

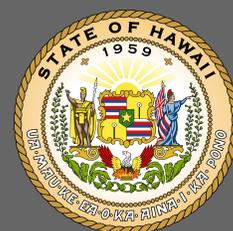
HIDOE EMERGENCY OPERATIONS PLAN

JUNE 2019

Superintendent Christina M. Kishimoto

DEPARTMENT OF
EDUCATION

State of Hawaii



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A. EXECUTIVE SUMMARY

The Hawaii Department of Education (HIDOE) Emergency Operations Plan provides an overview of the emergency management systems used by HIDOE to coordinate both small scale emergencies affecting the department's operations and larger scale emergency and disasters requiring the department's participation in state efforts, coordinated by the Hawaii Emergency Management Agency, to support affected jurisdictions. This plan is consistent with the State of Hawaii Emergency Operations Plan (HI-EOP) and addresses roles and responsibilities that plan assigns to the department, along with anticipated support HIDOE is expected to provide state emergency operations.

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B. PROMULGATION

The State of Hawaii is required to plan and prepare for disasters and emergencies that may result from a wide variety of threats/hazards. This Hawaii Department of Education (HIDOE) Emergency Operations Plan (EOP) is an all-hazards plan that establishes a single, comprehensive framework for the coordination of support from HIDOE. When directed, we will take the appropriate actions to mobilize and deploy resources to assist in life, safety, and property protection efforts in accordance with the State of Hawaii Emergency Operations Plan (HI-EOP).

All department personnel are expected to be familiar with the contents of this plan and for ensuring their personal and family disaster readiness to ensure availability for emergency work. Staff members tasked with specific duties under this plan must ensure procedures and resources are in place to successfully execute these functions and participate in training and exercises to ensure they have the knowledge and experience to perform their role.

While school is in session, the HIDOE's primary responsibility is to its students who are typically between ages 3 and 18 years of age, and its employees.

Post emergency operations will be focused on normalizing the school day for students as quickly as possible within safe conditions, which is important to students' social emotional health.

The plan will continue to evolve, incorporating lessons learned from actual disaster and emergency experiences, ongoing planning efforts, training and exercise activities and senior leader guidance.

Therefore, in recognition of the emergency management responsibilities of HIDOE and with the authority vested in me, I hereby promulgate the HIDOE Emergency Operations Plan.

Dr. Christina M. Kishimoto
Superintendent of Education
Hawaii Department of Education

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1 PURPOSE, SCOPE, SITUATION OVERVIEW AND ASSUMPTION

1.1 PURPOSE

The purpose of the Hawaii Department of Education (HIDOE) Emergency Operations Plan (EOP) is to support the HI-EOP (pursuant to Administrative Directive No. 15-01) and establish a framework for the effective departmental coordination of response and initial recovery activities following large-scale emergencies or disasters affecting the State, or smaller-scale emergencies that impact the department's operations.

The HIDOE EOP refines the roles and responsibilities established by the HI-EOP, identifies specific units that will execute these duties and provides guidance on how the HIDOE will fulfill its obligations within the HI-EOP.

This EOP reflects an all-hazards approach to planning, meaning a similar concept of operations can be applied to all types of emergency situations, regardless of the exact nature of the incident.

An all-hazards approach allows for the fact that some hazards have unique planning and response considerations that require special attention. Incident Annexes will provide additional direction and guidance for specific types of emergencies.

The procedures outlined in this plan represent a flexible and scalable approach to emergency management. All or part of this plan may be implemented based on the needs of the situation.

1.2 SCOPE

The HIDOE EOP addresses a broad range of naturally occurring hazards, technological and human caused incidents, both accidental and intentional, that could adversely impact Hawaii's people, property, environment or economy.

This plan may be implemented whenever emergency conditions exist and immediate coordination action is required by HIDOE for any of the following:

- Prevent or respond to threats to the safety of students
- Prevent or respond to damage to significant damage to the department's facilities or equipment or threats to the safety of personnel.
- Prevent or restore disruptions to essential operations.
- Assist local governments during a threatened or actual emergency or disaster, as directed by the State Emergency Operations Center (SEOC) or required by statute or regulation.
- To prepare for, respond to or assist in an event including assigning staff to perform emergency work
- To respond to an emergency or unusual situation that requires a high degree of immediate, non-routine coordinated action by HIDOE.

The principle concern of the HIDOE is the emergency response phase, from the onset of threat or emergency conditions, through the initial transition to the recovery period. Though long-term recovery, mitigation and preparedness are referenced, these activities are outside the scope of this plan.

The HIDOE EOP applies to all branches and employees within the HIDOE.

1.3 SITUATION OVERVIEW

HIDOE assets (listed in Appendix 11.2) are located across the entire State of Hawaii and face a variety of threats from various sources. These include but are not limited to schools in low lying regions threatened by flooding and tsunamis, schools near regions with volcanic activity, and schools near military or industrial sites with hazardous materials.

HIDOE's schools house one of the State's most vulnerable populations – children – as well as teachers and staff responsible for the children's education and welfare. Accordingly, in an emergency event it is likely that additional support will be required to ensure children, teachers, and staff receive adequate care.

HIDOE's school facilities also play a critical role as shelters for communities affected by emergencies. Thus, HIDOE's role in an emergency event is multifaceted: populations at schools are among the highest priority to protect immediately following certain emergency events but the schools themselves may play a role in serving the broader community in preparing for or responding to emergencies over a longer period of time.

1.3.1 HAZARD ANALYSIS

The **State of Hawaii Multi-Hazard Mitigation Plan** contains a detailed profile of the various hazards that may impact Hawaii and is considered the hazard assessment section of the EOP. The table below presents the ranking of risks by average annual loss by island. Note, this list is not comprehensive.

State of Hawai'i



Summary of Hazards of Concern Captured in State and Local Hazard Mitigation Plans

| Hazard | 2018 State HMP | 2013 State HMP | Local HMPs | | | |
|--------------------------------------|----------------|----------------------------|-----------------------------------|-------------------------------|----------------------------------|-------------------------------|
| | | | County of Kaua'i | City and County of Honolulu | County of Maui | County of Hawai'i |
| Climate Change and Sea Level Rise | ◆ | ◆ | ◆ | | * | |
| Chronic Coastal Flood | ◆ | Coastal Erosion, High Surf | ◆ | High Surf, Storm Surge | Coastal Erosion, High Surf | |
| Dam Failure | ◆ | ◆ | ◆ | | Dam and Reservoir Failure | |
| Drought | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Earthquake | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Event-Based Flood | ◆ | ◆ | ◆ | Stream Flood, Flash Flood | ◆ | Rainfall flooding, high waves |
| Hazardous Materials | ◆ | ◆ | ◆ | | ** | |
| Health Risks | ◆ | ◆ | ◆ | | | |
| High Wind Storms | ◆ | ◆ | Hurricanes, strong winds combined | ◆ | ◆ | Hurricane, Windstorms |
| Hurricane | ◆ | Tropical Cyclone | Hurricanes, strong winds combined | Tropical Cyclones, Hurricanes | ◆ | Hurricane, Windstorms |
| Landslide and Rockfall | ◆ | ◆ | ◆ | Debris & Rockfall | Landslide, Debris Flow, Rockfall | Landslide, Sea Cliff Erosion |
| Tsunami | ◆ | ◆ | ◆ | ◆ | ◆ | ◆ |
| Volcanic hazards (lava flow and VOG) | ◆ | ◆ | ◆ | | Lava flow and VOG | Lava Flow |
| Wildfire | ◆ | ◆ | ◆ | | ◆ | ◆ |

Sources: County of Kauai, 2015; City and County of Honolulu 2012 and 2017; County of Maui 2015; County of Hawai'i 2015

*The County of Maui did not include climate change as a stand-alone hazard; however, there is a chapter on climate change and a sea-level rise exposure analysis was conducted and impacts on the other hazards of concern were discussed.

**Hazardous materials may have been included as critical facilities in the local HMPs and therefore estimated potential impacts discussed in all hazard sections.

Source: <https://dod.hawaii.gov/hiema/files/2018/06/Draft-2018-State-of-Hawai%E2%80%99i-Hazard-Mitigation-Plan.pdf>

1.3.2 VULNERABILITY ANALYSIS

The HI-EOP provides an overview of key geographic, demographic and infrastructure vulnerabilities¹ that may have significant consequences for how the state is affected by, responds to and recovers from a major disaster.

HIDOE has identified the following specific vulnerabilities to natural disasters:

- Air Pollution (Appendix 11.8.2)
- Earthquake (Appendix 11.8.8)
- Fires (Appendix 11.8.10)
- Floods (Appendix 11.8.11)
- High Surf (Appendix 11.8.12)
- Tornado (Appendix 11.8.18)
- Tsunami (Appendix 11.8.19)
- Tropical Cyclone/Tropical Depression/Tropical Storm/Hurricane (Appendix 11.8.21)
- VOG (Volcanic Smog) Guidelines (Appendix 11.8.23)
- Wind (Appendix 11.8.24)
- Wildfire (See Fire Guidelines, Appendix 11.8.10)

Additionally, HIDOE has identified the following specific vulnerabilities to anthropogenic (man-made) threats:

- Active Shooter/Threat (Appendix 11.8.1)
- Assault (Appendix 11.8.3)
- Ballistic Missile Threat (Appendix 11.8.4)
- Biological Releases (Appendix 11.8.5)
- Bomb Threat (Appendix 11.8.6)
- Chemical Release or Spill (Appendix 11.8.7)
- Explosions (Appendix 11.8.9)
- Hostage/Other Campus Threats (See Assault Guidelines, Appendix 11.8.14)
- Medical Emergency (Appendix 11.8.13)
- Pandemic Flu (Appendix 11.8.14)
- Poisoning (Appendix 11.8.15)
- Suspicious Letters/Packages (11.8.16)
- Terrorism Threat (Appendix 11.8.17)
- Utility/Network Outage (Appendix 11.8.22)

¹ A vulnerability is a characteristic of design, location, security posture, operation, or any combination thereof, that renders an entity, asset, system, network, or geographic area susceptible to disruption, destruction, or exploitation. *DHS Risk Lexicon*

1.3.3 CAPABILITY ASSESSMENT

HIDOE capabilities to support emergency duties are described below:

HIDOE supports the following State Emergency Support Functions (SESF):

- State Emergency Support Function (SESF) 3 - Public Works & Engineering
 - Facilities Development Branch (FDB)
 - Facilities Management Branch (FMB)
- State Emergency Support Function (SESF) 6 - Mass Care, Emergency Assistance, Housing and Human Services
 - Safety, Security, and Emergency Preparedness Branch (SSEP)
 - School Food Services Branch (SFSB): Will be called upon only if cafeteria workers are needed or if feeding will be done at shelters (schools).
- State Emergency Support Function (SESF) 7 - Logistics Management & Resource Support
 - To be determined (TBD). HI-EMA has not yet formalized requirements for this SESF.
- State Emergency Support Function (SESF) 15 - External Affairs
 - Communications Office

As part of providing this support, HIDOE most critically offers its facilities as emergency shelters, per the guidelines described in Appendix 11.7.24.

1.4 PLANNING ASSUMPTIONS

1.4.1 HI-EOP PLANNING ASSUMPTIONS

The HI-EOP was developed with the following assumptions:

1. An emergency may occur at any time and may affect single or multiple jurisdictional areas. Some incidents will occur with enough warning to allow for activation and preparation prior to the onset of emergency conditions. Other incidents will be no-notice events that occur without advance warning.
2. All incidents begin and end locally, and county authorities maintain operational control and responsibility for emergency management activities within their jurisdictions, unless otherwise superseded by statute or agreement.
3. State departments have developed and will maintain the necessary plans, standard operating procedures, advance contracts and memorandums of understanding to successfully execute emergency responsibilities assigned by the HI-EOP and to guarantee the continuity of essential functions during an emergency.
4. If the resource needs of an incident exceed state and county capabilities, resources may be requested from other states using the Emergency Management Assistance Compact (EMAC) or from the federal government.

5. Incidents may occur simultaneously to events on the U.S. mainland, constraining already limited resources and may slow or reduce the amount of outside assistance available.
6. Because of its isolation from the U.S. Mainland, the state should expect that resources coming from the West Coast of the U.S. by ship to the Port of Honolulu post-event will take five to eight days to arrive. It may take as long as 14 days for these resources to reach neighbor island ports.
7. Incidents pose a challenge for the whole community with an increased vulnerability for children, individuals with disabilities, and others with access and functional needs, diverse communities, the elderly and people with limited English proficiency.
8. Individuals, community-based organizations, and businesses will offer services and support in time of disaster in the form of spontaneous volunteers, supplies and financial donations.
9. In a major event, local, national, and international media will be on-scene and social media will be used by those in and out of the affected community to identify needs, report damage and locate loved ones.
10. State employees tasked with emergency duties, who live and work within the affected area, may be personally impacted by the incident and unable to report to work.

1.4.2 HIDOE PLANNING ASSUMPTIONS

1. The public school system in Hawaii is composed of 292 schools with 15 Complex Areas. Each Complex Area can be made up of multiple complexes which is a high school and the middle and elementary schools that feed into it. While this emergency operations plan serves the HIDOE at the state level, each Complex Area has an associated Continuity of Operations Plan. The Continuity of Operations Plans ensure that there are procedures in place to maintain or rapidly resume essential operations of that Complex Area. Essential operations include academic, business and physical facilities of the complex area.
2. The EOP is put into effect at the local level by each HIDOE Complex Area's Continuity of Operations Plan (COOP). Each of these plans, produced in accordance with the instructions and requirements described in this EOP, provides actionable information for HIDOE administrators within each Complex Area and describe when a local emergency event must be elevated to a higher level of administration. Likewise, COOPs will provide guidance as to how leadership should respond in the event of a regional or state-level emergency event.
3. Each school within the HIDOE system also has its own Emergency Action Plan. Thus school-level responses are guided by the Emergency Action Plans. Instructions for the production of effective school Emergency Action Plans can be found in Appendix 11.7.2.

2 CONCEPT OF OPERATIONS

2.1 GENERAL

This section describes HIDOE’s overall approach to organizing its internal emergency operations, including plan activation and incident notification protocols, and coordination with state operations.

The extent to which this plan is activated will depend on the scope and scale of the emergency.

The department may implement all or part of its emergency plan in response to a smaller scale emergency affecting department operations. The response may also apply to specific geographical areas – at the scale of a Complex Area directed by one Complex Area Superintendent – depending on the specific nature of an emergency event.

The response to larger scale emergencies that require state resources to support the affected jurisdiction(s) will be coordinated by the Hawaii Emergency Management Agency (HI-EMA) and supported by HIDOE. Situated within the State Department of Defense, HI-EMA is designated under state law to coordinate the state’s emergency response and provision of support to counties when an incident has exhausted their local resources or requires a capability that does not exist at the local level.

HI-EMA maintains a **STATE EMERGENCY RESPONSE TEAM (SERT)**, consisting of representatives from state departments, non-governmental organizations and private sector partners who are assigned as one of the following:

- **EMERGENCY MANAGEMENT OFFICERS (EMO):** A staff member from each department who serves as a liaison between the department and HI-EMA on all emergency management issues during both normal and emergency operations.
- **STATE EMERGENCY SUPPORT FUNCTION (SESF) REPRESENTATIVES:** SESFs are groupings of agencies from the state, private and non-profit sectors into the key functional areas that reflect common types of assistance most frequently needed during disasters or emergencies. When activated during an emergency, agencies assigned to the SESFs work together to provide needed resources and support related to their functional area.

The **STATE EMERGENCY OPERATIONS CENTER (SEOC)** is the physical location from which state response activities are coordinated. It is activated and staffed with select SESF representatives based on the needs of the event. Requests for resources and information are channeled through the SEOC and assigned to state departments and agencies through the SESF structure. See section 2.9 for details.

The HIDOE maintains a **DEPARTMENTAL OPERATIONS CENTER (DOC)** from which it coordinates emergency response activities in support of the SEOC and HI-EMA. The EMO for HIDOE works in the DOC and serves as a liaison between the DOC and the SEOC. The department’s SESF representatives not assigned to work in the SEOC will also be present to coordinate support requested of the department.

HIDOE key departmental functions that must be maintained throughout a disaster include the following:

- Communications
- Governance/Decision Making
- Safety

- Loss Prevention: Prevent Injury, Loss of Life, Health and Property

In some situations, the department is also expected to support the following:

- Transportation
- Mass care
- Shelter
- Resource Support

2.2 STANDARDIZED EMERGENCY MANAGEMENT SYSTEM

2.2.1 OVERVIEW

In accordance with the Standardized Emergency Management System, Hawaii's emergency response operations rely on a system in which government levels work together from the field upward in an integrated structure. Incidents are managed at the lowest possible level and local governments have primary responsibility for emergency response activities within their jurisdiction. Operational Areas (OAs), the region, and the State provides support to local jurisdictions.

Standardized Emergency Management System (SEMS) also provides a standardized response structure for emergencies involving multiple jurisdictions or multiple agencies in Hawaii. It defines a standard management structure and a standard terminology for statewide use. Standardized Emergency Management System (SEMS) is applicable to all organizational levels and functions in the emergency response system. There are five designated levels in the Standardized Emergency Management System (SEMS) organization.



2.2.2 FIELD RESPONSE

It is within the field response level that emergency response personnel and resources, under the command of an appropriate authority, carry out tactical decisions and activities in direct response to an incident or threat. The Incident Command System (ICS) is used to control and coordinate field-level response activities and provide a standard organizational structure to facilitate coordination of multiple organizations. During a field response operation, an Emergency Operations Center (EOC) may or may not be activated depending on the severity and type of event. Generally, if day-to-day response activities can resolve an emergency situation, response will remain at the field level. Further information regarding Emergency Operations Center (EOC) and Department Operations Center (DOC) responsibilities and activation procedures are described later in this section

2.2.3 LOCAL GOVERNMENT

Local governments include cities, counties, and special districts. They are responsible for the management and coordination of the overall emergency response and recovery activities within their jurisdiction. Local governments must adopt Standardized Emergency Management System (SEMS) and demonstrate the use of Standardized Emergency Management System (SEMS) protocols when activating their Emergency Operations Centers (EOCs) or when a local emergency is declared eligible for State reimbursement of response-related personnel costs.

2.2.4 OPERATIONAL AREA

The Operational Area is an intermediate level of the State's emergency services organization, which is defined by Standardized Emergency Management System (SEMS) as the county and all political subdivisions located within the county, including special districts. The Operational Area (OA) coordinates information, resources, and priorities among local governments within the area and serves as the communication link between local and regional government. Governing bodies of the county and the political subdivisions within the county make Operational Area (OA)-level decisions.

2.2.5 REGION

The Hawaii Emergency Management Agency (HI-EMA) provides administrative coordination and support through designated, discipline-specific, mutual aid regions.

2.2.6 STATE

HI-EMA manages State resources at the State level in response to the emergency needs of the other Standardized Emergency Management System (SEMS) levels.

HI-EMA manages and coordinates mutual aid among the mutual aid regions and between the regional levels and State level and serves as the coordination and communication link with the Federal disaster response system. In the event that Operational Areas (OAs) and the region require Federal assistance, requests are made from the local level through the appropriate Standardized Emergency Management System (SEMS) channel to the State Operations Center, where the request is then made to the Federal Government.

2.3 INCIDENT COMMAND SYSTEM (ICS)

2.3.1 BACKGROUND

Incident Command System (ICS) is a standardized on-scene incident management concept used to command, control, and coordinate the use of resources and personnel. ICS allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents without being hindered by jurisdictional boundaries. ICS structure is meant to be flexible; to expand and contract as the scope of the incident requires.

An ICS enables integrated communication and planning by establishing a manageable span of control. An ICS divides an emergency response into five manageable functions essential for emergency response operations: Command, Operations, Planning, Logistics, and Finance and Administration.

2.3.2 INCIDENT COMMAND SYSTEM FEATURES AND PRINCIPLES

The features and principles used to manage an incident differ from day-to-day operations management approaches. Effective emergency management relies on a tight command and control structure; top-down direction.

- Common Terminology
- Modular Organization
- Management by Objectives
- Chain of Command & Unity of Command
- Unified Command
- Resource Management
- Integrated Communication
- Accountability
- Mobilization

2.3.3 INCIDENT COMMAND STRUCTURE

The incident command structure identifies the Commander, Command Staff, and General Staff.

- 1) **Incident Commander (IC)** - The IC is responsible for all aspects of the response, including developing incident objectives and managing all incident operations. All responsibilities remain with the IC unless specifically assigned to another member of the Command or General Staff. IC is responsible until command authority is transferred to another person.
- 2) **Command Staff** - The Command Staff report directly to the Incident Commander (IC). The following personnel comprise the Command Staff:
 - a) **Public Information Officer (PIO)** - Develops and releases information about the incident to the news media, incident personnel, and other appropriate agencies and organizations.

- b) **Safety Officer (SO)** - Develops and recommends measures to the IC for assuring personnel health and safety and to assess and/or anticipate hazardous and unsafe situations. The Safety Officer (SO) also develops the site safety plan, reviews the Incident Action Plan (IAP) for safety implications, and provides timely, complete, specific, and accurate assessment of hazards and required controls.
 - c) **Liaison Officer (LO)** - Serves as the point of contact for assisting and coordinating activities between the Incident Commander (IC) and various agencies and groups.
- 3) **General Staff** - The General Staff is comprised of the following four Sections that are responsible to carry out the response and recovery activities. Each Section is managed by a Section Chief who reports directly to the Incident Commander (IC).
- a) **Operations Section**
 - i) Responsible for all operations directly applicable to the primary mission of the response.
 - ii) Includes the Emergency Response Team (ERT).
 - iii) Managed by the Operations Section Chief (OPS).
 - b) **Planning Section**
 - i) Responsible for collecting, evaluating, and disseminating the tactical information related to the incident, and for preparing and documenting the Incident Action Plan (IAP).
 - ii) Managed by the Planning Section Chief (PSC).
 - c) **Logistics Section**
 - i) Responsible for providing facilities, services, and materials for the incident response.
 - ii) Managed by the Logistics Section Chief (LSC).
 - d) **Finance and Administration Section**
 - i) Responsible for all financial, administrative, and cost analysis aspects of the incident.
 - ii) Managed by the Finance and Administration Section Chief.

2.3.4 GUIDELINES TO ESTABLISHING AN INCIDENT COMMAND SYSTEM (ICS)

Establishing an Incident Command System (ICS) is a part of emergency management and the development process of a comprehensive emergency action plan (EAP).

- Identify key team roles and functions.
- Assess employees' skills.
- Assign employee to each Incident Command System (ICS) areas.
- Assign key individual roles and functions.
- Create lines of succession (backup) for all key positions.
- Coordinate with community partners to identify roles and responsibilities.

2.4 INITIAL ALERTS OF EMERGENCY EVENTS

2.4.1 INITIAL ALERT OF A DEPARTMENTAL EMERGENCY

This section describes alert protocols to be followed when the department is impacted by an emergency or is the first agency aware of an emergency that may require a response from other departments or levels of government.

2.4.1.1 INTERNAL ALERT OF DEPARTMENT LEADERSHIP

Any worksite that experiences an operational irregularity, emergency or developing situation that meets the following criteria should notify the Complex Area Superintendent. The Complex Area Superintendent should then evaluate the emergency or situational and make a decision as to whether to notify the State-level HIDOE via the Deputy Superintendent's office.

The following are examples of incidents that should be reported immediately:

- Serious injury or death to a student, teacher, member of a school staff
- Significant disruption of essential functions or operations, including worksite evacuations
- Serious threats to the health and welfare of students, teachers, or staff.
- Potential or actual disruption to infrastructure, facilities or resources necessary for department operations. These include utility or IT system outages at facilities
- Any event, not captured above, that:
 - Poses a significant and imminent threat to public health and safety, property, or the environment
 - Could result in the loss of public trust/confidence, degradation of credibility, and negative media coverage

Note: Serious situations -- life threatening and imminent safety threats -- should be immediately reported. Call "911."

