as English Language Learners and School-Based Behavior Health Services support.</li> </ul>
<b>State EL/Title III Meeting</b>	May 22, 2020 Virtual Webex	Complex Area EL Leads	<b>Desired outcomes:</b> <ul style="list-style-type: none"> <li>● Provide and discuss EL and Title III program updates.</li> <li>● Share out best practices on access to virtual and summer learning for EL students.</li> </ul>

<b>The Virtual EL Classroom: Getting Started</b>	Fall 2020 Virtual Webex	K-12 teachers	<b>Desired Outcomes:</b> <ul style="list-style-type: none"> <li>● Plan for EL student and family considerations and potential support needs.</li> <li>● Define the needs educators of ELs have when establishing virtual learning spaces.</li> <li>● Establish next steps as educators for establishing virtual classroom.</li> </ul>
<b>The Virtual EL Classroom: Instruction</b>	Fall 2020/Spring 2021 Virtual Webex	Complex Areas EL and K-12 Teachers	<b>Desired outcomes:</b> <ul style="list-style-type: none"> <li>● Design a class schedule for ELs that has the appropriate balance of synchronous and asynchronous learning time for the distance learning or blended learning environment.</li> <li>● Plan for the implementation of Language Instruction Educational Programs (LIEPs) that include both Dedicated ESL/ELD and Sheltered Instruction in the distance learning or blended learning environment.</li> <li>● Identify instructional strategies and technological tools that will engage students in the virtual classroom, including incorporating student's voice.</li> </ul>
<b>The Virtual EL Classroom: Leveraging Data</b>	Fall 2020 Virtual Webex	Complex Areas EL and K-12 Teachers	<b>Desired outcomes:</b> <ul style="list-style-type: none"> <li>● Use ACCESS data to appropriately group EL students for Dedicated ESL/ELD instruction and plan instructional activities.</li> <li>● Triangulate ACCESS data with other formative, summative, and demographic data available to plan for Sheltered Instruction scaffolds in all classrooms.</li> <li>● Monitor EL students' achievement in content courses to make determinations if more intensive Content-Based ESL is appropriate.</li> </ul>

			<ul style="list-style-type: none"> <li>● Intentionally plan for ongoing formative assessment and feedback opportunities during both synchronous and asynchronous learning.</li> </ul>
<b>SBBH Virtual Summer Training Academy (25 Unique Sessions)</b>	July 6 - July 17, 2020 Virtual Webex/Zoom	School-Based Behavioral Health (SBBH) Personnel	<p><b>Desired Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Experience sessions that are educational, informative, inspirational, and entertaining.</li> <li>● Enhance effectiveness through sharing best practices.</li> <li>● Engage with community partners and stakeholders.</li> <li>● Explore resources.</li> </ul> <p><a href="#">SBBH Academy Site</a>  <a href="#">SBBH Virtual Summer Training Academy Interactive Program</a></p>
<b>Considerations for Telepractice for School Counseling Programs</b>	2 Repeated Webinars: April 30, 2020 May 4, 2020 Available on demand	School Counselors and SBBH Personnel	<p><b>Desired Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Develop skills to: <ul style="list-style-type: none"> <li>○ determine the goodness of fit for telepractice for students,</li> <li>○ plan for potential safety concerns, and</li> <li>○ maximize the positive impact of telepractice.</li> </ul> </li> <li>● Understand Hawaii DOE technology tools for telepractice.</li> <li>● Share promising practices.</li> <li>● Create a community of support for counselors and SBBH personnel who provide services through telepractice.</li> </ul>
<b>College &amp; Career Counselor Professional Learning Community Virtual Check-Ins</b>	3 Virtual Convening: April 20, 2020 May 4, 2020 May 18, 2020	Lead College & Career Counselors in schools with grade 12 seniors	<p>Purpose: Create a community of support for lead college and career counselors during school closure</p> <p>Desired Outcomes:</p> <ul style="list-style-type: none"> <li>● Understand resources, tools, and data.</li> <li>● Practice using resources, tools, and data.</li> <li>● Share Promising Practices.</li> </ul>

			<ul style="list-style-type: none"> <li>Be aware of timely information related to how COVID-19 affects policies, procedures, and services.</li> </ul>
<b>Guidance and Resources for Accessing Enrichment Opportunities</b>	Ongoing Virtual Webinar	District Educational Specialist School Leaders K-12 Teachers (special and general education teachers)	<b>Desired outcomes:</b> <ul style="list-style-type: none"> <li>Provide teachers with the tools and supports to allow all students to access remote enrichment opportunities.</li> <li>Provide guidance on documenting accommodations and communicating with parent(s)/legal guardian(s).</li> </ul>
<b>Addressing IEP Goals via Distance Learning</b>	Ongoing Virtual Webinar	District Educational Specialist School Leaders K-12 Teachers (special and general education teachers)	<b>Desired outcomes:</b> <ul style="list-style-type: none"> <li>Provide guidance for teachers on how to target student IEP goals via remote instruction.</li> <li>Provide tips for progress monitoring students progress on their IEP goals.</li> </ul>
<b>Overview of Effective Online Instruction</b>	Ongoing Virtual Webinar	District Educational Specialist School Leaders K-12 Teachers (special and general education teachers) Educational Assistants	<b>Desired outcomes:</b> <ul style="list-style-type: none"> <li>Provide an overview of critical instructional practices that are necessary for both face-to-face and online instruction.</li> <li>Demonstrate how teachers can implement Universal Design for Learning (UDL) as a framework for supporting all learners in remote learning environments.</li> </ul>
<b>Supporting Teachers and Students with Disabilities during School Closures (HSTA Collaborative Webinar)</b>	April 13, 2020 Ongoing (recorded) Virtual Webinar	District Educational Specialist School Leaders K-12 Teachers (special and general education teachers)	<b>Desired outcome:</b> <ul style="list-style-type: none"> <li>Provide an overview of clarification of Special Education and related services during school closure, updates on timeline requirements, and resources.</li> </ul>
<b>Addressing Learning Loss and Provision of COVID-19 Impact Services</b>	August 2020 Virtual Webinar	District Educational Specialist School Leaders K-12 Teachers (special and general education teachers) Related Service Providers Educational Assistants	<b>Desired outcome:</b> <ul style="list-style-type: none"> <li>Provide an overview of explicit instruction and specific interventions to address learning loss and inform instruction related to Covid-19 Impact Services.</li> </ul>

<b>Telepractice services</b>	Ongoing Virtual Webinar	District Educational Specialist Related Service Providers	<b>Desired outcome:</b> <ul style="list-style-type: none"> <li>Overview of the provision of services beginning with defining telepractice to the use of telepractice to deliver services remotely. Geared toward related service providers.</li> </ul>
<b>Evaluation and Assessment</b>	August 2020 Virtual Webinar	District Educational Specialist School Leaders K-12 Teachers (special and general education teachers) Related Service Providers	<b>Desired outcome:</b> <ul style="list-style-type: none"> <li>Overview of evaluation requirements and the variety of methods, tools, and strategies used to assess students who are suspected of having a disability.</li> </ul>
<b>Provision of COVID-19 Impact Services</b>	August 2020 Virtual Webinar	District Educational Specialist School Leaders K-12 Teachers (special and general education teachers) Related Service Providers	<b>Desired outcomes:</b> <ul style="list-style-type: none"> <li>Overview of the COVID-19 Impact Service Guidelines for addressing the impact of COVID-19.</li> <li>Learn how to schedule and prepare for IEP meetings, gathering of data, and collaborating with parent(s)/legal guardian(s).</li> <li>What to discuss at the IEP meeting</li> <li>Describe how to determine and address skill(s) loss.</li> <li>Address how to document the COVID-19 Impact Service Plan in eCSSS</li> <li>Monitoring progress of COVID-19 impact services.</li> </ul>
<b>Service Delivery Models and Educational Environments</b>	August 2020 Virtual Webinar	District Educational Specialist School Leaders K-12 Teachers (special and general education teachers) Related Service Providers Educational Assistants	<b>Desired outcome:</b> <ul style="list-style-type: none"> <li>Overview of the supports and services to consider and guiding questions for determining the educational environment for the three potential instructional delivery models when schools reopen.</li> </ul>
<b>Classroom Behavioral Supports</b>	August 2020 Virtual Webinar	District Educational Specialist School Leaders K-12 Teachers (special and general education teachers) Related Service Providers Educational Assistants	<b>Desired outcome:</b> <ul style="list-style-type: none"> <li>Overview of classroom supports to address an increase in behavioral concerns when schools reopen and what the next steps for school teams may be.</li> </ul>

<p><b>Health and Safety Considerations for Direct Service Providers</b></p>	<p>July 22, 2020 Virtual Webinar</p>	<p>District Educational Specialist School Leaders K-12 Teachers (special and general education teachers) Related Service Providers Educational Assistants</p>	<p><b>Desired outcome:</b></p> <ul style="list-style-type: none"> <li>● Overview of health and safety guidelines for implementing direct services for students from direct service providers.</li> </ul>
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# OFFICE OF Student Support Services



<b>Personal Protective Equipment Requirements Reopening SY 2020-2021</b>	
<b>Role Group</b>	<b>PPE</b>
Teachers	<b>Face masks</b>
Direct Service Providers *	<b>Gowns, Face Shields, Gloves</b>
SHAs	<b>Gowns, Face Shields, Gloves</b>
Counselors	<b>Face masks &amp; Gloves</b>

\* Teachers, paraprofessionals, related services personnel (OT, PT, SLP, counselors/therapists), contracted providers, SHAs and any other staff who must come into close contact (6 feet or closer) with students with disabilities are considered direct service providers. They may from time to time be required to engage in direct services that either require physical contact and close proximity.

Examples of these direct service include but are not limited to the following:

- Hand over hand instruction
- Physical prompting
- Feeding
- Toileting/diapering
- Physical intervention
- Assistance with self-care

Employees providing direct services should always follow standard health and safety requirements expected of all employees. In addition:

- When possible, keep at least 6 feet of distance between yourself and others in the classroom or learning environment
- Wear a [cloth face covering](#) when you are at work.
- Encourage your student to wear a [cloth face covering](#).
  - Wearing cloth face coverings may be difficult for people with sensory, cognitive, or behavioral issues. Cloth face coverings are not recommended for children

under 2 or anyone who has trouble breathing or is unconscious, incapacitated or otherwise unable to remove the covering without assistance.

- If there is potential that you may be splashed or sprayed by bodily fluids during your work, [use standard precautions](#). Personal protective equipment (PPE) includes a facemask, eye protection, disposable gloves, and a gown.
- [Wash your hands](#) with soap and water: when entering and leaving the home or community setting; when adjusting or putting on or off facemasks or cloth face coverings; or before putting on and after taking off disposable gloves. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. [Learn more about proper handwashing](#).
- Wear disposable gloves when touching the client (e.g., dressing, bathing/showering, transferring, toileting, feeding), handling tissues, when changing linens or doing laundry. Safely dispose of gloves after use. As noted above, wash your hands before and after taking off disposable gloves. If gloves are unavailable, wash hands immediately after touching the client or handling their belongings.
- Launder work uniforms or clothes after each use with the warmest appropriate water setting for the items and dry items completely.
- Monitor yourself for [symptoms](#). [Do not go to work or care for others](#) if you develop symptoms.

## HIGH NEEDS STUDENTS WITH DISABILITIES

Some students with significant disabilities require 1:1 support, and need assistance from staff with feeding, washing, dressing, academic readiness, sitting at a desk, manipulating academic materials, using communication devices, etc. In order to reduce the risk of contracting or spreading COVID-19, it is important to minimize close contact to the extent possible; however, when it is not possible, the use of additional precautions and protective equipment is required.

### Communication with Parents/Legal Guardians/Families

It is critical that student learning takes place in a safe environment, and it is also important that students, families, and staff *feel* safe. Ensuring that all necessary health and safety precautions and practices are in place, along with ongoing communication with families, will help to minimize concerns.

### Classroom Space and Group Size

Principals must ensure that there are adequate levels of staffing available to effectively and safely deliver and support in-person programming for the number and needs of students with disabilities while maintaining distance and limiting interactions. For younger students and/or students with significant disabilities this can be accomplished by ensuring the following.

- ❖ Rooms large enough to include at least 6 feet of distance between all students and staff.
- ❖ Designated student work area to assist students in maintaining appropriate distancing.
- ❖ Use of visual supports to differentiate classroom areas that provide distance between work areas.
- ❖ Daily classroom schedules that include either staggered or extended transition times. This will assist in reducing interaction and maintaining distance of staff and students.

## Staff Precautions and Training

Create a plan at your school providing additional protective training to those staff when working with students with disabilities who may have not be able to wear a mask, maintain social distancing or where direct contact is required. Teachers, paraprofessionals, therapists, related services personnel, contracted providers, SHAs and any other staff who must come into close contact (6 feet or closer) with students with disabilities are considered direct service providers. PPE recommendations by role group can be found at [PPE Requirements by Role Group](#). More information on direct service provider guidance and training can be found at [Guidance for Direct Service Providers](#).

## Direct Services

During general instruction when maintaining 6 feet separation is not possible implement the following.

- ❖ Adequate staff who are prepared and properly trained to accommodate students' health and safety needs in addition to their education.
- ❖ All health and safety requirements when providing hands-on assistance to students with disabilities.
- ❖ Wear appropriate protective equipment and engage in appropriate practices based on the activity and risk level.

During toileting/diapering supports implement the following.

- ❖ Assemble all necessary supplies before bringing the student to the changing area to increase efficiency and reduce opportunity for contamination.
- ❖ Change student and staff clothing when soiled with secretions or body fluids. Students' soiled clothing must be bagged and sent home sealed in a plastic container or bag. This will require a clean set of clothing be on hand and available.
- ❖ Clean and disinfect toileting and diapering areas (including tables, pails, countertops, toileting chairs, sinks/faucets, toilets, floors, etc) after each use.

*Note: Cleaning and disinfecting are two separate tasks. To clean is to physically remove dirt, debris, and sticky film by washing, wiping, and rinsing. To disinfect is to kill nearly all of the germs on a hard, non-porous surface with a recommended chemical.*

- ❖ Disinfect when students are not in the area. All surfaces must be dry before student use.
- ❖ Post toileting/diaper procedures (including extra COVID-19 steps) in the bathroom changing area.
- ❖ Train all staff on proper removal of gloves, gowns, facial masks, and other protective equipment and on handwashing before donning and after removing equipment in order to reduce contamination.

More information on caring for young children in a group setting can be found at [Caring for Children in Group Settings During COVID-19](#).

## Health and Safety Supports for Students

- ❖ Provide explicit instruction on following health and safety guidelines (e.g. visual cues, appropriate distancing, etc...) [Maintaining Health and Safety Practices](#)
- ❖ Make sure that all health and safety signage are provided to nonverbal/nonreaders students as visuals utilizing pictures and icons that are understandable to the students.

## Physical Intervention

All school personnel should be mindful that seeing staff putting on protective equipment or being approached by staff wearing protective equipment can create anxiety in students. Always use a student-centered approach and offer reassurance upon approach and throughout interactions.

- ❖ Plastic protective gowns are not advised as they can be easily ripped or torn becoming hazardous.
- ❖ All staff working in situations where physical intervention may be needed should wear disposable gloves, disposable masks, face shields, and long sleeves to the maximum extent possible.
- ❖ Add additional staff members to monitor and address protective equipment needs for those staff who are involved in a physical intervention.
- ❖ Any staff involved who is not wearing appropriate protective equipment should be relieved as soon as possible.
- ❖ Remove and dispose of and/or clean protective equipment.
- ❖ Plastic protective gowns are not advised as they can be easily ripped or torn becoming hazardous.
- ❖ All staff working in situations where physical intervention may be needed should wear disposable gloves, disposable masks, face shields, and long sleeves to the maximum extent possible.

- ❖ Add additional staff members to monitor and address protective equipment needs for those staff who are involved in a physical intervention.
- ❖ Any staff involved who is not wearing appropriate protective equipment should be relieved as soon as possible.
- ❖ Remove and dispose of and/or clean protective equipment immediately after physical intervention.

## Transportation

In some cases, where transportation is provided as a related service, parents may wish to bring their child to school instead of riding the bus. In these cases, parents may be eligible for reimbursement. Principals and/or SSCs should consult their District Educational regarding procedures and possible funding sources.

## High Risk Medical Conditions

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

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

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

If a student with a disability is absent for an extended period of time because of a COVID-19 infection the IEP Team must meet to determine whether the child is available for instruction and could benefit from homebound services via distance learning.

