



Hawai'i Academy of Arts & Science (HAAS)
Public Charter School
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COVID-19 2020-2021 Tool Kit

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Creating plans:

We looked at recommendations various organizations including Hawai'i Department of Health, Center for Disease Control, Hawai'i Department of Education, other charter schools, Hawai'i State Teachers Association, KKP Complex Area Schools and Administration, out of state district ideas, and parent/teacher surveys.

DOE Guidance for Reopening School Recommendation:

1. **Cohorts:** Keep the same group of students with the same staff throughout the day; all day for younger students and as much as possible for older students.
2. **Physical Distancing:** Maintain a distance of at least 3 feet between seats, including group tables. At least 6 feet of distance should be maintained if students are seated facing each other.
3. **Face Coverings:** Face coverings must be worn when outside the classroom, especially when physical distancing is difficult. * Wearing of masks is appropriate only if the child can safely and reliably wear, remove and handle the masks following CDC guidance throughout the day. Per CDC guidelines, children under 2 and anyone with trouble breathing should not wear a cloth face covering.
4. **Travel:** Pursue virtual activities and events; no offsite field trips.
5. **Shared Use:** 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.
6. **Personal Items:** Separate each child's belongings from others.
7. **Ventilation:** Open windows for greater natural air circulation.
8. **Visitors:** Limit nonessential visitors, volunteers and activities involving external groups and organizations on school campuses.

See Full recommendation here:

<http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/school-year-2020-21.aspx>

CDC Guiding Principles to Keep in Mind

The more people a student or staff member interacts with, and the longer that interaction, the higher the risk of COVID-19 spread. The risk of COVID-19 spread increases in school settings as follows:

- **Lowest Risk:** Students and teachers engage in virtual-only classes, activities, and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

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

Full recommendations found here: <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Original Models:

In May/June, we came up with a four scenario plan and modeled reopening based on those scenarios. At the time, however, there was not clear expectations as to what we would be as a school, state or nation.

Scenario 1: No Modifications

This scenario involves students and teachers going back to school similar to what it was pre Covid-19. If, however, we are able to continue education without any interruptions, we would continue to hold school as it was prior to March 14th. There isn't much planning as we are already familiar and accustomed to educating students this way. This option proved early to not actually be possible because of the situation.

Scenario 2: Minimal Modifications

This scenario involves students and teachers coming back to school with some modifications such as wearing masks, limiting visitors, not sharing supplies, etc. The instruction would be similar, but there would need some modifications and increase number of supplies. All students would return to school every day in a face-to-face setting. We examined if we could hold all students with 3 feet or 6 feet distancing; however, because we are limited in space, that because unfeasible given the HSTA request for 6 foot distances.

Scenario 3: Blended Learning Environment

Students will be divided into two groups: Group A and Group B. Group A will attend classes face-to-face on Mondays and Tuesdays and will work at home on online/packet work on Wednesday, Thursday, and Friday. Group B will work at home on online/packet work on Monday, Tuesday, and Wednesday and will attend face-to-face classes on Thursday and Fridays. Wednesdays will be set aside for teachers to do their planning as well as any trainings that they may need. Previously these planning/training days are done on Friday afternoon during early release; however, with this model, school will be in session for a full day on Fridays. In addition, Wednesday is set aside to allow for a more thorough cleaning of the campuses between groups of students.

Scenario 4: Fully Distance Learning Environment

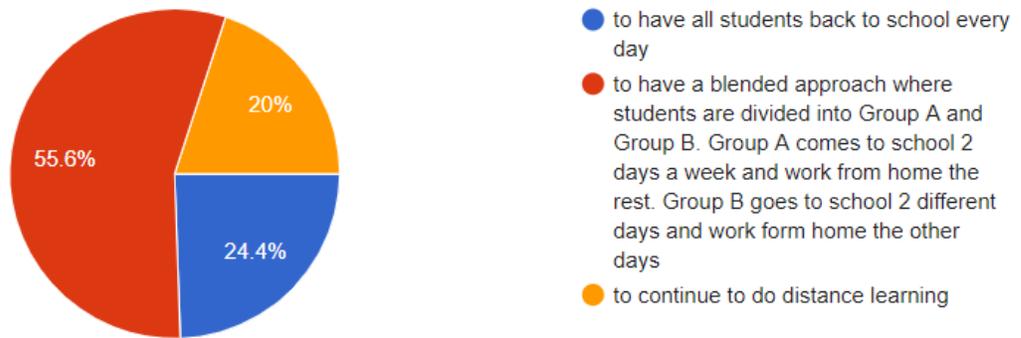
In this scenario, there are additional outbreaks of COVID-19 requiring us to resume a stay at home order. This would be similar to the enrichment period that we had during fourth quarter; however, instead of it being enrichment, attendance and work would be required.