2.4.1.2 ALERT TO THE STATE WARNING POINT (SWP)

The State Warning Point (SWP) at HI-EMA maintains situational awareness of incidents that require monitoring or involvement of multiple state agencies. The SWP is continually staffed twenty-four (24) hours a day, seven (7) days a week to monitor broadcast and online media, weather forecasts and other warning systems to identify emerging threats.

In accordance with the HI-EOP, the SWP shall be notified by any county emergency management agency, state department or private sector or NGO partner identified in this plan when any of the following occurs:

1. Activation or deactivation of county EOCs.
2. Activation of a state department's DOC.
3. A disaster results in multiple casualties.
4. Opening or closing of airports, harbors or major highways.
5. Opening and closing of emergency shelters.
6. Degradation and restoration of critical infrastructure capabilities and systems (power, water, transportation, supply chain, IT and communications).
7. Death, serious injury or hospitalization of any HI-EMA staff member, a county emergency management administrator or SERT member.
8. Any accident involving HI-EMA vehicles, equipment or facilities that results in the loss of, or serious damage to that equipment or property.
9. Any event, not captured above, that poses a significant and imminent threat to public health and safety, property or the environment.

Note: Life threatening situations should first be reported to emergency services. Notification to the SWP is in addition to, and does not replace, other notifications required by established agency SOPs or regulation.

Notifications to the SWP regarding incidents involving the department will be made by the EMO.

During a large scale emergency, the HIDOE EMO ensures additional notifications are carried out to the department head and other employees as described within this EOP.

2.4.1.3 INITIAL ALERT OF STATE EMERGENCY OPERATIONS CENTER (SEOC) ACTIVATION

HI-EMA will notify department EMOs when an emergency is threatening or has occurred that requires monitoring or response by multiple state agencies. HI-EMA will stipulate which departments and positions are required to be physically present in the SEOC.

The EMO is responsible for notifying the Superintendent and/or Deputy Superintendent and following the department activation plan as described in the next section.

2.5 PLAN ACTIVATION

The HIDOE implements this EOP when immediate coordinated action is needed to:

- Address an emergency situation that threatens the safety of department students and staff, and/or results in damage to essential facilities or equipment.
- Coordinate the provision of state resources to a local jurisdiction whose emergency response needs exceed local resources.
- Prevent or restore disruptions to essential department operations
- Activate and staff the State Emergency Operations Center (SEOC).
- Provision emergency support required by statute or regulation.

The extent to which HIDOE activates this EOP is based on the scope and scale of the emergency event and the level of coordination and resources required to mount an effective response.

2.5.1 AUTHORITY FOR EMERGENCY ACTIVATION

The Superintendent or his/her designee may activate this EOP and/or DOC as needed. In the event this person is not available, the authority to activate is delegated to the following positions in the order listed:

1. Deputy Superintendent
2. Director, Safety, Security and Emergency Preparedness Branch
3. Assistant Superintendent, Office of School Facilities and Support Services
4. Executive Assistant, Office of School Facilities and Support Services
5. Safety/Security Specialist, Safety, Security and Emergency Preparedness Branch

See Appendix 11.1 for up to date contact information for individuals in these roles.

2.6 RESPONSE TO HAZARDS, THREATS, AND/OR EMERGENCIES

2.6.1 LEVEL OF EMERGENCY

For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered, level-based rating system is described below.

| Emergency Level | Description | Examples |
|-----------------------------|---|---|
| Level 1 (yellow) | A minor emergency that is handled by school personnel without assistance from outside agencies | <ul style="list-style-type: none"> • Temporary power outage • Other facilities failure • Minor earthquake • Minor injury on campus |
| Level 2 (orange) | A moderate emergency that requires assistance from outside agencies; the Department Operations Center is partially or fully activated | <ul style="list-style-type: none"> • Fire • Moderate earthquake • Suspected act of terrorism • Hazardous chemical release • Loss of telephone communications • Air quality disturbance |
| Level 3 (red) | A major emergency event that requires assistance from outside agencies; response time of outside agencies may be seriously delayed. The Department Operations Center is fully activated | <ul style="list-style-type: none"> • Civil disturbance • Major tsunami • Catastrophic earthquake • Large-scale act of terrorism • Dam failure • Flash floods • Volcanic eruption • Major earthquake • Hurricane/tropical cyclone |

2.6.2 ACTIVATION LEVELS

The HIDOE uses a flexible response scheme that allows the organization to activate response personnel and resources as the emergency situation dictates. Plans and guidelines provide that certain actions are taken at each response level based upon the specific hazard anticipated or encountered. The activation levels are based on those used in the HI-EOP but are expanded to address department considerations and staffing:

| | | |
|--|--------------------|---|
| Level 4 – Normal Operations | Description | Routine monitoring of a situation. No event or incident is anticipated. Safety, Security and Emergency Preparedness monitors information from relevant sources. |
| | Staffing | Safety, Security and Emergency Preparedness staff perform regular duties. |

| | | |
|--|---------------------------|---|
| Level 3 – Enhanced Steady State | Description | A situation or threat has developed that requires enhanced monitoring and coordination between jurisdictions and coordination between jurisdictions and agencies. The SEOC is only staffed with HI-EMA personnel. Situation information will be shared with departments via EMOs and posted to WebEOC. |
| | Staffing | <ol style="list-style-type: none"> 1. EOC Section Chiefs review Plan and Guidelines and check readiness of staff and resources. 2. Only basic support staff or as determined by EMO. |
| | Notification | <ol style="list-style-type: none"> 1. Notify Superintendent’s Office 2. Notify All Departments |
| | Potential Triggers | <ol style="list-style-type: none"> 1. Serious increase in international tension 2. Possibility of local unrest 3. Severe weather watch is issued 4. Situational conditions warrant 5. Small incidents involving one facility 6. Earthquake advisory 7. Flood Watch 8. Localized power outages |

| | | |
|---|---------------------------|---|
| Level 2 – Partial Activation | Description | A situation or threat has developed that requires state coordination and support extending beyond the normal workday and requires 24/7 monitoring. The SEOC is partially staffed with representatives from select SESFs and is coordinating as needed with department EMOs via department DOCs or WebEOC. |
| | Staffing | <ol style="list-style-type: none"> 1. Briefings to Superintendent. 2. Staffed as situation warrants and liaison to other agencies. 3. Primary EOC personnel will be available and check-in regularly. |
| | Notification | <ol style="list-style-type: none"> 1. Notify Superintendent’s Office 2. Notify All Departments |
| | Potential Triggers | <ol style="list-style-type: none"> 1. Small scale civil unrest 2. Situational conditions warrant 3. Severe weather warning issued 4. Moderate earthquake 5. Wildfire affecting specific areas 6. Incidents involving two or more facilities 7. Hazardous materials evacuation 8. Imminent earthquake alert 9. Major scheduled event 10. Large scale power outages |

| | | |
|----------------------------------|--------------------|--|
| Level 1 - Full Activation | Description | An actual or threatening incident is of such magnitude that it requires, or may require, extensive response and recovery efforts and significant state resources. The SEOC is fully staffed with representatives from all SESFs and is coordinating as needed with department EMOs via department DOCs or WebEOC. |
| | Staffing | <ol style="list-style-type: none"> 1. Required support staff as situation warrants. 2. As determined by the EMO and/or Superintendent. 3. EOC essential and necessary staff. 4. Key department heads. |
| | Notification | <ol style="list-style-type: none"> 1. Notify Superintendent’s Office 2. Notify All Departments |
| | Potential Triggers | <ol style="list-style-type: none"> 1. International crisis deteriorated to the point that widespread disorder is probable 2. Acts of terrorism (biological, technical, other) are imminent 3. Civil disorder with relatively large-scale localized violence 4. Hazardous conditions that affect a significant portion of the State 5. Severe weather is occurring 6. Verified and present threat to critical facilities 7. Situational conditions warrant 8. Major emergency in the State 9. Major earthquake |

2.6.3 CONSIDERATIONS FOR DETERMINING ACTIVATION LEVELS

The Department EOP and may be activated in response to a statewide disaster for which the Hawaii Emergency Management Agency has activated the HI-EOP or SEOC.

The department may also activate its EOP independently of a statewide activation to address emergency situations or operational disruptions that do not require a statewide response.

For events that don't involve an activation of the SEOC, the following considerations will be weighed to determine whether to activate the department EOP and Department Operations Center (DOC).

- An incident is occurring with the potential for escalation
- Large-scale planned events
- The emergency will be of a long duration.
- Major policy decisions will or may be required
- Managing the situation requires urgent, high-level, non-routine coordination among multiple divisions, worksites, vendors or other stakeholders
- Activation of the DOC will be advantageous to the successful management of the emergency

2.6.4 REPORTING AN EMERGENCY

Based on the level/type of emergency, the school administrator or other personnel should:

- Assess the situation and issue emergency response action if appropriate with guidance from county/local emergency response
- Contact the HIDOE's Department Operations Center (DOC) to inform it of the emergency situation and communicate the type of support that is needed
- Contact the county to inform it of the emergency situation (See Appendix 11.11.4)
- Incidents are handled at the lowest level possible. When an incident has exhausted local resources or requires capability that does not exist at the local level, the state level emergency operations may be contacted. Therefore, the county warning point will contact the State Warning Point as necessary.

2.6.5 RESPONSE ACTIONS FOR EMERGENCIES IDENTIFIED AT SCHOOLS

Schools should respond to emergencies by performing one of the actions shown below. The HIDOE’s Department Operations Center (DOC) and other state/county level personnel can notify schools to perform a specific action based on the location and scale of an emergency.

Details on specific procedures for various emergencies/threats is found in Appendix 11.8.

| Action | Description of Action | Emergency Scenarios |
|---|---|--|
| Drop, Cover & Hold  | This action is taken to protect students and staff from flying or falling debris. | <ul style="list-style-type: none"> Severe storm Earthquake |
| Shelter in Place  | This action is taken to provide immediate shelter where you are within a facility or structure to provide protection. Shelter-in-place is implemented when there is a need to isolate students and staff from the outdoor environment and a need to re-gain command and control. | <ul style="list-style-type: none"> Volcanic eruption of toxic gases Biological/chemical weapon Fire Flooding Environmental Hazard Hurricane/tropical cyclone |
| Lock Down  | A school lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in the classroom or designated locations at all times. | <ul style="list-style-type: none"> School Shooter |
| On-Campus Evacuation/ Assembly Location  | The need to evacuate a building on campus should occur after the decision has been made that it is unsafe to remain in the building. | <ul style="list-style-type: none"> Release of toxic substance inside the school Building Fire |
| Off-Campus Evacuation/ Assembly Area  | This action is taken after a decision is made that it is unsafe to remain on campus and evacuation to an off-site assembly area is required. Sheltering is appropriate when conditions require that you seek protection in your home, place of employment or other location when disaster strikes. (Sheltering outside the hazard area could include staying with friends and relatives, or staying in an emergency evacuation shelter or post-impact shelter. Emergency evacuation shelters are shelters used prior to the on-set of and during the emergency and post-impact shelters are used after the emergency has passed.) | <ul style="list-style-type: none"> Bomb threat? Wildfire Landslides Tsunami? |
| All Clear  | This action is taken to notify school staff that normal school operations should resume. | |

2.6.6 PROCEDURES FOR CLOSING OF SCHOOLS

In severe circumstances, schools or work-sites need to be shut down. These orders may come from within the HIDOE or, based upon threat assessments of the emergency incident from the County (Counties) or HI-EMA, local and state government may determine whether or not government operations warrant a shut down. The procedures are slightly different depending if the school closing needs to take place during or after school hours. Refer to Appendix 11.7.26 for complete guidelines on closing schools.

2.6.7 PROCEDURES FOR REUNIFICATION OF FAMILIES

Reunification is the process of ensuring that children return to the care of their parent(s) and family as quickly as possible after an emergency. Separation from one's family during or after an emergency can have mental and physical effects on children. The faster children reunite with the people they know and love, the better their outcomes will be. The specific reunification guidelines are listed in Appendix 11.7.27.

2.6.8 DIRECTOR'S EMERGENCY CHECKLIST

The Superintendent, Deputy Superintendent, or other representative of HIDOE leadership may refer to the "Director's Emergency Checklist" in the "State Department Director Resource Guide" found in Appendix 11.11.2 to ensure all appropriate actions have been taken.

2.7 ALERT AND NOTIFICATIONS

2.7.1 INITIAL ALERT OF A DEPARTMENTAL EMERGENCY

This section describes alert protocols to be followed when the department is impacted by an emergency or is the first agency aware of an emergency that may require a response from other departments or levels of government.

Any worksite that experiences an operational irregularity, emergency or developing situation that meets the following criteria should notify their Complex Area Superintendent. The Complex Area Superintendent should then evaluate the emergency or situation and make a decision as to whether to notify the State-level HIDOE via the Deputy Superintendent's office.

The following are examples of incidents that should be reported immediately:

- Serious injury or death to a student, teacher, member of a school staff
- Significant disruption of essential functions or operations, including worksite evacuations
- Serious threats to the health and welfare of students, teachers, or staff
- Potential or actual disruption to infrastructure, facilities or resources necessary for department operations. These include utility or IT system outages at facilities
- Any event, not captured above, that:
 - Poses a significant and imminent threat to public health and safety, property, or the environment,
 - Could result in the loss of public trust/confidence, degradation of credibility, and negative media coverage

2.7.1.1 EMERGENCY/MAJOR INCIDENT NOTIFICATION AND COMMUNICATION PROCEDURES FOR STATE AND COMPLEX AREA OFFICES AND SCHOOLS

When an emergency situation occurs, communication protocols are critical for appropriate and timely notifications. The HIDOE has established communications procedures to be followed at the state, complex, and school levels. At each level, there should be a designated safety lead and call tree. Leaders at each level or management should ensure that they have an emergency preparedness plan and easily accessible phone numbers, such as a group text, established.

Emergency contacts and information are posted on the Office of School Facilities and Support Services intranet homepage at: <https://intranet.hawaiipublicschools.org/offices/osfss>

Communications protocols for school emergencies and major incidents are posted on the intranet at: <https://intranet.hawaiipublicschools.org/offices/communications/Documents/EmergencyEventComm.pdf>

When an emergency requires law enforcement or fire officials to respond, leadership shall call 9-1-1, then proceed with notification of the following:

- Principal notifies Complex Area Superintendent (CAS); and
- CAS notifies Deputy; Safety, Security and Emergency Preparedness Branch (SSEP); and Communications Office (COMM)
- Contact information is posted in the Emergency Contacts list in Appendix 11.1.

2.7.1.2 ALERT TO THE STATE WARNING POINT (SWP)

The State Warning Point (SWP) at HI-EMA maintains situational awareness of incidents that require monitoring or involvement of multiple state agencies. The SWP is continually staffed twenty-four (24) hours a day, seven (7) days a week to monitor broadcast and online media, weather forecasts and other warning systems to identify emerging threats.

In accordance with the HI-EOP, the SWP shall be notified by any county emergency management agency, state department or private sector or NGO partner identified in this plan when any of the following occurs:

1. Activation or deactivation of county EOCs
2. Activation of a state department's DOC
3. A disaster results in multiple casualties
4. Opening or closing of airports, harbors or major highways
5. Opening and closing of emergency shelters
6. Degradation and restoration of critical infrastructure capabilities and systems (power, water, transportation, supply chain, IT and communications)

7. Death, serious injury or hospitalization of any HI-EMA staff member, a county emergency management administrator or SERT member
8. Any accident involving HI-EMA vehicles, equipment or facilities that results in the loss of, or serious damage to that equipment or property
9. Any event, not captured above, that poses a significant and imminent threat to public health and safety, property or the environment

Note: Life threatening situations should first be reported to emergency services. Notification to the SWP is in addition to, and does not replace, other notifications required by established agency SOPs or regulation.

Notifications to the SWP regarding incidents involving the department will be made by the EMO or a member of the Office of Safety, Security and Emergency Preparedness.

During a large scale emergency, the HIDOE EMO ensures additional notifications are carried out to the department head and other employees as described within this EOP.

2.7.2 NOTIFICATION OF STATE EMERGENCY OPERATIONS CENTER (SEOC) ACTIVATION

HI-EMA will notify department EMOs when an emergency is threatening or has occurred that requires monitoring or response by multiple state agencies. HI-EMA will stipulate which departments and positions are required to be physically present in the SEOC.

The EMO is responsible for notifying the Deputy Superintendent's Office and following the department activation plan as described in the next section.

2.7.3 NOTIFICATIONS OF EMERGENCY ACTIVATIONS



School Emergencies/Major Incidents

The following communication protocols are in place to provide a deliberate and consistent approach to how decisions and events are communicated to key stakeholders. All offices and schools are advised to keep an updated emergency phone tree to ensure effective communications.

EMERGENCY INCIDENTS REQUIRING LAW ENFORCEMENT, FIRE, OR MEDICAL HELP: Schools must immediately call 9-1-1, followed by CAS and SSEPB.



AFTER INCIDENT: Debriefing meetings held to assess aftermath. Schools complete, file and submit After Action Report (AAR) to SSEPB. Assessment provided to leadership; Superintendent debriefs Board of Education Chairperson.

HIDOE Emergency Call List is posted at <https://intranet.hawaiipublicschools.org/offices/osfss>

June 21, 2019

When the department is activating its EOP, the Safety, Security and Emergency Preparedness Branch will relay information from State & County emergency officials via conference call to the Assistant Superintendent of OSFSS, Superintendent, Deputy Superintendent, and Communications Director.

2.7.4 INTERNAL HIDOE COMMUNICATIONS

Following initial notification from Safety, Security and Emergency Preparedness Branch:

1. The Deputy Superintendent will hold a conference call to relay information to Assistant Superintendents, Complex Area Superintendents, and Charter Schools ED.
2. Each Complex Area Superintendent will notify Principals, including charter schools.
3. Principals relay information to staff and initiate Emergency Action Plans as needed
4. Complex Area Superintendents will notify OSFSS and Deputy Superintendent on school issues and any damage that may have occurred.

2.7.5 EXTERNAL HIDOE COMMUNICATIONS

The Communications Office will issue information to the public throughout the event via:

1. Media relations
2. The HIDOE website
3. Social media
4. School level communications to parents (e.g., Letter to Parents, SchoolMessenger Mass Messaging System)

2.7.6 PROCEDURES IN CASE OF MAJOR COMMUNICATION NETWORK FAILURE

In the case of a major communication network failure, satellite phones shall be issued to critical responders and decision makers by the Office of Safety Security and Emergency Preparedness.

2.8 EMERGENCY FACILITIES

2.8.1 DEPARTMENT OPERATIONS CENTER (DOC) LOCATION

The primary HIDOE DOC is located at:

- Office of School Facilities and Support Services Administration Building, 3633 Waiālae Avenue, Honolulu, HI 96816 (Response Center Phone Numbers: 831-6731, 831-6732; Fax: 831-6750)

“A DOC is a shared physical or virtual location staffed by personnel from a single department who are supporting emergency activities tasked by the SEOC or addressing department needs created by the emergency, such as restoring or sustaining essential services. The EMO operates from the DOC and serves as the liaison to the SEOC.”

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2.8.2 ALTERNATE DEPARTMENT OPERATIONS CENTER (DOC) LOCATIONS

The alternate DOC location will be located at:

- State Department of Education at the Queen Liliuokalani Building, 1390 Miller Street, Honolulu HI, 96813

2.8.3 STATE EMERGENCY OPERATIONS CENTER (SEOC) LOCATION

The State Emergency Operations Center (SEOC), located in Diamond Head Crater, is a central physical location where agency/department representatives and designated NGOs and private sector agencies, report during emergencies to gather and disseminate event information, respond to requests for assistance from local jurisdictions, identify and coordinate priority actions, and allocate resources.

2.8.4 OTHER EMERGENCY FACILITIES

HIDOE will utilize County Emergency Operations Centers to coordinate activities on neighbor islands or if the primary DOC is unavailable.

County of Kauai Emergency Operations Center (EOC):

3990 Kaana Street, Suite 100

Lihue, HI 96766

Phone: (808) 241-1800, Fax: (808) 241-1860

County of Honolulu Emergency Operations Center (EOC):

Mayor Frank F. Fasi Municipal Building

650 South King Street, Basement

Honolulu, HI 96813

Phone: (808) 723-8960

County of Maui Emergency Operations Center (EOC):

200 S High St

Kalana O Maui Bldg, 1st Fl

Wailuku, HI 96793

Phone: (808) 270-7285, Fax: (808) 270-7275

County of Hawaii Emergency Operations Center (EOC):

920 Ululani Street

Hilo, HI 96720

Phone: (808) 935-0031 | (808) 935-3311 (after hours)

2.9 KEY SESF RESPONSE ACTIONS

2.9.1 RESPONSE ACTIONS BY STATE EMERGENCY RESPONSE FUNCTION (SESF)

HIDOE Representatives to SESF 3 (Public Works & Engineering) will follow instructions from the Department of Accounting and General Services (DAGS), the lead agency of SESF 3. HIDOE Representatives will come from:

- Facilities Development Branch (FDB)
- Facilities Management Branch (FMB)

HIDOE Representatives to SESF 6 (Mass Care, Emergency Assistance, Housing and Human Services) will follow instructions from the American Red Cross, the lead agency of SESF 6. HIDOE Representatives will come from:

- Safety, Security, and Emergency Preparedness Branch (SSEP)
- School Food Services Branch (SFSB)

HIDOE Representatives to SESF 7 (Logistics Management & Resource Support) will follow instructions from the lead agency of SESF 6 when they are defined. HIDOE Representatives will come from a branch/section to be decided. HI-EMA has not yet formalized requirements for this SESF.

HIDOE Representatives to SESF 15 (External Affairs) will follow instructions from HI-EMA, the lead agency of SESF 15. HIDOE Representatives will come from:

- Communications Office

2.9.2 RESPONSE ACTIONS BY THREAT LEVEL

PRE IMPACT: ELEVATED THREAT - Initial readiness actions focus on threat evaluation, situational awareness and reading resources for emergency use or deployment.

Specific activities may include, but are not limited to:

- Review of plans and procedures
- Anticipating requirements and validating available resources
- Alerting the public to the threat and emphasizing preparedness measures
- Testing systems such as backup communications and generators
- Sharing emergency information with employees or clients

CREDIBLE THREAT: IMPACT IS LIKELY - The issuance of a watch, warning or other official advisory usually serves as notice that there is significant probability the threatened hazard will occur and triggers the 'Credible Threat' phase. Actions taken may include:

- Activating the DOC
- Evacuating or closing worksites, or altering hours of operation
- Suspending non-essential operations, canceling flights or shutting down all operations
- Repositioning or deploying resources, equipment
- Issuing public information about the status of airline operations

IMMEDIATE RESPONSE/LIFE SAFETY PHASE

During the immediate response phase, emphasis is placed on controlling and stabilizing the situation, protecting lives and property and minimizing the effects of the emergency. Immediate response actions may include:

- Impact assessments
- Continuation of protective measures
- Search and rescue operations
- Resource mobilization and deployment

LIFE SUSTAINING RESPONSE

As an incident begins to stabilize, operations focus on getting a detailed picture of the impacts and preventing an exacerbation of emergency conditions and secondary impacts. Priorities may include:

- Mass care operations
- Public information
- Detailed damage assessments
- Situational awareness
- Critical infrastructure repairs and restoration

SUSTAINED RESPONSE AND TRANSITION TO RECOVERY

Activities during this period may include a continuation of activities initiated during the life sustaining response phase, such as detailed damage assessments and the restoration of critical infrastructure, systems and services.