Schools must consider all placement decisions under the IDEA’s procedural protections of 34 CFR §§ 300.115 – 300.116, regarding the continuum of alternative placements and the determination of placements. Under 34 CFR § 300.116, a change in placement decision must be made by a group of persons, including the parents and other persons knowledgeable about the child and the placement options.

For the United States Department of Education guidance on medically fragile students during the COVID 19 pandemic see [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak \(March 2020\) - Individuals with Disabilities Education Act](#).

## Transition Plans

- ❖ [School Based Behavioral Health](#)
- ❖ [English Learner](#)
- ❖ [Special Education](#)

## Return to Learn for Students with Disabilities

### School Response to COVID-19 Impact Services on Students with Disability

When the COVID-19 closure of schools resulted in students experiencing a loss in skill(s), teams must make an individualized determination whether and to what extent services may be needed when schools resume normal operations.

Therefore, upon reopening in fall 2020, schools are required to conduct Individualized Education Program (IEP)/Section 504 meetings to determine each student's need to compensate for loss of skill(s). Parent(s)/legal guardian(s) are vital to this process. It is imperative that schools engage their participation in decision making.

#### COVID-19 IMPACT SERVICES

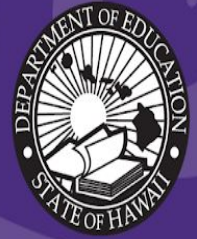
The IEP/Section 504 teams may determine the need for one or more of the following:

- ❖ High impact strategies/interventions which are available to all students through the Hawaii Multi-Tiered Support System (HMTSS) process, and/or
- ❖ Revision to the IEP (which may be a new annual), and/or
- ❖ COVID-19 Impact Services (services beyond the typical work day).

Services beyond the typical school day may be necessary and are referred to in this document as COVID-19 Impact Services, as defined in the [FAQ OSEP COVID-19 document](#). This is based on individual student needs as determined by the IEP/Section 504 team and are not defined as a legal remedy for a denial of Free Appropriate Public Education (FAPE). A statewide plan providing comprehensive guidance, resources and tools is forthcoming. CARES funding will be made available to support COVID-19 Impact Services.



# OFFICE OF Student Support Services



## SERVICE DELIVERY MODELS

Schools must be mindful of students with disabilities in determining their instructional model. Placement in the least restrictive environment continues to be a regulatory requirement under state and federal laws. Physical/social distancing and the creation of cohort classes may not result in isolation of students with disabilities. To limit and control interaction with other class cohorts consider providing pull out resources and/or related services in the general education classroom either in-person or virtually.

Additionally, teachers must continue efforts to ensure inclusion of students with disabilities in their online virtual classroom sessions. Accommodations and modifications based on an individual student's needs are required. When virtual learning is an instructional choice within a school model, schools are reminded that this may constitute a change in placement for a student with a disability requiring the IEP team to convene.

It remains a priority that students with disabilities most negatively impacted by distance learning receive in-person services. Schools are reminded to design learning opportunities within their school model that ensure this student population is served.

## STUDENT EVALUATIONS/ ASSESSMENTS

Schools must continue to complete pending initial and reevaluation assessments.

Please note that *in some cases* a review of existing data is sufficient to make a determination and develop a program. Utilizing data from multiple sources and avoiding overreliance on standardized norm referenced tests when making eligibility decisions is paramount. The limited diagnostic accuracy of standardized assessments and utility of evidence-based assessment techniques should always be considered.

Please see [THE EVALUATION PROCESS and USE OF ASSESSMENTS](#) for additional guidance on the evaluation and assessment process.

## PROFESSIONAL LEARNING

In order to support teachers in this process, the Office of Student Support Services (OSSS) will provide several targeted professional learning opportunities. These include summer workshops on best practices for remote instruction for students with disabilities, and a training series on effective assessment and instruction to accelerate learning when school resumes in fall 2020. Teachers will be provided with ongoing support throughout the school year to assist in the implementation of these practices.

## ESB Return to Learn: Instructional Guidance for Interventions and COVID-19 Impact Services

**Upon school re-entry, students may need to be provided with interventions within the HMTSS framework to address skill regression and to accelerate skill recovery. Additionally, some students with IEPs may need to be provided with COVID-19 Impact Services. This document provides teachers with critical instructional practices needed to support these efforts. The following resources provide guidance for the implementation of explicit instruction, instructional routines, evidence-based practices, and effective interventions to address specific student needs via HMTSS interventions and/or COVID-19 Impact Services. This document also includes resources to support effective online delivery of recovery services and interventions.**



## Intervention and COVID-19 Impact Services Checklist

Regardless of skill or content area, all teachers should consider the following when planning interventions or COVID-19 Impact Services.

- |                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Form small, flexible teacher-led instructional groups based on student data and observations.  |
| <input type="checkbox"/> | Limit the size of the group based on the intensity of instruction needed.  |
| <input type="checkbox"/> | Match instruction to the needs of individual learners.   |
| <input type="checkbox"/> | Create tight alignment between instructional material and student needs.   |
| <input type="checkbox"/> | Schedule frequent, short (twenty to thirty minute) interventions.  |
| <input type="checkbox"/> | Consistently implement explicit instruction <ul style="list-style-type: none"><li><input type="checkbox"/> <a href="#">Explicit Instruction: What You Need To Know</a></li><li><input type="checkbox"/> <a href="#">Explicit Instruction Checklist</a></li></ul> |
| <input type="checkbox"/> | Use <a href="#">Instructional Routines</a>   |
| <input type="checkbox"/> | <a href="#">Follow the Intervention Intensification Strategy Checklist</a>   |
| <input type="checkbox"/> | Use the CEC's <a href="#">High Leverage Instructional Practices</a>  |
| <input type="checkbox"/> | Progress monitor student growth  |
| <input type="checkbox"/> | Remember! Although supplemental computer-assisted instruction may be used, it should complement <b>not</b> supplant direct teacher instruction   |

## **Intervention and COVID-19 Impact Services Resources**

Description: *The following instructional resources support development in specific skill strands and can be used during intervention sessions. This is not a comprehensive list, and can be used to augment existing intervention materials and programs that teachers currently use.*

- ❖ [ELA Intervention and COVID-19 Impact Services Resources](#)
- ❖ [Math Intervention and COVID-19 Impact Services Resources](#)

## **Evidence-Based Supplementary Programs**

Description: *The following evidence-based programs are selected from [What Works Clearinghouse](#) and [Evidence for ESSA](#). These programs can be used to support the provision of interventions or COVID-19 Impact Services.*

### **Please Note:**

- ❖ Programs must be implemented with fidelity to achieve outcomes demonstrated in research studies.
- ❖ Supplemental computer-assisted instructional programs should NOT completely replace explicit, direct instruction, and should NOT be used for the entire intervention period.
  - ❖ [Evidence-Based Supplementary Reading Programs](#)
  - ❖ [Evidence-Based Supplementary Math Programs](#)

## **Supports for Online Interventions and COVID-19 Impact Services**

Description: *The following resources provide guidance on creating accessible remote learning environments for all students, tips for effective online instruction, and content-specific remote learning activities.*

- ❖ [Supports for Online Interventions and COVID-19 Impact Services](#)



## **Special Education Guidance and Resources**

[Continuity of Education Website](#) | [Wearing A Mask](#) | [Flyers](#) | [Summer Learning](#)  
[ESB Narrated Powerpoints & Templates](#) | [Best Practices for Online & Hybrid Instruction](#)  
[Online Instructional Supports & Resources](#) | [Selected Topical Resources](#) | [Resources for Families](#)  
[Telepractice Guidance](#) | [Memos](#) | [Guidance & FAQs](#) | [National Resources](#)

### **Continuity of Education Website**

[Continuity of Education Public Parent Website](#)

[Continuity of Education Internal Teacher Website](#)

### **Wearing A Mask**

[Communication Considerations for Masks and Physical Distancing](#) \* New: 7.12.20

[A Parent's Guide: Helping Your Child Wear A Face Mask](#)

[Help Your Child Feel Good About Wearing and Seeing Others Wearing Face Masks](#)

[I Can Stay Healthy By Wearing A Face Mask](#)

[Video Modeling: Wearing A Mask](#)

### **Flyers**

[Teacher Flyer: Special Education During School Closure](#)

[Contracted One-to-One Behavioral Supports Summer 2020 \(Internal\)](#)

[Contracted One-to-One Behavioral Supports For Summer 2020 \(External\)](#)

### **Summer Learning**

[Summer Program Resources](#)

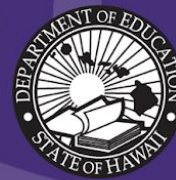
### **ESB Narrated Powerpoints & Templates**

[One-to-One Contracted Services Update: Narrated Powerpoint \(Download file for narration\)](#)



<a href="#">Addressing IEP Goals via Distance Learning: Narrated Powerpoint Training</a> <ul style="list-style-type: none"> <li>• <a href="#">Training Resources Folder</a></li> </ul>
<a href="#">Special Education Guidance and Resources Document for Accessing Enrichment Opportunities</a> <ul style="list-style-type: none"> <li>• <a href="#">Video Tutorial</a></li> </ul>
<a href="#">Accessing Enrichment Opportunities Worksheet</a>
<a href="#">Telepractice Worksheet</a>
<a href="#">Enrichment Plan Parent Letter Template</a>
<a href="#">Parent Communication &amp; Services Provided Documentation</a>

<b>Best Practices for Online &amp; Hybrid Instruction</b> <i>(These resources support teachers in their development and delivery of online and remote content for students with disabilities)</i>	
Site	Description
<a href="#">CEC Webinar: Teaching Online During COVID-19</a>	A webinar about, “Teaching Online During COVID-19” with a set of simple, impactful tips as well as resources and tools.
<a href="#">National Center on Accessible Educational Materials</a>	Resources to support students who need accessible materials and technologies while learning remotely.
<a href="#">SchoolVirtually</a>	A resource that includes educational and assistive technology, instructional design, culturally responsive instruction, and Universal Design for Learning to support all learners, including students with disabilities and culturally and linguistically diverse learners.
<a href="#">Supporting Students in K-12 Online and Blended Learning</a>	A document to provide support for the planning, implementation, and evaluation of programs and services for students with disabilities enrolled in online and blended learning environments.



<a href="#">Web Accessibility</a>	A collection of articles and tools that focus on web accessibility.
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## Online Instructional Supports & Resources

*(These resources provide teachers with various online educational materials to support distance learning)*

Site	Description
<a href="#">Educating All Learners</a>	A hub of curated tools, strategies, tips, and best practices for supporting students with disabilities online.
<a href="#">National Center for Systemic Improvement</a>	A collection of Covid-19 resources to support students with disabilities (including policy guidance, tips for distance learning, and tele-practice).
<a href="#">Resources for Teaching Remotely (CEC)</a>	A collection of resources to support students with disabilities and their families.
<a href="#">Understood</a>	Provides resources about accommodations to increase accessibility for students with disabilities.

## Selected Topical Resources

<a href="#">Autism</a>
<a href="#">Behavior</a>
<a href="#">Blind or Visually Impaired</a>
<a href="#">Communication</a>
<a href="#">Deaf, Hard of Hearing, and Deaf-Blind</a>
<a href="#">Preschool</a>
<a href="#">Remote Reading Instruction</a>
<a href="#">Students with Significant Cognitive Disabilities</a>



## [Transition](#)

### Resources for Families

[A Parent's Guide: Helping Your Child Wear A Face Mask](#)

[Help Your Child Feel Good About Wearing and Seeing Others Wearing Face Masks](#)

[SPIN](#), [Spin Virtual IEP Infographic](#)

[LDAH](#)

[Parent Center Hub](#)

[School Virtually](#)

[NCLD Covid-19 Parent Resources](#)

[Supports for Families of Students with Autism](#)

[National Technical Assistance Center on Inclusive Practices for Students with Severe Cognitive Disabilities](#)

[Understood: Online Learning Tips](#)

### Telepractice Guidance

[Module 1: Telepractice Overview](#)

[Module 2: Are you Camera-Ready?](#)

[Module 3: Preliminary Preparation](#)

[Module 4: Launching 5...4...3...2...1...Blastoff!](#)

### Memos

[Mr. Wilbert Holck - HSTA Letter Memo 3.19.2020](#)





[ENSURE CONTINUITY OF LEARNING IN THE EVENT OF AN INDETERMINANT SCHOOL CLOSURE Memo 3.20.2020](#)

[COVID-19 - Student Support/Related Services Personnel Who Perform Essential Duties Memo 3.27.2020](#)

[Programming and Timelines for Students with Special Needs During School Closures Memo 3.27.2020](#)

[COVID-19 Designating Employees who Perform Essential or Non-Essential Functions at Schools, Complex Area and State Offices Memo 3.30.2020](#)

[Documentation Requirements for Students with Special Needs During School Closure Memo 4.9.2020](#)

[Fourth Quarter Individualized Education Program Progress Reports Documentation Requirements for Students with Special Needs During School Closures Memo 4.17.20](#)

[Provision of Free Appropriate Public Education for New and Transfer Students During School Closures Memo 4.17.20](#)

[Final Grades, Report Cards, and Individualized Education Program Progress Report Deadlines and Procedures for School Year 2019-2020 Memo 4.22.20](#)

[Changes in Reporting Least Restrictive Environment for Children who are Five Year Old Memo 5.13.2020](#)

- [Memo Attachment](#)

[Graduation Guidance for Students with Special Needs During School Closures Memo 5.13.2020](#)

## Guidance & FAQs

[COVID-19 SPED & 504 FAQs](#)

[Guidance for ABA Services During a School Closure Due to Covid-19](#)

[The Evaluation Process and Use of Assessments](#)

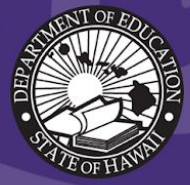
## National Resources

[USDOE FERPA and Coronavirus FAQ](#)

[USDOE STUDENT PRIVACY POLICY OFFICE FERPA and Virtual Learning Related Resources](#)

[OSERS Supplemental Fact Sheet](#)

# OFFICE OF Student Support Services



[OSERS Q&A](#)

[OCR Fact Sheet](#)

[Letter to OSERS - CARES Act](#)

[CASE Webinar #2: March 20, 2020](#)

[CASE Webinar #3: March 27, 2020](#)

*\* HIDOE does not endorse or profit from specific programs included on this document, they are provided as suggested tools or resources. As always, teachers should check with school administration regarding the use of new programs.*

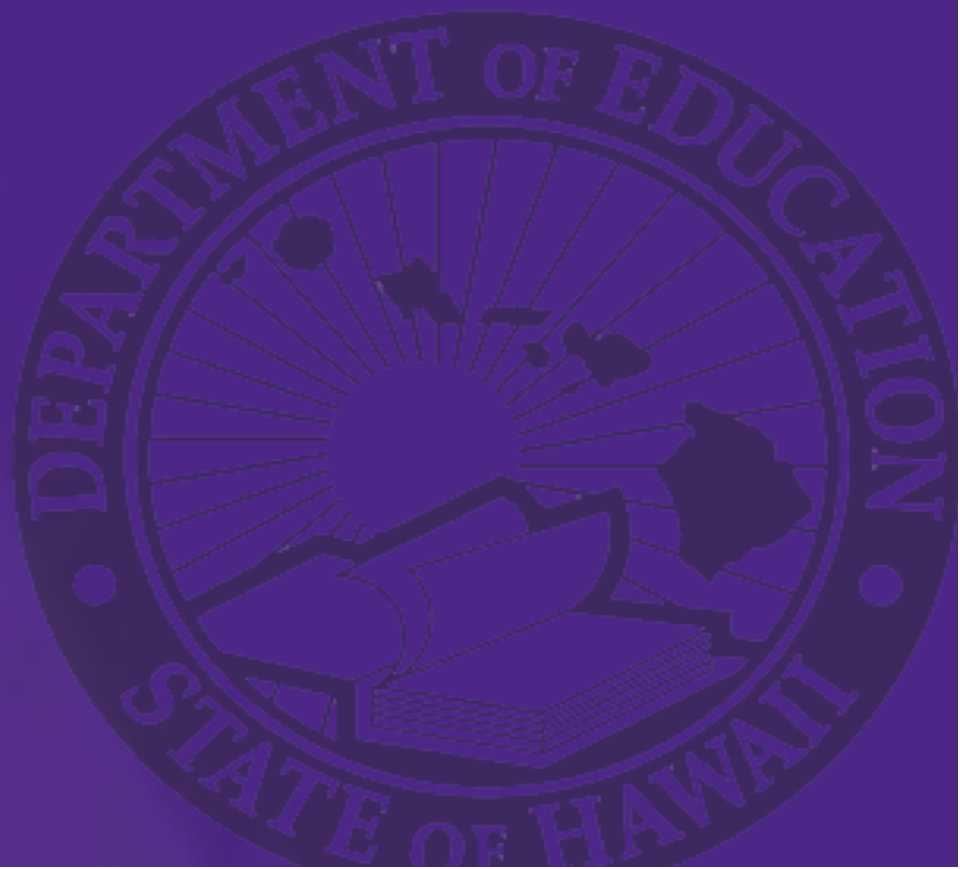
[Return to Top of Page](#)

# *OFFICE OF STUDENT SUPPORT SERVICES*

- *Exceptional Support Branch*
- *Student Services Branch*

## *SCHOOL REOPENING GUIDANCE MANUAL*

*JUNE 2020*





**SCHOOL TRANSITION  
PLANS**

- SBBH
- EL
- SPED



**HEALTH AND SAFETY**



**SERVICE DELIVERY**  
COVID-19 Services

# Everything You Need To Know

*Reopening School and Re-engaging Students and Faculty*

**Supporting Vulnerable  
Student Populations**



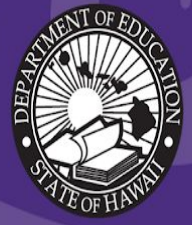
**Assessments**



**Learning Opportunities**



# OFFICE OF Student Support Services



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# OFFICE OF Student Support Services



## HEALTH AND SAFETY REQUIREMENTS SCHOOL YEAR 2020-2021

**Objective/Goal:** Minimize the risk of spreading infectious diseases, including COVID-19.

**Assumptions:**

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

As the DOE prepares for the opening of SY 2020-21, there are many steps needed toward ensuring that all schools are safe to welcome back students and staff. Creating and maintaining optimal learning environments for all students will require that the following parameters are in place:

### STAYING AT HOME

To stop the spread of illness, students and staff must stay home if they are feeling sick.