Teacher Surveys

We sent out surveys to teachers regarding reopening school next year. The following are results of the teacher surveys.

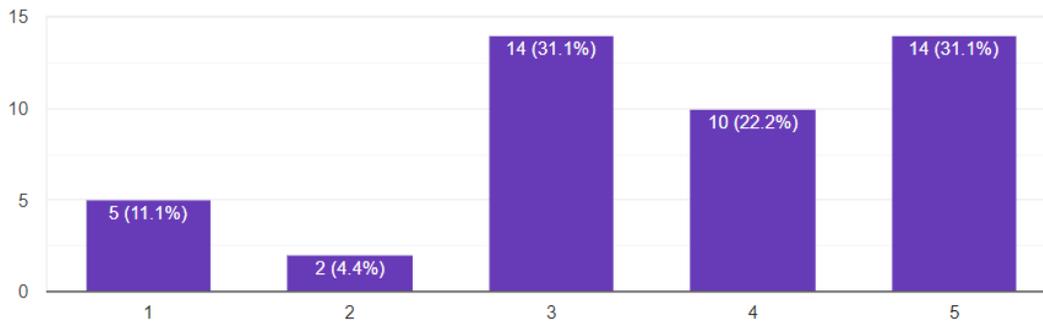
If given the option, I would prefer

45 responses



How concerned are you about students returning in the fall with COVID-19?

45 responses



1= Not Concerned; 5 = Very Concerned

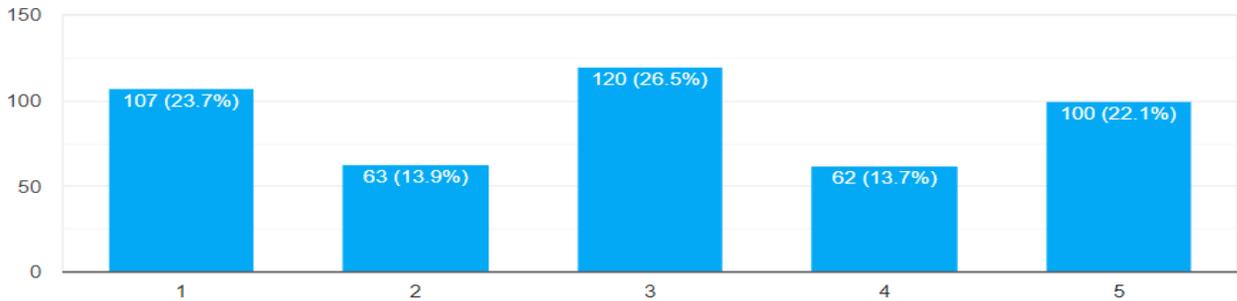
In the “Comments Section,” teachers were concerned about the enforcement of students wearing face masks and wanted six-foot distancing instead of three-foot distance. In addition, teachers were concerned about students sharing computers.

Parent Surveys

We sent out surveys to families asking for feedback on school reopening. The results could vary as some families completed the survey in June and some in July. If a parent resubmitted a survey, we took the latest results.

How concerned are you about sending your child to school in the fall?

452 responses



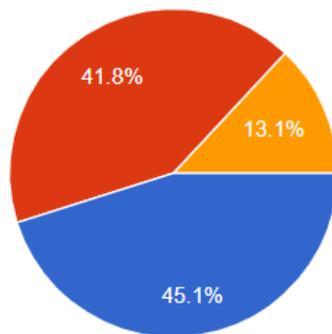
1 = Not Concerned; 5 = Very Concerned

We asked parents their academic preference. The majority would prefer to be face to face; however, those numbers switch to more wanting to work from home if numbers were to increase in state.

With the current number of COVID-19 cases, if given the choice I would prefer



452 responses

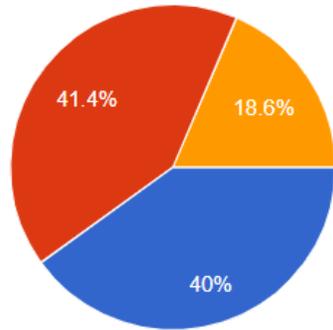


- to have my student back in school every day in a face-to-face setting.
- to have my student back in school a couple days a week with fewer students and working from home a couple days a week.
- to have my student working from home.