Government agencies execute CONTINUITY OF OPERATIONS PLANS or BUSINESS CONTINUITY PLANS to direct the restoration of their regular operations.

Following a major disaster, the state and FEMA will deliver programs and services as part of the DISASTER RECOVERY FRAMEWORK to support community and economic recovery.

For additional guidance refer to Appendix 11.11.2, “Ongoing Action Items” in the State Department Director’s Resource Guide.

2.10 DE-ESCALATION PROTOCOL

The HI-EMA Director will determine when the SEOC activation level is being downgraded. SESFs may be deactivated prior to SEOC deactivation if SEOC leadership determines the SESF is no longer needed to manage emergency operations.

The Director, Safety, Security and Emergency Preparedness Branch may de-escalate the DOC activation level when appropriate.

Note: De-escalation of the DOC does not mean an end to all activities for an incident. Recovery operations may continue for months or years following an incident.

3 ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

This section establishes the units within the department that will be relied upon for emergency operations (divisions; branches; positions). It includes the roles of key external partners/vendors, as well as stakeholders as appropriate.

3.1 ROLES AND RESPONSIBILITIES

3.1.1 GENERAL DEPARTMENT RESPONSIBILITIES

The department has the following responsibilities for emergency management, which are tasked by the HI-EOP and shared by all state agencies, and include actions both before and during an event:

3.1.1.1 ONGOING DUTIES

On an ongoing basis the department will:

1. Each state department shall develop and maintain a plan for emergency operations that supports the HI-EOP (pursuant to Administrative Directive No. 15-01).
2. Address the execution of emergency duties assigned by the HI-EOP, to include the following:
 - a. Assign emergency responsibilities and authorities for emergency duties by division, branch and position.
 - b. Identify a physical or virtual Department Operations Center (DOC) from which assigned emergency duties are coordinated.
 - c. Develop personnel notification procedures.
 - d. Develop attachments that support EOP implementation including internal policies, procedures and tools such as checklists.
3. Develop and maintain a worksite Emergency Action Plan (EAP).
4. Maintain current all-hazards Continuity of Operations Plans (COOP) for each Complex Area in the State (pursuant to Administrative Directive No. 15-01).
5. Ensure all employees are notified at least three times per year that, pursuant to Chapter 127A, Section 8(a) of the Hawaii Revised Statutes that all state and county officials, officers, and employees are considered “emergency workers” and shall perform functions as determined by their respective state or county department director during emergencies or disasters.
6. Participate in drills and exercises to test the procedures identified in the EOP and to ensure that administration, staff, faculty, and students are familiar with the specific actions required in the EOP.

3.1.1.2 DURING AN EVENT

As required during a disaster or emergency the department will:

1. Implement the department's EOP and affected Complex Area COOPs.
2. Activate the DOC to organize internal emergency operations to support SEOC requests and sustain or restore essential business functions.
3. Assign department resources to provide support requested through the SEOC.
4. Channel department requests for assistance, operational status and situation updates to the SEOC through the EMO.
5. Log emergency actions and expenses incurred, including personnel time, and report costs in a timely manner to the SEOC for possible reimbursement.
6. Coordinate the release of departmental emergency public information through SESF 15 – External Relations at the SEOC or the Joint Information Center (JIC) if one is established for the event.
7. Assist in assessing damage to state owned facilities or properties under departmental control and provide reports to the SEOC.

3.1.2 DEPARTMENT DIRECTOR

Overall responsibility for ensuring the participation of state agencies in preparedness activities and their readiness support emergency operations and continue essential functions rests with each state Department Director.

Following a large disaster, the Governor may establish a Policy Group in the SEOC that includes the Directors of agencies needed to provide strategic direction for response and recovery efforts and give input into major policy decisions.

3.1.3 EMERGENCY MANAGEMENT OFFICER (EMO)

Emergency Management Officers (EMOs) are part of the State Emergency Response Team (SERT) and are HI-EMA's primary liaison to the department for all emergency management issues during both normal and emergency operations.

3.1.3.1 ONGOING DUTIES

On an ongoing basis, the department's EMO will:

1. Support the development, maintenance and review of state emergency operations plans, as requested.
2. Disseminate information from HI-EMA (e.g. advisories; updates; training offerings) to the department's leadership and staff.
3. Respond to questions or provide technical input requested by HI-EMA on department capabilities and plans. This requirement may involve representing the department at formal workshops, planning meetings or on special committees.
4. Coordinate the department's participation in emergency management training and exercises.
5. Familiarize the department with state emergency operations plans and department responsibilities.
6. Ensure the department has a current departmental-level EOP, along with supporting policies, checklists and processes that addresses the performance of duties assigned by the HI-EOP.
7. Ensure representatives are assigned to all State Emergency Support Functions (SESFs) for which the department is a Coordinating, Primary or Support Agency.

3.1.3.2 DURING AN EVENT

As required during disasters or emergencies, the department's EMO will:

1. Serve as the liaison between the DOC and the SEOC. Share updates on the department's progress towards incident objectives and assignments and submit resource requests via the online WebEOC platform.
2. Help coordinate the department's emergency operations, including implementation of the department's EOP and activation of the DOC.
3. Ensure the department's SESF representatives are activated. Coordinate with the department's SESF representatives to fulfill requests assigned by the SEOC.

3.1.4 STUDENTS AND STAFF WITH DISABILITIES

Individuals with disabilities and others with functional and access needs must be considered in the creation of each school's emergency action plan. "Emergency preparedness and response programs must be made accessible to people with access and functional needs and as required by the Americans with Disabilities Act of 1990 (ADA). Access and functional needs populations may have additional needs before, during and after an emergency in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care.

Included in the Department’s planning efforts for those with access and functional needs are notification and warning procedures, supervision, medical and care protocols, evacuation considerations, emergency transportation issues, sheltering considerations, accessibility to medications, refrigeration, accessibility to mobility devices while in transit or sheltering and accessibility to information.”

3.1.5 HOMELESS CONCERNS

The HIDOE works closely during emergency situations with families across the state who find themselves grappling with homelessness. The Homeless Concerns Program, Office of Student Support Services, works closely with Homeless Community Liaisons located in each Complex Area to ensure children continue uninterrupted access to education and services in accordance with the federal McKinney-Vento Act.

As part of the state-level team, the Homeless Concerns Program provides technical assistance, coordination, funding, and addresses personnel shortages. In preparation of students ahead of a storm or impending natural disaster, Homeless Community Liaisons can be part of the outreach team to communicate directly with families. They may also connect families and youth to shelter transportation and food bank resources in collaboration with County and other state and/or federal agencies.

The National Center for Homeless Education (NCHE) operates the U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth (EHCY) Program. NCHE has served as a valuable resource for Hawaii public schools. Website: <https://nche.ed.gov/>

3.1.6 SPECIAL EDUCATION

The Special Education Program, Office of Student Support Services, addresses the critical educational and other support needs of children with disabilities during emergencies. The Special Education program ensures that the rights of children/youth with disabilities and their parents are protected through the implementation of federal and state laws for students with disabilities. It provides technical assistance and training to schools and Complex Areas on the implementation of the Individuals with Disabilities Education Improvement Act (IDEA) and Section 504 Rehabilitation Act of 1973 (Section 504) and the corresponding administrative rules.

Special Education is specially designed instruction and services to meet the unique needs of students with disabilities, and can include academic services, speech-language services, psychological services, physical and occupational therapy, and counseling services. The Department provides these services at no cost to families to anyone aged 3 to 22 who demonstrates a need for specially designed instruction, after an eligibility determination.

During emergencies, the Special Education Program facilitates overall state-level support and works closely with the Complex Areas to ensure educational and other services continue to be delivered with minimal interruption. It mitigates any service shortages by providing qualified personnel when needed and monitors closely the programmatic and budgetary needs prior, during, and after the crisis.

3.1.7 COUNSELING/BEHAVIORAL HEALTH

During emergency situations, the Counseling/Behavioral Health Program, Office of Student Support Services, provides technical support and resources to Complex Areas and schools. Additionally, the program coordinates with various state and county agencies, and national organizations to provide guidance regarding counseling and support services best suited to the type of emergency.

Counseling/behavioral health services address individual student needs in the areas of personal/social/behavioral development, physical and emotional well-being, academics, and college and career development. Student support services include an array of services provided by qualified personnel such as occupational and physical therapists, school psychologists and behavioral specialist.

3.1.8 CURRICULUM SUPPORT

During natural disasters, the Office of Curriculum and Instructional Design provides support and coordinated services in the event an emergency prevents students from attending school for an extended period of time.

With internet access, ongoing supports may be provided in the areas of distance learning, synchronous learning opportunities, and educational resources:

- Distance Learning: Provide Complex Areas/schools training and resources to utilize an online learning platform with access to secondary core subject curriculum.
- Online Communication Tools: Provide Complex Areas/schools training and access to online communication tools to conduct synchronous learning opportunities for students and teachers.
- Online Educational Resources: Provide access to online educational resources (i.e. K-12 and professional development, electronic books, online learning, etc.) to support equity to high-quality materials

When schools are faced with situations without internet access, OCID may provide hard copies of instructional materials in addition to basic classroom supplies.

Educational Television: The HIDOE's educational digital television channel Teach-365 or Teach-46.56 airs educational and instructional programming in all subject areas.

3.1.9 OFFICE OF INFORMATION TECHNOLOGY SERVICES

The Office of Information Technology Services (OITS) is responsible for the centralized network and several critical enterprise systems. The general areas that OITS are responsible for addressing are:

Mitigation: Activities designed to prevent the loss of and mitigate the risk to information systems, databases, network, peripherals, and equipment.

Preparedness: Ensuring that there is a current inventory and documentation of all centrally managed equipment (servers, routers, switches, etc.), systems, network topology, network configuration, firewalls, databases, connectivity services, etc., which shall include the location of both the primary and

secondary/backup/disaster recovery instance (if applicable). Also ensuring that disaster recovery plans and protocols are current.

Response: Activities to implement disaster recovery and assist with technology needs during the course of an emergency event.

Recovery: Activities required to restore operations to pre-event status, including:

- Ensuring all network connectivity is restored,
- Ensuring all systems are available with current data, any remote, alternate, or backup operations are transferred back to the primary location/source,
- Identifying and replacing damaged equipment or services related to centrally-managed technology solutions and providing guidance and assistance to schools and offices who have damaged equipment or services that they manage at their level (i.e., not owned/managed by OITS).

In the case of an emergency event, OITS will:

1. Issue event-specific guidance to schools and offices on how to prepare technology devices/solutions prior to the emergency event occurring (if able to prepare with advanced warning).
2. Determine which technology solutions/supports need to remain online and available during an emergency event.
 - a. For technology solutions/supports that need to remain online and available, ensure that there will be uninterrupted service.
 - b. For technology solutions/supports that do not need to remain online and available, ensure appropriate backups and shutdown protocols are done (if able to prepare with advanced warning).
3. Assist in establishing/maintaining emergency communication solutions that the department has identified as primary communication mechanisms (e.g., HIDOE website, etc.), and report any problems to the Chief Information Office and/or Incident Commander.
4. Assist in obtaining needed student information and staff information from computer files (as long as the systems are online and available).
5. Provide support to school technology staff in shutting down centralized and school network equipment, as necessary (if able to prepare with advanced warning).
6. Coordinate with the state Office of Information Technology Services on emergency protocols where state and HIDOE systems intersect/interface (e.g., mainframe, etc.).
7. Assist in assessing the condition of technology equipment, systems, etc. at state, complex area, and schools once the event has passed or an “all-clear” has been issued.
8. On an as-needed basis, assist with identifying and/or providing technology solutions for displaced students, staff, etc. and for interim satellite locations while post-event repairs, etc. are being conducted.

3.1.10 STATE EMERGENCY SUPPORT FUNCTION (SESF) DUTIES

The department also has specific responsibilities under the following State Emergency Support Functions (SESFs).

The department assigns representatives to participate in SESF planning and response duties.

3.1.10.1 ONGOING DUTIES

On an ongoing basis, department representatives assigned to the above SESFs will work with other SESF agencies to do the following:

1. Maintain the SESF Annex, develop related tactical plans and identify resource requirements for executing anticipated SESF responsibilities and address resource gaps.
2. Plan and participate in state exercises and address corrective actions related to the SESF identified during exercises or real-world events
3. Provide input into the annual state Threat and Hazard Identification and Risk Assessment (THIRA)
4. Help identify mitigation initiatives to increase disaster resiliency.
5. Complete training required for SERT members and identify SESF training requirements. The training requirements and exercise program are listed in Appendix 11.11.2.
6. Work with the department EMO to promote awareness of state emergency operations plans and ensure SESF responsibilities are addressed in the department's Emergency Operations Plan.

3.1.10.2 DURING AN EVENT

When an SESF to which the department is assigned is activated during an event, the department's SESF representatives will provide the following support, as requested:

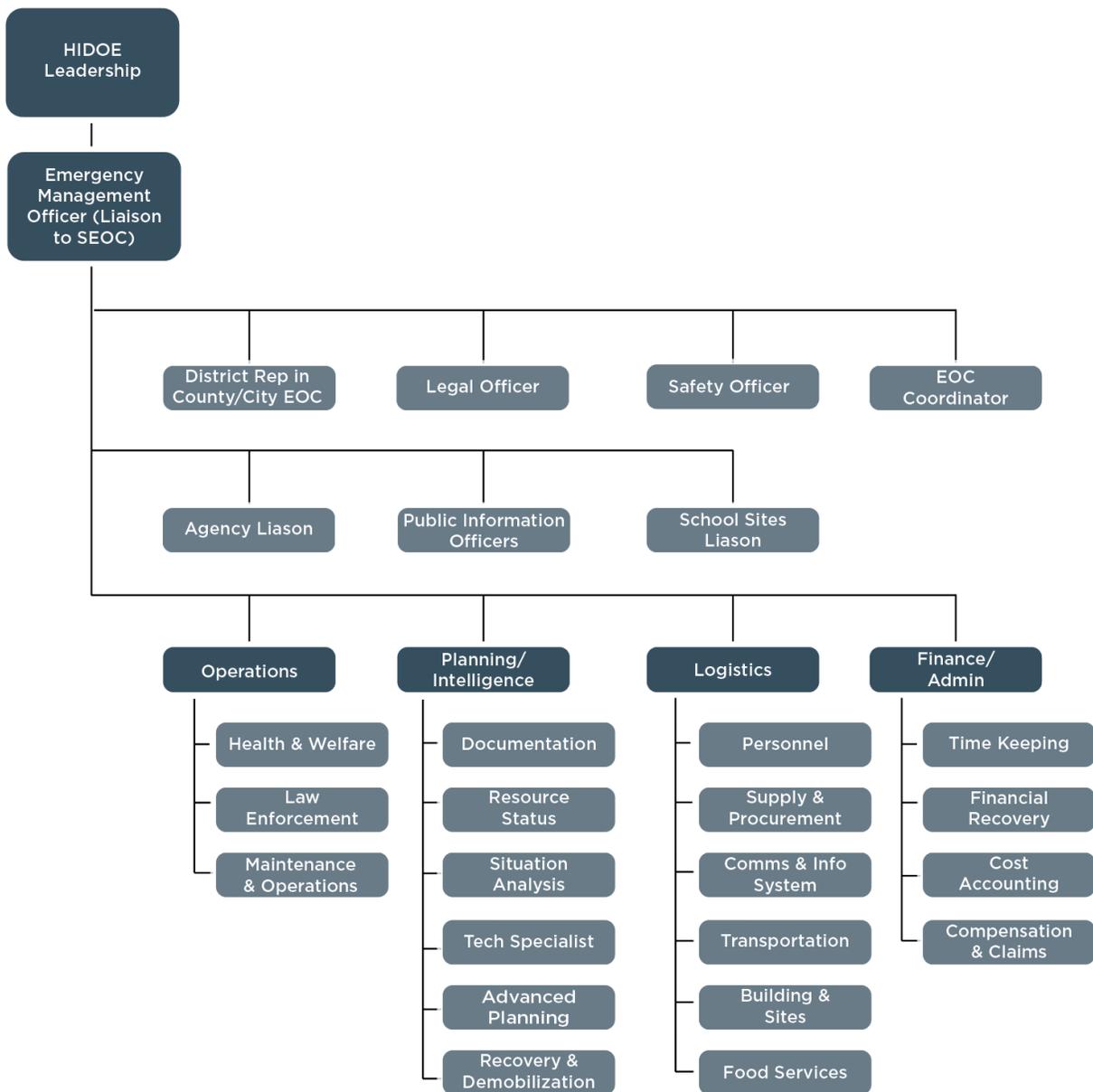
1. Provide staff to the SEOC and other incident sites, if requested.
2. Receive, track and coordinate department resources to support missions assigned to the SESF.
3. Ensure financial and property accountability for SESF activities.
4. Coordinate actions with counties, other SESFs or federal SESFs as applicable.

3.2 ORGANIZATION

During an emergency, HIDOE will establish a temporary emergency response structure to coordinate the department’s emergency activities. This structure will use Incident Command System (ICS) principles and terminology.

The organizational structure is intended to be flexible and scalable and the positions that are activated and staffed will be based on the needs of the event at hand.

The following figure shows the HIDOE emergency organizational structure during a full activation of the department.



| ICS Section, Branch or Unit | Office, Division or Branch of Agency and Assigned |
|---|--|
| Incident Commander | Deputy Superintendent |
| Liaison - Emergency Management Officer (EMO) | Safety, Security, and Emergency Preparedness Branch |
| PIO (ESF 15 Representative) | Communications |
| Legal Support | State Attorney General's Office |
| Operations Section | Office of School Facilities and Support Services |
| Planning Section | Office of Strategy, Innovation, and Performance |
| Logistics Section | Office of School Facilities and Support Services |
| Finance/Admin Section | Office of Fiscal Services |

4 PREPAREDNESS

4.1 PERSONNEL

The department will maintain a constant state of preparedness in the event that an incident or emergency occurs at the school. Directors will ensure all employees are notified at least three times per year that, pursuant to Chapter 127A, Section 8(a) of the Hawaii Revised Statutes that all state and county officials, officers, and employees are considered “emergency workers” and shall perform functions as determined by their respective state or county department director during emergencies or disasters.

4.2 CONTINUITY OF OPERATIONS PLANS

4.2.1 ALL COMPLEX AREAS MUST HAVE UP TO DATE CONTINUITY OF OPERATIONS PLANS

In general, a Continuity of Operations Plan (COOP) ensures there are procedures in place to maintain or rapidly resume essential operations of the Complex Area schools after the disruption of normal operations. These essential operations are the academic, business and physical facilities of the school district.

It is a local or regionally focused plan that takes into account specific conditions of each county/island while the EOP provides broad guidelines at the state level. Each Complex Area faces different threats and has different support agencies and processes in place.

4.3 EMERGENCY ACTION PLANS

4.3.1 ALL SCHOOLS MUST HAVE EMERGENCY ACTION PLANS (EAP)

Even within a Complex Area, schools have different facilities and procedures. Every school is required to develop a comprehensive, multi-hazard approach to emergency management with an Emergency Action Plan. The Emergency Action Plan is customized to the specific environment and unique needs of the work-site and/or school. Each school’s Emergency Action Plan shall align with guidelines put forth in Appendix 11.7.9.

Note that Emergency Action Plans must encompass school excursions, school transportation, and after-hours and weekend activities.

4.3.2 OUT OF SCHOOL TIME

The Community Engagement Branch (CEB) of the Office of Strategy, Innovation and Performance, oversees the out of school time programs of the Department, specifically 21st Century Community Learning Centers (21CCLC), Uniting Peer Learning Integrating New Knowledge (UPLINK), Resources for Enrichment, Athletics, Culture and Health (R.E.A.C.H), and Afterschool Plus (A+). Out of school time programs funded through these four programs are both school-based and school-linked. The majority of these programs are school-based.

During emergency situations, school-based programs will follow the school emergency action plans. For school-linked programs, emergency action plans are also prepared according to a template prepared by CEB.

Beyond ensuring that programs do have annual emergency plans on hand, at the state level CEB may assist with technical assistance, outreach, and connecting out of school time programs with resources and/or other state and county agencies best suited to the type of emergency at hand.

4.3.3 ALL OFFICE BUILDINGS MUST HAVE EMERGENCY ACTION PLANS (EAP)

Equivalent to an Emergency Action Plan for schools, office buildings are required to have a plan to respond to emergencies. Both plans should have very similar components. The guidelines in Appendix 11.7.9 can also be referenced for creating safety plans.

4.4 TRAINING

To ensure that district personnel and community emergency responders are aware of their duties and responsibilities under the plan and the most current procedures, basic training and refresher training sessions will be conducted as needed for identified school personnel in coordination with local fire, law enforcement and emergency managers.

4.4.1 TRAINING REQUIREMENTS

To ensure that district personnel and community emergency responders are aware of their duties and responsibilities the following training is required:

- Hazard and incident awareness training.
- Orientation to the State Emergency Operations Plan (SEOP).
- First-aid and CPR.
- Team training to address specific incident response or recovery activities such as Family Reunification.
- Incident Command System 100sca and IS-700, with support documentation to be required.
- Staff in a management position should also take, at a minimum; level 200. All staff also has the option of level 800.

4.4.2 RECOMMENDED PERSONNEL FOR TRAINING

To ensure that district personnel and community emergency responders are aware of their duties and responsibilities the following personnel should enroll in online Federal Emergency Management Agency courses:

- Superintendent
- Deputy Superintendent
- Assistant Superintendents
- Executive Assistants
- Complex Area Superintendents
- Complex Area Business Managers
- Administrative Services Assistants
- Principals
- Assistant/Vice Principals
- School Administrative Services Assistants
- Nurse/Social Worker
- Head Custodians
- School Psychologists
- Athletic Directors
- School Safety Security Officers/Attendants

4.4.3 STATE EMERGENCY RESPONSE TEAM (SERT) TRAINING REQUIREMENTS

Personnel serving on the State Emergency Response Team are required to complete specific training. These requirements are posted by HI-EMA at HI-EMA posted at: <https://dod.hawaii.gov/hiema/sert-resources/training-exercise/>

4.5 HIDOE TOOLS

4.5.1 COMMUNICATION TOOLS

4.5.1.1 SCHOOLMESSENGER - TEXT

Most Hawaii State Department of Education (HIDOE) schools have adopted the SchoolMessenger text-messaging system. Parents and other concerned parties may opt in to enroll by visiting www.schoolmessenger.com and downloading the program's smartphone app. Additional information is available at:

<http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/SchoolMessenger.aspx>

4.5.1.2 HAWAII STATE FUSION CENTER

The Hawaii State Fusion Center (HSFC) is a Hawaii State government program that facilitates intelligence sharing between local, state, and federal agencies, and the public and private sectors. As the nation's 77th Fusion Center, it is uniquely structured to empower front-line law enforcement, public safety, fire service, emergency response, public health, critical infrastructure partners, and private sector security personnel to understand local implications of national intelligence, thus enabling local officials to better protect their communities.

Four Critical Operational Capabilities:

- **Receive:** Ability to receive classified and unclassified information from federal partners
- **Analyze:** Ability to assess local implications of that threat through the use of a formal risk assessment process
- **Disseminate:** Ability to further disseminate that threat information to other state, local, tribal, territorial, and private sector entities within their jurisdiction
- **Gather:** Ability to gather locally-generated information, aggregate it, analyze it, and share it with federal partners as appropriate

Hawaii State Fusion Center Site - <https://dod.hawaii.gov/ohs/fusion-center>

4.6 DEPARTMENT READINESS CHECKLIST

The Department Readiness Checklist in Appendix 11.11.2 allows personnel to assess the department's readiness to effectively perform primary missions during an emergency or disaster. Refer to this document to assure the department is prepared for emergency management.

4.7 DRILLS

4.7.1 FIRE EVACUATION

Fire Evacuation drills are held monthly for elementary schools and quarterly for secondary schools.