### SCREENING

Schools are NOT expected to screen students or staff specifically for COVID-19. Schools shall screen employees, students and visitors for overt signs of illness in a safe and respectful manner. Any designated adult can perform the screening. Use the following symptoms checklist to screen all individuals (from at least 6 feet away or behind a physical barrier) upon arrival at school:

- feverish or unusually warm (has flushed cheeks)
- coughing/sneezing
- sore throat
- shortness of breath/difficulty breathing
- headache/stomach ache/nausea
- muscle pain/unusual fatigue
- new loss of taste or smell

If any of these symptoms are present, the person should be sent home immediately.

NOTE: if schools have access to non-contact infrared thermometers, use them to perform a temperature check. Be sure to read and follow the directions carefully before using these instruments.

**SEND THIS MESSAGE  
TO ALL  
PARENTS/LEGAL  
GUARDIANS:**

Do a wellness check on your child each morning at home to determine if your child should attend school. This wellness check should include the following observations:

- ❖ Feverish or unusually warm (has flushed cheeks). If you are able to, use a thermometer to take your child's temperature.
- ❖ Coughing/Sneezing
- ❖ Sore throat
- ❖ Shortness of breath/Difficulty breathing
- ❖ Headache/Stomach ache/Nausea
- ❖ Muscle pain/Unusual fatigue
- ❖ New loss of taste or smell

If any of these symptoms are present, your child should not attend school.

A general symptoms check will be performed as your child enters the school campus each day. If your child is suspected of being sick, you will be contacted, and you will be asked to pick up your child, or your child will be sent home if he/she drove to school.

Ensure your child arrives at school wearing a face covering and ideally has an extra one on hand.

Follow school policies on drop off and pick up and recognize that parent/legal guardian access to the building will be strictly limited.

Be sure the school has updated contact information in the event that your child needs to be sent home.



# CLASSROOMS, MEETING ROOMS, OFFICES and COMMON AREAS

## Drop off/Arrival times



- ❖ Establish clear policies for student entry and dismissal from campus that ensure physical distance between individuals. Consider staggering drop-off and arrival times for students, so that large groups of people are not arriving and leaving at the same time to minimize overcrowding and human contact in confined areas.
- ❖ Parents/legal guardians should remain in their car when dropping off or picking up their child. If they must disembark their vehicle, they should wear a mask.
- ❖ Discourage older people, like our kupuna, especially those with underlying medical conditions, from dropping off or picking up students.

## Frequent Hand Washing and/or Sanitizing



- ❖ All students and staff must engage in frequent hand washing or sanitizing, including upon arrival, before and after meals, after bathroom use, after coughing or sneezing, in between classes, and before dismissal.
- ❖ Set up hand hygiene or sanitizing stations at the entrance of school and/or meeting areas.
- ❖ Hand washing must be conducted with soap and water for at least 20 seconds and hand sanitizer must contain at least 60% alcohol.
- ❖ Hand washing or sanitizing stations must be available at the entrance of school, near or inside of classrooms, and in all meeting areas (e.g. library, dining hall, offices).
- ❖ Restrooms, sinks, and sanitizing stations must be regularly maintained with adequate supplies (i.e. soap, sanitizer, and paper towels).

## Promote and Practice Personal Hygiene



- ❖ Do not touch your eyes, nose, or mouth.
- ❖ Sneeze or cough into a tissue and throw it away. If no tissue is available, reduce the spread of germs by coughing or sneezing into your elbow.
- ❖ As part of health education, deliver lessons to develop student skills related to personal hygiene.



# Consider Each Class an *Ohana Bubble*



- ❖ When someone enters the class that is not part of the Ohana Bubble (i.e., invades the Ohana Bubble), that person must wear a mask.
- ❖ It is advised to keep classes in their respective Ohana Bubbles when using the playground. Restrict interaction between different Ohana Bubbles while on the playground.
- ❖ During meal times, individually-plated meals are to be consumed in classrooms, at designated outdoor locations, or in the dining hall/cafeteria with distancing precautions.

# Social/Physical Distancing



- ❖ All meeting places, including classrooms, where students, staff, and/or other individuals gather will be configured to allow a physical distance of at least six (6) feet of separation.
- ❖ Configuration at a distance of between three (3) and six (6) feet may be allowed with approved contract exceptions and additional precautions such as mandatory face coverings.
  - Schools shall submit a report, using the [COVID-19 Response Exceptions Request Form](#), detailing the extent to which they are configuring meeting spaces at less than six (6) feet of physical distancing.
  - Schools reporting a plan to configure such spaces at less than six (6) feet of physical distancing will need to request a contract exception, no later than July 21, 2020.
- ❖ Establish clear policies for student entry and dismissal from campus that ensure 6 feet of physical distance between individuals.
- ❖ For younger children, minimize those times in the classroom when instruction or social skill development activities make it difficult to maintain 6 feet between students, especially when teaching or practicing necessary social skills of personal space, sharing space, and safety.
- ❖ Install physical barriers (e.g., shower curtain or flexible partitions) in areas where it is difficult for individuals to remain at least six feet apart.

# Limit Sharing



- ❖ Discourage the sharing of items that are difficult to clean or disinfect. Have a cleaning schedule for any equipment, materials and assistive devices that must be shared.
- ❖ Keep each child’s belongings separated from others’ and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.
- ❖ Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single student/camper) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- ❖ If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.
- ❖ Avoid sharing electronic devices, toys, books, and other games or learning aids.

## Wear a Face Covering or Mask



- ❖ Face coverings for adults and students must be worn when outside the classroom (e.g., moving from class to class, to an office, the library, or locker room) especially when physical distancing is difficult.
- ❖ To the extent possible, all adults and students should wear a mask while at school. When under 6 feet of physical distance, masks must be worn.
- ❖ It is not recommended for children to wear masks while playing at recess since wearing masks may be dangerous on the playground. Whenever possible, classes should be kept intact as Ohana Bubbles while on the playground.
- ❖ Exceptions for face coverings/masks apply to those for whom it is not safe to do so due to age, medical condition, or other considerations.
- ❖ In the classroom setting, where the class is considered an Ohana Bubble, it is not required that students and teachers wear a mask if 6 feet of physical distance is adhered to. Facial recognition and expressions are very important social cues in a child's development. A classroom full of mask-wearing students may cause unhealthy anxiety, especially for younger students.
- ❖ If students are seated 3 feet apart, seats must face the same direction, students should remain in their seats, and wearing a mask is required.
- ❖ Elementary students should wear masks if it is likely they will touch their mouths and/or noses without wearing one.
- ❖ When students are not wearing a mask, they should avoid close proximity (minimum 6 feet apart) during group activities such as choir, band and exercising (physical education).
- ❖ Wearing a face shield is not necessary for an adult unless working in a special setting such as the health room (receiving students who are sick) or interacting with students who have special needs or disabilities, where there is a higher risk of coming into contact with body fluids or respiratory droplets. A face shield should be worn with a face mask for maximum protection.
- ❖ Staff are responsible to bring and properly maintain their own masks.
- ❖ Parents/legal guardians are responsible for providing students with face coverings or masks.
- ❖ Schools shall have backup disposable masks available for staff and students who need them.

## Ventilation



- ❖ Ensure ventilation systems operate properly and increase circulation of outdoor air.
- ❖ Open windows and doors when possible. Do not open windows and doors if doing so poses a safety or health risk (i.e., risk of falling, triggering asthma symptoms) to children using the facility.

## Cleaning, Disinfection, and Waste Disposal



- ❖ Clean and disinfect all frequently touched surfaces, before and after all classes and meetings.
- ❖ Use [FDA-registered products](#) or diluted bleach against the virus that causes COVID-19. Follow the manufacturer's instructions for safe, effective use.
- ❖ Provide touch free waste-disposal containers.
- ❖ Ensure that facilities are regularly cleaned, sanitized, and disinfected, and that hazardous materials are disposed of properly.

## WHEN A STUDENT BECOMES SICK

- ❖ When a student becomes sick at school, send the student to the Health Room.
- ❖ The School Health Assistant (SHA) will call the student's parent/legal guardian to pick up the student.
- ❖ While waiting to be picked up, isolate the sick student from those who are well. If possible, in a supervised area outside the health room.
- ❖ Do not have the student wait at the main office or any other high traffic area(s).
- ❖ If a student is experiencing symptoms of respiratory illness or influenza, he/she should take the following precautions:
  - Isolation and exclusion from school should be continued for 7 days after illness onset or until 24 hours after the resolution of fever and respiratory symptoms, whichever is longer.
- ❖ If a student is sent home due to any illness symptom other than a respiratory illness or influenza, he/she should be excluded from school until fever-free for at least 24 hours without the use of medication.

- ❖ The SHA will send a note home with the student which conveys the recommendations above.
- ❖ For further information, see [SHA Manual Section 2-10 General Principles for Temporary Exclusion from School](#).
- ❖ For a student who has tested positive for COVID-19, the DOH will determine the dates of quarantine and will guide the student as to his/her subsequent care and return to school.

## VISITORS

- ❖ Restrict all nonessential visitors or volunteers, and activities involving different groups at the same time.
- ❖ Have a clear understanding of and consider cancelling all possible gatherings involving anyone outside students and staff. Give special consideration to events that might put students, staff, or their families in close proximity to others from communities that may have identified cases of COVID-19.

## TRAVEL

- ❖ Per the Governor’s order and announcement on July 13, 2020, all trans-Pacific travelers entering Hawaii are currently subject to a Mandatory 14- day quarantine upon arrival. This order has been extended through the month of August, 2020.
- ❖ Starting Sept. 1, 2020, trans-Pacific travelers will be exempt from the 14 -day quarantine if they test negative after taking a COVID-19 test no more than 72 hours in advance of travel. All travelers are subject to the pre-test requirement, including children of all ages. Travelers Are responsible for the cost of the test. No commercial testing will be provided at Hawai‘i airports.
- ❖ Inter-island travelers are no longer subject to the mandatory 14-day quarantine, as of June 16, 2020.
- ❖ Only the traveler is subject to the 14-day quarantine, not the entire household.
- ❖ If the traveler develops symptoms of illness while in quarantine, he/she should see a health care provider. At that point, the health care provider will give counsel to the patient as well as household members/close associates as to next steps.
- ❖ State employees who traveled for **personal reasons** and returned from domestic (US) and international destinations and who are critical infrastructure sector workers, may be allowed to break self-quarantine to go to work and perform necessary functions. Employees can request a limited exemption from [covidexemption@hawaii.gov](mailto:covidexemption@hawaii.gov), which will allow them to go to work upon return to Hawaii. If exemption is not granted, employees will need to take appropriate leave for the duration of their quarantine.

## COVID-19 POINT OF CONTACT

- ❖ State employees who traveled for work-related reasons and returned from domestic (US) and international destinations may break self-quarantine to go to work and perform the necessary functions. Such employees should carry their approved State travel documents and a copy of the Comptroller's Memorandum No. 2020-13 with them to show their limited exemption from the quarantine requirement. A request for limited exemption need not be made.
- ❖ No off-site field trips for school groups; pursue virtual activities and events.
- ❖ Designate a staff person to be the school's main point of contact, responsible for responding to COVID-19 concerns. All staff, students and families should know who this person is and how to contact him/her.
- ❖ Create a COVID-19 Response Team to address concerns and questions. At the minimum, this team should include the principal, the School Health Assistant, a teacher, and the Head Custodian.

## CASES OF COVID-19

When a student or employee either tests positive for COVID-19 or has been identified as a close contact or household member to someone who has tested positive:

- ❖ The DOH will conduct an investigation, and they will determine which individuals will be directed to a 14-day home quarantine or isolation.
- ❖ The DOH will work with the school principal if either a staff member or student is identified as a confirmed positive case.
- ❖ The DOH will send a letter to the principal with start and end dates of an individual's quarantine or isolation. The affected individuals will also receive a letter from the DOH notifying them once they have completed their quarantine or isolation.
- ❖ NOTE: It is the employee's responsibility to notify his/her HIDEO supervisor if he/she tests positive for COVID-19 or has been identified as a close contact to someone who has tested positive while working at a non-HIDEO site or other non-HIDEO situation. (e.g., at a second job, attending a conference/workshop, attended a gathering).
- ❖ The principal (or designee) will contact the Communications Branch to assist with communication to the school community if COVID-19 affects the school, as they have a template letter to ensure consistency of messaging.

# HEALTH ROOMS

## The School Health Assistants (SHAs) perform these essential functions:



- ❖ Serve as point of contact for student health matters
- ❖ Perform emergency first aid
- ❖ Administer approved routine prescribed medication
- ❖ Maintain health records using HealthOffice Anywhere
- ❖ Report unusual absenteeism to the DOH
- ❖ Coordinate with school staff/students' families
- ❖ Oversee the school health room
- ❖ Screen students for illness

## Practices to Prevent COVID-19 in the Health Room:



- ❖ Develop a route to the health room that minimizes interactions
- ❖ Avoid and prevent close contact (6+ feet)
- ❖ SHA wears a face mask, eye protection, and gloves
- ❖ Face mask or tissue provided to student when in close contact and when student has symptoms of illness
- ❖ Wash hands (SHA and student before and after each encounter)
- ❖ Screen and send home any students who are ill
- ❖ Isolate those who are ill from other
- ❖ Clean and disinfect surfaces after each use
- ❖ Promote good airflow while maintaining privacy
- ❖ Keep supplies in stock

## Items for use in the health room during COVID-19:



- ❖ Cloth face masks (with ear loops, not ties)
- ❖ Disposable face masks
- ❖ Eye protection (e.g. face shield or goggles)
- ❖ Disposable nitrile (non-latex) gloves
- ❖ Disinfection wipes
- ❖ Hand sanitizer (60%+ alcohol)
- ❖ Facial tissue
- ❖ Non-contact infrared thermometer
- ❖ Disposable gown/apron

## Caring for a Student Who is Sick:



- ❖ Show empathy
- ❖ Avoid close contact
- ❖ Wash hands
- ❖ Apply face covering (SHA and student)
- ❖ Screen the student for symptoms
- ❖ Contact the parent/legal guardian for pick up
- ❖ Isolate the sick student away from those who are well
- ❖ Advise parent to contact their health care provider
- ❖ Clean and disinfect
- ❖ Notify school administration
- ❖ Record the visit in HealthOffice Anywhere

## When to Report Illness



- ❖ If 10% of the entire school or 20% of one grade or classroom are sent home with common flu-like or gastrointestinal symptoms, the School Health Assistant will contact the Hawai'i State Department of Health Disease Investigation Branch or the local District Health Office.