If the number of COVID-19 cases continue to increase in the state but stay similar on island, I would prefer



452 responses

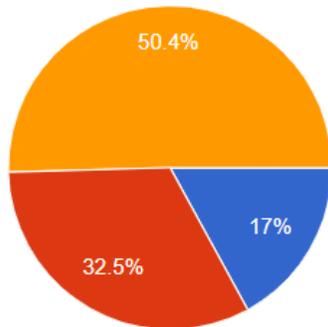


- to have my student back in school every day in a face-to-face setting.
- to have my student back in school a couple days a week with fewer students and working from home a couple days a week.
- to have my student working from home.

If the number of COVID-19 cases continue to increase on island, I would prefer



452 responses



- to have my student back in school every day in a face-to-face setting.
- to have my student back in school a couple days a week with fewer students and working from home a couple days a week.
- to have my student working from home.

In addition, 27% of families do not want their child wearing a mask.

When looking at the blended environment, the majority of parents (80%) are comfortable assisting their child in school work, yet it is about 50/50% who would like packets versus online curriculum.

The comments section was scattered with some wanting face to face instruction and other wanting distance. Parents stated that students should wear masks inside the classroom, not outside the classroom, yet some parents are concerned about their kids wearing masks for extended periods of time. Many families want their children together if we move to a blended environment. Families mentioned concern about having their children at home because of lack of day care.

Blended Learning Environment Selected

Because of limitations on space it would be doable but cramped to place students into classrooms at 6 feet apart. In addition, with full face-to-face instruction, students would be exposed to more students each day especially on the main campus that has 250 students.

Schedule

Based on the HSTA/DOE MOU, HAAS will start school on August 4th. The first 9 school days, will be half days. School will end at 12:00 for main campus programs, and will end at the traditional half day schedule for Ohana programs.

	Monday	Tuesday	Wednesday	Thursday	Friday (no longer ½ day)
Group A (½ the class)	Attends School at the Campus Sites. Middle/High go to their Monday/Friday classes.	Attends School at the Campus Sites. Middle/High go to their Tuesday/Thursday classes.	Teachers: Use this day for planning, prep, and professional development. Students: Work on online work	Completes online/packet coursework: 1) designed by teachers, 2) Acellus, 3) Blackboard for the Tuesday/Thursday classes	Completes online/packet coursework: 1) designed by teachers, 2) Acellus, 3) Blackboard for the Monday/Friday classes
Group B (½ of the class)	Completes online/packet coursework: 1) designed by teachers, 2) Acellus, 3) Blackboard for the Monday/Friday classes	Completes online/packet coursework: 1) designed by teachers, 2) Acellus, 3) Blackboard for the Tuesday/Thursday classes	Maintenance: Deeper clean of sites	Attends School at the Campus Sites. Middle/High go to their Tuesday/Thursday classes.	Attends School at the Campus Sites. Middle/High go to their Monday/Friday classes.

One option for middle and high school students if following the guidelines to reopen schools would be for them to meet in their homerooms all day and have the teachers rotate between classrooms. Some students would need to move because of schedules, but this would work for the majority of the students.

Learning Planning:

Middle and high school teachers will have Blackboard Learning and Acellus available to use during the online class portion. Teachers can also use Google Classroom with their own curriculum. Elementary currently doesn't have Acellus or Blackboard learning; however, Blackboard learning will be available soon. In addition, we could order Acellus license for elementary classes. Blackboard material can potentially be printed off for those who need it; however, Acellus is video and requires internet.

Teachers who teach their own curriculum would need to have materials ready for students to take with them during their face to face days (either Tuesday or Friday) so that they can work on them

on the days off. This means that teachers would need to be one week ahead in their planning in order to allow students the ability to get packets if they need them and have full lessons prepared for distribution to students during face to face time.

The schedule for this could vary where teachers record their lessons and allow students at home to watch them at the same time as the students in the class. Some things to consider with this option is ensuring that students are not being recorded because there are students who do not have waivers for video release. This could be a bit difficult to enforce. Also teachers would need to give permission to record the class and they could not be part of the evaluation process. Currently the DOE models mention asynchronistic and synchronistic learning so more information as to how they might handle these issues could be coming.