4.7.2 EARTHQUAKE

At least once per year students are required to practice drop, cover and hold which is the protocol during an earthquake.

4.7.3 LOCKDOWN

A lockdown drill should be conducted annually to practice and execute the lockdown emergency response. Refer to Appendix 11.7.22 for more information on lockdown procedures.

4.7.4 EVACUATION AND/OR OFF CAMPUS EVACUATION

Students and staff are required to practice an evacuation from their school at least once per year.

4.7.5 SHELTER-IN-PLACE (SIP)

A shelter-in-place drill should be conducted annually to practice this emergency response action. Refer to Appendix 11.7.23 for more information on shelter-in-place procedures.

4.7.6 TSUNAMI EVACUATION

Depending on the location of a school and susceptibility to tsunamis, some schools may be required to carry out tsunami evacuation drills. The schools required to conduct Tsunami drills are (also displayed in appendix 11.5.1):

- **Oahu:** Kaaawa Elementary, Hauula Elementary, Sunset Beach Elementary, Haleiwa Elementary, Laie Elementary, Waialua Elementary, Waianae High, Waianae Intermediate, Nanaikapono Elementary, Iroquois Point Elementary, Maili Elementary, Ala Wai Elementary.
- **Hawaii:** Chiefess Kapiolani Elementary, Keaukaha Elementary, Kahakai Elementary.
- **Maui:** Kamehameha III Elementary.
- **Kauai:** Hanalei Elementary, Kekaha Elementary.

4.8 EXERCISES

4.8.1 EARTHQUAKE EXERCISE - "THE GREAT HAWAII SHAKEOUT"

"The Great Hawaii Shakeout," the State of Hawaii's annual earthquake exercise, is an opportunity for people in homes, schools, and organizations to practice what to do during earthquakes and to improve preparedness. ShakeOut encourages schools, school districts, state education agencies, institutions of higher education, and community partners to learn what to do before, during, and after an earthquake and to practice "Drop, Cover, and Hold On." This exercise is held annually on the third Thursday of October.

(<https://www.shakeout.org/hawaii/whyparticipate/>)

4.8.2 HURRICANE EXERCISE - "MAKANI PAHILI"

"Makani Pahili" is the State of Hawaii's annual hurricane preparedness exercise conducted by all four counties, as well as federal, private, and non-governmental organization stakeholders. The term "Makani Pahili" means strong winds. A myriad of functions such as Operational Coordination Seminars followed by discussion-based exercises such as Statewide Debris Management and a Situational Awareness Workshops are conducted throughout the week. Furthermore, Department Operation Centers Activation Drill / Functional Exercise are performed to test state agency notification responses for departments' emergency operations plans (EOPs). In culmination of the exercise, various Senior Leader Activities attended by the Governor as well as the Mayors from each county and their respective County Emergency Administrators are also conducted to ensure emergency response actions are understood and executed to save lives, prevent suffering, and protect property.

(<https://dod.hawaii.gov/hiema/event/statewide-makani-pahili-exercise/>)

4.8.3 TSUNAMI EXERCISE - "KAI MIMIKI"

Tsunami response exercises are conducted under the name "Kai Mimiki" (Hawaiian term referring to the retraction of the ocean immediately prior to a tsunami wave) that focus on either a locally generated or distant tsunami.

5 DIRECTION, CONTROL AND COORDINATION

5.1 AUTHORITY TO INITIATE ACTIONS

HIDOE's Superintendent is responsible for activating the EOP.

Director, Safety, Security and Emergency Preparedness Branch is responsible for implementation of the EOP.

5.2 DIRECTION OF DEPARTMENT EMERGENCY OPERATIONS

Assistant Superintendent for School Facilities and Support Services is responsible for the HIDOE's emergency operations and will serve as the Department Commander. This position works from the Department Operations Center (DOC) when the DOC is activated. In this role, Assistant Superintendent for School Facilities and Support Services will coordinate the efforts of the EMO (Director, Safety, Security and Emergency Preparedness Branch), SESF representatives, and Departmental Leadership from the Superintendent's Office.

5.3 COORDINATION WITH DISTRICT/COUNTY OFFICES AND DIRECTION OF FIELD RESPONSE OPERATIONS

Coordination at the County and Local levels will be done through the Complex Area Superintendent. Each Complex Area has an associated Continuity of Operations Plan (COOP) that ensures that there are procedures in place to maintain or rapidly resume essential operations of that Complex Area. Essential operations include academic, business and physical facilities of the Complex Area.

Each Continuity of Operations Plan (COOP) produced in accordance with the instructions and requirements described in this EOP, provides actionable information for HIDOE administrators within each Complex Area and describe when a local emergency event must be elevated to a higher level of administration. Likewise, COOPs will provide guidance as to how leadership should respond in the event of a regional or state-level emergency event.

Additionally, each school within the HIDOE system also has its own Emergency Action Plan. Thus school-level responses are guided by the Emergency Action Plans and County/District-level activities are coordinated through the Office of each Complex Area Superintendent. Charter Schools are also expected to have its own Emergency Action Plan and they will receive the same standard of emergency support as all other HIDOE schools in the state.

6 INFORMATION COLLECTION, ANALYSIS AND DISSEMINATION

6.1 DEPARTMENT SITUATIONAL AWARENESS

The Planning Section within the DOC is responsible for maintaining situational awareness of the department's ongoing operations, and collects, analyzes, and disseminates information through a common operating picture (COP), reports, briefings, and presentations integrating geospatial and technical information, as necessary. This function will be performed by the Office of School Facilities and Support Services, led by the Executive Assistant to the Assistant Superintendent.

The Office of School Facilities and Support Services is also required to monitor and report damages to school sites or other HIDOE facilities.

6.2 INFORMATION SHARING WITH THE STATE EMERGENCY OPERATIONS CENTER (SEOC)

The State of Hawaii uses **WEBEOC** as its primary tool for internal communications and situational awareness during disasters. WebEOC is an online system that allows authorized users to view and update current incident information and request assistance.

Disaster information will primarily be shared between the department and the SEOC via the EMO via WebEOC. The EMO shall record important updates regarding the department's status or operations in the WebEOC event log.

Updates on SESF activities will primarily be shared with the SEOC by the SESF Coordinating or Primary Agency using WebEOC as the main communication channel.

Additional detail on procedures for information sharing by the department, including reporting times and format, will be communicated to the EMO by the SEOC.

6.3 CRITICAL INFORMATION REPORTING REQUIREMENTS (CIRRS)

Critical Information Reporting Requirements (CIRRs) are essential pieces of information that must be promptly reported to decision-makers. The collection and reporting of CIRRs facilitate timely coordination decisions during response operations by providing important details that response personnel need to know to effectively manage and execute their mission assignments.

In accordance with CIRRs, HIDOE will report to the SEOC:

1. Closing and opening of schools
2. Facility damage
3. DOE employee and student injuries
4. HIDOE schools being used as shelters

This information will come from:

1. School and Complex Areas

This information will be provided for:

1. HIDOE leadership
2. County EOCs

This information will be shared via:

1. HIDOE leadership meetings and the communications protocols described in section 2.7.3
2. County EOC meetings

The format for providing the information will align:

1. WebEOC

Information will be provided at specific times such as:

1. When requested by relevant authorities
2. When Situation Reports (SITREPS) are due

7 COMMUNICATIONS²

The department's Communications Office is assigned general emergency communications responsibility for the HIDOE. It provides technical and maintenance support for DOC communications equipment.

7.1 PRIMARY COMMUNICATIONS CAPABILITIES

Primary communication methods used by the HIDOE will include:

- Cell phones and landlines
- HIDOE website
- SchoolMessenger Mass Messaging System (MMS)
- E-blasts
- Radio broadcast working with HI-EMA and/or County Civil Defense Organizations

7.2 ALTERNATE COMMUNICATIONS CAPABILITIES

In the case of the failure of major communication network failures, HIDOE will rely on satellite phones and a means of alternate communications. The Queen Liliuokalani Facilities Campus located on 3633 Waiālae Avenue, Honolulu HI 96816, is designated as the primary rally point for HIDOE senior leaders should communications capabilities become inoperative.

COOP plans shall define rally points for each Complex Area along with procedures and timelines for utilizing them in the wake of an emergency event that disrupts telephone and digital communications.

² State-wide communication protocols and coordination procedures are described in detail in the Communications Annex of the HI-EOP. Please refer to that plan for additional information.

8 ADMINISTRATION, FINANCE AND LOGISTICS

8.1 ADMINISTRATION

For additional details on personnel administrative management responsibilities, see the appropriate state laws and administrative rules, and the HI-EOP.

HIDOE shall—

- Ensure that all employees are notified at least three times per year that, pursuant to Chapter 127A, Section 8(a) of the Hawaii Revised Statutes that all state and county officials, officers, and employees are considered “emergency workers” and shall perform functions as determined by their respective state or county department director during emergencies or disasters.
- Follow established agency policies for personnel augmentation in accordance with statutes, regulations and authorities; Memoranda of Understanding (MOUs), Emergency Management Assistance Compact (EMAC), and Mutual Aid Agreements.
- Ensure employees engaged in incident response activities complete all training required by HI-EMA or the department and have the necessary skills and abilities required to fulfill emergency duties.
- Ensure employee compliance with travel policies and procedures for travel and travel reimbursement while in support of disaster response operations.

8.2 FINANCE

HIDOE is responsible for collecting, analyzing, and reporting the costs associated with response operations and with damages incurred during the incident. HIDOE will begin collecting and recording time (regular and overtime) for all personnel working on incident activities. In the field or in operations centers, all time worked in preparation for, and in response to, an incident needs to be captured.

8.2.1 EMPLOYEE HOURS

The Chief Financial Officer (CFO), Office of Fiscal Services has the authority for approving overtime related to disaster operations. Regular expenditure reports will be provided to the Superintendent.

HIDOE specific processes that will be used to track staff hours are listed in Appendix 11.7.8. The CFO will disseminate these procedures to all staff at the start of emergency operations.

8.2.2 EMERGENCY PROCUREMENT AND EXPENDITURES

The Office of the Assistant Superintendent of School Facilities and Support Services Project Control Section has the authority for approving emergency expenditures related to disaster operations.

HIDOE specific processes that will be used to track emergency expenditures will be distributed from the OSFSS.

If an emergency is declared by the Governor, certain aspects of state procurement rules may be waived. The Assistant Superintendent of School Facilities and Support Services will disseminate any emergency procurement and expenditure tracking guidance to appropriate staff at the start of the emergency.

8.2.3 REPORTING FINANCE INFORMATION TO THE SEOC

When an emergency is declared by the Governor, all department expenses related to the event must be reported to the SEOC Finance/Admin Section according to deadlines that will be established at the time of the event.

The Office of Fiscal Services is responsible to provide expenditures to Superintendent who will in turn report costs to the SEOC Finance/Admin Section.

8.3 LOGISTICS

HIDOE specific logistics procedures include the following:

Logistics support for Essential Staff during Emergency Operations will be coordinated by OSFSS, OTM, OFS, and OITS. This will include support to DOC staff.

HIDOE's Office of Talent Management (OTM) plays a pivotal role in communicating Superintendent directives for HIDOE workers via internal memorandums and works closely with the HIDOE Communications Branch in the issuance of eblasts/press releases/social media. OTM also initiates action plans for displaced employees and shares information regarding employee benefits and related services to ensure HIDOE employees are provided ongoing and continued support.

8.3.1 PROCESS/AUTHORITY FOR COMMITTING DEPT. RESOURCES TO SESF MISSIONS

No resources shall be committed to the SESF missions without the approval of the Superintendent or Deputy Superintendent, however special consideration will be given to requests made through WebEOC.

8.3.2 DEPARTMENT MOAS TO PROVIDE EMERGENCY RESOURCES/STAFFING

The HIDOE has established the following memorandum of Agreement (MOAs) to address anticipated emergency support or coordination requirements. These MOAs may be activated during an event.

- Hurricane Shelter MOA – HAAWA: Appendix 11.10.1
- Hurricane Shelter Memorandum of Understanding – American Red Cross: Appendix 11.10.2
- Emergency Assembly Areas Memorandum of Understanding – County of Maui: Appendix 11.10.3
- Tsunami Shelter Memorandum of Understanding – City and County of Honolulu: Appendix 11.10.4

9 PLAN DEVELOPMENT AND MAINTENANCE

The Director of the Office of Safety, Security and Emergency Preparedness is responsible for coordinating the development and maintenance of the HIDOE EOP.

The following positions are required to participate in plan development and maintenance activities as part of the planning team:

- The department's Emergency Management Officer
- The department's State Emergency Support Function (SESF) representative(s)
- All members of the of Safety, Security and Emergency Preparedness Branch
- The department's Communications Office Representative

Other staff may be invited to serve on planning committee as required in addition to those positions listed above.

Plan maintenance responsibilities include:

- Maintaining a plan review and revision schedule.
- Reviewing all plan components and proposed changes for consistency.
- Obtaining approvals for changes from the appropriate approving authority.
- Ensuring notifications of approved changes are made and disseminated
- Maintaining an accurate record of changes.

HIDOE will provide input on the development and maintenance of plan components involving the HIDOE.

9.1 PLAN UPDATES

Plan updates are coordinated and conducted annually by HIDOE and require input from each Office and Branch listed within the EOP.

A plan update is the inspection of a plan to identify and make minor revisions without the need for input from a larger stakeholder group or an extended review process.

Plan updates may involve the following:

- Administrative changes, such as the change of an agency or sub-agency/office name or position title, which does not impact the plan or change responsibilities for actions within the plan.
- Addressing changes in departmental or federal policies, gubernatorial directives or legislation relevant to emergency planning and response, and ensuring those changes have not resulted in inconsistencies or conflicts within the plan.
- Incorporation of lessons learned from exercises or actual events.
- In the event the plan review finds a significant policy conflict or changes to the operational environment has made the plan obsolete, a more detailed revision of the plan may be required as outlined in the HI-EOP.

9.1.1 APPROVAL FOR PLAN UPDATES

Plan updates that are largely administrative in nature may be approved by the School Safety and School Culture Committee under the authority of the Deputy Superintendent.

9.2 PLAN REVISIONS

A revision is a thorough and systematic examination of a plan to determine the degree to which stated policies and procedures need to be re-written.

The revision process attempts to:

- Ensure risk and vulnerability analysis, planning assumptions and situation reflect current realities.
- Address relevant changes in departmental, federal or state laws, policies, structures, capabilities or other changes to emergency management standards or best practices.
- Incorporate substantive lessons learned from exercises, incident analysis or program evaluations.

Input from stakeholders will be sought as part of the revision process. A typical revision process includes preplanning and review meetings with stakeholder groups.

9.2.1 APPROVAL FOR PLAN REVISIONS

Plan revisions are approved and promulgated by the Superintendent, or the Deputy Superintendent, as his/her designee.

Major changes or full updates to the plan will be sent to the Safety, Security and Emergency Preparedness Director for review and concurrence prior to submitting the final revision of the plan.

Final versions of department plans must be submitted to HI-EMA, who will review the plan to ensure consistency with the state EOP and keep the current version on file.

10 AUTHORITIES AND REFERENCES

10.1 AUTHORITIES

29 CFR 1910.38 -- Emergency Actions Plans

(https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_id=9726&p_table=standards)

§127A – Emergency Management, Hawaii Revised Statutes

(https://www.capitol.hawaii.gov/hrscurrent/Vol03_Ch0121-0200D/HRS0127A/HRS_0127A-.htm)

§128A – Homeland Security, Hawaii Revised Statutes

(https://www.capitol.hawaii.gov/hrscurrent/Vol03_Ch0121-0200D/HRS0128A/HRS_0128A-.htm)

Administrative Directive No. 15-01 (<https://dod.hawaii.gov/hiema/files/2017/08/AD-15-01-Emergency-Management-Preparedness-Requirements-for-Departments.pdf>)

10.2 REFERENCES

American Red Cross (<https://www.redcross.org/>)

City and County of Honolulu Department of Emergency Management (<http://www.honolulu.gov/dem>)

County of Hawaii Civil Defense (<http://www.hawaiicounty.gov/civil-defense/>)

County of Kauai Emergency Management Agency (<https://www.kauai.gov/KEMA>)

County of Maui Emergency Management Agency (<https://www.mauicounty.gov/70/Emergency-Management-Agency>)

Hawaii Emergency Management Agency: (<http://dod.hawaii.gov/hiema/>)

Hawaii WebEOC: (<https://webeoc.dod.hawaii.gov/>)

National Planning Frameworks (<https://www.fema.gov/national-planning-frameworks>)

Robert T. Stafford Disaster Relief and Emergency Assistance Act (<https://www.fema.gov/robert-t-stafford-disaster-relief-and-emergency-assistance-act-public-law-93-288-amended>)

National Incident Management System (<https://www.fema.gov/national-incident-management-system>)

Draft 2018 State of Hawaii Hazard Mitigation Plan (<https://dod.hawaii.gov/hiema/files/2018/06/Draft-2018-State-of-Hawaii%E2%80%99i-Hazard-Mitigation-Plan.pdf>)

State of Hawaii EOP Basic Plan (https://dod.hawaii.gov/hiema/files/2017/08/Hi-EOP.FINAL_.Version-May-2017.pdf)

State of Hawaii Hurricane Evacuation Shelter Planning and Operations Guidelines
(https://dod.hawaii.gov/hiema/files/2018/02/State-Guidelines-for-Hurricane-Evacuation-Shelters.FINAL_.December-2017.pdf)

11 APPENDICES

11.1 EMERGENCY CONTACTS

11.1.1 STATE-LEVEL: STATE EMERGENCY RESPONSE TEAM (SERT)

| Position | Name | Phone Number | E-mail | Role(s) |
|---|---------------------------------------|--------------|--------|-------------------------------------|
| Superintendent | Dr. Christina M. Kishimoto | 808-586-3313 | | |
| Deputy Superintendent | Phyllis Unebasami | 808-586-3313 | | |
| Assistant Superintendent, Office of Student Support Services | Heidi Armstrong | 808-305-9750 | | |
| Assistant Superintendent, Office of School Facilities and Support Services | Dann Carlson | 808-784-5000 | | |
| Assistant Superintendent & Chief Information Officer, Office of Information Technology Services | David Brookshire "Brook" Conner | 808-586-3307 | | |
| Assistant Superintendent, Office of Talent Management | Cynthia Covell | 808-441-8300 | | |
| Assistant Superintendent and Chief Financial Officer, Office of Fiscal Services | Amy Kunz | 808-586-3737 | | |
| Assistant Superintendent, Office of Strategy, Innovation and Performance | Rodney Luke | 808-586-3400 | | |
| Assistant Superintendent, Office of Curriculum and Instructional Design | Donna Lum-Kagawa | 808-305-9704 | | |
| Facilities Development Branch | John CH Chung | 808-208-0341 | | State Emergency Support Function 3 |
| Facilities Management Branch | Francis Cheung | 808-381-8071 | | State Emergency Support Function 3 |
| Safety, Security, and Emergency Preparedness Branch (SSEP) | Maynard "Max" Mendoza | 808-518-9225 | | State Emergency Support Function 6 |
| School Food Services Branch (SFSB) | Albert Scales | 808-226-9227 | | State Emergency Support Function 6 |
| Communications Officer | Lindsay Chambers | 808-291-3366 | | State Emergency Support Function 15 |

11.1.2 COUNTY-LEVEL: DEPARTMENT EMERGENCY COORDINATOR (DEC) / ALTERNATE EMERGENCY COORDINATOR (AEC)

| Position | Name | Phone Number | E-mail | Role(s) |
|---|-------------------|--------------|--------|---------|
| Complex Area Superintendent, <i>Kaimuki-McKinley-Roosevelt</i> | Linell Dilwith | 808-733-4950 | | |
| Complex Area Superintendent, <i>Farrington-Kaiser-Kalani</i> | Rochelle Mahoe | 808-733-4952 | | |
| Complex Area Superintendent, <i>Leilehua-Mililani-Waialua</i> | Robert Davis | 808-307-3901 | | |
| Complex Area Superintendent, <i>Aiea-Moanalua-Radford</i> | John Erickson | 808-307-3902 | | |
| Complex Area Superintendent, <i>Pearl City-Waipahu</i> | Keith Hui | 808-692-8000 | | |
| Complex Area Superintendent, <i>Nanakuli-Waianae</i> | Ann Mahi | 808-692-8000 | | |
| Complex Area Superintendent, <i>Campbell-Kapolei</i> | Sean Tajima | 808-692-8000 | | |
| Complex Area Superintendent, <i>Castle-Kahuku</i> | Matt Ho | 808-784-5900 | | |
| Complex Area Superintendent, <i>Kailua-Kalaheo</i> | Lanelle Hibbs | 808-784-5900 | | |
| Complex Area Superintendent, <i>Kau-Keaau-Pahoa</i> | Chad Farias | 808-974-6600 | | |
| Complex Area Superintendent, <i>Hilo-Waiakea</i> | Esther Kanehailua | 808-974-6600 | | |

| | | | | |
|---|------------------------|--------------|--|--|
| Complex Area Superintendent, <i>Honokaa-Kealakehe-Kohala-Konawaena</i> | Arthur (Art) Souza | 808-327-4991 | | |
| Complex Area Superintendent, <i>Baldwin-Kekaulike-Maui</i> | Kathleen Dimino | 808-243-1160 | | |
| Complex Area Superintendent, <i>Hana-Lahainaluna-Lanai-Molokai</i> | Lindsay Ball | 808-243-1161 | | |
| Complex Area Superintendent, <i>Kapaa-Kauai-Waimea</i> | William (Bill) Arakaki | 808-274-3502 | | |

HIDOE Emergency Call List is posted at <https://intranet.hawaiipublicschools.org/offices/osfss>

State Public Charter School Commission

| | | |
|-------------------|------------------------------------|--------------|
| Sione Thompson | Executive Director | 808-586-3799 |
| Sheryl Turbeville | Communications Director | 808-586-3784 |
| Yvonne Lau | Chief Operations Officer | 808-586-3777 |
| Sylvia Silva | Organizational Performance Officer | 808-586-3781 |
| Christian Doyle | Educational Specialist | 808-586-3883 |

