RESOLUTION OF THE BOARD OF EDUCATION

DIRECTING THE DEPARTMENT OF EDUCATION TO OFFER SUMMER SCHOOL IN A WAY THAT SUPPORTS STUDENTS DISPROPORTIONATELY IMPACTED BY SCHOOL CLOSURES CAUSED BY THE COVID-19 PANDEMIC, TO ENSURE CLEAR COORDINATION BETWEEN EACH LEVEL OF THE TRI-LEVEL SYSTEM, AND TO COMMUNICATE DATA AND INFORMATION TIMELY AND EFFECTIVELY WITH THE PUBLIC

WHEREAS, On March 4, 2020, Governor David Y. Ige issued an emergency proclamation declaring a disaster emergency relief period due to the COVID-19 pandemic;

WHEREAS, Public school students have not received traditional, in-school instruction since the end of the third quarter on March 13, 2020, and the start of Spring Break;

WHEREAS, On March 24, 2020, the Hawaii State Department of Education ("Department") announced the closure of school facilities and the stoppage of traditional, in-school instruction through April 30, 2020;
WHEREAS, On April 17, 2020, the Department extended the closure of school facilities and announced the continuation of enrichment using distance learning through the end of the 2019-2020 school year;

WHEREAS, Through the *HIDOE Guidance for Long-Term School Closures, Graduation, Promotion and Grading*, released internally by the Department on April 7, 2020 and subsequently updated, the Department has directed schools to issue final grades for courses and award related credit to students who achieved the requisite proficiency through the third quarter;

WHEREAS, In a typical school year, summer school offers opportunities for students to earn credits to graduate, earn credits for promotion to the next grade, maintain learning from the regular school year, and advance learning to better prepare students for the upcoming school year;

WHEREAS, The stoppage of traditional, in-school instruction has disrupted students statewide, but it has disproportionately impacted certain groups of students more than others:

a. Students receiving special education services with Extended School Year (“ESY”) services in their Individualized Education Plan (“IEP”) may not be served adequately by distance learning options and may need more intensive supports, including in-person supports;

b. Students who are juniors and seniors during the 2019-2020 school year, need credit recovery, and are at the greatest risk of not having enough credits to graduate;

c. Students in transition grades (5th/6th and 8th grades) who would substantially benefit from summer school to ensure they are ready to enter middle or high school; and
d. Students who would substantially benefit from summer school to fulfill grade level requirements and move on to the next grade;

WHEREAS, Summer school takes on a heightened importance this year because of the stoppage of traditional, in-school instruction, so identifying and prioritizing students who have been disproportionately impacted and allocating adequate supports, services, and resources is essential;

WHEREAS, Many students who are disproportionately impacted and who can benefit from distance learning are less likely to have access to an appropriate device or an adequate internet connection, both of which are necessary for online distance learning;

WHEREAS, The Department has a tri-level system consisting of (1) the School Level, (2) the Complex Area Level, and (3) the State Level with the following responsibilities:

a. At the School Level, schools are empowered to make decisions about students, including student learning, delivery of curriculum and instruction, and learning assessment because administrators, teachers, and staff are closest to the students;

b. The Complex Area Level is primarily responsible for coordinating between schools in the complex area, distributing any funding provided to the Complex Area Level, and serving as a conduit between the School Level and State Level; and

c. The State Level is primarily responsible for coordinating between complex areas, allocating funding to the Complex Area Level and School Level, providing centralized services and support for the School Level and Complex Area Level, and serving as a conduit between the tri-level
system and the Board, other state entities, the federal government, and education stakeholders;

WHEREAS, The COVID-19 pandemic has required our public school system to pivot and adjust roles and responsibilities quickly;

WHEREAS, The benefits of school empowerment and local control are bolstered by complex area and state support and coordination;

WHEREAS, Collecting, aggregating, and analyzing data from the tri-level system and sharing these data with the Board, parents, guardians, education stakeholders, and the public is essential for strategic decision-making and getting community support for public education;