Teacher Meetings

We met with teacher's on Tuesday, July 7th and did another meeting on July 8th for those who could attend the first meeting. During the July 7th meeting, we had 38 of our 48 bargaining unit 5 members in attendance. We were able to conduct a poll and have consensus about doing blended learning for at least first quarter. The teachers had some concerns that we plan to address in this plan.

Fully Distance Learning Environment

Teachers understand that should the Governor issue a stay at home or safer at home declaration, that there may be a need to move to fully distance learning where attendance and school work are required.

Attendance

Attendance will be taken regularly when students are on campus. Attendance for off campus days will be based on student completion of work through Acellus, Blackboard, Packets, and/or Google Classroom. Assignments may be submitted while students work at home or when they return in the case of packets. The KKP complex superintendent plans to open up Infinite Campus to allow teachers to adjust attendance and to go back to mark a student absent if the assignment is not completed.

For families who select fully virtual learning, attendance will be taken based on meeting curriculum requirements set each week and monitored by their regular classroom teacher.

Teachers will continue to check on student learning through a variety of ways. Northshore School District in Washington made the following recommendations:

- Complete a Google Quiz;
- Submit a document into your personal Google folder;
- Take a picture of your work and upload it into a Google folder or email it to your teacher;
- Record a video that shows how you are able to do something;
- Email a message summarizing your learning;
- Engage in a Chat session; or

- Engage in an online video "Office Hour"

According to the DOE, Exemption from required summative state assessments due to Significant Medical Emergencies is the process by which schools should request exemptions. Students documenting a Significant Medical Emergency via healthcare provider note may be exempted from one of two ESSA measures: (a) chronic absenteeism for students with a documented absence due to illness for 11 or more consecutive instructional days, or (b) test participation where a healthcare provider advises the student to not take the test because of a medical/psychiatric condition. Students exempt from test participation are effectively removed from ESSA/Strive HI entirely. Schools can review the exemption criteria by accessing the Significant Medical Emergency Exemption Form at the Smarter Balanced Aloha HSAP website: (https://smarterbalanced.alohahsap.org/core/fileparse.php/3410/urlt/Smarter-Balanced-Summative-TAM_2019-2020.pdf) If a student is eligible for exemption, fax the form and required supporting documentation to the Assessment Section at (808) 733-4483.

DOE Severity Level	DOE Process
DOE Level I	Principals maintain a daily log of absences attributed to the contagion for purposes of exemption from the ESSA/Strive HI Chronic Absenteeism Measure, non-participation on the summative state assessment, or exemption from proficiency results attributed to a school.
DOE Level II	If absences due to the contagion are substantially increased, or if schools are closed for a duration that impacts chronic absenteeism or test participation, the Department may consider waiving measures used for ESSA determinations and for Strive HI reporting such as the Chronic Absenteeism measure and potentially test participation.

Computers and Technology

We should consider checking out one Chromebook to each student to use for the year while in classes:

1. Elementary Programs: Elementary teachers have one Chromebook per student. Each student is assigned a specific Chromebook for use during the school year. At the end of the day, the student has the option to take home if they need for online days or to keep at school.
2. Secondary Programs: Campus students are assigned a Chromebook from their advisory teacher. The student picks up the Chromebook in the advisory class each morning and drops the Chromebook off at lunch time if they don't need it for elective. Students who

need a Chromebook for elective would then return the Chromebook at the end of the school day. At the end of the day, the student can return it to the homeroom class or can take it home for use during the online days.

Parents should complete the “Hawaii Academy of Arts & Science Equipment Checkout form” (available at end of document)

Cleaning and Disinfecting

Routine Cleaning:

As part of standard infection control practices in school or office settings, routine cleaning should be continued. Routine cleaning of school settings include but are not limited to:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails, and door knobs/handles.
- Dust- and wet-mopping or auto-scrubbing floors.
- Vacuuming of entryways and high traffic areas.
- Removing trash
- Cleaning restrooms
- Wiping air conditioner vents
- Spot cleaning walls.
- Spot cleaning carpets.
- Dusting horizontal surfaces and light fixtures
- Cleaning spills.
- Fogging all classrooms at least once per week.

Routine Disinfecting

The Maintenance crew will continue the infectious illness protocol that we currently have in place which includes disinfecting high touched surfaces including

- Door Handles
- Light Switches
- Counter Tops/tables
- Faucets and sinks
- Toilet Handles
- In addition, they regularly check bathrooms to ensure soap and towel dispensers are filled, along with having an ample supply of toilet paper.