11.2 HIDOE ASSETS

11.2.1 ASSETS- PROPERTY: ISLAND OF HAWAII

| Hawaii Department of Education | | | | | |
|--|---------------------------------------|-------------------------------|--------------|-------|--------------|
| Assets - Property (K-12 Schools): Island of Hawaii | | | | | |
| Updated: June 7, 2019 | | | | | |
| In accordance with Hawaii Revised Statutes (HRS) Chapter 127A Emergency Management, all Hawaii DOE facilities such as schools may be designated as a State Resource Asset in times of emergencies and may be designated as an Emergency Evacuation Shelter. Not all schools will be identified, used, or opened during an emergency. Based upon the emergency and such factors as State and/or County request, the incident itself, geographical location, demographics, weather impacts may play a part in determining which schools will be identified and open as an emergency evacuation shelter for that specific incident. | | | | | |
| | Facility | Address | City | Zip | Phone Number |
| 1 | E.B. deSilva Elementary | 278 Ainako Avenue | Hilo | 96720 | 974-4855 |
| 2 | Haahaheo Elementary | 121 Haahaheo Road | Hilo | 96720 | 974-4111 |
| 3 | Hilo High | 556 Waiānuenuenu Avenue | Hilo | 96720 | 313-5500 |
| 4 | Hilo Intermediate | 587 Waiānuenuenu Avenue | Hilo | 96720 | 974-4955 |
| 5 | Hilo Union Elementary | 506 Waiānuenuenu Avenue | Hilo | 96720 | 933-0900 |
| 6 | Holualoa Elementary | 76-5957 Mamalahoa Hwy | Holualoa | 96725 | 313-3800 |
| 7 | Honaunau Elementary | 83-5360 Mamalahoa Hwy | Captain Cook | 96704 | 328-2727 |
| 8 | Honokaa Elementary | 45-534 Pakalana Street | Honokaa | 96727 | 775-8820 |
| 9 | Honokaa High & Intermediate | 45-527 Pakalana St | Honokaa | 96727 | 775-8800 |
| 10 | Hookena Elementary | 86-4355 Mamalahoa Hwy | Captain Cook | 96704 | 328-2710 |
| 11 | Kahakai Elementary | 76-147 Royal Poīnciana Drive | Kailua-Kona | 96740 | 313-6200 |
| 12 | Kalanianaʻole Elementary | 27-330 Old Mamalahoa Hwy | Papaikou | 96781 | 964-9700 |
| 13 | Kapiolani Elementary | 966 Kilauea Avenue | Hilo | 96720 | 974-4160 |
| 14 | Kaʻu High & Pahala Elementary | 96-3150 Pīkake St | Pahala | 96777 | 313-4100 |
| 15 | Kaumana Elementary | 1710 Kaumana Drive | Hilo | 96720 | 974-41920 |
| 16 | Ke Kula O Ehu ni Kaimalino Elementary | 81-1041 Konawaena School Road | Kealahou | 96750 | 313-3131 |
| 17 | Keaau Elementary | 16-680 Keaau-Pahoa Road | Keaau | 96749 | 313-4600 |
| 18 | Keaau High | 16-725 Keaau-Pahoa Road | Keaau | 96749 | 313-3300 |
| 19 | Keaau Middle | 16-565 Keaau-Pahoa Road | Keaau | 96749 | 313-4800 |
| 20 | Kealahou Elementary | 74-5118 Kealahou St | Kailua-Kona | 96740 | 313-7900 |
| 21 | Kealahou High | 74-5000 Puohuliuli St | Kailua-Kona | 96740 | 313-3600 |
| 22 | Kealahou Intermediate | 74-5062 Onipaa St | Kailua-Kona | 96740 | 313-3000 |
| 23 | Keaukaha Elementary | 240 Desha Avenue | Hilo | 96720 | 974-4181 |
| 24 | Keonepoko Elementary | 15-890 Kahakai Boulevard | Pahoa | 96778 | 313-4500 |
| 25 | Kohala Elementary | 54-3609 Akoni Pule Highway | Kapaau | 96755 | 889-7100 |
| 26 | Kohala High | 54-3611 Akoni Pule Hwy | Kapaau | 96755 | 889-7117 |
| 27 | Kohala Middle | 53-4155 Akoni Pule Hwy | Kapaau | 96755 | 889-7119 |
| 28 | Konawaena Elementary | 81-901 Onouli Road | Kealahou | 96750 | 323-4555 |
| 29 | Konawaena High | 81-1043 Konawaena School Road | Kealahou | 96750 | 323-4500 |
| 30 | Konawaena Middle | 81-1045 Konawaena School Road | Kealahou | 96750 | 323-4566 |
| 31 | Mountain View Elementary | 18-1235 Volcano Road | Mt. View | 96771 | 313-3200 |
| 32 | Naalehu Elementary | 95-5545 Mamalahoa Highway | Naalehu | 96772 | 313-4000 |
| 33 | Paaui Elementary & Intermediate | 43-1497 Hauola Rd | Paaui | 96776 | 776-7710 |
| 34 | Pahoa Elementary | 15-3030 Pahoa Village Road | Pahoa | 96778 | 313-4400 |
| 35 | Pahoa High & Intermediate | 15-3038 Pahoa Village Road | Pahoa | 96778 | 313-4300 |
| 36 | Waiakea Elementary | 180 W. Puainako St | Hilo | 96720 | 981-7215 |
| 37 | Waiakea High | 155 W. Kawili St | Hilo | 96720 | 974-4888 |
| 38 | Waiakea Intermediate | 200 W. Puainako St | Hilo | 96720 | 981-7231 |
| 39 | Waiakea Elementary | 2420 Kilauea Avenue | Hilo | 96720 | 981-7200 |
| 40 | Waikoloa Elementary & Middle | 68-1730 Hooke St | Waikoloa | 96738 | 883-6808 |
| 41 | Waimā Elementary | 67-1225 Mamalahoa Hwy | Kamuela | 96743 | 887-7636 |

11.2.2 ASSETS - PROPERTY: ISLAND OF KAUAI

| Hawaii Department of Education | | | | | |
|--|---------------------------|----------------------|---------|-------|--------------|
| Assets - Property (K-12 Schools): Island of Kauai | | | | | |
| Updated: June 7, 2019 | | | | | |
| | | | | | |
| <p>In accordance with Hawaii Revised Statutes (HRS) Chapter 127A Emergency Management, all Hawaii DOE facilities such as schools may be designated as a State Resource Asset in times of emergencies and maybe designated as an Emergency Evacuation Shelter. Not all schools will be identified, used, or opened during an emergency. Based upon the emergency and such factors as State and/or County request, the incident itself, geographical location, demographics, weather impacts may play a part in determining which schools will be identified and open as an emergency evacuation shelter for that specific incident.</p> | | | | | |
| | | | | | |
| | Facility | Address | City | Zip | Phone Number |
| 1 | Eleele Elementary | 4750 Uliuli Road | Eleele | 96705 | 335-2101 |
| 2 | Hanalei Elementary | 5-5415 Kuhio Highway | Hanalei | 96714 | 826-4300 |
| 3 | Kalaheo Elementary | 4400 Maka Road | Kalaheo | 96741 | 332-6801 |
| 4 | Kamakahaele Middle | 4431 Nuhou St | Lihue | 96766 | 241-3200 |
| 5 | Kapaa Elementary | 4886 Kawaihau Road | Kapaa | 96746 | 821-4424 |
| 6 | Kapaa High | 4695 Mailihuna Road | Kapaa | 96746 | 821-4400 |
| 7 | Kapaa Middle | 4867 Olohena Road | Kapaa | 96746 | 821-4460 |
| 8 | Kauai High | 3577 Lala Road | Lihue | 96766 | 274-3160 |
| 9 | King Kaumualii Elementary | 4380 Hanamaulu Road | Lihue | 96766 | 241-3150 |
| 10 | Kekaha Elementary | 8140 Kekaha Road | Kekaha | 96752 | 337-7655 |
| 11 | Kilauea Elementary | 2440 Kolo Road | Kilauea | 96754 | 828-1212 |
| 12 | Koloa Elementary | 3223 Poipu Road | Koloa | 96756 | 742-8460 |
| 13 | Niihau Elementary | C/O P.O. Box 339 | Waimea | 96796 | 274-3502 |
| 14 | Waimea Canyon Middle | 9555 Huakai Road | Waimea | 96796 | 338-6830 |
| 15 | Waimea High | 9707 Tsuchiya Road | Waimea | 96796 | 338-6800 |
| 16 | Wilcox Elementary | 4319 Hardy St | Lihue | 96766 | 274-3150 |

11.2.3 ASSETS - PROPERTY: ISLAND OF MAUI

| Hawaii Department of Education | | | | | |
|---|--------------------------------|------------------------------|------------|-------|--------------|
| Assets - Property (K-12 Schools): Island of Maui | | | | | |
| Updated: June 7, 2019 | | | | | |
| In accordance with Hawaii Revised Statutes (HRS) Chapter 127A Emergency Management, all Hawaii DOE facilities such as schools may be designated as a State Resource Asset in times of emergencies and maybe designated as an Emergency Evacuation Shelter. Not all schools will be identified, used, or opened during an emergency. Based upon the emergency and such factors as State and/or County request, the incident itself, geographical location, demographics, weather impacts may play a part in determining which schools will be identified and open as an emergency evacuation shelter for that specific incident. | | | | | |
| | Facility | Address | City | Zip | Phone Number |
| 1 | Baldwin High | 1650 Kaahumanu Ave | Wailuku | 96793 | 727-3200 |
| 2 | Haiku Elementary | 105 Pauwela Road | Haiku | 96708 | 575-3000 |
| 3 | Hana High & Elementary | P.O. Box 128 | Hana | 96713 | 248-4815 |
| 4 | Iao Intermediate | 260 S. Market St | Wailuku | 96793 | 727-5200 |
| 5 | Kahului Elementary | 410 Hina Ave | Kahului | 96732 | 727-4700 |
| 6 | Kalama Intermediate | 120 Makani Road | Makawao | 96768 | 573-8735 |
| 7 | Kamalii Elementary | 180 Alanui Kealii Drive | Kihei | 96753 | 875-6840 |
| 8 | King Kamehameha III Elementary | 611 Front Street | Lahaina | 96761 | 662-3955 |
| 9 | Kaunakakai Elementary | 30 Ailoa St | Kaunakakai | 96748 | 553-1730 |
| 10 | King Kekaulike High | 121 Kula Highway | Pukalani | 96768 | 727-3500 |
| 11 | Kihei Elementary | 250 E. Lipoa | Kihei | 96753 | 727-4400 |
| 12 | Kilohana Elementary | HC 01, Box 334 | Kaunakakai | 96748 | 558-2200 |
| 13 | Kula Elementary | 5000 Kula Highway | Kula | 96790 | 876-7610 |
| 14 | Lahaina Intermediate | 871 Lahainaluna Road | Lahaina | 96761 | 662-3965 |
| 15 | Lahainaluna High | 980 Lahainaluna Road | Lahaina | 96761 | 662-4000 |
| 16 | Lanai High & Elementary | P.O. Box 630630 | Lanai City | 96763 | 565-7900 |
| 17 | Lihikai Elementary | 335 S. Papa Ave | Kahului | 96732 | 727-4500 |
| 18 | Lokelani Intermediate | 1401 Liloa Drive | Kihei | 96753 | 875-6800 |
| 19 | Makawao Elementary | 3542 Baldwin Ave | Makawao | 96768 | 573-8770 |
| 20 | Maui High | 660 South Lono Ave | Kahului | 96732 | 727-4000 |
| 21 | Maui Waena Intermediate | 795 Onehee St | Kahului | 96732 | 727-4200 |
| 22 | Maunaloa Elementary | 128 Maunaloa Highway | Maunaloa | 76770 | 552-2000 |
| 23 | Molokai High | 2140 Farrington Ave | Hoolehua | 96729 | 567-6950 |
| 24 | Molokai Middle | 2175 Lihipali Avenue | Hookehua | 96729 | 567-6940 |
| 25 | Paia Elementary | 955 Baldwin Ave | Paia | 96779 | 727-3800 |
| 26 | Pomaiikai Elementary | 4650 South Kamehameha Avenue | Kahului | 96732 | 727-4800 |
| 27 | Princess Nahienaena Elementary | 816 Niheu St | Lahaina | 96761 | 662-4020 |
| 28 | Pukalani Elementary | 2945 Iolani St | Pukalani | 96768 | 573-8760 |
| 29 | Puu Kukui Elementary | 3700 Kehalani Mauka Parkway | Wailuku | 96793 | 727-3000 |
| 30 | Waihee Elementary | 2125 Kahekili Highway | Wailuku | 96793 | 727-5300 |
| 31 | Wailuku Elementary | 355 South High St | Wailuku | 96793 | 727-5500 |

11.2.4 ASSETS - PROPERTY: ISLAND OF OAHU

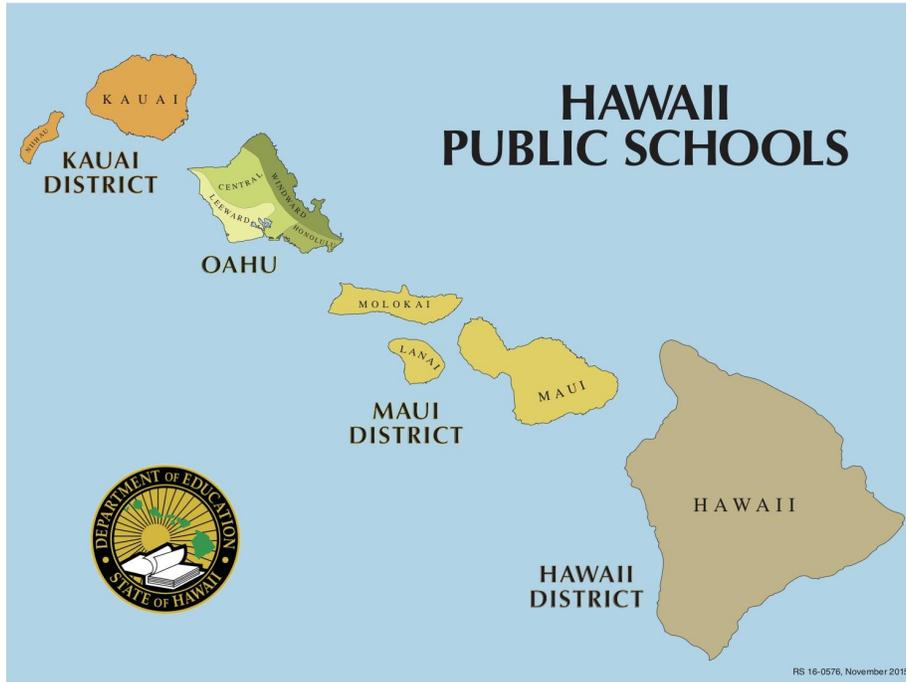
| Hawaii Department of Education | | | | | |
|--|--|---------------------------|------------|-------|---------------|
| Assets - Property (K-12 Schools): Island of Oahu | | | | | |
| Updated: June 7, 2019 | | | | | |
| In accordance with Hawaii Revised Statutes (HRS) Chapter 127A Emergency Management, all Hawaii DOE facilities such as schools maybe designated as a State Resource Asset in times of emergencies and maybe designated as an Emergency Evacuation Shelter. Not all schools will be identified, used, or opened during an emergency. Based upon the emergency and such factors as State and/or County request, the incident itself, geographical location, demographics, weather impacts may play a part in determining which schools will be identified and open as an emergency evacuation shelter for that specific incident. | | | | | |
| | Facility | Address | City | Zip | Phone Number |
| 1 | Ahuimanu Elementary School | 47-470 Hui Akeo Place | Kaneohe | 96744 | 305-4800 |
| 2 | Aiea Elementary School | 99-370 Moanalua Road | Aiea | 96701 | 305-4400 |
| 3 | Aiea High School | 98-1276 Ulune St | Aiea | 96701 | 305-6500 |
| 4 | Aiea Intermediate School | 99-600 Kulawea St | Aiea | 96701 | 305-9200 |
| 5 | Aikahi Elementary School | 281 Ilihaui Street | Kailua | 96734 | 305-6700 |
| 6 | Aina Haina Elementary School | 801 W. Hind Drive | Honolulu | 96821 | 377-2419 x223 |
| 7 | Ala Wai Elementary School | 503 Kamoku Street | Honolulu | 96826 | 973-0070 |
| 8 | Aliamanu Middle School | 3271 Salt Lake Boulevard | Honolulu | 96818 | 421-4100 |
| 9 | Aliamnu Elementary School | 3265 Salt Lake Boulevard | Honolulu | 96818 | 421-4280 |
| 10 | Aliiolani Elementary School | 1240 7th Avenue | Honolulu | 96816 | 733-4750 |
| 11 | Alvah A. Scott Elementary School | 98-1230 Moanalua Road | Aiea | 96701 | 483-7220 |
| 12 | Anuenue Elementary & High | 2528 10th Avenue | Honolulu | 96816 | 733-8465 |
| 13 | August Ahrens Elementary School | 94-1170 Waipahu St | Waipahu | 96797 | 675-0202 |
| 14 | Barbers Point Elementary School | 3001 Boxer Road | Kapolei | 96707 | 305-8400 |
| 15 | Benjamin Parker Elementary School | 45-259 Waikalua Road | Kaneohe | 96744 | 233-5686 |
| 16 | Castle High School | 45-386 Kaneohe Bay Drive | Kaneohe | 96744 | 305-0700 |
| 17 | Central Middle School | 1302 Queen Emma St | Honolulu | 96813 | 587-4400x224 |
| 18 | Dole Middle School | 1803 Kam IV Road | Honolulu | 96819 | 305-5320 |
| 19 | Enchanted Lake Elementary School | 770 Keolu Drive | Kailua | 96734 | 266-7800 |
| 20 | Ewa Beach Elementary School | 91-740 Papiapi Road | Ewa Beach | 96706 | 689-1271 |
| 21 | Ewa Elementary School | 91-1280 Renton Road | Ewa Beach | 96706 | 681-8202 |
| 22 | Ewa Makai Middle School | 91-6291 Kapolei Parkway | Ewa Beach | 96706 | 687-9500 |
| 23 | Farrington High School | 1564 North King St | Honolulu | 96817 | 305-5013 |
| 24 | Fern Elementary School | 1121 Middle St | Honolulu | 96819 | 832-3050 |
| 25 | Hahaione Elementary School | 595 Pepeekeo St | Honolulu | 96825 | 394-1255 |
| 26 | Haleiwa Elementary School | 66-505 Haleiwa Road | Haleiwa | 96712 | 637-8237 |
| 27 | Hauula Elementary School | 54-046 Kamehameha Highway | Hauula | 96717 | 305-2100 |
| 28 | Hawaii School for the Deaf & the Blind | 3440 Leahi Avenue | Honolulu | 96815 | 733-4999 |
| 29 | Heeia Elementary School | 46-202 Haiku Road | Kaneohe | 96744 | 233-5677 |
| 30 | Helemano Elementary School | 1001 Ihi Ihi Avenue | Wahiawa | 96786 | 622-6336 |
| 31 | Hickam Elementary School | Manzelman Circle | Honolulu | 96818 | 421-4148 |
| 32 | Highlands Intermediate School | 1460 Hoolaula St | Pearl City | 96782 | 307-5000 |
| 33 | Hokulani Elementary School | 2940 Kamakini Street | Honolulu | 96816 | 733-4789 |
| 34 | Holomua Elementary School | 91-1561 Keaunui Drive | Ewa Beach | 96706 | 685-9100 |
| 35 | Honowai Elementary School | 94-600 Honowai St | Waipahu | 96797 | 675-0165 |
| 36 | Hookele Elementary School | 511 Kunehi Street | Kapolei | 96707 | 305-8500 |
| 37 | Iliahi Elementary School | 2035 California Avenue | Wahiawa | 96786 | 622-6411 |
| 38 | Ilima Intermediate School | 91-884 Fort Weaver Road | Ewa Beach | 96706 | 687-9300 |
| 39 | Inouye Elementary School | Waianae & Ayers Avenue | Wahiawa | 96786 | 305-3400 |
| 40 | Iroquois Point Elementary School | 5553 Cormorant Avenue | Ewa Beach | 96706 | 499-6500 |
| 41 | James Campbell High School | 91-980 North Road | Ewa Beach | 96706 | 687-3000 |
| 42 | Jarrett Middle School | 1903 Palolo Avenue | Honolulu | 96816 | 733-4888 x225 |
| 43 | Jefferson Elementary School | 324 Kapahulu Avenue | Honolulu | 96815 | 971-6922 |
| 44 | Kaaawa Elementary School | 51-296 Kamehameha Highway | Kaaawa | 96730 | 305-6650 |
| 45 | Kaahumanu Elementary School | 1141 Kinau St | Honolulu | 96814 | 587-4414 x230 |
| 46 | Kaala Elementary School | 130 California Avenue | Wahiawa | 96786 | 305-3900 |
| 47 | Kaelepulu Elementary School | 530 Keolu Drive | Kailua | 96734 | 266-7811 |

| | Facility | Address | City | Zip | Phone Number |
|-----|-----------------------------------|----------------------------|------------|-------|----------------|
| 48 | Kaewai Elementary School | 1929 Kam IV Road | Honolulu | 96819 | 305-4311 |
| 49 | Kahala Elementary School | 4559 Kilauea Avenue | Honolulu | 96816 | 733-8455 |
| 50 | Kahaluu Elementary School | 47-280 Waihee Road | Kaneohe | 96744 | 305-6300 |
| 51 | Kahuku Elementary School | 56-170 Pualalea Street | Kahuku | 96731 | 305-9401 |
| 52 | Kahuku High & Intermediate School | 56-490 Kamehameha Highway | Kahuku | 96731 | 305-7300 |
| 53 | Kailua Elementary School | 315 Kuulei Road | Kailua | 96734 | 266-7878 |
| 54 | Kailua High School | 451 Ulumanu Drive | Kailua | 96734 | 266-7900 |
| 55 | Kailua Intermediate School | 145 S. Kainalu Drive | Kailua | 96734 | 263-1500 |
| 56 | Kaimiloa Elementary School | 91-1028 Kaunolu St | Ewa Beach | 96706 | 689-1280 |
| 57 | Kaimuki High School | 2705 Kaimuki Avenue | Honolulu | 96816 | 733-4900 |
| 58 | Kaimuki Middle School | 631 18th Avenue | Honolulu | 96816 | 733-4800 x232 |
| 59 | Kainalu Elementary School | 165 Kaiholu St | Kailua | 96734 | 266-7835 |
| 60 | Kaiser High School | 511 Lunalilo Home Road | Honolulu | 96825 | 394-1200 x2225 |
| 61 | Kaiulani Elementary School | 783 North King St | Honolulu | 96817 | 832-3162 |
| 62 | Kalaheo High School | 730 Iliaina St | Kailua | 96734 | 305-0200 |
| 63 | Kalakaua Middle School | 821 Kalihi St | Honolulu | 96819 | 305-4520 |
| 64 | Kalani High School | 4680 Kalaniana'ole Highway | Honolulu | 96821 | 305-0500 |
| 65 | Kaleiopuu Elementary School | 94-665 Kaaholo St | Waipahu | 96797 | 675-0266 |
| 66 | Kalihi Elementary School | 2471 Kula Kolea Drive | Honolulu | 96819 | 305-2411 |
| 67 | Kalihi Kai Elementary School | 626 McNeill St | Honolulu | 96817 | 305-4111 |
| 68 | Kalihi Uka Elementary School | 2411 Kalihi St | Honolulu | 96819 | 305-6211 |
| 69 | Kalihi Waena Elementary School | 1240 Gulick Avenue | Honolulu | 96819 | 305-2323 |
| 70 | Kamiloiki Elementary School | 7788 Hawaii Kai Drive | Honolulu | 96825 | 397-5800 x225 |
| 71 | Kaneohe Elementary School | 45-495 Kamehameha Highway | Kaneohe | 96744 | 305-0000 |
| 72 | Kanoelani Elementary School | 94-1091 Oli Loop | Waipahu | 96797 | 675-0195 |
| 73 | Kapalama Elementary School | 1601 North School St | Honolulu | 96817 | 305-5513 |
| 74 | Kapolei Elementary School | 91-1119 Kamaaha Loop | Kapolei | 96707 | 693-7000 |
| 75 | Kapolei High School | 91-5007 Kapolei Parkway | Kapolei | 96707 | 305-8000 |
| 76 | Kapolei Middle School | 91-5335 Kapolei Parkway | Kapolei | 96707 | 693-7025 |
| 77 | Kapunahala Elementary School | 45-828 Anoi Road | Kaneohe | 96744 | 233-5650 |
| 78 | Kauluwela Elementary School | 1486 Aala St | Honolulu | 96817 | 587-4447 |
| 79 | Kawanakoa Middle School | 49 Funchal St | Honolulu | 96813 | 587-4430 x228 |
| 80 | Keolu Elementary School | 1416 Keolu Drive | Kailua | 96734 | 266-7818 |
| 81 | Keoneula Elementary School | 91-970 Kaileolea Drive | Ewa Beach | 96706 | 307-2100 |
| 82 | King Intermediate School | 46-155 Kamehameha Highway | Kaneohe | 96744 | 233-5727 |
| 83 | Kipapa Elementary School | 95-076 Kipapa Drive | Mililani | 96789 | 627-7322 |
| 84 | Koko Head Elementary School | 189 Lunalilo Home Road | Honolulu | 96825 | 397-5811 x224 |
| 85 | Kuhio Elementary School | 2759 South King St | Honolulu | 96826 | 973-0085 |
| 86 | Laie Elementary School | 55-109 Kulanui Street | Laie | 96762 | 305-0400 |
| 87 | Lanakila Elementary School | 717 North Kuakini St | Honolulu | 96817 | 587-4466 x225 |
| 88 | Lehua Elementary School | 791 Lehua Avenue | Pearl City | 96782 | 454-5700 |
| 89 | Leihoku Elementary School | 86-285 Leihoku St | Waianae | 96792 | 697-7100 |
| 90 | Leilehua High School | 1515 California Avenue | Wahiawa | 96786 | 305-3000 |
| 91 | Liholiho Elementary School | 3430 Maunaloa Avenue | Honolulu | 96816 | 733-4854 |
| 92 | Likelike Elementary School | 1618 Palama St | Honolulu | 96817 | 832-3370 |
| 93 | Linapuni Elementary School | 1434 Linapuni St | Honolulu | 96819 | 305-2161 |
| 94 | Lincoln Elementary School | 615 Auwailimu Street | Honolulu | 96813 | 587-4480 |
| 95 | Lunalilo Elementary School | 810 Pumehana Street | Honolulu | 96826 | 973-0270 |
| 96 | Maemae Elementary School | 319 Wyllie St | Honolulu | 96817 | 595-5400 x225 |
| 97 | Maili Elementary School | 87-360 Kulaupuni Street | Waianae | 96792 | 697-7150 |
| 98 | Makaha Elementary School | 84-200 Ala Naauao Place | Waianae | 96792 | 695-7900 |
| 99 | Makakilo Elementary School | 92-675 Anipeahi St | Kapolei | 96707 | 672-1122 |
| 100 | Makalapa Elementary School | 4435 Salt Lake Boulevard | Honolulu | 96818 | 421-4110 |
| 101 | Manana Elementary School | 1147 Kumano Street | Pearl City | 96782 | 307-5300 |
| 102 | Manoa Elementary School | 3155 Manoa Road | Honolulu | 96822 | 988-1868 x603 |
| 103 | Mauka Lani Elementary School | 92-1300 Panana Street | Kapolei | 96707 | 305-8800 |