## PPE Items Recommended for Use in the Health Room during the school year:

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

### LONG TERM GOAL

- ❖ Each school may need a school health nurse.
  - Screen, manage, and monitor students for all illness (including COVID-19).
  - Early identification of COVID-19.
  - Early/transparent reporting to DOH for contact tracing.
  - Manage COVID-19 as part of norm in schools.



## SIGNAGE AND HEALTH PROMOTION

- ❖ Provide physical guides, such as tape on floors and sidewalks, and signs on walls, to ensure that staff and students remain at least six feet apart in lines and at other times (e.g., guides for creating “one way routes” in hallways).
- ❖ Post signs in highly visible locations, such as the health room, restrooms, hallways, classrooms, and offices to promote everyday protective measures to prevent the spreading of germs and illnesses. Consider using the following resources:
  - [Stop the Spread of Germs at School and Offices](#)
  - [CDC Safely Wearing and Taking Off a Cloth Face Covering](#)
  - [CDC Wash Your Hands!](#)
  - [CDC Stop the Spread of Germs](#)
  - [CDC Stop the Spread of Germs that Can Make You and Others Sick!](#)
  - [COVID-19 Protective Handwashing](#)

### **Additional resources to print, post, and/or distribute on campus to reinforce good personal hygiene:**

- [DOH COVID-19 Home Care Guide](#)
- [DOH COVID-19 What You Need to Know](#)
- [CDC Take 3 Actions to Fight Flu](#)
- [CDC A Healthy Future Is In Your Hands!](#)
- [CDC Germs Are Everywhere](#)
- [CDC How to Protect Yourself](#)
- [CDC 10 Things You Can Do To Manage Your Health At Home](#)
- [CDC How to Protect Yourself and Others](#)
- [A Parent's Guide: Helping Your Child Wear a Face Mask](#)
- [Help your Child Feel Good about Using and Seeing Others Wearing Face Masks](#)
- [I Can Stay Healthy by Wearing a Face Mask \(PPT\)](#)

### **Point of Contact:**

Dr. Timothy Lino, School Health Section  
808-305-9661; [timothy.lino@k12.hi.us](mailto:timothy.lino@k12.hi.us)

## HIGH NEEDS STUDENTS WITH DISABILITIES

Some students with significant disabilities require 1:1 support, and need assistance from staff with feeding, washing, dressing, academic readiness, sitting at a desk, manipulating academic materials, using communication devices, etc. In order to reduce the risk of contracting or spreading COVID-19, it is important to minimize close contact to the extent possible; however, when it is not possible, the use of additional precautions and protective equipment is required.

### Communication with Parents/Legal Guardians/Families

It is critical that student learning takes place in a safe environment, and it is also important that students, families, and staff *feel* safe. Ensuring that all necessary health and safety precautions and practices are in place, along with ongoing communication with families, will help to minimize concerns.

### Classroom Space and Group Size

Principals must ensure that there are adequate levels of staffing available to effectively and safely deliver and support in-person programming for the number and needs of students with disabilities while maintaining distance and limiting interactions. For younger students and/or students with significant disabilities this can be accomplished by ensuring the following.

- ❖ Rooms large enough to include at least 6 feet of distance between all students and staff.
- ❖ Designated student work area to assist students in maintaining appropriate distancing.
- ❖ Use of visual supports to differentiate classroom areas that provide distance between work areas.
- ❖ Daily classroom schedules that include either staggered or extended transition times. This will assist in reducing interaction and maintaining distance of staff and students.

## Staff Precautions and Training

Create a plan at your school providing additional protective training to those staff when working with students with disabilities who may have not be able to wear a mask, maintain social distancing or where direct contact is required. Teachers, paraprofessionals, therapists, related services personnel, contracted providers, SHAs and any other staff who must come into close contact (6 feet or closer) with students with disabilities are considered direct service providers. PPE recommendations by role group can be found at [PPE Requirements by Role Group](#). More information on direct service provider guidance and training can be found at [Guidance for Direct Service Providers](#).

## Direct Services

During general instruction when maintaining 6 feet separation is not possible implement the following.

- ❖ Adequate staff who are prepared and properly trained to accommodate students' health and safety needs in addition to their education.
- ❖ All health and safety requirements when providing hands-on assistance to students with disabilities.
- ❖ Wear appropriate protective equipment and engage in appropriate practices based on the activity and risk level.

During toileting/diapering supports implement the following.

- ❖ Assemble all necessary supplies before bringing the student to the changing area to increase efficiency and reduce opportunity for contamination.
- ❖ Change student and staff clothing when soiled with secretions or body fluids. Students' soiled clothing must be bagged and sent home sealed in a plastic container or bag. This will require a clean set of clothing be on hand and available.
- ❖ Clean and disinfect toileting and diapering areas (including tables, pails, countertops, toileting chairs, sinks/faucets, toilets, floors, etc) after each use.

*Note: Cleaning and disinfecting are two separate tasks. To clean is to physically remove dirt, debris, and sticky film by washing, wiping, and rinsing. To disinfect is to kill nearly all of the germs on a hard, non-porous surface with a recommended chemical.*

- ❖ Disinfect when students are not in the area. All surfaces must be dry before student use.
- ❖ Post toileting/diaper procedures (including extra COVID-19 steps) in the bathroom changing area.
- ❖ Train all staff on proper removal of gloves, gowns, facial masks, and other protective equipment and on handwashing before donning and after removing equipment in order to reduce contamination.

More information on caring for young children in a group setting can be found at [Caring for Children in Group Settings During COVID-19](#).

## Health and Safety Supports for Students

- ❖ Provide explicit instruction on following health and safety guidelines (e.g. visual cues, appropriate distancing, etc...) [Maintaining Health and Safety Practices](#)
- ❖ Make sure that all health and safety signage are provided to nonverbal/nonreaders students as visuals utilizing pictures and icons that are understandable to the students.

## Physical Intervention

All school personnel should be mindful that seeing staff putting on protective equipment or being approached by staff wearing protective equipment can create anxiety in students. Always use a student-centered approach and offer reassurance upon approach and throughout interactions.

- ❖ Plastic protective gowns are not advised as they can be easily ripped or torn becoming hazardous.
- ❖ All staff working in situations where physical intervention may be needed should wear disposable gloves, disposable masks, face shields, and long sleeves to the maximum extent possible.
- ❖ Add additional staff members to monitor and address protective equipment needs for those staff who are involved in a physical intervention.
- ❖ Any staff involved who is not wearing appropriate protective equipment should be relieved as soon as possible.
- ❖ Remove and dispose of and/or clean protective equipment.
- ❖ Plastic protective gowns are not advised as they can be easily ripped or torn becoming hazardous.
- ❖ All staff working in situations where physical intervention may be needed should wear disposable gloves, disposable masks, face shields, and long sleeves to the maximum extent possible.

- ❖ Add additional staff members to monitor and address protective equipment needs for those staff who are involved in a physical intervention.
- ❖ Any staff involved who is not wearing appropriate protective equipment should be relieved as soon as possible.
- ❖ Remove and dispose of and/or clean protective equipment immediately after physical intervention.

## Transportation

In some cases, where transportation is provided as a related service, parents may wish to bring their child to school instead of riding the bus. In these cases, parents may be eligible for reimbursement. Principals and/or SSCs should consult their District Educational regarding procedures and possible funding sources.

## High Risk Medical Conditions

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

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

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

If a student with a disability is absent for an extended period of time because of a COVID-19 infection the IEP Team must meet to determine whether the child is available for instruction and could benefit from homebound services via distance learning.

Schools must consider all placement decisions under the IDEA’s procedural protections of 34 CFR §§ 300.115 – 300.116, regarding the continuum of alternative placements and the determination of placements. Under 34 CFR § 300.116, a change in placement decision must be made by a group of persons, including the parents and other persons knowledgeable about the child and the placement options.

For the United States Department of Education guidance on medically fragile students during the COVID 19 pandemic see [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak \(March 2020\) - Individuals with Disabilities Education Act](#).

## Transition Plans

- ❖ [School Based Behavioral Health](#)
- ❖ [English Learner](#)
- ❖ [Special Education](#)

## Home Hospital Instruction (HHI)

HHI services are designed to provide continuity of education for students with a confirmed physical or mental health condition that prevents them from participating in instruction that is offered face-to-face on campus, online, or through distance learning, for a minimum of ten (10) consecutive school days during the school year. The student's inability to participate must be confirmed and certified by the licensed medical provider who is currently treating the student for the diagnosis presented.

### Criteria that Determine Student Eligibility for HHI Services

A student is eligible to receive HHI services if the Student Team determines that the student is:



- ❖ Enrolled in a Hawaii State Public School;
- ❖ Experiencing a confirmed physical or mental health condition that is anticipated to last longer than 10 consecutive school days; and
- ❖ Unable to participate in education through alternate means.

### Student Team

Comprised of the student's classroom teacher(s), school principal or designee, school's HHI services coordinator, parents, and others as necessary (e.g. school counselor, Department of Health (DOH) Public Health Nurse (PHN), or School-Based Behavioral Health (SBBH) Clinical Psychologist), the Student Team reviews the HHI services application, determines the student's eligibility, and develops a plan for implementation.

### HHI Services

The student must receive HHI services in the home or hospital setting and the duration should not exceed six (6) months. HHI services shall be provided on regular school days (i.e. not on weekends or holidays). The delivery of HHI services may be in-person or through other means (e.g. on the phone or online). HHI services must be implemented in alignment with the [Health and Safety Guidelines SY2020-2021](#).

# OFFICE OF Student Support Services



## Recommendations for Re-starting School with Hawaii Multi-Tiered System of Support (HMTSS)

As schools are preparing to reopen for the 2020-2021 school year, making decisions systematically and based on data will be critical to addressing the diverse needs of all students. Whether in-person, through distance-learning, or as a hybrid of the two, meeting the myriad of needs of all students will be a challenge. Establishing a sound decision-making process will provide a foundation from which all decisions regarding student support can be based. The Hawaii Multi-Tiered System of Support (HMTSS) can provide such a foundation.

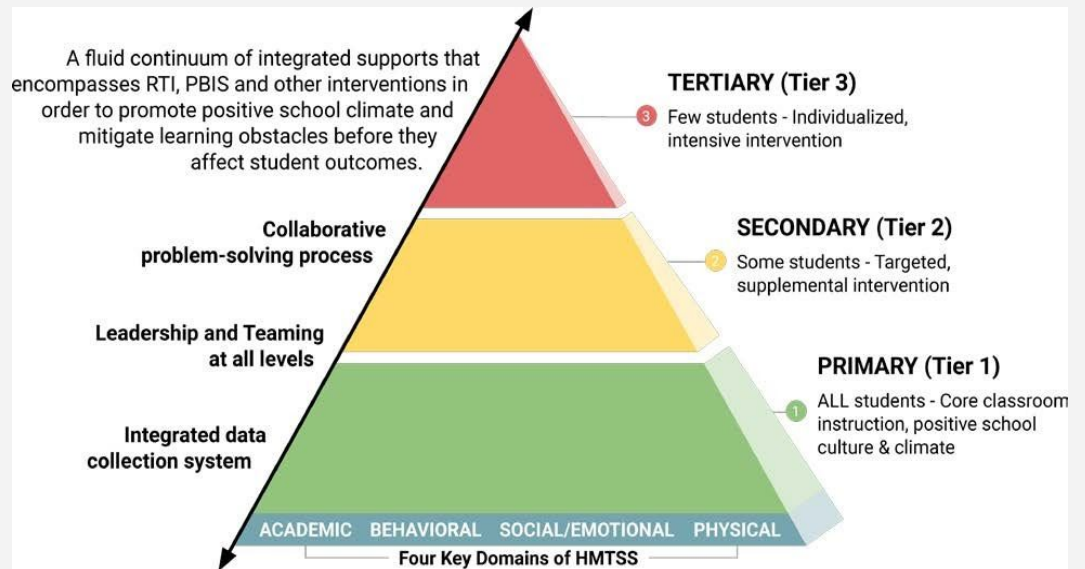
### **HMTSS**

The Hawaii Multi-Tiered System of Support (HMTSS) framework can provide the appropriate support and resources that promote the academic progress of all students, and the social, emotional, mental, and physical well-being of all students, as well as other school community members. As stated by The Center on Positive Behavioral Intervention Supports (PBIS), “Multi-tiered Systems of Supports (MTSS), such as PBIS, are ideal frameworks for implementing strategies to support students coming back to school and to prevent and address further challenges. A tiered approach focuses on attending to the whole school environment to help the vast majority of students be successful and providing a continuum of support for those who need more”.

HIDOE’s multi-tiered framework provides a data-driven approach to meeting the needs of the whole child, for all students within a school. Resources can be deployed to most effectively and efficiently leverage the strengths and mitigate the areas of growth or needs of every student in the school.

A combination of screening, remote or in-person, at the beginning of the year with an individual student referral system active throughout the year, promotes trusting relationships and family engagement. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so schools can deliver culturally responsive instruction most effectively.





## DATA-DRIVEN

Review your current school programs, resources, services, and protocols, keeping in mind the function of your system and the needs of the students. During the data-driven decision-making process, new measures, supports, and interventions may need to be introduced to meet the unique needs of your school campus.

# UTILIZING HMTSS TO SUPPORT THE REOPENING OF SCHOOL

## HMTSS IMPLEMENTATION

- ❖ Begin with data collection, review, and analysis for all students in the school (Tier 1) for placement purposes and to assess the extent and nature of learning loss due to the long closure.
- ❖ Compare most recent universal screening data (e.g., academic, behavioral, and other screeners, report grades, attendance, incident referrals, GLOs, Longitudinal Data System- Early Warning, etc.) collected before the shutdown across all relevant domains with current (post-opening) data.
- ❖ Modify tiered practices in response to data, with particular attention to Tier 1. (e.g., if a majority of students are experiencing anxiety, Tier 1 practices should be adjusted to address these common fears and anxieties.)
- ❖ Use support staff for Tier 1 intensive supports to augment classroom teachers.
- ❖ Identify any students who might need more help than what is offered through Tier 1 supports. Monitor students for loss or regression of skills in academics as well as behavioral, social, and emotional well-being. School staff should be made aware that changes in these domains can be expected and are not uncommon.
- ❖ Use existing infrastructure (e.g., committees, RtI or MTSS teams, PLCs) to implement the Student Support Process for identifying, implementing, and progress monitoring students who may need additional supports and interventions, making adjustments to the infrastructure as needed.
- ❖ Where no existing infrastructure exists, take the opportunity to create teams, processes, and protocols to meet immediate needs while keeping an eye to developing a sustainable HMTSS framework long term.
- ❖ Integrate a trauma-sensitive tiered approach:
  - Tier 1- Create a safe and supportive trauma-sensitive environment that promotes healthy and successful students and staff.
  - Tier 2- Identify and respond to students who are at-risk or have been exposed to trauma.
  - Tier 3- Provide support and/or resources to students whose behaviors and/or experiences necessitate intensive trauma-specific interventions.

## Resources

### [HMTSS Training Resources](#)

[Getting Back to School after Disruptions \(PBIS.org\)](#)

[Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework](#)

# Ensuring Culturally Responsive and Equitable Access to Supports and Interventions for All Students

When reopening schools, rebuilding relationships, and reengaging students, HMTSS can be utilized to provide social and emotional, academic, behavioral, and wraparound supports and interventions necessary to maximize the conditions for learning at the school, classroom and individual student level. A combination of screening, remote or in-person, at the beginning of the year with an individual student referral system active throughout the year, promotes trusting relationships and family engagement. To optimize the learning process, students and staff need to feel cared for, reengaged, and acclimated to the school community, so schools can deliver culturally responsive instruction most effectively.



## Considerations for Ensuring a Culturally Responsive and Equitable HMTSS



Ensure the HMTSS school team includes experts in academics, social-emotional learning, behavior, campus school climate, and vulnerable populations. (i.e. EL, Homeless, SPED and 504)



Confirm a campus protocol is in place for identifying and supporting students who may be experiencing social-emotional, behavioral, and mental health challenges as well as academic gaps in learning. Due to the extended school closure, consider adjusting Tier 1 supports to accommodate the increased number of students needing what would normally be considered supplemental support.



Assess the school climate to identify vulnerabilities and plan to implement evidence-based strategies to address areas of need.



Provide and sustain instruction on social norms, relationship building, and behavioral expectations beginning at the start of the school year, allowing for careful conversations with staff and students to discuss the past, current, and future impacts of COVID-19 on themselves and the world around them.



Use culturally responsive screening data to drive campus planning and instructional decisions. Determine whether screening tools are adequate and can be administered both in-person and remotely. If remotely, provide students with an internet-accessible device pre-loaded with the necessary software installed for online screening.