In addition, HAAS purchased foggers that allows for deeper cleaning on a regular basis.

HAAS maintenance team will follow health guidelines for chemicals and disinfectants. The Department of Education and CDC has provided additional materials to consider. These include safe ways to dilute bleach and other COVID-19 disinfections.

Ventilation

- Ensure ventilation systems operate properly and increase circulation of outdoor air.
 - Open windows and doors when possible.
 - If a room has an air conditioner, the current recommendation is to open doors for ventilation when it is feasible to keep the air conditioner turned off.
 - Keep doors closed while the air conditioner is running.
- Do not open windows and doors if doing so poses a safety or health risk

Shared Items

Minimize 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.

- Each student's belongings should be separated from others'; kept in individually-labeled containers, cubbies, or areas; and taken home each day to be cleaned, if possible.
- Ensure adequate supplies to minimize sharing of high-touch materials to the extent possible or limit the use of supplies and equipment to one group of children at a time and clean and disinfect between each use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.
- 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.

Frequent Hand-Washing and/or Sanitizing

Hand-washing or sanitizing stations must be available at the entrances of school, near or inside of classrooms, and in all meeting areas

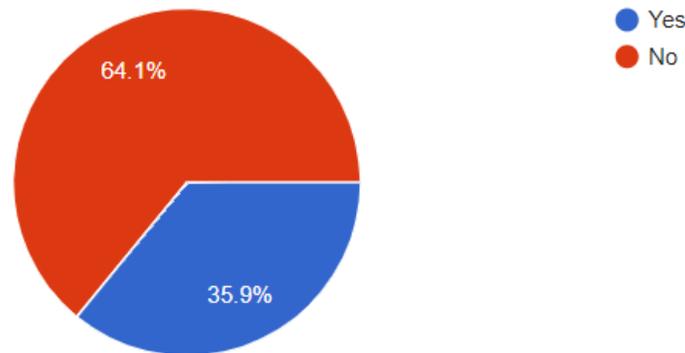
- All students and staff should wash or sanitize their hands frequently, including upon arrival, before and after meals, after bathroom use, after coughing or sneezing, in between classes, and before dismissal.
- Hands should be washed with soap and water for at least 20 seconds and hand sanitizer must contain at least 60% alcohol.
- Restrooms, sinks, and sanitizing stations must be regularly maintained with adequate supplies (i.e. soap, sanitizer, and paper towels).

Lunches

According to parent surveys, about 36% of families would like grab and go meals on the days that students work from home.

If students were in a blended environment, would you want grab and go meals on the days that your child worked from home?

462 responses



Elementary:

Typically elementary students already eat lunch as a group and are monitored by TAs. Lunches are delivered. Students would not be able to eat at picnic tables facing each other but would need to eat facing forward.

Campus:

Instead of having a lunch line, we can have students order lunches in their homeroom. Lunches would then be delivered to the homeroom classes in a grab and go way. Students would then return to their homeroom teachers to collect their food. Extra plates would be available in front of the office similar to how we do seconds. We need to open the pavilion to have more seating for students.

One option for campus would be to alter the bell schedule slightly so that students return to their homerooms for lunch to return Chromebook.

The NSLP Coordinator will complete the waiver for HAAS for next year if needed. We need to address the breakfast and lunch lines.

With the blended environment, there would need to be breakfast and lunch pick up for students not scheduled to be on campus. These meals would be grab and go meals and families would need to order by 9 am.

Proposed Schedule

- 7:15 – 8:00 Campus and Elementary Students can get breakfast in grab and go method.
- 8:00 – 8:30 Off campus student get grab and go breakfasts (all campus students should be here by then)
- 11:15-11:45 Off campus students can get grab and go lunches
- 11:45-12:00 Campus meals delivered to campus classrooms in bins (similar to ohana bins).

This school year, we will have a closed lunch campus to limit exposure in the community. This means that seniors will not be able to leave during lunch this year.

Sick students and staff

Details of this can be found in the HAAS Pandemic Contagious Virus Plan; however, the outlined version is below.

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

Schools are NOT expected to screen students or staff specifically for COVID-19. The purpose of screening would be for general symptoms of illness. Any designated adult can perform the screening.