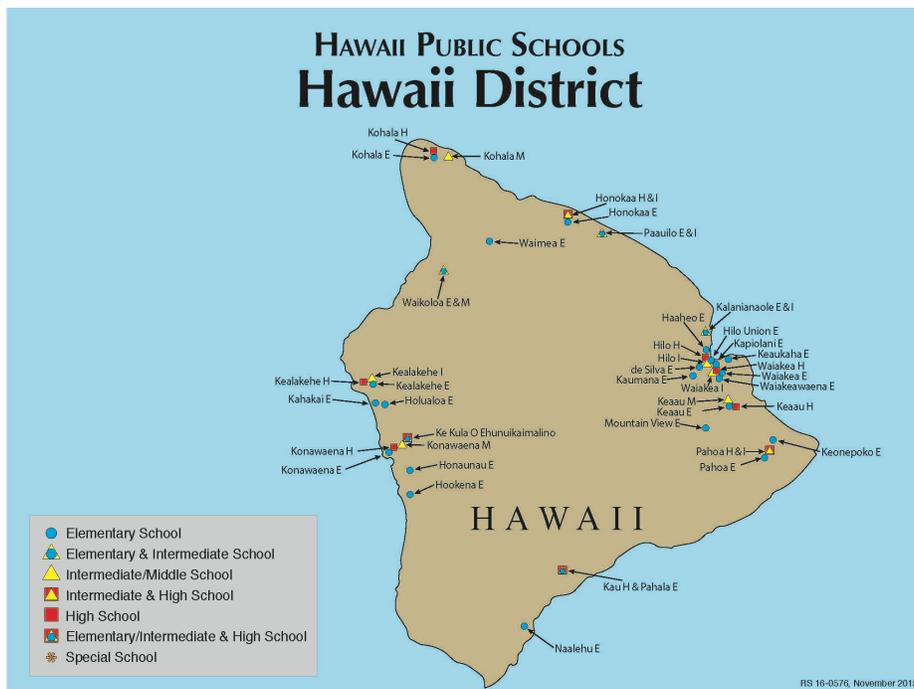
| | Facility | Address | City | Zip | Phone Number |
|-----|--|-----------------------------|------------|-------|---------------|
| 104 | Maunawili Elementar School | 1465 Ulupii Street | Kailua | 96734 | 266-7822 |
| 105 | McKinley High School | 1039 South King St | Honolulu | 96814 | 594-0911 |
| 106 | Mililani High School | 95-1200 Meheula Parkway | Mililani | 96789 | 307-4200 |
| 107 | Mililani Ike Elementary School | 95-1330 Lehiwa Drive | Mililani | 96789 | 686-2980 |
| 108 | Mililani Mauka School | 95-1111 Makaikai Street | Mililani | 96789 | 626-3350 |
| 109 | Mililani Middle School | 95-1140 Lehiwa Drive | Mililani | 96789 | 627-9000 |
| 110 | Mililani Uka Elementary School | 94-380 Kuahelani Avenue | Mililani | 96789 | 627-7303 |
| 111 | Mililani Waena Elementary School | 95-502 Kipapa Drive | Mililani | 96789 | 627-7300 |
| 112 | Moanalua Elementary School | 1337 Mahiole Street | Honolulu | 96819 | 305-1200 |
| 113 | Moanalua High School | 2825 Ala Ilima St | Honolulu | 96818 | 305-1000 |
| 114 | Moanalua Middle School | 1289 Mahiole Street | Honolulu | 96819 | 305-1289 |
| 115 | Mokapu Elementary School | 1193 Mokapua Road | Kailua | 96734 | 254-7964 |
| 116 | Mokuele Elementary School | 250 Aupaka Street | Honolulu | 96818 | 421-4180 |
| 117 | Momilani Elementary School | 2130 Hookiekie St | Pearl City | 96782 | 307-5800 |
| 118 | Nanaikapono Elementary School | 89-153 Mano Avenue | Waianae | 96792 | 305-7800 |
| 119 | Nanakuli Elementary School | 89-778 Halekala Ave | Waianae | 96792 | 668-5813 |
| 120 | Nanakuli High & Intermediate School | 89-980 Nanakuli Ave | Waianae | 96792 | 305-7600 |
| 121 | Nimitz Elementary School | 520 Main Street | Honolulu | 96818 | 307-4400 |
| 122 | Niu Valley Middle School | 310 Halemaumau St | Honolulu | 96821 | 377-2440 x234 |
| 123 | Noelani Elementary School | 2655 Woodlawn Drive | Honolulu | 96822 | 988-1858 x226 |
| 124 | Nuuanu Elementary School | 3055 Puiwa Lane | Honolulu | 96817 | 595-5422 |
| 125 | Olomana School | 42-522 Kalanianaole Highway | Kailua | 96734 | 266-7866 |
| 126 | Palisades Elementary School | 2306 Auhuhu St | Pearl City | 96782 | 307-4700 |
| 127 | Palolo Elementary School | 2106 10th Avenue | Honolulu | 96816 | 733-4700 x222 |
| 128 | Pauoa Elementary School | 2301 Pauoa Road | Honolulu | 96813 | 587-4500 x226 |
| 129 | Pearl City Elementary School | 1090 Waimano Home Road | Pearl City | 96782 | 307-5400 |
| 130 | Pearl City High School | 2100 Hookiekie St | Pearl City | 96782 | 307-5500 |
| 131 | Pearl City Highlands Elementary School | 1419 Waimano Home Road | Pearl City | 96782 | 307-4800 |
| 132 | Pearl Harbor Elementary School | 1 Moanalua Ridge | Honolulu | 96818 | 421-4130 |
| 133 | Pearl Harbor Kai Elementary School | 1 C Avenue | Honolulu | 96818 | 421-4245 |
| 134 | Pearl Ridge Elementary School | 98-940 Moanalua Road | Aiea | 96701 | 305-9300 |
| 135 | Pohakea Elementary School | 91-750 Fort Weaver Road | Ewa Beach | 96706 | 689-1290 |
| 136 | Pope Elementary School | 41-133 Huli St | Waimanalo | 96795 | 259-0450 |
| 137 | Puohala Elementary School | 45-233 Kulauli St | Kaneohe | 96744 | 305-5900 |
| 138 | Puuhale Elementary School | 345 Puuhale Road | Honolulu | 96819 | 305-2510 |
| 139 | Radford High School | 4361 Salt Lake Boulevard | Honolulu | 96818 | 421-4200 |
| 140 | Red Hill Elementary School | 1265 Ala Kula Place | Honolulu | 96819 | 305-1530 |
| 141 | Roosevelt High School | 1120 Nehoa St | Honolulu | 96822 | 307-0590 |
| 142 | Royal Elementary School | 1519 Queen Emma St | Honolulu | 96813 | 587-4510 |
| 143 | Salt Lake Elementary School | 1131 Ala Liliroi St | Honolulu | 96818 | 305-1600 |
| 144 | Shafter Elementary School | 2 Fort Shafter | Honolulu | 96819 | 305-1500 |
| 145 | Solomon Elementary School | 2875 Waianae Uka Avenue | Wahiawa | 96786 | 305-1800 |
| 146 | Stevenson Middle School | 1202 Prospect St | Honolulu | 96822 | 587-4520 x225 |
| 147 | Sunset Beach Elementary School | 59-360 Kamehameha Highway | Haleiwa | 96712 | 307-1000 |
| 148 | Wahiawa Elementary School | 1402 Glen Avenue | Wahiawa | 96786 | 622-6393 |
| 149 | Wahiawa Middle School | 275 Rose St | Wahiawa | 96786 | 305-3300 |
| 150 | Waiahole Elementary School | 48-215 Waiahole Valley Road | Kaneohe | 96744 | 239-3111 |
| 151 | Waialua Elementary School | 67-020 Waialua Beach Road | Waialua | 96791 | 637-8228 |
| 152 | Waialua High & Intermediate School | 67-160 Farrington Highway | Waialua | 96791 | 637-8200 |
| 153 | Waianae Elementary School | 85-220 McArthur St | Waianae | 96792 | 697-7083 |
| 154 | Waianae High School | 85-251 Farrington Highway | Waianae | 96792 | 697-9400 |
| 155 | Waianae Intermediat School | 85-626 Farrington Highway | Waianae | 96792 | 697-7121 |
| 156 | Waiuu Elementary School | 98-450 Hookanike St | Pearl City | 96782 | 307-5200 |
| 157 | Waialele Elementary School | 94-1035 Kukula Street | Waipahu | 96797 | 677-6100 |
| 158 | Waikiki Elementary School | 3710 Leahi Avenue | Honolulu | 96815 | 971-6900 x225 |
| 159 | Waimalu Elementary School | 98-825 Moanalua Road | Aiea | 96701 | 307-4500 |

| | Facility | Address | City | Zip | Phone Number |
|-----|--|-------------------------------|-----------|-------|--------------|
| 160 | Waimanalo Elementary & Intermediate School | 41-1330 Kalanianaʻole Highway | Waimanalo | 96795 | 259-0460 |
| 161 | Waipahu Elementary School | 94-465 Waipahu St | Waipahu | 96797 | 675-0150 |
| 162 | Waipahu High School | 94-1211 Farrington Highway | Waipahu | 96797 | 307-9555 |
| 163 | Waipahu Intermediate School | 94-455 Farrington Highway | Waipahu | 96797 | 307-9000 |
| 164 | Washington Middle School | 1633 South King Street | Honolulu | 96826 | 973-0177 |
| 165 | Webling Elementary School | 99-370 Paihi St | Aiea | 96701 | 483-7240 |
| 166 | Wheeler Elementary School | 1 Wheeler Army Airfield | Wahiawa | 96786 | 305-9500 |
| 167 | Wheeler Middle School | 2 Wheeler Army Airfield | Wahiawa | 96786 | 305-9000 |
| 168 | Wilson Elementary School | 4945 Kilauea Avenue | Honolulu | 96816 | 305-0911 |

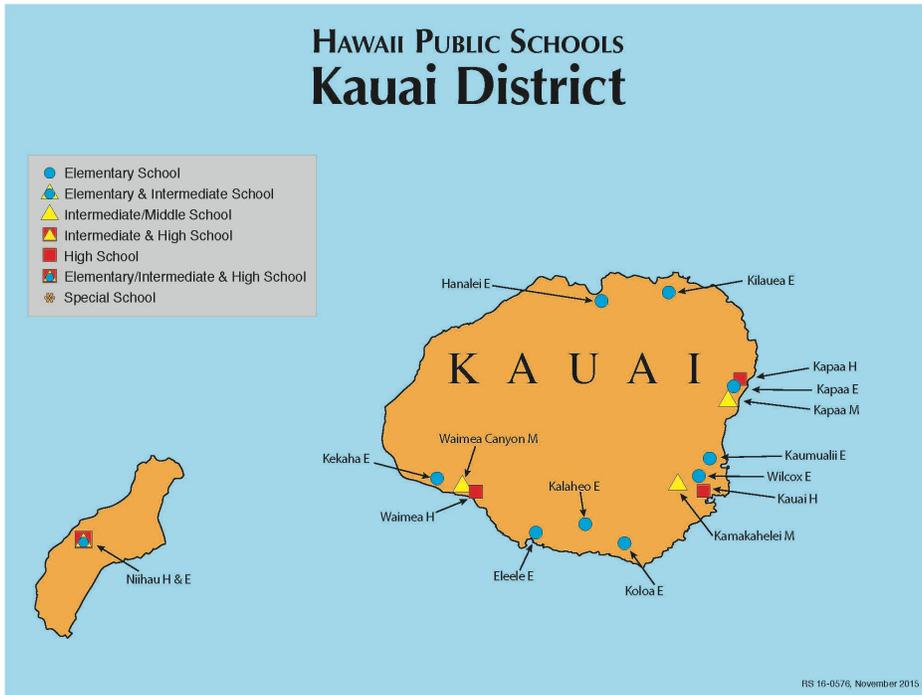
11.2.5 MAP OF HAWAIIAN ISLANDS



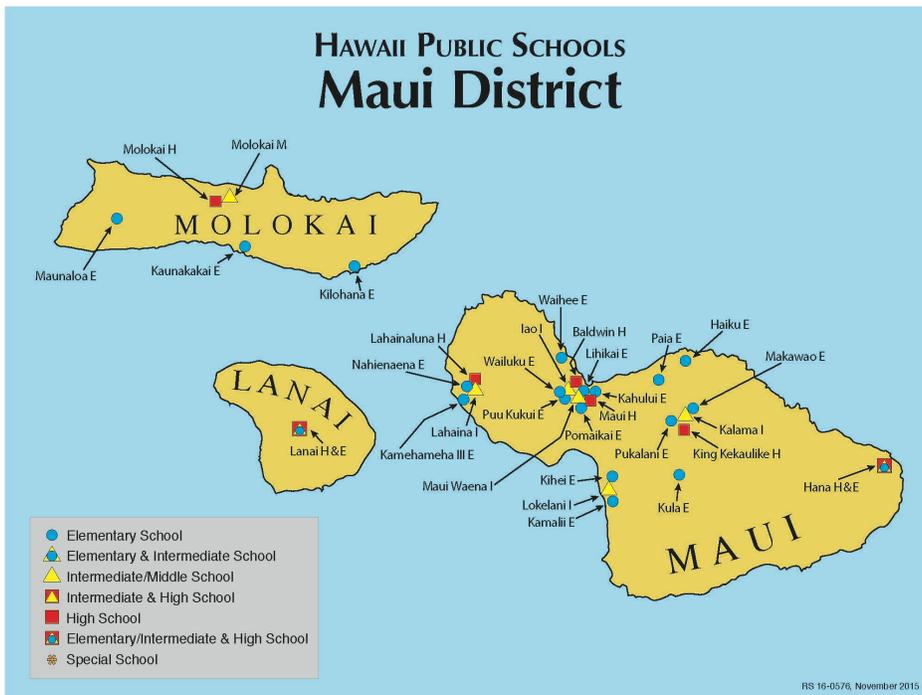
11.2.5.1 ISLAND OF HAWAII



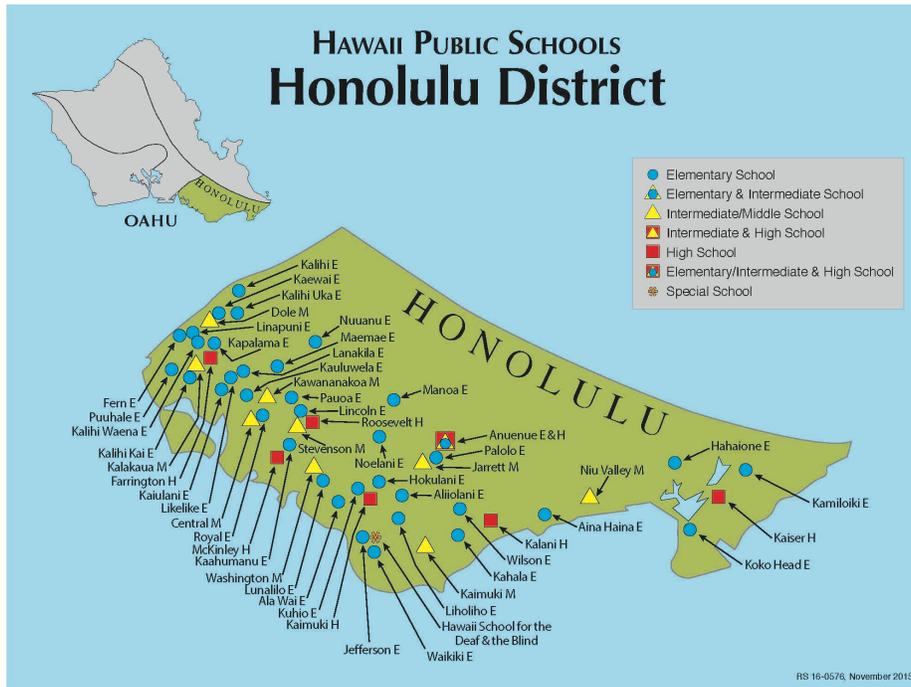
11.2.5.2 ISLAND OF KAUAI

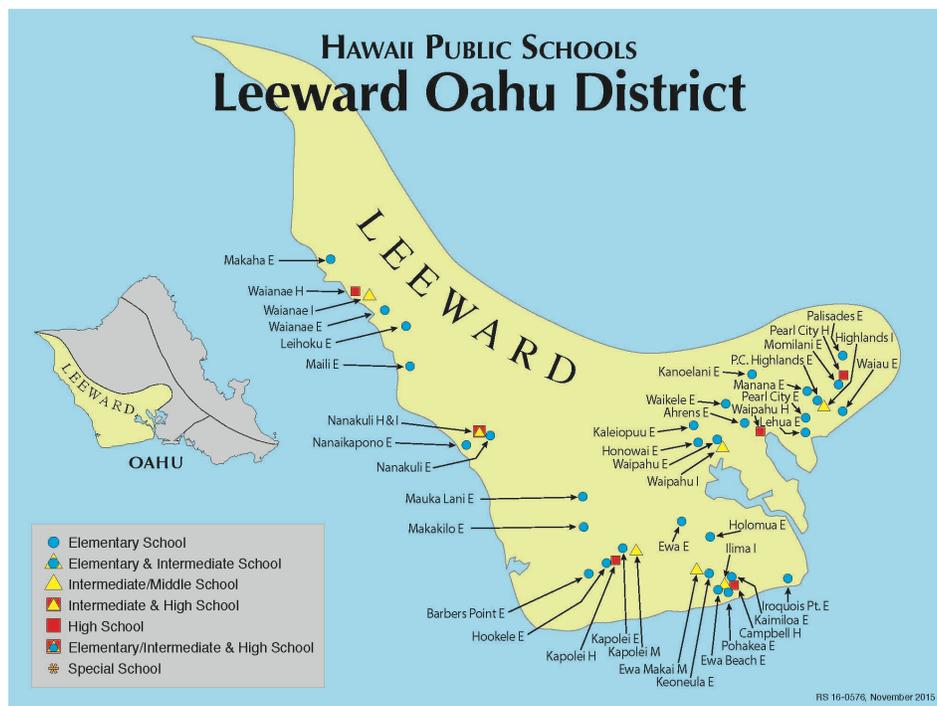
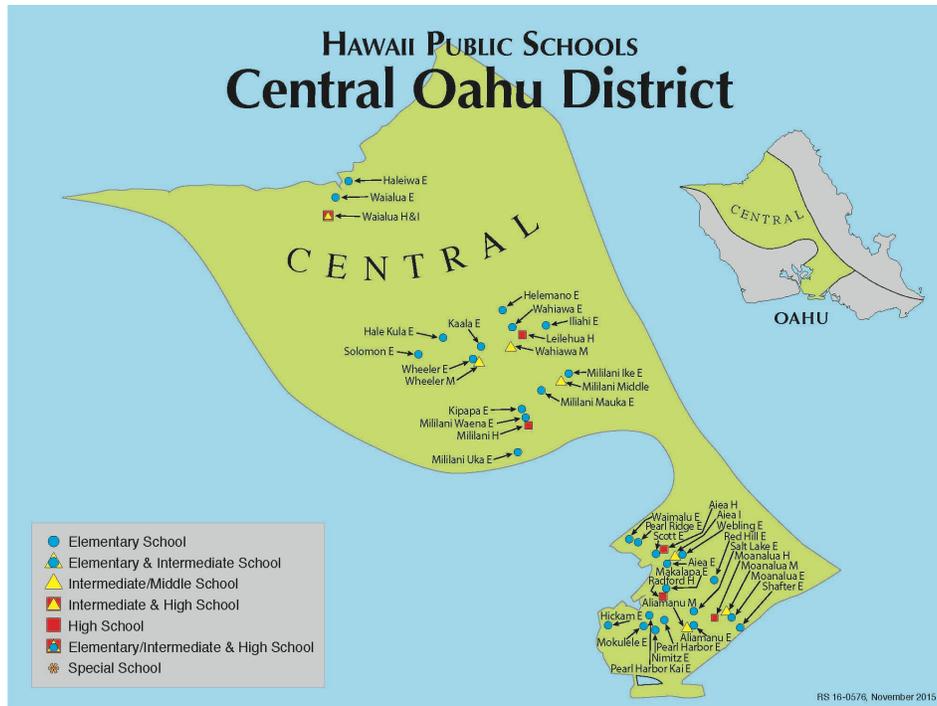