Consider a data-informed and coordinated implementation of quality SEL programming described in CASEL's [Initial Guide to Leveraging the Power of Social and Emotional Learning as You Prepare to Reopen and Renew Your School Community](#).



Establish systems that promote supportive staff-student relationships to ensure that all students have at least one caring staff member who checks in regularly with them and who their families are able to connect with for any needed support.

# OFFICE OF Student Support Services



## Addressing Social, Emotional and Mental Health Well-being

These unprecedented times have introduced new levels of social and emotional stressors into the lives of our students, staff, and families. It is clear that many students and staff have shown tremendous resiliency in response to the school closures and will welcome the opportunity to return to in-person learning without trepidation. However, others may face this transition with questions, concerns, and even fear, which may create or add to preexisting trauma, adversity, and disparities.

Clear communication and careful planning can reduce any anxiety that students, staff, or families may experience as they return back to in-person learning. Together administrators, teachers, school staff, families, students, and community partners can co-create supportive learning environments where all students and adults can foster a sense of belonging, healing, and thriving.

### **POSITIVE AND SUPPORTIVE LEARNING ENVIRONMENT**

As schools maintain a critical focus on education and achievement, there must also be an understanding that mental health and wellness are integrally connected to students' success in the classroom and to a thriving school environment. In order to create, support and sustain a positive learning environment, offer a structured and predictable learning environment that is sensitive to the trauma of students and staff; focus on building positive and responsive relationships between teachers and students, and use a balanced restorative approach to conflict and conflict mediation with trauma-sensitive disciplinary practices.

### **SOCIAL EMOTIONAL LEARNING (SEL)**

Social and emotional learning (SEL) will be critical to re-engaging students, supporting adults, rebuilding relationships, and creating a foundation for academic learning. By prioritizing SEL and the needs and concerns of all students and families, leaders can begin to cultivate the healing, empathy, resiliency, and collective resolve needed to navigate the transition ahead and more effectively continue the work of teaching and learning

### **DATA-DRIVEN**

Review your current school programs, resources, services, and protocols, keeping in mind the function of your system and the needs of the students. During the data-driven decision-making process, new measures, supports, and interventions may need to be introduced to meet the unique needs of your school campus.

# UTILIZING SEL TO SUPPORT THE REOPENING OF SCHOOL

## Foster a Positive and Supportive School Environment

- Consider that many students may be experiencing trauma as they return to school. In this new era, more than ever, supporting our students emotionally is as integral as is teaching and learning. Our role as educators includes fostering a safe and nurturing environment that gives students the freedom to express their fears and anxieties.
- Provide an opportunity for students to connect in groups based on last school year's classrooms (when transitioning between grades in the same school) or former school groupings (when transitioning to an entering grade in a new intermediate, middle, or high school) to experience a formal closure of last school year to share their experiences during school closure, celebrate, and say aloha.
- Create a structured and predictable schedule as much as possible. Recognize that it may take students time to adjust back to the routines of a regular or modified school day. It may also be necessary to re-teach classroom routines. Children with identified histories of trauma may be especially vulnerable to the significant changes in schedule, routine and expectations resulting from social distancing, canceled classes, remote learning, and reliance on caregivers for academics
- Encourage staff to have patience. Responding to students with empathy, maintaining positive relationships, and avoiding punitive approaches will provide needed support through this transitional time.
- Get to know your students - again and re-engage families as partners in their child's education.

## Engage in Social Emotional Experiences and Lessons

- Continue SEL and community-building practices to foster a sense of emotional safety and support. Offer entertaining alternatives to handshakes and hugs with elbow bumps or "air high five".
- Recognize social and emotional support is not only reserved for students but staff as well. Promote strong relationships and a sense of belonging as critical components of a positive school climate that will ensure a safe space to address general fears and anxieties.
- Connect with families and the community. Provide regular and consistent information. Consider recording and sharing videos of important announcements with groups of students or staff.
- Provide opportunities for check-ins and self-reflection through the establishment of regular office hours and/or set up meetings and advisories with groups of students or staff.

## Implement a Response System of Support and Interventions

- Look for signs that some students might need more help than what is offered through Tier 1 supports. Monitor students for loss or regression of skills in behavioral, social, and emotional well-being. School staff should be made aware that changes in these domains can be expected and are not uncommon.
- If concerns continue, use the HMTSS data-driven team-based decision-making process to identify which students receive what support. Convene student support teams to determine what interventions are needed to address students who may need additional supports and interventions (Tiers 2 and 3).
- Collaborate with community agencies and partners to connect families and school community members with resources and intensive support.

## Resources

### **Foster a Positive and Supportive School Environment**

[Getting Back to School after Disruptions \(PBIS.org\)](#)

[Responding to the Novel Coronavirus \(COVID-19\) Outbreaks Through PBIS](#)

### **Trauma-Informed Approach**

[Supporting Trauma Recovery](#)

[Preparing for a “New Normal”](#)

[What About You? Strategies for Supporting Educator Resilience and Trauma-Informed Self-Care](#)

[Creating, Supporting, and Sustaining Trauma-Informed Schools: A System Framework](#)

### **Engage in Social Emotional Learning Experiences and Lessons**

[CASEL CARES: SEL Resources During COVID-19](#)

[CASEL and COVID](#)

[Leveraging the Power of SEL](#)

[Managing Anxiety Around COVID-19](#)

[Stress and the Brain](#)

[Self-Care for Educators and Students](#)

### **HIDOE Memos**

[Resources for School Counseling Programs Memo 3.30.20](#)

### **Telepractice Guidance**

[Considerations for School Counseling Programs Webinar & Resources](#)



## RECOVERY AND REBUILDING AFTER SCHOOL CLOSURE Comprehensive School Counseling Programs

As schools prepare to reopen, plans for school counseling programs should be included along with other educational services provided by the school. For students who are experiencing school closure related stress and trauma, comprehensive school counseling programs can provide the social, emotional, and behavioral support needed to promote learning readiness.

### TIER 1 SUPPORTS FOR ALL

**Work with school leadership, support staff, and teachers to provide the following**

#### TRANSITION SUPPORTS

##### Communication tools

- Determine what communication tools will be used for faculty and staff and students and families.
- Use tools that will reach all students such as through the postal service, email, and through recorded phone messages.
- Supplement tools that reach all students and families with tools that can be accessed at will by students and families such as the school website, social media, and opt-in, reminder applications.
- Develop a consistent way to update faculty and staff through using both tools that will reach all faculty and staff and tools that can be accessed at will by faculty and staff.

##### Closure activities for ending SY 19-20

- Provide an opportunity for students to gather to share experiences during school closure, celebrate, and say aloha in groups based on last school year's classroom (when transitioning between grades in the same school) or school grouping (when transitioning to a grade in a new intermediate, middle, or high school).
- Provide basic information needed for transition to the next grade level for students.

##### Orientation activities for opening SY 20-21

- Provide traditional opening school year activities after students have had a chance to participate in closure activities as described above.
- Provide additional activities for learning the new school campus, bell schedule, and procedures such as how to get lunch, access the library, or get a late pass when students are in a new intermediate, middle, or high school.
- Provide a packet of materials for students to reference after the orientation.



- Transition meetings between grades and/or schools for sharing students' needs with receiving grade levels and/or schools to ensure appropriate supports are in place.
- Enrollment support to prepare for a possible increase in numbers by assisting registrar (high school) or secretaries (elementary) in the enrollment of students transferring from other schools or states.
- Classroom guidance lessons
  - Social distance practices in school, community, home, etc.
  - Coping strategies for feelings of loss, fear, anxiety, and sadness.
  - School behavior and academic expectations
  - Ensure students know how to get additional help academically and emotionally
  - Focus on positive values/common school values: kindness, helpfulness, gratitude, respect, cooperation
  - Processing experiences during school closure
- Visibility
  - Greet students at school, building classroom entrances.
  - Be present at school bus drop off and pick up locations.
  - Be present in hallways, cafeteria, and other large gathering areas.
- Walk-in counseling for students who express feelings of loss, fear, anxiety and/or signs of depression.

## **SYSTEMS AND PROTOCOLS**

- Review school management plans and development response plans as needed to meet current and potential future system needs.
  - Review school crisis management team response procedures, i.e. death of a staff member or student, evacuation.
  - Review counseling program response procedures i.e. risk assessments that reveal suicide
  - Prepare for future school closures
    - Add resources for suggestions here such as assess student tech needs at home, etc.
  - School Culture/PBIS



## **FAMILY ENGAGEMENT**

- Printed materials for families.
  - School specific information about how the school is implementing COVID-19 health and safety guidelines.
  - Resources regarding positive preventative measures, tips for talking with their children, and giving families a sense of some control over the risk of infection to reduce anxiety about returning to school.
  - Information about community resources
- School events such as back to school nights or school day events for families of students with sessions for both returning families and families who are new to the school.
- Visibility
  - Welcome and reassure parents when they drop students off in the morning or pick them up after school.
  - Create banners or marquee messages with positive messaging.
- Feedback from and offer opportunities for participation to returning students and families in the planning and implementation of the above activities wherever possible.

## **PROFESSIONAL DEVELOPMENT**

- Professional development for faculty and staff (certificated and classified) on topics for coping with the effects of school closure.
  - Understanding stress and trauma which might have resulted from home confinement
  - Identifying signs of continued or emerging stress/trauma such as changes in behavior or evidence in student work that may indicate students need additional supports.
  - School referral process
  - Providing a safe and supportive classroom environment
  - Implementing PBIS and SEL strategies to promote learning readiness

## **CONSULTATION AND COLLABORATION**

- Assistance with administration and teachers with school-wide behavioral supports.
- Assistance with teachers for academic and behavioral concerns for individual students to identify causes and to plan for supports that will improve academic progress and the overall well-being of the students.
- Coordination of services with other related service providers, in the school and community, to identify and address students needs.

## TIER 2 TARGETED INTERVENTIONS/SUPPORTS

Work with school leadership, support staff, and teachers to provide the following

### TRANSITION SUPPORTS

- Transition meetings for families and students who require additional supports to establish relationships and ensure appropriate supports are in place.
  - Small groups for students to offer opportunities to connect with peers, practice social distancing skills, learn coping strategies, etc.
  - Review existing Behavior Support or Crisis Plans as appropriate.
- Risk assessments as needed to students who present as a danger to self or others.

### SYSTEMS & PROTOCOLS

- Team data decision making process
  - Potential topics for small group parent meetings
    - School health and safety guidelines
    - Community resources

### FAMILY ENGAGEMENT

- SEL lessons to support their child's transition back to in-person schooling
- Informational parent meetings
  - Potential topics for small group parent meetings
    - School health and safety guidelines
    - Community resources

## **CONSULTATION AND COLLABORATION**

□	Classroom lessons using social-emotional learning and coping strategies for managing change and anxiety.
□	Co-facilitations of classroom lessons on social-emotional learning and coping strategies.
□	Consultation with school teams as students return to identify classroom interventions for individual students as appropriate.
□	Support and refer any faculty or staff members who are struggling with issues related to the COVID-19 and confinement to system and community resources.
□	Assistance as a member of a traumatic loss/crisis team to identify students who have lost a close family member or relative to COVID-19. Triage for supportive services as needed.

## **TIER 3 SUPPORTS/SERVICES FOR IDENTIFIED INTENSIVE NEEDS**

**Work with school leadership, support staff, and teachers to provide the following**

### **TRANSITION SUPPORTS**

□	Mental health interventions for students who need service for depression, anxiety, fear, and loss. <ul style="list-style-type: none"><li>○ Review existing Behavior Support or Crisis Plans as appropriate.</li><li>○ Based on existing data, determine if counseling supports and services are needed if not already in place</li></ul>
□	Related services required on 504 Plans and IEPs as students return to schools. <ul style="list-style-type: none"><li>○ If programming and scheduling is offered in formats that may impact service delivery, meet with school teams to address any scheduling, technology, and/or participation concerns.</li></ul>
□	Development of behavior support plans as needed.

### **SYSTEM AND PROTOCOLS:**

□	Team data decision making process.
□	Consider wrap around services and complete needed referrals and documentation.

### ***FAMILY ENGAGEMENT:***

□	Home visits to families who need information and support regarding health, food, shelter, Medicaid and other community services
□	Referrals for families to community agencies for resources when students report a lack of food or shelter.
□	Home visits to families who need information and support regarding health, food, shelter, Medicaid and other community services

### ***CONSULTATION AND COLLABORATION***

□	Coordination to deliver services to students who display outward signs of trauma.
□	Referrals for students to outside agencies as needed.
	Age appropriate information and support to students related to student anxiety,

**RESOURCES FOR TRANSITION BACK TO CAMPUS AFTER SCHOOL CLOSURE**

LINK	DESCRIPTION
<a href="#">PBIS: Getting Back to School after Disruptions: Resources</a>	*Guidance for making your school year safer, more predictable, and more positive by the Center for PBIS
<a href="#">Leveraging the Power of SEL brief</a> <a href="#">Leveraging the Power of SEL Video</a>	*Guidance for reopening and renewing your school community by CASEL.
<a href="#">School Reentry Considerations</a>	School Reentry Considerations Supporting SEL and Mental and Behavioral Health by ASCA and NASP
<a href="#">School Re-entry   American School Counselor Association</a>	Resources for counselors to assist with returning to campus after school closures vetted by ASCA
<a href="#">Addressing Barriers: Plan Ahead to Support the Transition-back</a>	Highlights of essential transition-back supports by the UCLA Center for Mental Health h
<a href="#">ASCA Back-to-School Resources</a>	General back to school resources for school counselors.
<a href="#">CDC Considerations for Schools</a>	CDC guidance considerations for schools as the US reopens

**As transitioning from the continuity of learning to school recovery planning occurs, consideration for vulnerable populations and equitable access must remain at the center of our work.**



## KEY STEPS TO ENSURING EQUITY

- Prioritize the physical and social-emotional needs of particularly vulnerable students. Ensure safety, belonging and mental health as a foundation for learning.
- Be mindful of the needs of vulnerable student groups including English learners, students experiencing homelessness, economically disadvantaged students, and students with disabilities.
- Begin identifying students experiencing learning gaps now and developing strategies to mitigate the longer-term impact of school closures on these students.
- Establish processes and progress monitoring to facilitate equitable implementation of your reopening school plan and mitigate unintended disparate impacts and consequences.
- Ensure family engagement, student support, instructional approaches, assignments and learning opportunities are culturally relevant and culturally responsive.
- Devote adequate resources to outreach, communication, and family engagement, in multiple languages and through multiple channels to ensure that the most vulnerable families have access to information and understand expectations of students.
- Identify community partners and stakeholders and empower them with information in support of your communication efforts.
- Prioritize access to learning loss recovery programs/interventions for students who are disproportionately impacted by learning loss during school closures.
- Emphasis should be placed on facilitating understanding of the impacts of social determinants of health, poverty, unemployment, and cultural values on student learning post COVID closures.

# OFFICE OF Student Support Services



## Supporting the Return of English Learners (EL)s

As schools plan for reopening and re-engaging students and faculty begins, the needs of English Learners (ELs) must also be considered and supported. Schools must make every effort to provide support to English learners to access academic content.

In addition, English language development is a part of universal Tier 1 instruction. For ELs, grade-level content needs to be provided with adequate scaffolds and supports that ELs need to access the grade-level content being provided by online/virtual and/or hybrid or face-to-face instruction. Specifically, the following must be part of the return to school:

### Considerations:

- ❖ **Consider student's most recent ACCESS for ELLs scores, and possible regression depending on language development support and access to learning during school closures and/or continuation of learning, and summer break**
- ❖ **Deliver services for ELs to meet their English language development and academic achievement needs; and**
- ❖ **Communicate proactively with the parents/guardians of ELs during school closures on this and other related matters impacting students.**

Language development can be supported through face-to-face, via distance education, and or by hybrid support by integrating learning activities connected to the four language domains. As much as possible, educational opportunities should focus on the four language domains, including reading, writing, listening, and speaking to support ELs with continued language development. Each domain targets specific skills in developing students' language proficiency. WIDA established language development standards that represent the language students need to be successful in early childhood programs and Grade Kindergarten-Grade 12. School personnel may reference the WIDA development standards at K-12 ELD Standards.



## Ensuring Equitable Access for Students Experiencing Homelessness

When preparing for school reopening, most likely, students experiencing homelessness will have new and dire needs. Due to the recent economic challenges, an increase in homelessness over the coming school year is anticipated.

This checklist offers important considerations for School Administrative Teams to ensure equitable access to education for students experiencing homelessness as they prepare for the new school year.