Upon arrival, interview and visually inspect all individuals (from at least 6 feet away) using the following symptom checklist:

- 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

Any student or staff symptoms should immediately be required to wear a face covering and be required to wait in an isolation area until they can be transported home or to a healthcare facility, as soon as practicable. They should not return to school unless tested and symptom free. If a student is home sick, parents can request school work for them to complete while at home.

Communication to Parents

We plan to send a parent letter out with details about the plan. Some information included is

- 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)
 - 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.
- Also know that 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.

Temperature Checks:

No touch infrared thermometers will be provided to all homeroom teachers. Students arriving on campus must be wearing a face mask. Teachers will have the option to take students' temperatures before they enter the classroom. If a teacher feels uncomfortable taking a student's temperature, this may be assigned to a Teaching Assistant or other school designee. Students who have a temperature above 100.3 need to keep their face masks in place and isolated until they are picked up by an adult.

Wearing Masks or Face Shields

Masks or shields of appropriate size shall be properly worn to cover fully mouth and nose, at all times. Teachers may allow students to remove their masks when academically appropriate or when students are eating; however, a six foot physical distance must be maintained during that time.

According to the DOE/HSTA MOU, which charter schools must adhere to, "All individuals, including employees, students, and campus visitors should wear face coverings that cover the mouth and nose consistent with public health guidance.... In circumstances where sufficient physical distancing is difficult or impossible, within 6 feet of others, face coverings should [must be worn at HAAS] be worn; with exceptions for those for whom it is not safe to do so due to age, medical condition, or other considerations" (HSTA/DOE MOU, page 5). HAAS will have face shields available for those who medical conditions that prohibit masks.

According to the Department of Health Webinar, elementary programs (HAAS Ohana programs) are considered a cohort or bubble because they are with the same group of people each day without a switch in classes. Therefore, it is not required for students and the teacher to wear a mask: "Teachers can use face shields, which enable younger students to see their teachers' faces and to avoid potential barriers to phonological instruction." HAAS will purchase face shields for K-2 students and a supply for each teacher and security to have on hand.

Mobile Health Station

We plan to convert one of the school vans/school bus into a mobile health station that would be used to isolate a sick child until they could be picked up. If a Health Aide becomes available, the person would have access to that health station to drive to other sites as necessary.

Health Aid

We are in the process of determining if we can hire a health aid with CARES money. There is the question as to if this money is used for a health aid, we may need to cover Federal fringe costs associated with this position.

Currently there is a hiring freeze in the state; however, one exception is “Filling and extension of positions that are 100% federally-funded, or 100% funded by non-appropriated trust funds. This includes temporary positions established for programs directly addressing the COVID-19 situation that are funded by coronavirus (COVID-19) federal funds.” We could potentially hire a Health Aid with CARES funds (federal funds) under a 1-year contract.

Confirmed Cases

Details of this can be found in the HAAS Pandemic Contagious Virus Plan; however, the outlined version is below. If there is a confirmed case of COVID-19 on any campus, we would dismiss the entire class and close the class for up to one week to allow a very deep cleaning of the buildings. Distance learning will occur during this time.

Per HIDOE principals’ manual:

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 Hawaii State Department of Health (DOH) will conduct an investigation, and those individuals involved will be directed to a 14-day home quarantine or isolation.

- The DOH will work with the school principal if someone (student or employee) at the school is identified as being affected by COVID-19.
- HIDOE will provide requested information to DOH related to COVID-19, including contact tracing.
- 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 HIDOE 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-HIDOE site or other non-HIDOE 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.

While we will follow the suggestions of the Department of Health, some components of the plan include

- Dismiss students and most staff for 5 days.
- Communicate with stakeholders, staff, parents, and students.
- Clean and disinfect thoroughly.
- Implement strategies to continue education and related supports for students.
- Ensure continuity of meal programs.

FAPE Services

Workplace Readiness Program: Currently HAAS has one self-contained class of students with moderate to severe disabilities. Most of these students qualify for Extended School Year. This program, however, only has 9 students and four adults. We can continue to have these students on campus and still allow for physical distancing. We would implement our Extended School Year protocols to accommodate transportation if necessary. In addition, we can divide these students into various classrooms if necessary.