WHEREAS, Several government entities, businesses, and community organizations have formally or informally inquired about how they might be able to assist the Department in supporting students affected by the health and economic crises caused by the COVID-19 pandemic; now, therefore,

BE IT RESOLVED that the Board hereby directs the Department to offer a robust summer school program during the summer of 2020 for all interested students, prioritizing meaningful access to summer school and the allocation of resources and services to disproportionately impacted students, specifically, students receiving special education services with ESY services in their IEP, juniors and seniors that need credit recovery, students in transition grades that would substantially benefit from summer school to ensure readiness for entry into middle or high school, and students who would substantially benefit from summer school to fulfill grade level requirements and move on to the next grade, notwithstanding Board Policy 500-18 or any other Board policy to the contrary; and
BE IT FURTHER RESOLVED that the Board directs the Department to endeavor to provide free or low-cost summer school to all disproportionally impacted students; and

BE IT FURTHER RESOLVED that the Board directs the Department to prioritize delivering summer school through distance learning where possible to limit in-person interactions and protect the health and safety of students and staff; and

BE IT FURTHER RESOLVED that the Board directs the Department to endeavor to find effective ways to provide summer school to disproportionately impacted students, including, but not limited to:

a. Providing an appropriate device and/or an adequate internet connection to allow the student to participate in distance learning;

b. Providing a space on-campus and adequate staffing to provide students access to devices and/or internet connection to allow students to participate in distance learning, provided that schools offering on-campus summer school have sufficient resources, personnel, and training to ensure a clean and safe learning environments, including, but not limited to, appropriate cleaning and disinfecting supplies, personnel protective equipment for all on-campus staff, training and protocols for cleaning facilities that align with state and federal guidance, and plans for mitigating the spread of COVID-19; and

c. Considering offering limited on-campus summer school for students who are not served adequately by distance learning options, provided that schools offering on-campus summer school have sufficient resources, personnel, and training to ensure a clean and safe learning environments, including, but not limited to, appropriate cleaning and disinfecting supplies, personnel protective equipment for all on-campus
staff, training and protocols for cleaning facilities that align with state and federal guidance, and plans for mitigating the spread of COVID-19; and

BE IT FURTHER RESOLVED that the Board directs the School Level to continue to guide and instruct curriculum, instruction, and assessment of students; and

BE IT FURTHER RESOLVED that the Board directs the State and Complex Area Levels to clearly communicate to the School Level how summer school resources and services will work and be coordinated between each level of the tri-level system and to listen to and address issues and concerns raised by the School Level; and

BE IT FURTHER RESOLVED that the Board directs the State Level to collect, aggregate, and analyze data from the School and Complex Area Levels and to then take this data and provide it to:

a. The Board to inform its decision-making and enable it to fulfill its oversight responsibilities; and

b. Education stakeholders and the public, as appropriate, to clearly communicate system status, needs, and concerns; and

BE IT FURTHER RESOLVED that the Board directs the Department to make every effort to contact and communicate with disproportionately impacted students and the parents and guardians of disproportionately impacted students to ensure that they understand the impacts and how these students can benefit from summer school; and

BE IT FURTHER RESOLVED that the Board directs the Department to communicate timely and work collaboratively with government entities, businesses, community organizations, and individuals interested in supporting summer school; and

BE IT FURTHER RESOLVED that the Board directs the Superintendent to provide the Board with a comprehensive plan for summer school, including the plan for
distance learning, blended learning, and on-campus instruction, as applicable, and
metrics by which the plan can be monitored and evaluated by June 1, 2020; and

BE IT FURTHER RESOLVED that the Board directs the Superintendent to
provide weekly, detailed reports to the Board on the implementation process and metric
outcomes of summer school as described in this resolution; and

BE IT FURTHER RESOLVED that the Board directs the Superintendent to
distribute this resolution to all Department Assistant Superintendents, Complex Area
Superintendents, Directors, and Principals.

This resolution was proposed and approved by the Board at its May 21, 2020
General Business Meeting.

Catherine Payne