11.2.5.3 ISLAND OF MAUI



11.2.5.4 ISLAND OF OAHU





11.2.6 CHARTER SCHOOLS

| School Name | Address | City | Zip | Phone |
|--|--|---------------|-------|--------------|
| Alaka'i O Kaula'i Public Charter School | 2-4035 Kaunualii Highway | Koloa | 96756 | 808-635-5110 |
| Connections Public Charter School | 174 Kamehameha Ave. | Hilo | 96720 | 808-961-3664 |
| Hakipu'u Learning Center | 45-720 Kea'ahala Road | Kane'ohe | 96744 | 808-235-9155 |
| Hālau Kū Māna Public Charter School | 2101 Makiki Heights Drive | Honolulu | 96822 | 808-945-1600 |
| Hawaii Academy of Arts & Science Public Charter School (HAAS) | 15-1397 Homestead Rd | Pahoa | 96778 | 808-965-3730 |
| Hawaii Technology Academy | 94-450 Mokuola Street | Waipahu | 96797 | 808-676-5444 |
| Innovations Public Charter School | 75-5815 Queen Ka'ahumanu Highway | Kailua-Kona | 96740 | 808-331-3130 |
| Ka 'Umeke Kā'eo | 1500 Kalaniana'ole Avenue. | Hilo | 96720 | 808-961-0470 |
| Ka Wai'hona o ka Na'auao Public Charter School | 89-195 Farrington Hwy | Wai'anae | 96792 | 808-620-9030 |
| Ka'ōhao School (formerly Lanikai Elementary Public Charter School) | 140 Alala Road | Kailua | 96734 | 808-266-7844 |
| Kamaile Academy, PCS | 85-180 Ala Akau Street | Wai'anae | 96792 | 808-697-7110 |
| Kamalani Academy | 1403-A California Avenue | Wahiawa | 96786 | 808-203-2993 |
| Kanu o ka 'Āina New Century Public Charter School | 64-1043 Hi'iaka Street | Kamuela | 96743 | 808-890-8144 |
| Kanuikaponu Public Charter School | 4333 Kukuihale Road | Anahola | 96703 | 808-823-9160 |
| Kapolei Charter School by Goodwill Hawaii | 2140 Lauwiliwili Street | Kapolei | 96707 | 808-690-9909 |
| Kawaikini New Century Public Charter School | 3-1821 J Kaunualii Hwy | Lihue | 96766 | 808-632-2032 |
| Ke Ana La'ahana PCS | 160 Baker Ave. | Hilo | 96720 | 808-961-6228 |
| Ke Kula 'o Nāwahīokalani'ōpu'u Iki, LPCS | 16-120 'Opukaha'ia Street, Suite 2 | Kea'au | 96749 | 808-982-4260 |
| Ke Kula 'o Samuel M. Kamakau, LPCS | 46-500 Kuneke Street | Kaneohe | 96744 | 808-235-9175 |
| Ke Kula Niihau O Kekaha Learning Center | 8135 Kekaha Road | Kekaha | 96752 | 808-337-0481 |
| Kihei Charter School | 650 Lipoa Parkway | Kihei | 96753 | 808-875-0700 |
| Kona Pacific Public Charter School | 79-7595 Mamalahoa Highway | Kealahou | 96750 | 808-322-4900 |
| Kua o ka Lā New Century Public Charter School | 42 Kino'ole St | Hilo | 96720 | 808-981-5866 |
| Kualapu'u School: A Public Conversion Charter | 260 Farrington Avenue | Kualapuu | 96757 | 808-567-6900 |
| Kula Aupuni Niihau A Kahelani Aloha (KANAKA) A New Century Public Charter School (PCS) | 8315 Kekaha Road | Kekaha | 96752 | 808-337-2022 |
| Laupahoehoe Community Public Charter School | 35-2065 Old Mamalahoa HWY | Laupahoehoe | 96764 | 808-962-2200 |
| Mālama Honua Public Charter School | 41-054 Ehukai Street | Waimanalo | 96795 | 808-259-5522 |
| Myron B. Thompson Academy | 1040 Richards St. Ste. 220 | Honolulu | 96813 | 808-441-8000 |
| Nā Wai Ola Public Charter School | 18-1355 Volcano Hwy | Mountain View | 96771 | 808-968-2318 |
| SEEQS: the School for Examining Essential Questions of Sustainability | 2705 Kaimuki Avenue | Honolulu | 96816 | 808-677-3377 |
| University Laboratory School | 1776 University Avenue, UHS Bldg 3, Room 121 | Honolulu | 96822 | 808-956-7833 |
| Voyager: A Public Charter School - Keakealani Campus | 19-4024 Haunani Road | Volcano | 96785 | 808-985-9901 |
| Voyager: A Public Charter School - Old Volcano Raod Campus | 99-128 Old Volcano Road | Volcano | 96785 | 808-985-9800 |
| Waialae Elementary Public Charter School | 1045 19th Avenue | Honolulu | 96816 | 808-733-4880 |
| Waimea Middle Public Conversion Charter School | 67-1229 Mamalahoa Hwy | Kamuela | 96743 | 808-887-6090 |
| West Hawai'i Explorations Academy | 73-4460 Queen Ka'ahumanu Highway #105 | Kailua-Kona | 96740 | 808-327-4751 |

11.3 EVACUATION SHELTERS

11.3.1 HURRICANE EVACUATION SHELTERS

11.3.1.1 ISLAND OF HAWAII

| Hurricane Emergency Evacuation Shelters | | | | | | | | | | | | |
|--|-------|-----------------------|----------|-----------|-------------------------------|-------------------------------|-------------|-------|--------------|--------------|---------------|-------------|
| Island of Hawaii | | | | | | | | | | | | |
| Based upon the Hawaii Emergency Management Agency (HIEMA) Hawaii County Usable Buildings and Rooms List February 2019 | | | | | | | | | | | | |
| In accordance with Hawaii Revised Statutes (HRS) Chapter 127A Emergency Management, all Hawaii DOE facilities such as schools may be designated as a State Resource Asset in times of emergencies and may be designated as an Emergency Evacuation Shelter. Not all schools will be identified, used, or opened during an emergency. Based upon the emergency and such factors as State and/or County request, the incident itself, geographical location, demographics, weather impacts may play a part in determining which schools will be identified and open as an emergency evacuation shelter for that specific incident. | | | | | | | | | | | | |
| | Owner | Area | District | Complex | Facility | Address | City | Zip | Phone Number | Hub Shelters | Special Needs | Pet Shelter |
| 1 | DOE | North Kohala District | Hawaii | Kohala | Kohala Elementary | 54-3609 Akoni Pule Hwy | Kapaau | 96755 | 889-7117 | | | |
| 2 | DOE | South Kohala District | Hawaii | Kealahou | Waikoloa Elementary & Middle | 68-1730 Hooko St | Waikoloa | 96738 | 883-6808 | | | |
| 3 | DOE | South Kohala District | Hawaii | Honokaa | Waiimea Elementary | 67-1225 Mamalaoha Hwy | Kamuela | 96743 | 887-7636 | | | |
| 4 | | South Kohala District | | | Waiimea State Office Building | | | | | | | |
| 5 | DOE | North Kona District | Hawaii | Kealahou | Holualoa Elementary | 76-5957 Mamalaoha Hwy | Holualoa | 96725 | 313-3800 | | | |
| 6 | DOE | North Kona District | Hawaii | Kealahou | Kahakai Elementary | 76-147 Royal Poinciana Drive | Kailua-Kona | 96740 | 313-6200 | | | |
| 7 | DOE | North Kona District | Hawaii | Kealahou | Kealahou Elementary | 74-5118 Kealahou St | Kailua-Kona | 96740 | 313-7900 | | | |
| 8 | DOE | North Kona District | Hawaii | Kealahou | Kealahou High | 74-5000 Puohuluhuli St | Kailua-Kona | 96740 | 313-3600 | | | X |
| 9 | DOE | North Kona District | Hawaii | Kealahou | Kealahou Intermediate | 74-5062 Onipaa St | Kailua-Kona | 96740 | 313-3000 | | | |
| 10 | DOE | South Kona District | Hawaii | Konawaena | Konawaena High | 81-1043 Konawaena School Road | Kealahou | 96750 | 313-6000 | | | X |
| 11 | DOE | South Kona District | Hawaii | Konawaena | Konawaena Elementary | 81-901 Onouli Road | Kealahou | 96750 | 323-4555 | | | |
| 12 | DOE | Kau District | Hawaii | Ka'u | Ka'u High & Pahala Elementary | 96-3150 Pihake St | Pahala | 96777 | 313-4100 | | | X |
| 13 | DOE | Hamakua District | Hawaii | Honokaa | Honokaa High & Intermediate | 45-527 Pakalana St | Honokaa | 96727 | 775-8800 | | | X |
| 14 | DOE | South Hilo District | Hawaii | Hilo | Hilo High | 556 Wai'anuenue Avenue | Hilo | 96720 | 974-4021 | | | X |
| 15 | DOE | South Hilo District | Hawaii | Hilo | Hilo Intermediate | 587 Wai'anuenue Avenue | Hilo | 96720 | 974-4955 | | | |
| 16 | DOE | South Hilo District | Hawaii | Wai'alea | Wai'alea Elementary | 180 W. Punalako St | Hilo | 96720 | 981-7215 | | | |
| 17 | DOE | South Hilo District | Hawaii | Wai'alea | Wai'alea High | 155 W. Kawili St | Hilo | 96720 | 974-4888 | | | X |
| 18 | DOE | South Hilo District | Hawaii | Wai'alea | Wai'aleaewaena Elementary | 2420 Kilauea Avenue | Hilo | 96720 | 981-7200 | | | |
| 19 | DOE | Puna District | Hawaii | Keaau | Keaau High | 16-725 Kea'au-Paho Road | Keaau | 96749 | 313-3300 | | | X |
| 20 | DOE | Puna District | Hawaii | Keaau | Keaau Middle | 16-565 Kea'au-Paho Road | Keaau | 96749 | 313-4800 | | | X |
| 21 | DOE | Puna District | Hawaii | Paho | Keonepoko Elementary | 15-890 Kahakai Boulevard | Paho | 96778 | 313-4500 | | | |
| 22 | DOE | Puna District | Hawaii | Keaau | Mountain View Elementary | 18-1235 Volcano Road | Mt. View | 96771 | 313-3200 | | | |
| 23 | DOE | Puna District | Hawaii | Paho | Paho Elementary | 15-3030 Paho Village Road | Paho | 96778 | 313-4400 | | | |
| 24 | DOE | Puna District | Hawaii | Paho | Paho High & Intermediate | 15-3038 Paho Village Road | Paho | 96778 | 313-4300 | | | X |

11.3.1.2 ISLAND OF KAUAI

| Hurricane Emergency Evacuation Shelters | | | | | | | | | | | | |
|---|-------|----------|----------|---------|------------------------------------|----------------------|---------|-------|--------------|--------------|---------------|-------------|
| Island of Kauai | | | | | | | | | | | | |
| Based upon the Hawaii Emergency Management Agency (HIEMA) Hurricane Evacuation Shelters Statewide List Pamphlet August 31, 2015 | | | | | | | | | | | | |
| In accordance with Hawaii Revised Statutes (HRS) Chapter 127A Emergency Management, all Hawaii DOE facilities such as schools may be designated as a State Resource Asset in times of emergencies and maybe designated as an Emergency Evacuation Shelter. Not all schools will be identified, used, or opened during an emergency. Based upon the emergency and such factors as State and/or County request, the incident itself, geographical location, demographics, weather impacts may play a part in determining which schools will be identified and open as an emergency evacuation shelter for that specific incident. | | | | | | | | | | | | |
| | Owner | Area | District | Complex | Facility | Address | City | Zip | Phone Number | Hub Shelters | Special Needs | Pet Shelter |
| 1 | DOE | Central | Kauai | Kauai | Kamakahale Middle | 4431 Nuhou St | Lihue | 96766 | 241-3200 | | | |
| 2 | | Central | | | Kauai Community College | 3-1901 Kaumualii Hwy | Lihue | 96766 | 245-8225 | | | |
| 3 | DOE | Central | Kauai | Kauai | Kauai High | 3577 Lala Road | Lihue | 96766 | 274-3160 | | | X |
| 4 | | Central | | | Kauai Humane Society | 3-825 Kaumualii Hwy | Lihue | 96766 | 632-0610 | | | X |
| 5 | | Central | | | Kauai War Memorial Convention Hall | 4191 Hardy Street | Lihue | 96766 | 241-6623 | | | |
| 6 | DOE | Central | Kauai | Kauai | King Kaumualii Elementary | 4380 Hanamalu Road | Lihue | 96766 | 241-3150 | | | |
| 7 | DOE | Central | Kauai | Kauai | Wilcox Elementary | 4319 Hardy St | Lihue | 96766 | 274-3150 | | | |
| 8 | DOE | Eastside | Kauai | Kapaa | Kapaa Elementary | 4886 Kawaihau Road | Kapaa | 96746 | 821-4424 | | | |
| 9 | DOE | Eastside | Kauai | Kapaa | Kapaa High | 4695 Mallihuna Road | Kapaa | 96746 | 821-4400 | | | X |
| 10 | DOE | Eastside | Kauai | Kapaa | Kapaa Middle | 4867 Olohena Road | Kapaa | 96746 | 821-4460 | | | X |
| 11 | DOE | North | Kauai | Kapaa | Kilauea Elementary | 2440 Kolo Road | Kilauea | 96754 | 828-1212 | | | |
| 12 | | North | | | Kilauea Neighborhood Center | 3353 Eono Street | Lihue | 96766 | 241-6858 | | | |
| 13 | DOE | South | Kauai | Waiimea | Eleele Elementary | 4750 Ululul Road | Eleele | 96705 | 335-2101 | | | X |
| 14 | DOE | South | Kauai | Waiimea | Kalaheo Elementary | 4400 Maka Road | Kalaheo | 96741 | 332-6801 | | | X |
| 15 | DOE | South | Kauai | Kauai | Koloa Elementary | 3223 Poipu Road | Koloa | 96756 | 742-8460 | | | |
| 16 | DOE | West | Kauai | Waiimea | Waiimea Canyon Middle | 9555 Huakai Road | Waiimea | 96796 | 338-6830 | | | X |
| 17 | DOE | West | Kauai | Waiimea | Waiimea High | 9707 Tsuchiya Road | Waiimea | 96796 | 338-6800 | | | X |

11.3.1.3 ISLAND OF MAUI

| Hurricane Emergency Evacuation Shelters | | | | | | | | | | | |
|---|------|------------------------|---------|-------------|--------------------------------|-------------------------|------------|--------------|--------------|---------------|-------------|
| Island of Maui | | | | | | | | | | | |
| Based upon the Hawaii Emergency Management Agency (HIDEMA) Hurricane Evacuation Shelters Statewide List Pamphlet August 31, 2015 | | | | | | | | | | | |
| In accordance with Hawaii Revised Statutes (HRS) Chapter 127 A Emergency Management, all Hawaii DOE facilities such as schools may be designated as a State Resource Asset in times of emergencies and may be designated as an Emergency Evacuation Shelter. Not all schools will be identified, used, or opened during an emergency. Based upon the emergency and such factors as State and/or County request, the incident itself, geographical location, demographics, weather impacts may play a part in determining which schools will be identified and open as an emergency evacuation shelter for that specific incident. | | | | | | | | | | | |
| Owner | Area | District | Complex | Facility | Address | City | Zip | Phone Number | Hub Shelters | Special Needs | Pet Shelter |
| 1 | DOE | Hana | Maui | Hana | Hana High & Elementary | P.O. Box 128 | Hana | 96713 | 248-4815 | | |
| 2 | DOE | Kahului/Wailuku/Waihee | Maui | Baldwin | Baldwin High | 1650 Kaahumanu Ave | Wailuku | 96793 | 727-3200 | | X |
| 3 | DOE | Kahului/Wailuku/Waihee | Maui | Baldwin | Iao Intermediate | 260 S. Market St | Wailuku | 96793 | 727-5200 | | |
| 4 | DOE | Kahului/Wailuku/Waihee | Maui | Maui | Kahului Elementary | 410 Hina Ave | Kahului | 96732 | 727-4700 | | |
| 5 | DOE | Kahului/Wailuku/Waihee | Maui | Maui | Lihikai Elementary | 335 S. Papa Ave | Kahului | 96732 | 727-4500 | | |
| 6 | | Kahului/Wailuku/Waihee | | | Maui Community College | 310 Kaahumanu Avenue | Kahului | 96732 | 984-3500 | | |
| 7 | DOE | Kahului/Wailuku/Waihee | Maui | Maui | Maui High | 660 South Lono Ave | Kahului | 96732 | 727-4000 | | X |
| 8 | DOE | Kahului/Wailuku/Waihee | Maui | Maui | Maui Waena Intermediate | 795 Onehee St | Kahului | 96732 | 727-4200 | | X |
| 9 | DOE | Kahului/Wailuku/Waihee | Maui | Baldwin | Wailuku Elementary | 355 South High St | Wailuku | 96793 | 727-5500 | | |
| 10 | DOE | Kihei/Makena | Maui | Maui | Kamalii Elementary | 180 Alanui Kealii Drive | Kihei | 96753 | 875-6840 | | |
| 11 | DOE | Kihei/Makena | Maui | Maui | Kihei Elementary | 250 E. Lipoa | Kihei | 96753 | 727-4400 | | |
| 12 | DOE | Kihei/Makena | Maui | Maui | Lokelani Intermediate | 1401 Liloa Drive | Kihei | 96753 | 875-6800 | | X |
| 13 | DOE | Lahaina (West Maui) | Maui | Lahainaluna | Lahaina Intermediate | 871 Lahainaluna Road | Lahaina | 96761 | 662-3965 | | |
| 14 | DOE | Lahaina (West Maui) | Maui | Lahainaluna | Lahainaluna High | 980 Lahainaluna Road | Lahaina | 96761 | 662-4000 | | |
| 15 | DOE | Lahaina (West Maui) | Maui | Lahainaluna | Princess Nahienaena Elementary | 816 Niheu St | Lahaina | 96761 | 662-4020 | | |
| 16 | DOE | Upcountry | Maui | Kekaouike | Haiku Elementary | 105 Pauwela Road | Haiku | 96708 | 575-3000 | | |
| 17 | DOE | Upcountry | Maui | Kekaouike | Kalama Intermediate | 120 Makani Road | Makawao | 96768 | 573-8735 | | X |
| 18 | DOE | Upcountry | Maui | Kekaouike | King Kekaulike High | 121 Kula Highway | Pukalani | 96768 | 727-3500 | | X |
| 19 | DOE | Upcountry | Maui | Kekaouike | Makawao Elementary | 3542 Baldwin Ave | Makawao | 96768 | 573-8770 | | |
| 20 | DOE | Upcountry | Maui | Kekaouike | Paia Elementary | 955 Baldwin Ave | Paia | 96779 | 727-3800 | | |
| 21 | DOE | Upcountry | Maui | Kekaouike | Pukalani Elementary | 2945 Iolani St | Pukalani | 96768 | 573-8760 | | |
| 22 | DOE | Molokai | Maui | Molokai | Kaunakakai Elementary | 30 Ailoa St | Kaunakakai | 96748 | 553-1730 | | |
| 23 | BOE | Molokai | | | Kualapuu Elementary | 260 Farrington Ave | Kualapuu | 96757 | 567-6900 | | |
| 24 | DOE | Molokai | Maui | Molokai | Molokai High | 2140 Farrington Ave | Hooluhua | 96729 | 567-6950 | | |
| 25 | DOE | Molokai | Maui | Molokai | Kioloana Elementary | HC01, Box 334 | Kaunakakai | 96748 | 558-2200 | | |
| 26 | DOE | Lanai | Maui | Lanai | Lanai High & Elementary | P.O. Box 630630 | Lanai City | 96763 | 565-7900 | | |

11.3.1.4 ISLAND OF OAHU

| Hurricane Emergency Evacuation Shelters | | | | | | | | | | | | | |
|---|---------|---|----------|------------|------------------------------------|--------------------------|------------|--------------|---------------|----------------|--------------------|---------------|-------------|
| Island of Oahu | | | | | | | | | | | | | |
| Based upon the Hawaii Emergency Management Agency (HIDEMA) City & County of Honolulu Usable Buildings and Rooms List August 2018 | | | | | | | | | | | | | |
| In accordance with Hawaii Revised Statutes (HRS) Chapter 127 A Emergency Management, all Hawaii DOE facilities such as schools may be designated as a State Resource Asset in times of emergencies and may be designated as an Emergency Evacuation Shelter. Not all schools will be identified, used, or opened during an emergency. Based upon the emergency and such factors as State and/or County request, the incident itself, geographical location, demographics, weather impacts may play a part in determining which schools will be identified and open as an emergency evacuation shelter for that specific incident. | | | | | | | | | | | | | |
| Owner | Area | District | Complex | Facility | Address | City | Zip | Phone Number | Hub Shelters | Middle Schools | Elementary Schools | Special Needs | Pet Shelter |
| 1 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Radford | Ahiimanu Elementary School | 47-470 Hui Akeo Place | Kaneohe | 96744 | 305-4800 | | | X | |
| 2 | DOE | Central - Pearl City to Aiea and Salt Lake | Central | Aiea | Aiea Elementary School | 99-370 Moanalua Road | Aiea | 96701 | 305-4400 | | | X | |
| 3 | DOE | Central - Pearl City to Aiea and Salt Lake | Central | Aiea | Aiea High School | 98-1276 Ulune St | Aiea | 96701 | 305-6500 | X | | | X |
| 4 | DOE | Central - Pearl City to Aiea and Salt Lake | Central | Aiea | Aiea Intermediate School | 99-600 Kulawea St | Aiea | 96701 | 305-9200 | | X | | |
| 5 | DOE | Central - Aiea Haina to Hawaii Kai and Vicinity | Honolulu | Kaiser | Aiea Haina Elementary School | 801 W. Hind Drive | Honolulu | 96821 | 377-2419 x223 | | | X | |
| 6 | DOE | Central - Pearl City to Aiea and Salt Lake | Central | Radford | Aliamanu Middle School | 3271 Salt Lake Boulevard | Honolulu | 96818 | 421-4100 | | X | | |
| 7 | DOE | Central - Punchbowl to Waialae and Vicinity | Honolulu | Kaimuki | Aliiolani Elementary School | 1240 7th Avenue | Honolulu | 96816 | 733-4750 | | | X | |
| 8 | DOE | Central - Punchbowl to Waialae and Vicinity | Honolulu | Roosevelt | Anuenue School | 2528 10th Avenue | Honolulu | 96816 | 733-8465 | | | | |
| 9 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Waipahu | August Ahrens Elementary School | 94-1170 Waipahu St | Waipahu | 96797 | 675-0202 | | | X | |
| 10 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Castle | Benjamin Parker Elementary School | 45-259 Waikalua Road | Kaneohe | 96744 | 233-5686 | | | X | |
| 11 | Private | Windward Coast - Kahuku to Waimanalo | | | Brigham Young University of Hawaii | 55-220 Kulanui Street | Laike | 96762 | 675-3211 | X | | | |
| 12 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Castle | Castle High School | 45-386 Kaneohe Bay Drive | Kaneohe | 96744 | 305-0700 | X | | | X |
| 13 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | McKinley | Central Middle School | 1302 Queen Emma St | Honolulu | 96813 | 587-4400x224 | | X | | |
| 14 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Farrington | Dole Middle School | 1803 Kam IV Road | Honolulu | 96819 | 305-5320 | | X | | |
| 15 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Kailua | Enchanted Lake Elementary School | 770 Keolu Drive | Kailua | 96734 | 266-7800 | | | X | |
| 16 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Campbell | Ewa Elementary School | 91-1280 Renton Road | Ewa Beach | 96706 | 681-8202 | | | X | |
| 17 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Farrington | Farrington High School | 1564 North King St | Honolulu | 96817 | 305-5013 | X | | | |
| 18 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Farrington | Fern Elementary School | 1121 Middle St | Honolulu | 96819 | 832-3050 | | | X | |
| 19 | DOE | Central - Aiea Haina to Hawaii Kai and Vicinity | Honolulu | Kaiser | Hahaione Elementary School | 595 Papeete St | Honolulu | 96825 | 394-1255 | | | X | |
| 20 | C&C | Central - Pearl City to Aiea and Salt Lake | | | Halawa District Park | 99-795 Iwaiwa Street | Aiea | 96701 | 488-7852 | | | | |
| 21 | Private | Central - Wahiawa to Millilani and Vicinity | | | Hanalani School | 94-294 Anania Drive | Millilani | 96789 | 625-0737 | | | | |
| 22 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Castle | Heeia Elementary School | 46-202 Haiku Road | Kaneohe | 96744 | 233-5677 | | | X | |
| 23 | DOE | Central - Wahiawa to Millilani and Vicinity | Central | Lehua | Helemano Elementary School | 1001 Ihi Ihi Avenue | Wahiawa | 96786 | 622-6336 | | | X | |
| 24 | DOE | Central - Pearl City to Aiea and Salt Lake | Leeward | Pearl City | Highlands Intermediate School | 1460 Hoolalea St | Pearl City | 96782 | 307-5000 | | X | | X |
| 25 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Waipahu | Honowai Elementary School | 94-600 Honowai St | Waipahu | 96797 | 675-0165 | | | X | |
| 26 | DOE | Central - Wahiawa to Millilani and Vicinity | Central | Lehua | Iliahi Elementary School | 2035 California Avenue | Wahiawa | 96786 | 622-6411 | | | X | |
| 27 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Campbell | Ilima Intermediate School | 91-884 Fort Weaver Road | Ewa Beach | 96706 | 687-9300 | | X | | X |
| 28 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Campbell | James Campbell High School | 91-980 North Road | Ewa Beach | 96706 | 687-3000 | X | | | X |
| 29 | DOE | Central - Punchbowl to Waialae and Vicinity | Honolulu | McKinley | Kahumanu Elementary School | 1141 Kinau St | Honolulu | 96814 | 587-4414 x230 | | | X | |
| 30 | DOE | Central - Wahiawa to Millilani and Vicinity | Central | Lehua | Kaala Elementary School | 130 California Avenue | Wahiawa | 96786 | 305-9300 | | | X | |
| 31 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Farrington | Kaewai Elementary School | 1929 Kam IV Road | Honolulu | 96819 | 305-4311 | | | X | |
| 32 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Castle | Kahaluu Elementary School | 47-280 Waihee Road | Kaneohe | 96744 | 305-6300 | | | X | |
| 33 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Kalaheo | Kailua Elementary School | 315 Kuulea Road | Kailua | 96734 | 266-7878 | | | X | |
| 34 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Kailua | Kailua High School | 451 Ulumanu Drive | Kailua | 96734 | 266-7900 | X | | | X |