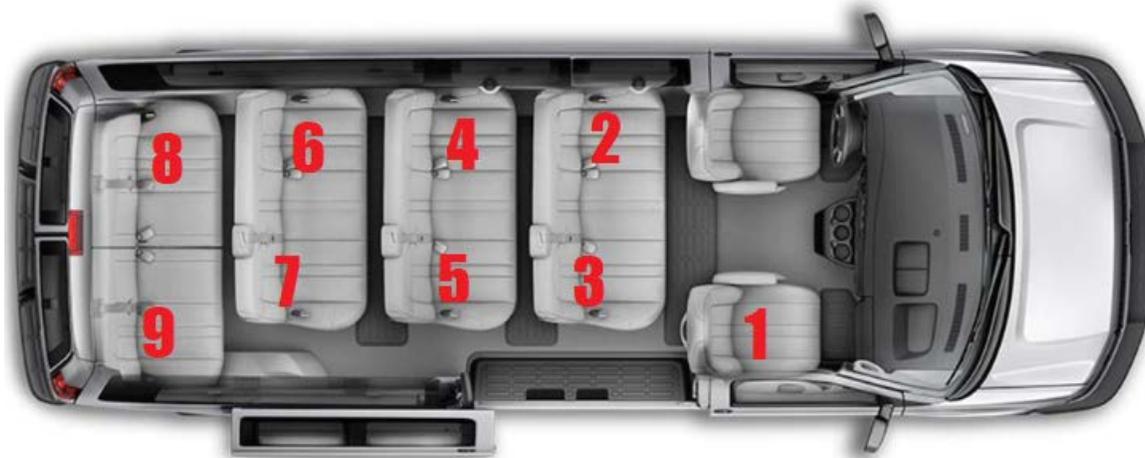
IEP/504 Annual Dates: We will conduct IEPs and 504s via in person or online based on the current need for the school. Testing will be done face to face with physical distancing

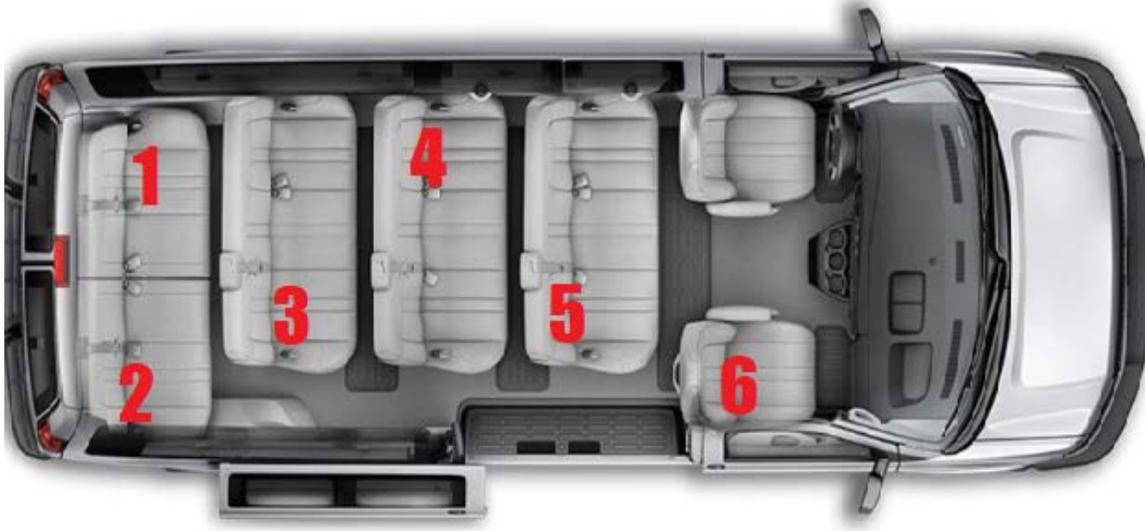
IEP/504 Services: Many of the services can be provided in an online environment through Google Meet/Zoom. The middle school/InDigital SPED teacher has a variety of tools that he is willing to share with the other SPED teachers in order to continue accommodations. If, however, students need to come in to meet with their caseworker, they can as it would still be in a small group (physical distancing) setting. Students with IEPs/504s will also be moved into Groups A or B; however, SPED teachers may have the option of meeting with their students on days that are not scheduled as “on campus” work days. Wednesday will still be reserved for PD and planning time for Special Education teachers. Work Place Readiness will have the option to continue services based on teacher and students’ needs.