### Considerations for Ensuring Equitable Access for Students Experiencing Homelessness



Include the Complex Area Community Homeless Concerns Liaison (CHCL) in School Team Planning for re-engagement of students.



Ensure that students experiencing homelessness are enrolled immediately, as required by the McKinney-Vento Act, whether school is online, in-person, or a hybrid model.



Confirm a campus system is in place to identify returning McKinney-Vento students, as well as students who are newly experiencing homelessness?



Prioritize students experiencing homelessness for resources that will be provided to all students, or to low-income students.



Contact CHCL regarding funding as needed, to ensure adequate resources are utilized to address new barriers created by COVID-19 for students experiencing homelessness.



Prioritize students experiencing homelessness for devices and connectivity that will be provided to all students, or to low-income students.



Utilize the [Resources for Students in Unstable Housing](#) for additional supports.



# OFFICE OF Student Support Services



## RESOURCES FOR SUPPORTING STUDENTS IN UNSTABLE HOUSING

RESOURCE	Link	DESCRIPTION
Statewide School and Community Liaisons (CHCL)	<a href="#">Liaison Roster</a>	Each complex area has at least one Liaison who will help coordinate supports and communication for students and families in unstable housing. Call or email anytime with questions or requests.  Liaisons can also access Language Link, a phone translation service, in realtime.
Oahu Community Resource Map	<a href="#">Oahu</a>	Liaisons pin resources in the community, organized by category.
Neighbor Islands Community Resource Map	<a href="#">Neighbor Islands</a>	Liaisons pin resources in the community, organized by category.
Donations to individual students and families.	<a href="#">Purposity</a> website.  <a href="#">Purposity HIDOE Flyer</a>	A crowdsourcing app to connect community donors to individual student needs. Download the app and follow Hawaii Public Schools. If you know of a need, reach out to your Liaison. Please note: Amazon is the delivery mechanism
*Family Engagement* Caring for Each Other  Family Homelessness	<a href="#">Resources for Family Health</a>  <a href="#">Another Sesame Street Resource for children experiencing unstable housing.</a>	Resources for families to engage with each other and talk through issues. The second link has short videos specific to issues related to unstable housing.

# OFFICE OF Student Support Services



Aloha United Way 2-1-1	2-1-1 1-877-275-6569 M-F 7:00-5:00 <a href="http://www.auw211.org/">http://www.auw211.org/</a>	Aloha United Way's 2-1-1 line helps connect people to resources, including food, shelter, medical care, and other basic needs.
Delivery Services	<a href="#">Delivery Flyer</a>	Community Liaisons and Project Vision Hawaii have partnered for delivery of food and school supplies to families in unstable housing. See the flyer for details and contact information.



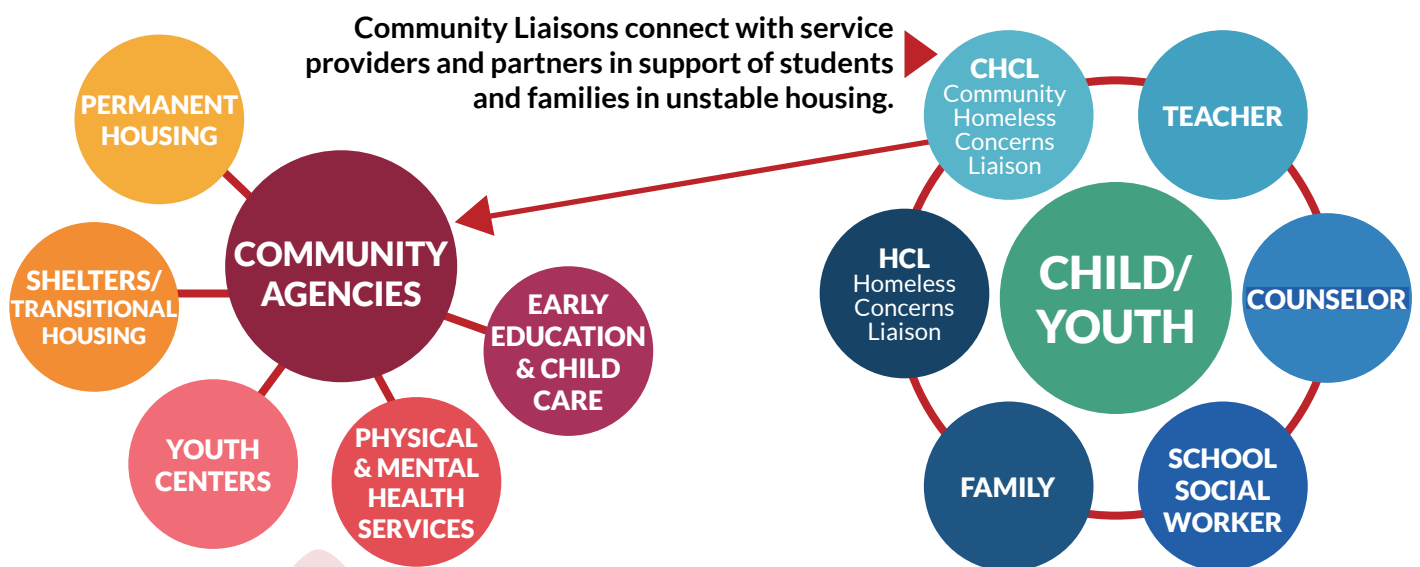
## Education for Children and Youth in Unstable Housing

The Hawaii State Department of Education (HIDOE) Office of Student Support Services works with [Community Homeless Concerns Liaisons \(CHCL\)](#) to triangulate communication to reach students and identify needs, by calling:

**Students and Families**

**Designated School Staff**

**Community Agencies**



### CURRENT FOCUS: DELIVERY SYSTEM

**WHY:** Remove access barriers for students in unstable housing across the state.

**WHAT:** Delivery between school and students: supplemental food, basic supplies and school-related goods, as well as showers through Project Vision Hawaii's HiEHIE mobile hygiene program.

**WHO:** HIDOE, Project Vision Hawaii and other participating community partner agencies. HIDOE and Project Vision have an existing MOU that will cover student safety and confidentiality obligations for their drivers.

**WHEN:** On-demand, Monday through Friday, 8 a.m. - 3 p.m. CHCL and drivers will connect for pick up and delivery details. CHCL will communicate between parent/student, school and driver.

**HOW:** CHCL hears of a student's need and dispatches a pickup and delivery, using tailored, live resource maps: [Oahu](#), [neighbor islands](#). HIDOE pays for gas and personal protective equipment.



## Return to Learn for Students with Disabilities

### School Response to COVID-19 Impact Services on Students with Disability

When the COVID-19 closure of schools resulted in students experiencing a loss in skill(s), teams must make an individualized determination whether and to what extent services may be needed when schools resume normal operations.

Therefore, upon reopening in fall 2020, schools are required to conduct Individualized Education Program (IEP)/Section 504 meetings to determine each student's need to compensate for loss of skill(s). Parent(s)/legal guardian(s) are vital to this process. It is imperative that schools engage their participation in decision making.

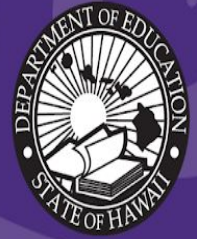
#### COVID-19 IMPACT SERVICES

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

- ❖ High impact strategies/interventions which are available to all students through the Hawaii Multi-Tiered Support System (HMTSS) process, and/or
- ❖ Revision to the IEP (which may be a new annual), and/or
- ❖ COVID-19 Impact Services (services beyond the typical work day).

Services beyond the typical school day may be necessary and are referred to in this document as COVID-19 Impact Services, as defined in the [FAQ OSEP COVID-19 document](#). This is based on individual student needs as determined by the IEP/Section 504 team and are not defined as a legal remedy for a denial of Free Appropriate Public Education (FAPE). A statewide plan providing comprehensive guidance, resources and tools is forthcoming. CARES funding will be made available to support COVID-19 Impact Services.

# OFFICE OF Student Support Services



## SERVICE DELIVERY MODELS

Schools must be mindful of students with disabilities in determining their instructional model. Placement in the least restrictive environment continues to be a regulatory requirement under state and federal laws. Physical/social distancing and the creation of cohort classes may not result in isolation of students with disabilities. To limit and control interaction with other class cohorts consider providing pull out resources and/or related services in the general education classroom either in-person or virtually.

Additionally, teachers must continue efforts to ensure inclusion of students with disabilities in their online virtual classroom sessions. Accommodations and modifications based on an individual student's needs are required. When virtual learning is an instructional choice within a school model, schools are reminded that this may constitute a change in placement for a student with a disability requiring the IEP team to convene.

It remains a priority that students with disabilities most negatively impacted by distance learning receive in-person services. Schools are reminded to design learning opportunities within their school model that ensure this student population is served.

## STUDENT EVALUATIONS/ ASSESSMENTS

Schools must continue to complete pending initial and reevaluation assessments.

Please note that *in some cases* a review of existing data is sufficient to make a determination and develop a program. Utilizing data from multiple sources and avoiding overreliance on standardized norm referenced tests when making eligibility decisions is paramount. The limited diagnostic accuracy of standardized assessments and utility of evidence-based assessment techniques should always be considered.

Please see [THE EVALUATION PROCESS and USE OF ASSESSMENTS](#) for additional guidance on the evaluation and assessment process.

## PROFESSIONAL LEARNING

In order to support teachers in this process, the Office of Student Support Services (OSSS) will provide several targeted professional learning opportunities. These include summer workshops on best practices for remote instruction for students with disabilities, and a training series on effective assessment and instruction to accelerate learning when school resumes in fall 2020. Teachers will be provided with ongoing support throughout the school year to assist in the implementation of these practices.

## ESB Return to Learn: Instructional Guidance for Interventions and COVID-19 Impact Services

**Upon school re-entry, students may need to be provided with interventions within the HMTSS framework to address skill regression and to accelerate skill recovery. Additionally, some students with IEPs may need to be provided with COVID-19 Impact Services. This document provides teachers with critical instructional practices needed to support these efforts. The following resources provide guidance for the implementation of explicit instruction, instructional routines, evidence-based practices, and effective interventions to address specific student needs via HMTSS interventions and/or COVID-19 Impact Services. This document also includes resources to support effective online delivery of recovery services and interventions.**



## Intervention and COVID-19 Impact Services Checklist

Regardless of skill or content area, all teachers should consider the following when planning interventions or COVID-19 Impact Services.

- Form small, flexible teacher-led instructional groups based on student data and observations.
- Limit the size of the group based on the intensity of instruction needed.
- Match instruction to the needs of individual learners.
- Create tight alignment between instructional material and student needs.
- Schedule frequent, short (twenty to thirty minute) interventions.
- Consistently implement explicit instruction
  - [Explicit Instruction: What You Need To Know](#)
  - [Explicit Instruction Checklist](#)
- Use [Instructional Routines](#)
- [Follow the Intervention Intensification Strategy Checklist](#)
- Use the CEC's [High Leverage Instructional Practices](#)
- Progress monitor student growth
- Remember! Although supplemental computer-assisted instruction may be used, it should complement **not** supplant direct teacher instruction

## **Intervention and COVID-19 Impact Services Resources**

Description: *The following instructional resources support development in specific skill strands and can be used during intervention sessions. This is not a comprehensive list, and can be used to augment existing intervention materials and programs that teachers currently use.*

- ❖ [ELA Intervention and COVID-19 Impact Services Resources](#)
- ❖ [Math Intervention and COVID-19 Impact Services Resources](#)

## **Evidence-Based Supplementary Programs**

Description: *The following evidence-based programs are selected from [What Works Clearinghouse](#) and [Evidence for ESSA](#). These programs can be used to support the provision of interventions or COVID-19 Impact Services.*

### **Please Note:**

- ❖ Programs must be implemented with fidelity to achieve outcomes demonstrated in research studies.
- ❖ Supplemental computer-assisted instructional programs should NOT completely replace explicit, direct instruction, and should NOT be used for the entire intervention period.
  - ❖ [Evidence-Based Supplementary Reading Programs](#)
  - ❖ [Evidence-Based Supplementary Math Programs](#)

## **Supports for Online Interventions and COVID-19 Impact Services**

Description: *The following resources provide guidance on creating accessible remote learning environments for all students, tips for effective online instruction, and content-specific remote learning activities.*

- ❖ [Supports for Online Interventions and COVID-19 Impact Services](#)





## **Special Education Guidance and Resources**

[Continuity of Education Website](#) | [Wearing A Mask](#) | [Flyers](#) | [Summer Learning](#)  
[ESB Narrated Powerpoints & Templates](#) | [Best Practices for Online & Hybrid Instruction](#)  
[Online Instructional Supports & Resources](#) | [Selected Topical Resources](#) | [Resources for Families](#)  
[Telepractice Guidance](#) | [Memos](#) | [Guidance & FAQs](#) | [National Resources](#)

### **Continuity of Education Website**

[Continuity of Education Public Parent Website](#)

[Continuity of Education Internal Teacher Website](#)

### **Wearing A Mask**

[Communication Considerations for Masks and Physical Distancing](#) \* New: 7.12.20

[A Parent's Guide: Helping Your Child Wear A Face Mask](#)

[Help Your Child Feel Good About Wearing and Seeing Others Wearing Face Masks](#)

[I Can Stay Healthy By Wearing A Face Mask](#)

[Video Modeling: Wearing A Mask](#)

### **Flyers**

[Teacher Flyer: Special Education During School Closure](#)

[Contracted One-to-One Behavioral Supports Summer 2020 \(Internal\)](#)

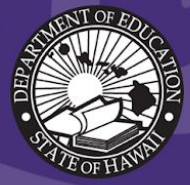
[Contracted One-to-One Behavioral Supports For Summer 2020 \(External\)](#)

### **Summer Learning**

[Summer Program Resources](#)

### **ESB Narrated Powerpoints & Templates**

[One-to-One Contracted Services Update: Narrated Powerpoint \(Download file for narration\)](#)



<a href="#">Addressing IEP Goals via Distance Learning: Narrated Powerpoint Training</a> <ul style="list-style-type: none"> <li>• <a href="#">Training Resources Folder</a></li> </ul>
<a href="#">Special Education Guidance and Resources Document for Accessing Enrichment Opportunities</a> <ul style="list-style-type: none"> <li>• <a href="#">Video Tutorial</a></li> </ul>
<a href="#">Accessing Enrichment Opportunities Worksheet</a>
<a href="#">Telepractice Worksheet</a>
<a href="#">Enrichment Plan Parent Letter Template</a>
<a href="#">Parent Communication &amp; Services Provided Documentation</a>

<b>Best Practices for Online &amp; Hybrid Instruction</b> <i>(These resources support teachers in their development and delivery of online and remote content for students with disabilities)</i>	
Site	Description
<a href="#">CEC Webinar: Teaching Online During COVID-19</a>	A webinar about, “Teaching Online During COVID-19” with a set of simple, impactful tips as well as resources and tools.
<a href="#">National Center on Accessible Educational Materials</a>	Resources to support students who need accessible materials and technologies while learning remotely.
<a href="#">SchoolVirtually</a>	A resource that includes educational and assistive technology, instructional design, culturally responsive instruction, and Universal Design for Learning to support all learners, including students with disabilities and culturally and linguistically diverse learners.
<a href="#">Supporting Students in K-12 Online and Blended Learning</a>	A document to provide support for the planning, implementation, and evaluation of programs and services for students with disabilities enrolled in online and blended learning environments.



<a href="#">Web Accessibility</a>	A collection of articles and tools that focus on web accessibility.
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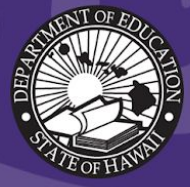
## Online Instructional Supports & Resources

*(These resources provide teachers with various online educational materials to support distance learning)*

Site	Description
<a href="#">Educating All Learners</a>	A hub of curated tools, strategies, tips, and best practices for supporting students with disabilities online.
<a href="#">National Center for Systemic Improvement</a>	A collection of Covid-19 resources to support students with disabilities (including policy guidance, tips for distance learning, and tele-practice).
<a href="#">Resources for Teaching Remotely (CEC)</a>	A collection of resources to support students with disabilities and their families.
<a href="#">Understood</a>	Provides resources about accommodations to increase accessibility for students with disabilities.