Shuttle

If we continue to have the shuttle services for Ohana campus we need to limit the number of seats available. At max we would be able to have 9 students on the van. This, however, would only allow 3 feet distancing from side to side and not front to back. We should consider only seating 6-7 students on the van because if we move to full time face-to-face instruction then the vans only seat 13 or 14 students (depending on if a student is able to sit in the front seat)

Here are some suggestions:





Telecommuting

Currently we do not have an MOU that would allow for teachers to telecommute. HTA is the only school that has a MOU that would allow this. According to the Charter School Commission's March 13, 2020 Zoom Meeting (at the 58-minute mark), they would look at creating a MOU for all charter schools to allow for employees to work from home if necessary.

In the teacher meeting, teachers requested the ability to work from home on Wednesdays during deep cleaning days.

Testing

NWEA

Can be done in small group settings as needed. NWEA could also be done online with some instructions.

Smarter Balance

This would be based on state waivers, but we could do small group testing as needed starting in February. HIDOE is going to do universal screeners at the beginning of the school year for students.

Field Trips and Community Events

We would need to limit the number of field trips and community events based on the current situations and recommendations from DOH, CDC, and the Governor.

Community Service

Community Service is a graduation requirement for students in grades 9-12. In the past, students needed to either complete community service through the main campus program or through a nonprofit organization. This year, however, we have decided to allow some flexibility in terms of what constitutes community services and not require community service to be from a nonprofit origination. At the beginning of the semester, students will identify ways that they can assist the community. Some examples can include making masks, beach cleanup, virtually tutoring younger students, creating how to videos to help teachers/students, neighborhood trash clean up, assist an elderly family member, etc. While we acknowledge that community service is aimed to help the larger community, we also want students to do this in a safe smaller environment.

Since students are required to do community service on their own, they might struggle to find community service activities. Per Governing Board approval, this year's graduation requirement for community service will be reduced to 30 hours for the 2020-2021 school year. In addition, we will need to be more flexible for logging hours and not require them to come from a nonprofit organization.

Visitors

At this time, we will be restricting visitors to the school environment. All visitors need to be preapproved 24 hours prior to coming to campus and should only be there for essential business.

- Principals and their designees shall have the authority to restrict access to the campus for those individuals exhibiting any symptoms of illness.
- Principals and their designees shall have the authority to restrict access to the campus if a visitor doesn't have an appointment, and allow for scheduling a future appointment or other means of communication to maintain health and safety measures.
- Persons who are restricted from physical presence at the school or office shall be allowed to conduct business by telephone or other appropriate audio-visual technology

Hawaii Academy of Arts & Science Equipment Checkout form

Please note that by checking out the HAAS equipment, you are taking responsibility of it. Families have the choice to use their own laptop or home computer. Upon enrollment requirement completion, families interested in signing out Equipment (one Chromebook and one charger) will be required to provide (1) a driver's license or other form of picture ID, (2) proof of current address i.e. electric bill. Tax map key, car registration, house mortgage, or rental documents, etc.)

Upon checking out the HAAS Chromebook, parent/guardian(s) and student(s) are required to sign this form (1) Agreement for Use of Instructional Property Form and (2) Acceptable Practice & Disciplinary Action Form.

Please Initial the following

STUDENT	PARENT	AGREEMENT
		HAAS Equipment will be used solely for the education of the student and for no other purpose. Any unacceptable usage will result in disciplinary action.
		Equipment is loaned to the enrolled family.
		If a repair is required, please bring the signed out Equipment to HAAS immediately. The HAAS tech department will review the Chromebook and provide a cost for the repairs, if not covered by the warranty. If there is damage that is covered by the warranty, a new Chromebook may be checked out by the family for student us. If damage is not covered by warranty a bill will be sent to the families for the cost of the repair. At the time of payment for damages to the Chromebook a new computer may be checked to the student at the discretion of both the HAAS Tech Department and the Administration. Severe damage to Chromebook may result in a student not being able to check out a new computer.
		All HAAS Equipment will be returned to HAAS Main Campus location the last day of school or prior to withdrawal. Up
		A family's financial responsibility for lost, stolen or damaged beyond repair to Equipment will be determined using current fair market value replacement costs.
		Any additional tech requests (i.e. printer set up, wireless set up, etc.) will be dealt with on a case-by-case basis. Tech requests should be initiated by email and sent to the student's adviser
		HAAS transcripts & student records will be held until all HAAS Equipment is returned or until reimbursement for lost, stolen damaged, or damaged beyond repair.
		All Equipment is due back to the school by the last day of school

HAAS Chromebook ID	Issued By:
Date Issued:	Date Returned:

	Printed Name	Signature	Date
Parent			
Student			