## Selected Topical Resources

<a href="#">Autism</a>
<a href="#">Behavior</a>
<a href="#">Blind or Visually Impaired</a>
<a href="#">Communication</a>
<a href="#">Deaf, Hard of Hearing, and Deaf-Blind</a>
<a href="#">Preschool</a>
<a href="#">Remote Reading Instruction</a>
<a href="#">Students with Significant Cognitive Disabilities</a>



## [Transition](#)

### Resources for Families

[A Parent's Guide: Helping Your Child Wear A Face Mask](#)

[Help Your Child Feel Good About Wearing and Seeing Others Wearing Face Masks](#)

[SPIN](#), [Spin Virtual IEP Infographic](#)

[LDAH](#)

[Parent Center Hub](#)

[School Virtually](#)

[NCLD Covid-19 Parent Resources](#)

[Supports for Families of Students with Autism](#)

[National Technical Assistance Center on Inclusive Practices for Students with Severe Cognitive Disabilities](#)

[Understood: Online Learning Tips](#)

### Telepractice Guidance

[Module 1: Telepractice Overview](#)

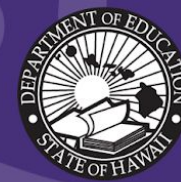
[Module 2: Are you Camera-Ready?](#)

[Module 3: Preliminary Preparation](#)

[Module 4: Launching 5...4...3...2...1...Blastoff!](#)

### Memos

[Mr. Wilbert Holck - HSTA Letter Memo 3.19.2020](#)



[ENSURE CONTINUITY OF LEARNING IN THE EVENT OF AN INDETERMINANT SCHOOL CLOSURE Memo 3.20.2020](#)

[COVID-19 - Student Support/Related Services Personnel Who Perform Essential Duties Memo 3.27.2020](#)

[Programming and Timelines for Students with Special Needs During School Closures Memo 3.27.2020](#)

[COVID-19 Designating Employees who Perform Essential or Non-Essential Functions at Schools, Complex Area and State Offices Memo 3.30.2020](#)

[Documentation Requirements for Students with Special Needs During School Closure Memo 4.9.2020](#)

[Fourth Quarter Individualized Education Program Progress Reports Documentation Requirements for Students with Special Needs During School Closures Memo 4.17.20](#)

[Provision of Free Appropriate Public Education for New and Transfer Students During School Closures Memo 4.17.20](#)

[Final Grades, Report Cards, and Individualized Education Program Progress Report Deadlines and Procedures for School Year 2019-2020 Memo 4.22.20](#)

[Changes in Reporting Least Restrictive Environment for Children who are Five Year Old Memo 5.13.2020](#)

- [Memo Attachment](#)

[Graduation Guidance for Students with Special Needs During School Closures Memo 5.13.2020](#)

## Guidance & FAQs

[COVID-19 SPED & 504 FAQs](#)

[Guidance for ABA Services During a School Closure Due to Covid-19](#)

[The Evaluation Process and Use of Assessments](#)

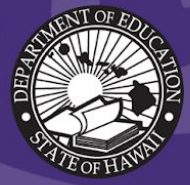
## National Resources

[USDOE FERPA and Coronavirus FAQ](#)

[USDOE STUDENT PRIVACY POLICY OFFICE FERPA and Virtual Learning Related Resources](#)

[OSERS Supplemental Fact Sheet](#)

# OFFICE OF Student Support Services



[OSERS Q&A](#)

[OCR Fact Sheet](#)

[Letter to OSERS - CARES Act](#)

[CASE Webinar #2: March 20, 2020](#)

[CASE Webinar #3: March 27, 2020](#)

*\* HIDOE does not endorse or profit from specific programs included on this document, they are provided as suggested tools or resources. As always, teachers should check with school administration regarding the use of new programs.*

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# OFFICE OF Student Support Services



The following English learner, Mental Health, Social-Emotional and Counselor resources are specifically intended to provide additional ideas, support and inspiration as schools plan for reopening and reengaging students, staff and families.

## RESOURCES FOR ENGLISH LEARNERS AND THEIR FAMILIES

LINK	DESCRIPTION
<a href="#">COVID-19 Resources in Marshallese, Spanish, &amp; English</a>	<p>These four flyers are available in Marshallese, Spanish, and English:</p> <ul style="list-style-type: none"> <li>• If you are sick there are 4 things that need to happen before you can end isolation</li> <li>• When to seek medical attention</li> <li>• Prevent the spread of germs when caring for someone who is sick</li> <li>• If you are sick and in isolation you should...</li> </ul>
<p><a href="#">Centers for Disease Control (CDC) and Prevention (America's health protection agency) Print Resources</a> (Multiple languages and resources)</p>	<p>COVID-19 Resources available in <b>many languages</b>:</p> <ul style="list-style-type: none"> <li>• <a href="#">15 Days to Slow the Spread (English)</a></li> <li>• <a href="#">What to do if you are sick (English)</a></li> <li>• <a href="#">What you need to know (English)</a></li> <li>• <a href="#">Stop the spread of germs poster (English)</a></li> <li>• And more--check back as translations keep getting updated</li> </ul>
<p><a href="#">Office of Language Access, Hawaii State Health Department</a></p> <p>Chinese-Simplified; Chinese-Traditional; Chuukese, Ilocano, Japanese, Korean, Marshallese, Samoan, Tagalog, Thai, Vietnamese</p>	<p>Comprehensive multilingual list of resources for Hawaii's most common languages. Documents include:</p> <ul style="list-style-type: none"> <li>• <a href="#">What you need to know</a></li> <li>• <a href="#">Stay Home Work Home Fact Sheet</a></li> <li>• <a href="#">Protect Yourself</a></li> <li>• <a href="#">Prepare</a></li> <li>• <a href="#">Kupuna</a></li> <li>• <a href="#">Distancing</a></li> <li>• <a href="#">FAQ</a></li> </ul> <p>For Hawaii State Health Department updates related to the COVID-19 pandemic, click <a href="#">here</a>.</p>
<a href="#">HIDOE COVID-19 Information and Updates</a>	Hawaii Department of Education translated documents related to the COVID-19 pandemic.
<a href="#">Community Library of Translations Organized by Language (ca. 30)</a>	A collection of Asian American, Native Hawaiian, and Pacific Islander (AA and NHPI) in-language resources on the novel coronavirus (COVID-19).



<a href="#">Aloha United Way</a>	Call Aloha United Way at 2-1-1. Trained operators are available from 7am – 10pm to answer all COVID-19 questions.
<a href="#">A Round-Up of Multilingual Resources on COVID-19</a>	Recommended Viewing: A Round-Up of Multilingual Resources on COVID-19
<a href="#">Washington State Department of Health COVID-19 Fact Sheet</a>	Washington State Department of Health COVID-19 Fact Sheet in 15 languages
<a href="#">Washington State Department of Health Educational Materials</a>	Washington State Department of Health Document “ How can I be prepared for a COVID-19 outbreak and other Educational Materials in 11 languages
<a href="#">Pictorial Resource: Workplace and School Guidance</a>	Pictorial Resource for COVID 19 health and safety
<a href="#">COVID-19 ("Coronavirus") Information and Resources for Schools and School Personnel</a>	US Department of Education Updates on Coronavirus
<a href="#">Colorín Colorado   A bilingual site for educators and families of English language learners</a>	Colorin Colorado has a multitude of resources, both English and bilingual, and serves as a hub for a lot of EL information. Direct link to their list of Coronavirus Multilingual Resources, <a href="#">here</a> .

## INSTRUCTIONAL RESOURCES FOR ENGLISH LEARNER

LINK	DESCRIPTION
<a href="#">Hawaii State EL Guidance Manual</a>	Refer to Chapter 4: Selecting Instructional materials for more information regarding instructing EL students.
<a href="#">EL Distance Learning Guidance</a>	Provides guidance on legal requirements, parent communication and EL instruction via distance learning.
<a href="#">Smithsonian Science Education Center has translated its COVID-19 resource into 15+ languages</a>	These are lessons for Grades 3–8 that are designed to be done at home.
<a href="#">Continuity of Learning: Ensuring Equity for Hawaii's English Learners</a>	This handout highlights best practices for supporting English Learner (EL) students and families during continuity of learning and features resources created by Hawai'i Complex Areas.
<a href="#">SchoolVirtually.org</a>	School Virtually provides tips on designing online instruction, using technology tools, and supporting students with disabilities and language learners.



<a href="#">Imagine Learning Language and Literacy lesson plan home page</a>	Imagine Learning Language and Literacy lesson plans available to teachers
<a href="#">Imagine Learning At Home for Educators</a>	Imagine Learning Math lesson plans
<a href="#">Wonders ELD</a>	Elementary English Language Development (ELD) core curriculum digital learning provides teachers with customizable lesson plans.
<a href="#">NCTE Read Write Think lesson plans (Grade K-12)</a>	NCTE Read Write Think lesson plans
<a href="#">Supporting Students' Science Learning During COVID-19 School Closures</a> (Arabic, Chuukese, English, Korean, Spanish)  Contact <a href="mailto:ossei@k12.hi.us">ossei@k12.hi.us</a> if you are able to provide translation assistance in other languages.	STEM Teaching tools. Helpful educational resources to engage in safe, meaningful science learning in your home and neighborhood.
<a href="#">Newsela: Instructional Content Platform</a>	NewsELA lessons
<a href="#">BrainPOP ELL</a>	Brain Pop ELL lessons
<a href="#">TESOL Resource Center</a>	TESOL Resource Center lessons
<a href="#">Lesson Planning and Preparation Resources</a>	EL and Sheltered Instruction Observation Protocol (SIOP) Toolbox lessons
<a href="#">ESL at Home</a>	ESL at Home, Grades K-6
<a href="#">ESL Gold: Learn English Today</a>	ESL Gold lessons
<a href="#">Lesson Plans for ESL Kids Teachers</a>	ESL Kids Stuff lessons
<a href="#">64 Free ESL Lesson Plans and Templates You Can Use Today</a>	ESL Authority lessons
<a href="#">Ready to Go_ Video Lessons to Support</a>	Ready to Go! Lesson plans for newcomers
<a href="#">Sheltered Instruction Observation Protocol Resources</a>	Center for Applied Linguistics Sheltered Instruction Observation Protocol Lesson Plans (Grades K-12)
WIDA's <a href="#">Teaching Multilingual Learners Online</a>  <a href="#">WIDA Lesson Plan: Grades K-5</a>  <a href="#">WIDA Lesson Plan: Grades 6-12</a>  <a href="#">Lesson Planning – How To</a>	Article on online learning framed around the 2019 WIDA Guiding Principles of Language Development.  WIDA lesson plan (Grades K-5)  WIDA lesson plan (Grades 6-12)  WIDA-aligned lesson plan template

<a href="#">NY TESOL list of free online resources</a>	Free online resources
<a href="#">Unite for Literacy</a>	Online portal with free digital picture books printed in English but with narration available in over 40 languages, including Tagalog, Samoan, and other common EL home languages.
<a href="#">Reading Horizons Virtual Learning Support</a>	New considerations for implementation of Reading Horizons in a virtual classroom environment. With highly engaging, fully instructional software, there is an opportunity for all students to continue their Reading Horizons experience from home with guidance and support from their teachers.  Virtual support and resources for the Reading Horizons program.
<a href="#">Key Considerations for Promoting Culturally Relevant SEL During COVID-19</a>	This REL Pacific blog post highlights the need to address the unique social-emotional challenges that the COVID-19 pandemic has posed to students and offers suggestions for continued, equitable, SEL practices that meet the needs of all students.
<a href="#">Connecting Social and Emotional Learning, School Climate, and Student Voice</a>	This REL infographic provides implementation strategies with a culturally responsive and equity-based lens to support student academic achievement, well-being, and college and career readiness.

<b>Additional Teaching Resource Compilations</b>	
<a href="#">English Learner Success Forum</a>	Provides guidance on 5 Things Districts and Educators Can do to Support Instruction for English Learners.
<a href="#">Online English Learner Web Resource Compilation</a>	Resource list of English and multilingual resources where multiple states shared.
<a href="#">Amazing Educational Resources</a>	Comprehensive list of free resources and subscriptions offered by education companies and institutions that have opened their platforms and repositories due to COVID-19 with videos, podcasts, e-books, readings, activities for students, etc:
<a href="#">Online Learning Resource (Compilation)</a>	Learning resources organized by video conferencing, classroom assignments, videos/audio and text, etc.
<a href="#">Remote Learning with Achieve3000</a>	Achieve 3000 Remote Learning Resources

**ENGLISH LEARNER-RELATED PROFESSIONAL DEVELOPMENT**

LINK	DESCRIPTION
<a href="#">WIDA e-Learning and Standards PD</a>	WIDA standards and framework for educators.
<a href="#">English Learner Portal</a>	Free access to professional development related to English Learners at English Learner Portal
<a href="#">Center for Applied Linguistics (CAL) Resources</a>	The Center for Applied Linguistics (CAL) is offering free language resources so that you can continue your practice, get some ready-to-use ideas, or just learn a new skill!
<a href="#">Educator Toolkit   Using Educational Technology — 21st Century Supports for English Learners</a>	This PDF download of the Educator Toolkit is for all educators, focused on supporting English learners gain proficiency in English and meet academic goals
<a href="#">Blog post: ELs and Distance Learning</a>	Blog post: How to Support ELs in Distance Learning
<a href="#">Corwin Monday Webinar Series</a>	<p>Various Topics Scheduled Weekly, e.g., recordings below:</p> <ul style="list-style-type: none"> <li>• <a href="#">Honigsfeld &amp; Dove: Collaboration for English Learners lecture for teachers via youtube video</a></li> <li>• <a href="#">Honigsfeld &amp; Dove: Co-Teaching for English Learners</a></li> <li>• <a href="#">Dove, Honigsfeld, Fenner &amp; Snyder: The Best Collaborative Strategies for Supporting ELs</a></li> <li>• <a href="#">Tonya Ward Singer: EL Excellence Everyday</a></li> <li>• <a href="#">Zaretta Hammond: Culturally Responsive Teaching and the Brain</a></li> <li>• <a href="#">Fenner &amp; Gottlieb: Strategies for Building ELs' Language Power</a></li> <li>• <a href="#">Gary Howard: Deepening Your Equity Impact</a></li> <li>• <a href="#">Debbie Zacarian via Zacarian Consulting: Unleashing the Power of Academic Language</a></li> <li>• <a href="#">Corwin's EL Collective on Breaking Down the Wall (Calderon, Dove, Fenner, Gottlieb, Honigsfeld, Singer, Slakk, Soto, Zacarian) : Essential Shifts for ELs' Success</a></li> <li>• <a href="#">Tavangar and Mladic-Morales: Beyond Food, Fun and Festivals: Global Education Tools for Authentic Learning</a> (Featuring <a href="http://www.globaledtoolkit.com">www.globaledtoolkit.com</a> for Elementary Learners)</li> </ul>

Available Webinars	<ul style="list-style-type: none"> <li>• <a href="#">Fisher, Frey &amp; Smith: Engagement by Design</a></li> <li>• <a href="#">Frey &amp; Fisher: Developing Assessment Capable Visible Learners</a></li> <li>• <a href="#">Whitby &amp; Anderson: How "Connectedness" Empowers Learning</a></li> <li>• <a href="#">Wilhelm &amp; Fachler: Planning Powerful Instruction: 7 Must-Make Moves of Transformative Teaching and Learning</a></li> </ul>
<a href="#">Khan Academy Best Practices for Supporting English Language Learners</a>	<ul style="list-style-type: none"> <li>• <a href="#">Remote Learning 101 library</a></li> </ul>
<a href="#">Making Online Learning More Accessible to Multilingual Learners</a>	This article outlines some ways to make online lessons more accessible to multilingual (ML) students.

### Additional Free Online Instructional Materials

- Access to 35,000 children's books: [www.getepic.com](http://www.getepic.com)
- Hear actors read your favorite stories aloud: [www.storylineonline.net](http://www.storylineonline.net)
- Access to leveled e-books: <https://www.learninga-z.com/>
- Access to online courses, lessons & practice: [www.khanacademy.org](http://www.khanacademy.org)
- Access to e-books and research databases: <https://www.gale.com/>
- NYTESOL list of free online resources: <http://www.nystesol.org/profresources.html>
- Free Online Access to books: <https://www.wilbooks.com/wilbooks-free-resources>
- Free access to language learning activities from BrainPop: <https://go.brainpop.com/accessrequest>
- TESOL International: [TESOL Resource Center](#)
- Online portal with free digital picture books printed in English but with narration available in over 40 languages, including Tagalog, Samoan, and other common EL home languages: [Unite for Literacy](#)
- Kids Activities Blog: ["The Entire List of Education Companies Offering Free Subscriptions Due to School Closings"](#)
- Achieve 3000 Remote Learning Resources: [Remote Learning with Achieve3000](#)
- Origo math guidance and instruction for continuing math learning at home (free)--the Learning Services team is hard at work to come out with more resources each week, grades pre-K-6. Click here: <https://www.origoeducation.com/athome/>

ENGLISH LEARNER-RELATED SOCIAL MEDIA SITES	
LINK	DESCRIPTION
<a href="#">Office of English Language Acquisition (OELA) - Home</a>	The mission of the Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students (OELA) is to: <ul style="list-style-type: none"> <li>• Provide national leadership to help ensure that English language learners and immigrant students attain English proficiency and achieve academically and,</li> <li>• Assist in building the nation's capacity in critical foreign languages.</li> </ul>
<a href="#">TESOL International Association</a>	Mission to advance professional expertise in English language teaching and learning for speakers of other languages worldwide.
<a href="#">Hawai'i TESOL - Home</a>	Hawaii TESOL has promoted crossing the cultural bridge through linking people from different places through English in the beautiful State of Hawaii. Each year, Hawaii TESOL holds a variety of events, such as socials, workshops, and conferences to bring together the teaching community. Members and participants vary greatly and come from Hawaii, the mainland USA, and from many countries abroad.
<a href="#">Advocating For ELLs</a>	This group serves as a resource for K-12 educators who work with English Language Learners. It is a place for the members to collaborate and share information.
<a href="#">Colorin Colorado's ELL Educator Group</a>	The Colorín Colorado ELL Educator Group offers a place to discuss resources and ideas that will help English language learners succeed.
<a href="#">WIDA Educator Exchange</a>	The WIDA Educator Exchange is a space to exchange ideas, share resources, and engage in discussion to help multilingual learners succeed

RESOURCES FOR SCHOOL COUNSELING PROGRAMS	
LINK	DESCRIPTION
<a href="#">PBIS: Getting Back to School after Disruptions: Resources</a>	Guidance for making your school year safer, more predictable, and more positive by the Center for PBIS.
<a href="#">Leveraging the Power of SEL brief</a> <a href="#">Leveraging the Power of SEL Video</a>	Guidance for reopening and renewing your school community by CASEL.
<a href="#">School Reentry Considerations</a>	School Reentry Considerations Supporting SEL and Mental and Behavioral Health by ASCA and NASP.
<a href="#">School Re-entry   American School Counselor Association</a>	Resources for counselors to assist with returning to campus after school closures vetted by ASCA.

<a href="#">Addressing Barriers: Plan Ahead to Support the Transition-back</a>	Highlights of essential transition-back supported by the UCLA Center for Mental Health.
<a href="#">ASCA Back-to-School Resources</a>	General back to school resources for school counselors.

School Counseling Programs	School Counseling During School Closure Resources
<a href="#">Coronavirus Resources   American School Counselor Association</a>	ASCA COVID-19 resources. Some links may require a log-in, however counselors do not have to be ASCA members to create accounts.
<a href="#">Webinar Series   American School Counselor Association</a>	Webinars on ASCA On Air are always free to members. Dates for free access for non members has been extended to 8/31/20.
<a href="#">American School Counselor Association (ASCA) Planning for Distance Learning</a>	Planning guidance for distance school counseling during an Emergency shutdown.
<a href="#">ASCA: The School Counselor and Virtual School Counseling</a>	The role of a school counselor in a virtual setting.
<a href="#">ASCA: Ethical Standards for School Counselors</a>	See Section A.15. Ethical Standards for School Counseling in a Virtual/Distance Setting
<a href="#">FAQs: Virtual School Counseling Ethics   American School Counselor Association</a>	Answers to FAQ regarding ethics of virtual school counseling
<a href="#">Virtual Service Delivery in Response to COVID-19 Disruptions</a>	Virtual service delivery considerations from the National Association of School Psychologists
<a href="#">Responding to the Novel Coronavirus (COVID-19) Outbreak through PBIS</a>	Recommendations that align with key PBIS principles as you address COVID-19.
<a href="#">Protecting Student Privacy</a>	FERPA and Virtual Learning

School Counseling Programs	Curriculum
<a href="#">School Virtually: For Educators</a>	This resource is for designing engaging online lessons and activities for educators.
<a href="#">ASCA Virtual School Counseling Lessons and Tools Community</a>	ASCA members can join the ASCA Virtual School Counseling Lessons and Tools Community to gain access to a document library of shared lessons, ideas and resources.

<a href="#">Elementary School Counseling Lessons</a>	School counseling lessons for elementary students.
<a href="#">Middle School Counseling Lessons</a>	School counseling lessons for middle school students.
<a href="#">Step by Step: College Awareness and Planning for Families, Counselors and Communities</a>	Elementary, middle & high school curricula for College Awareness & Planning.
<a href="#">Countering Coronavirus Stigma and Racism: Tips for Teachers and Other Educators</a>	Tips for Educators from the National Association of School Psychologists (NASP).

<b>School Counseling Programs</b>	<b>College &amp; Career Readiness</b>
<a href="#">Hawai'i Career Explorer</a>	Career Exploration tool from the University of Hawaii.
<a href="#">O*NET OnLine</a>	Career Exploration tool from the US Department of Labor.
<a href="#">College Board's Big Future</a>	College Exploration tool from College Board.
<a href="#">College Navigator - National Center for Education Statistics</a>	College Exploration tool from the IES:NCES
<a href="#">FAFSA Hawaii</a>	Hawaii DOE FAFSA Completion Resources.
<a href="#">Financial Aid</a>	Hawaii P20 Financial Aid Resources
<a href="#">FAFSA@hawaii.edu</a>	Students and families can email for support completing FAFSA. Hawaii P20 Financial Aid Advisors respond to inquiries daily.
<a href="#">Hawaii College Admission Update</a>	Updates and Resources for admissions to colleges in Hawaii due to COVID-19
<a href="#">NACAC-Coronavirus and College Admission</a>	Information and resources for college counseling and admission professionals, students, and families adapting to the COVID-19 pandemic.
<a href="#">Common app-navigating the coronavirus</a>	Resources and solutions for students and those who support them while applying for college during the COVID-19 pandemic.

<b>RESOURCES FOR MENTAL HEALTH</b>	
<a href="#">Net Exchange - Practitioners Listserv</a>	Center for MH in Schools & Student/Learning Supports.
<a href="#">Codes of Ethics on TeleMental Health, E-Therapy, Digital Ethics, and Social Media</a>	Professional Association Codes of Ethics and Guidelines On TeleMental Health, E-Therapy, Digital Ethics, & Social Media.
<a href="#">Ultimate Guide to Mental Health and Education Resources</a>	Mental Health and Education Resources for Kids and Teens.
<a href="#">Coping with a Disaster or Traumatic Event</a>	Coping with a disaster or traumatic event. Response resources for self-care, helping children cope, leaders, state and local agencies coping with a disaster or traumatic event.
<a href="#">Supporting the Mental Health Needs of Online Students</a>	Supporting the mental health needs of online students and recognizing warning signs.
<a href="#">Education Week</a>	Article Topic: “Maintaining Ties When School Closes Is Critical to Preventing Dropouts”. Contains suggestions on how to stay connected.
<a href="https://sharemylesson.com/">https://sharemylesson.com/</a>	Use the search engine on site to access numerous mental health, SEL and counseling lessons and resources.
<a href="#">National Institute of Mental Health</a>	Helping Children and Adolescents Cope with Disasters and Other Traumatic Events: What Parents, Rescue Workers, and Community Can Do.
<a href="#">Tips for Social Distancing, Quarantine, and Isolation During an Infectious Disease Outbreak</a>	Tips from the Substance Abuse and Mental Health Services Administration (SAMSA).
<a href="#">COVID-19 and Mental Health   NCAA.org - The Official Site of the NCAA</a>	Tips for Collegiate Athletes from the National Collegiate Athletic Association (NCAA).
<a href="#">COVID-19 Resource and Information Guide</a>	National Alliance on Mental Illness (NAMI) Resource and Information Guide.
<a href="#">Supporting Families During COVID-19</a>	*Resources for parents by the Child Mind Institute.



## RESOURCES FOR SOCIAL EMOTIONAL LEARNING (SEL)

<a href="#">Choose Love &amp; Recorded Lessons</a>	<p>Choose Love SEL no-cost program for pre-K-12, includes classroom lessons and parent program.</p>
<a href="https://myframeworks.org/">https://myframeworks.org/</a>	<p>*SEL resources for teachers, parents, and caregivers to help students manage their emotions through these tough times.</p>
<a href="#">Brain Power Wellness Flyer</a>	<p>*Brain Power Wellness offers mindfulness, brain training, and social-emotional wellness resources.</p>
<p>Family app  <a href="https://www.innerexplorer.org/compass/hawaii_onboarding">https://www.innerexplorer.org/compass/hawaii_onboarding</a>            Family app with no listed school  <a href="https://innerexplorer.org/compass/family_onboarding">https://innerexplorer.org/compass/family_onboarding</a></p>	<p>*Inner Explorer: series of daily 5-10 minute audio-guided mindfulness practices that teach kids (PreK-12) practical techniques to appropriately handle difficult emotions such as stress, anxiety, anger and more.</p>
<a href="#">OSPI/Washington State SEL Activity List</a>	<p>*SEL activities for educators and parents to do with their children.</p>
<a href="#">Awakening Wisdom Flyer</a>	<p>*Awakening Wisdom SEL during the age of social distancing 3-day learning opportunity.</p>
<p>Recorded video  <a href="https://vimeo.com/416433738/f6901cea17">https://vimeo.com/416433738/f6901cea17</a>            Presentation slide deck  <a href="#">HAIS Presentation slide deck</a></p>	<p>*Maintaining SEL during distance learning with Steve Barrett, Chris McKenna, Maddie Bradshaw, and Alex Stern video recording.</p>
<a href="#">Panorama Education</a>	<p>Panorama no-cost SEL virtual learning sessions for educators and administrators related to building connectedness and mindfulness.</p>
<a href="#">Second Step Classroom Activities</a>	<p>SEL activity ideas and book recommendations for pre-K-8.</p>
<a href="#">Second Step COVID-19 Support</a>	<p>Second Step SEL resources for educators and families to help get through these challenging times. Includes free lessons, activities, podcasts, talks, and more.</p>
<a href="#">25 Mindfulness Activities for Children and Teens</a>	<p>Article that shares mindfulness activities.</p>
<a href="#">Presenting with Empathy Webinar</a>	<p>Webinar on virtual communication and presenting with empathy.</p>
<a href="#">Yoga Ed Resource Library</a>	<p>YOGA Ed offers videos and printable resources for building mindfulness strategies and practicing yoga for children and teens.</p>
<a href="#">YOGA Ed Free Online Yoga and Mindfulness Classes</a>	<p>YOGA Ed free online yoga and mindfulness classes for children and teens.</p>

<a href="#">YOGA Ed Online Class Subscription</a>	YOGA Ed online subscription to access yoga classes, mindfulness activities, and brain breaks for ages 3-18+.
<a href="#">YOGA Ed Trauma-Sensitive Yoga &amp; Mindfulness Article</a>	YOGA Ed article on trauma-sensitive yoga and mindfulness tools.
<a href="#">Ceeds of Peace Toolkit</a>	Ceeds of Peace toolkit offers a collection of activities, lessons, conversation starters, games, discussion topics, projects, and techniques that foster learning and growth of their seven core “Ceeds” for teachers, caregivers, and community members.
<a href="#">Calm Classroom e-Book</a>	Calm Classroom e-book has mindfulness techniques for pre-K to adults.
<a href="#">Ohana/Caregiver Information</a>	Ohana/Caregiver Information on Dealing with the Stress from Coronavirus (COVID-19) has coping strategies for coping with the stress of a community trauma
<a href="#">Turnaround for Children</a>	Resources to help people take care of themselves and their children physically and emotionally.
<a href="#">Greater Good Education</a>	Free SEL activities and practices produced by the University of California, Berkeley.
<a href="#">Resources for Supporting Children's Emotional Wellbeing During COVID-19 Pandemic</a>	Information on supporting and protecting children’s emotional well-being provided by child trauma experts at Child Trends at the University of Massachusetts.
<a href="#">SEL Strategies for Distance Learning</a>	SEL strategies, professional development, white papers, and blog posts from Aperture Education.
<a href="#">Breathe for Change</a>	Well-being resources for students and families during school closure.
<a href="#">Mindful Schools</a>	Mindful Schools is offering mindfulness classes for kids- for mindful activities, movement, and read-alouds.

COMMUNITY RESOURCES		
ORGANIZATION	CONTACT	DESCRIPTION
Aloha United Way 2-1-1	2-1-1 1-877-275-6569 M-F 7:00-5:00 <a href="http://www.auw211.org/">http://www.auw211.org/</a>	Statewide community information and referral service. Free and confidential. 211 specialists help to find food, shelter, financial assistance, child care, parenting support, elderly care, disability service, job training and much more.
Child & Adolescent Mental Health Division (CAMHD), Hawaii Department of Health	<a href="#">Child &amp; Adolescent Mental Health Division   Family Guidance Centers</a>  <a href="#">CAMHD Brochure with local phone numbers</a>	The Child & Adolescent Mental Health Division (CAMHD) provides mental health services free of charge for eligible children and youth in Hawaii who have severe emotional and/or behavioral challenges.
Child Welfare Services	To report child abuse: 832-5300 or 1-888-380-3088 To report child trafficking: 832-1999 or 1-888-398-1188 <a href="#">Social Services   Child Welfare</a>	Child Welfare Service programs include family strengthening, child protection, foster care, adoption, independent living and licensing of resource family homes, group homes, and child-placing organizations.
Crisis Line	832-3100 (Oahu) 1-800-753-6879 (Neighbor Islands/ Toll Free) <a href="#">24 Hour ACCESS Crisis Line - Oahu</a>	Provides a team of trained and experienced professionals to provide help in times of mental health crisis.
Crisis Text Line	Text ALOHA to 741741 <a href="#">Hawaii Text Hotline</a>	Live, trained crisis counselors receive the text and let you know that they are there to listen.
	<a href="#">Hawaii Crisis Text Line Schools COVID Toolkit</a>	*Hawaii Crisis Text Line Educators Toolkit
Employee Assistance of the Pacific	<a href="#">Face-to-Face Counseling</a>	Individual DOE employees and their covered family members can discuss their personal problems with an experienced professional counselor.
Hale Kipa	1-808 589-1829 (Oahu) 1 808 246-4898 (Kauai) <a href="http://halekipa.org">http://halekipa.org</a>	Multi-service agency that specializes in working with at-risk youth and their families who often have nowhere else to turn.
Hawaii Children's Action Network	<a href="https://covid19.hawaii-can.org/">https://covid19.hawaii-can.org/</a>	Hawaii COVID-19 Resource Database
Help Your Keiki	<a href="http://helpyourkeiki.com/">http://helpyourkeiki.com/</a>	A website for parents, by parents, in collaboration with the State of Hawaii's Evidence-Based Services Committee. Parents and caregivers can use this site at every stage of addressing a child's behavioral difficulties.

The Parent Line	526-1222 (Oahu) 1-800-816-1222 (Toll Free) M-F 8:00-6:00, S 9:00-1:00 <a href="http://www.theparentline.org/">http://www.theparentline.org/</a>	The Parent Line is a free Statewide confidential telephone line. This site provides resources on child behavior, child development, parenting, caregiver support, and community links. They have a phone line staff that will help problem-solve parenting challenges and child and adolescent behavior.
Sex Abuse Treatment Center	24 hour hotline 1 808 524-7273 <a href="http://satchawaii.com/">http://satchawaii.com/</a>	Call this 24 hour hotline to talk to a counselor for support, advice, information, assistance, or reporting an assault.
University of Hawaii	<a href="#">Ohana COVID-19 Info Sheet 3.20 schools, non-profits.pdf</a>	Ohana Caregiver Info Sheet “Dealing with Stress During COVID-19”
UH Manoa Office of Public Health Studies	<a href="#">COVID-19 Resource Guide</a>	*Resource guide
	<a href="#">Volunteer Opportunities Guide</a>	*Volunteer opportunities guide
Universities of Hawaii and Kansas	<a href="#">School Virtually: For Parents/Families</a>	*Resource to create supportive environments for learning at home for parents and families.
YWCA Sex Assault Support Services-Big Island	24/7 crisis hotline (808) 935-0677 <a href="#">Sexual Assault Support Services</a>	Free confidential counseling and crisis intervention.

To Access the following guide please [click here](#).

# HIDOE Guidance for Long-Term School Closures

▶▶ *Graduation, Promotion and Grading*