| Hurricane Emergency Evacuation Shelters | | | | | | | | | | | | | |
|---|------|---|----------|------------|--------------------------------|----------------------------|-----------|--------------|----------------|----------------|--------------------|---------------|-------------|
| Island of Oahu | | | | | | | | | | | | | |
| Based upon the Hawaii Emergency Management Agency (HIEMA) City & County of Honolulu Usable Buildings and Rooms List August 2018 | | | | | | | | | | | | | |
| In accordance with Hawaii Revised Statutes (HRS) Chapter 127 A Emergency Management, all Hawaii DOE facilities such as schools may be designated as a State Resource Asset in times of emergencies and may be designated as an Emergency Evacuation Shelter. Not all schools will be identified, used, or opened during an emergency. Based upon the emergency and such factors as State and/or County request, the incident itself, geographical location, demographics, weather impacts may play a part in determining which schools will be identified and open as an emergency evacuation shelter for that specific incident. | | | | | | | | | | | | | |
| Owner | Area | District | Complex | Facility | Address | City | Zip | Phone Number | Hub Shelters | Middle Schools | Elementary Schools | Special Needs | Pet Shelter |
| 35 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Kalaheo | Kailua Intermediate School | 145 S. Kainalu Drive | Kailua | 96734 | 263-1500 | | X | | |
| 36 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Campbell | Kaimiloa Elementary School | 91-1028 Kaunolu St | Ewa Beach | 96706 | 689-1280 | | | X | |
| 37 | DOE | Central - Punchbowl to Waialae and Vicinity | Honolulu | Kalani | Kaimuki Middle School | 631 18th Avenue | Honolulu | 96816 | 733-4600 x232 | | X | | X |
| 38 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Kalaheo | Kainalu Elementary School | 165 Kahoala St | Kailua | 96734 | 266-7835 | | | X | |
| 39 | DOE | Central - Aina Haina To Hawaii Kai and Vicinity | Honolulu | Kaiser | Kaiser High School | 511 Lunalilo Home Road | Honolulu | 96825 | 394-1200 x2225 | X | | | X |
| 40 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | McKinley | Kaulani Elementary School | 783 North King St | Honolulu | 96817 | 832-3162 | | | X | |
| 41 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Kalaheo | Kalaheo High School | 730 Iliana St | Kailua | 96734 | 305-0200 | X | | | X |
| 42 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Farrington | Kalakaua Middle School | 821 Kalihi St | Honolulu | 96819 | 305-4520 | | X | | |
| 43 | DOE | Central - Aina Haina To Hawaii Kai and Vicinity | Honolulu | Kalani | Kalani High School | 4680 Kalaniana'ole Highway | Honolulu | 96821 | 305-0500 | X | | | X |
| 44 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Pearl City | Kaioopuu Elementary School | 94-665 Kaaholo St | Waipahu | 96797 | 675-0266 | | | X | |
| 45 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Farrington | Kalihi Elementary School | 2471 Kula Koles Drive | Honolulu | 96819 | 305-2411 | | | X | |
| 46 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Farrington | Kalihi Kai Elementary School | 626 McNeill St | Honolulu | 96817 | 305-4111 | | | X | |
| 47 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Farrington | Kalihi Uka Elementary School | 2411 Kalihi St | Honolulu | 96819 | 305-6211 | | | X | |
| 48 | C&C | Central - Salt Laketo Punchbowl and Downtown | | | Kalihi Valley District Park | 1911 Kamehameha IV Road | Honolulu | 96819 | 832-7812 | X | | | |
| 49 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Farrington | Kalihi Waena Elementary School | 1240 Gulick Avenue | Honolulu | 96819 | 305-2323 | | | X | |
| 50 | BOE | Leeward Coast - Makua To Waipahu and Vicinity | | | Kamalele Elementary PCS | 85-180 Ala Akau | Waianae | 96792 | 697-7110 | | | X | |
| 51 | DOE | Central - Aina Haina To Hawaii Kai and Vicinity | Honolulu | Kaiser | Kamiloiki Elementary School | 7788 Hawaii Kai Drive | Honolulu | 96825 | 397-5800 x225 | | | X | |
| 52 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Castle | Kaneohe Elementary School | 45-495 Kamehameha Highway | Kaneohe | 96744 | 305-0000 | | | X | |
| 53 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Pearl City | Kanoelani Elementary School | 94-1091 Oli Loop | Waipahu | 96797 | 675-0195 | | | X | |
| 54 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Farrington | Kapalama Elementary School | 1601 North School St | Honolulu | 96817 | 305-5513 | | | X | |
| 55 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Kapolei | Kapolei Elementary School | 91-1119 Kamaaha Loop | Kapolei | 96707 | 693-7000 | | | X | |
| 56 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Kapolei | Kapolei High School | 91-5007 Kapolei Parkway | Kapolei | 96707 | 305-8000 | X | | | |
| 57 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Castle | Kapunahala Elementary School | 45-828 Anoi Road | Kaneohe | 96744 | 233-5650 | | | X | |
| 58 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | McKinley | Kauluwela Elementary School | 1486 Aala St | Honolulu | 96817 | 587-4447 | | | X | |
| 59 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Roosevelt | Kawanakoa Middle School | 49 Funchal St | Honolulu | 96813 | 587-4430 x228 | | X | | |
| 60 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Kailua | Keolu Elementary School | 1416 Keolu Drive | Kailua | 96734 | 266-7818 | | | X | |
| 61 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Castle | King Intermediate School | 46-155 Kamehameha Highway | Kaneohe | 96744 | 233-5727 | | X | | X |
| 62 | DOE | Central - Wahiawata Millilani and Vicinity | Central | Millilani | Kipapa Elementary School | 95-076 Kipapa Drive | Millilani | 96789 | 627-7322 | | | X | |
| 63 | DOE | Central - Aina Haina To Hawaii Kai and Vicinity | Honolulu | Kaiser | Koko Head Elementary School | 189 Lunalilo Home Road | Honolulu | 96825 | 397-5811 x224 | | | X | |
| 64 | DOE | Central - Punchbowl to Waialae and Vicinity | Honolulu | Kaimuki | Kuhio Elementary School | 2759 South King St | Honolulu | 96826 | 973-0085 | | | X | |

| Hurricane Emergency Evacuation Shelters | | | | | | | | | | | | | | |
|--|------|--|----------|--|--------------------------|------------|-------|---------------|--------------|----------------|--------------------|---------------|-------------|--|
| Island of Oahu | | | | | | | | | | | | | | |
| Based upon the Hawaii Emergency Management Agency (HIEMA) City & County of Honolulu Usable Buildings and Rooms List August 2018 | | | | | | | | | | | | | | |
| In accordance with Hawaii Revised Statutes (HRS) Chapter 127A Emergency Management, all Hawaii DOE facilities such as schools may be designated as a State Resource Asset in times of emergencies and may be designated as an Emergency Evacuation Shelter. Not all schools will be identified, used, or opened during an emergency. Based upon the emergency and such factors as State and/or County request, the incident itself, geographical location, demographics, weather impacts may play a part in determining which schools will be identified and open as an emergency evacuation shelter for that specific incident. | | | | | | | | | | | | | | |
| Owner | Area | District | Complex | Facility | Address | City | Zip | Phone Number | Hub Shelters | Middle Schools | Elementary Schools | Special Needs | Pet Shelter | |
| 65 | C&C | Central -Salt Laketo Punchbowl and Downtown | | Lanakila District Park | 1701 Lanakila Avenue | Honolulu | 96817 | 832-7820 | X | | | | | |
| 66 | DOE | Central -Salt Laketo Punchbowl and Downtown | Honolulu | McKinley Lanakila Elementary School | 717 North Kuakini St | Honolulu | 96817 | 587-4466 x225 | | | X | | | |
| 67 | BOE | Windward Coast - Kahuku to Waimanalo | | Lanikai Elementary School PCS | 140 Alala Road | Kailua | 96734 | 266-7844 | | | X | | | |
| 68 | DOE | Central -Pearl City to Aiea and Salt Lake | Leeward | Pearl City Lehua Elementary School | 791 Lehua Avenue | Pearl City | 96782 | 454-5700 | | | X | | | |
| 69 | DOE | Leeward Coast -Makua To Waipahu and Vicinity | Leeward | Waianae Leihoku Elementary School | 86-285 Leihoku St | Waianae | 96792 | 697-7100 | | | X | | | |
| 70 | DOE | Central -Wahiawa to Mililani and Vicinity | Central | Lelehua Lelehua High School | 1515 California Avenue | Wahiawa | 96786 | 305-3000 | X | | | | X | |
| 71 | DOE | Central -Punchbowl to Waialae and Vicinity | Honolulu | Kalani Liholiho Elementary School | 3430 Maunaloa Avenue | Honolulu | 96816 | 733-4854 | | | X | | | |
| 72 | DOE | Central -Salt Laketo Punchbowl and Downtown | Honolulu | McKinley Likelike Elementary School | 1618 Palama St | Honolulu | 96817 | 832-3370 | | | X | | | |
| 73 | DOE | Central -Salt Laketo Punchbowl and Downtown | Honolulu | Farrington Linapuni Elementary School | 1434 Linapuni St | Honolulu | 96819 | 305-2161 | | | X | | | |
| 74 | DOE | Central -Salt Laketo Punchbowl and Downtown | Honolulu | Roosevelt Maena Elementary School | 319 Wylie St | Honolulu | 96817 | 595-5400 x225 | | | X | | | |
| 75 | DOE | Leeward Coast -Makua To Waipahu and Vicinity | Leeward | Waianae Makaha Elementary School | 84-200 Ala Nsaauo Place | Waianae | 96792 | 695-7900 | | | X | | | |
| 76 | DOE | Leeward Coast -Makua To Waipahu and Vicinity | Leeward | Kapolei Makakilo Elementary School | 92-675 Anipeahi St | Kapolei | 96707 | 672-1122 | | | X | | | |
| 77 | DOE | Central -Pearl City to Aiea and Salt Lake | Central | Radford Makalapa Elementary School | 4435 Salt Lake Boulevard | Honolulu | 96818 | 421-4110 | | | X | | | |
| 78 | C&C | Central -Punchbowl to Waialae and Vicinity | | Makiki District Park | 1527 Keaumoku Street | Honolulu | 96822 | 768-9291 | X | | | | | |
| 79 | DOE | Central -Punchbowl to Waialae and Vicinity | Honolulu | Roosevelt Manoa Elementary School | 3155 Manoa Road | Honolulu | 96822 | 988-1868 x603 | | | X | | | |
| 80 | DOE | Central -Punchbowl to Waialae and Vicinity | Honolulu | McKinley McKinley High School | 1039 South King St | Honolulu | 96814 | 594-0911 | X | | | | | |
| 81 | DOE | Central -Wahiawa to Mililani and Vicinity | Central | Mililani Mililani High School | 95-1200 Meheula Parkway | Mililani | 96789 | 307-4200 | X | | | | X | |
| 82 | DOE | Central -Wahiawa to Mililani and Vicinity | Central | Mililani Mililani Middle School | 95-1140 Lehiwa Drive | Mililani | 96789 | 627-9000 | | X | | | X | |
| 83 | DOE | Central -Wahiawa to Mililani and Vicinity | Central | Mililani Mililani Uka Elementary School | 94-380 Kuahelani Avenue | Mililani | 96789 | 627-7303 | | | X | | | |
| 84 | DOE | Central -Wahiawa to Mililani and Vicinity | Central | Mililani Mililani Waena Elementary School | 95-502 Kipapa Drive | Mililani | 96789 | 627-7300 | | | X | | | |
| 85 | DOE | Central -Pearl City to Aiea and Salt Lake | Central | Moanalua Moanalua High School | 2825 Ala Ilima St | Honolulu | 96818 | 305-1000 | X | | | | X | |
| 86 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Kalaheo Mokapu Elementary School | 1193 Mokapu Road | Kailua | 96734 | 254-7964 | | | X | | | |
| 87 | DOE | Central -Pearl City to Aiea and Salt Lake | Leeward | Pearl City Momilani Elementary School | 2130 Hookiē St | Pearl City | 96782 | 307-5800 | | | X | | | |
| 88 | DOE | Leeward Coast -Makua To Waipahu and Vicinity | Leeward | Nanakuli Nanakuli Elementary School | 89-778 Halekala Ave | Waianae | 96792 | 668-5813 | | | X | | | |
| 89 | DOE | Leeward Coast -Makua To Waipahu and Vicinity | Leeward | Nanakuli Nanakuli High & Intermediate School | 89-980 Nanakuli Ave | Waianae | 96792 | 305-7600 | X | | | | X | |
| 90 | DOE | Central -Aiea Haina To Hawaii Kai and Vicinity | Honolulu | Kaiser Niu Valley Middle School | 310 Halemaumau St | Honolulu | 96821 | 377-2440 x234 | | X | | | | |
| 91 | DOE | Central -Punchbowl to Waialae and Vicinity | Honolulu | Roosevelt Noelani Elementary School | 2655 Woodlawn Drive | Honolulu | 96822 | 988-1858 x226 | | | X | | | |
| 92 | DOE | Central -Salt Laketo Punchbowl and Downtown | Honolulu | Roosevelt Nuuanu Elementary School | 3055 Puiwa Lane | Honolulu | 96817 | 595-5422 | | | X | | | |
| 93 | DOE | Central -Pearl City to Aiea and Salt Lake | Leeward | Pearl City Palisades Elementary School | 2306 Auhuhu St | Pearl City | 96782 | 307-4700 | | | X | | | |
| 94 | DOE | Central -Punchbowl to Waialae and Vicinity | Honolulu | Kaimuki Palolo Elementary School | 2106 10th Avenue | Honolulu | 96816 | 733-4700 x222 | | | X | | | |
| 95 | DOE | Central -Salt Laketo Punchbowl and Downtown | Honolulu | Roosevelt Pauoa Elementary School | 2301 Pauoa Road | Honolulu | 96813 | 587-4500 x226 | | | X | | | |
| 96 | C&C | Central -Pearl City to Aiea and Salt Lake | | Pearl City District Park | 785 Hoomaema Street | Pearl City | 96782 | 453-7550 | X | | | | | |

| Hurricane Emergency Evacuation Shelters | | | | | | | | | | | | | | |
|---|-------|---|----------|------------|--|-------------------------------|------------|-------|---------------|--------------|----------------|--------------------|---------------|-------------|
| Island of Oahu | | | | | | | | | | | | | | |
| Based upon the Hawaii Emergency Management Agency (HIEMA) City & County of Honolulu Usable Buildings and Rooms List August 2018 | | | | | | | | | | | | | | |
| In accordance with Hawaii Revised Statutes (HRS) Chapter 127 A Emergency Management, all Hawaii DOE facilities such as schools may be designated as a State Resource Asset in times of emergencies and may be designated as an Emergency Evacuation Shelter. Not all schools will be identified, used, or opened during an emergency. Based upon the emergency and such factors as State and/or County request, the incident itself, geographical location, demographics, weather impacts may play a part in determining which schools will be identified and open as an emergency evacuation shelter for that specific incident. | | | | | | | | | | | | | | |
| | Owner | Area | District | Complex | Facility | Address | City | Zip | Phone Number | Hub Shelters | Middle Schools | Elementary Schools | Special Needs | Pet Shelter |
| 97 | DOE | Central - Pearl City to Alea and Salt Lake | Leeward | Pearl City | Pearl City High School | 2100 Hookiēkie St | Pearl City | 96782 | 307-5500 | X | | | | X |
| 98 | DOE | Central - Pearl City to Alea and Salt Lake | Leeward | Pearl City | Pearl City Highlands Elementary School | 1419 Waimano Home Road | Pearl City | 96782 | 307-4800 | | | X | | |
| 99 | DOE | Central - Pearl City to Alea and Salt Lake | Central | Radford | Pearl Harbor Elementary School | 1 Moanalua Ridge | Honolulu | 96818 | 421-4130 | | | X | | |
| 100 | DOE | Central - Pearl City to Alea and Salt Lake | Central | Radford | Pearl Harbor Kai Elementary School | 1 C Avenue | Honolulu | 96818 | 421-4245 | | | X | | |
| 101 | DOE | Central - Pearl City to Alea and Salt Lake | Central | Alea | Pearl Ridge Elementary School | 98-940 Moanalua Road | Alea | 96701 | 305-9300 | | | X | | |
| 102 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Campbell | Pohakea Elementary School | 91-750 Fort Weaver Road | Ewa Beach | 96706 | 689-1290 | | | X | | |
| 103 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Kailua | Pope Elementary School | 41-133 Huli St | Waimanalo | 96795 | 259-0450 | | | X | | |
| 104 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Castle | Puuhala Elementary School | 45-233 Kulauli St | Kaneohe | 96744 | 305-5900 | | | X | | |
| 105 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Farrington | Puuhale Elementary School | 345 Puuhale Road | Honolulu | 96819 | 305-2510 | | | X | | |
| 106 | DOE | Central - Pearl City to Alea and Salt Lake | Central | Radford | Radford High School | 4361 Salt Lake Boulevard | Honolulu | 96818 | 421-4200 | X | | | | X |
| 107 | DOE | Central - Pearl City to Alea and Salt Lake | Central | Moanalua | Red Hill Elementary School | 1265 Ala Kula Place | Honolulu | 96819 | 305-1530 | | | X | | |
| 108 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Roosevelt | Roosevelt High School | 1120 Nehoa St | Honolulu | 96822 | 307-0590 | X | | | | X |
| 109 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | McKinley | Royal Elementary School | 1519 Queen Emma St | Honolulu | 96813 | 587-4510 | | | X | | |
| 110 | DOE | Central - Pearl City to Alea and Salt Lake | Central | Moanalua | Salt Lake Elementary School | 1131 Ala Lili'oi St | Honolulu | 96818 | 305-1600 | | | X | | |
| 111 | DOE | Central - Salt Laketo Punchbowl and Downtown | Honolulu | Roosevelt | Stevenson Middle School | 1202 Prospect St | Honolulu | 96822 | 587-4520 x225 | | X | | | X |
| 112 | DOE | Central - Wahiawato Mililani and Vicinity | Central | Leilehua | Wahiawa Elementary School | 1402 Glen Avenue | Wahiawa | 96786 | 622-6393 | | | X | | |
| 113 | DOE | Central - Wahiawato Mililani and Vicinity | Central | Leilehua | Wahiawa Middle School | 275 Rose St | Wahiawa | 96786 | 305-9300 | | X | | | |
| 114 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Castle | Waiahole Elementary School | 48-215 Waiahole Valley Road | Kaneohe | 96744 | 239-3111 | | | X | | |
| 115 | BOE | Central - Punchbowl to Waialae and Vicinity | | | Waialae Elementary PCS | 1045 19th Avenue | Honolulu | 96816 | 733-4880 x224 | | | X | | |
| 116 | DOE | North Shore - Kaena Point to Kahuku | Central | Waialua | Waialua High & Intermediate School | 67-160 Farrington Highway | Waialua | 96791 | 637-8200 | X | | | | X |
| 117 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Waianae | Waianae Elementary School | 85-220 McArthur St | Waianae | 96792 | 697-7083 | | | X | | |
| 118 | DOE | Central - Pearl City to Alea and Salt Lake | Leeward | Pearl City | Waiau Elementary School | 98-450 Hookanike St | Pearl City | 96782 | 307-5200 | | | X | | |
| 119 | DOE | Central - Punchbowl to Waialae and Vicinity | Honolulu | Kalani | Waikiki Elementary School | 3710 Leahi Avenue | Honolulu | 96815 | 971-6900 x225 | | | X | | |
| 120 | DOE | Central - Pearl City to Alea and Salt Lake | Central | Alea | Waimalu Elementary School | 98-825 Moanalua Road | Alea | 96701 | 307-4500 | | | X | | |
| 121 | DOE | Windward Coast - Kahuku to Waimanalo | Windward | Kailua | Waimanalo Elementary & Intermediate School | 41-1330 Kalaniana'ole Highway | Waimanalo | 96795 | 259-0460 | | X | | | X |
| 122 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Waipahu | Waipahu Elementary School | 94-465 Waipahu St | Waipahu | 96797 | 675-0150 | | | X | | X |
| 123 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Waipahu | Waipahu High School | 94-1211 Farrington Highway | Waipahu | 96797 | 307-9555 | X | | | | X |
| 124 | DOE | Leeward Coast - Makua To Waipahu and Vicinity | Leeward | Waipahu | Waipahu Intermediate School | 94-455 Farrington Highway | Waipahu | 96797 | 307-9000 | | X | | | |
| 125 | DOE | Central - Pearl City to Alea and Salt Lake | Central | Alea | Webling Elementary School | 99-370 Paihi St | Alea | 96701 | 483-7240 | | | X | | |
| 126 | DOE | Central - Punchbowl to Waialae and Vicinity | Honolulu | Kalani | Wilson Elementary School | 4945 Kilauea Avenue | Honolulu | 96816 | 305-0911 | | | X | | |

11.4 TSUNAMI REFUGE LOCATIONS (SAFE ZONES)

11.4.1 ISLAND OF MAUI

| Hawaii Department of Education | | | | | |
|--|--------------|--------------------------------|--|-----------|----------|
| Tsunami Refuge Locations: K-12 School Property | | | | | |
| Island of Maui | | | | | |
| | | | | | |
| <p>In accordance with Hawaii Revised Statutes (HRS) Chapter 127A Emergency Management and the Memorandum of Understanding (MOU) with the various County Emergency Management Agencies, these Hawaii DOE facilities has been identified as possible safe zones "Refuge Locations" during a tsuanmi incident. These schools that are identified may or may not be used during the emergency. Based upon the emergency and State and/or County request such factors as the incident itself, geographical location, demographics may play a part in determining which schools will be identified and/or used as a "Refuge Location".</p> | | | | | |
| | Complex Area | School | Address | Phone No. | Fax No. |
| 1 | Lahainaluna | Princess Nahienaena Elementary | 816 Niheu Street Lahaina, Hawaii 96761 | 662-4020 | 662-4023 |
| 2 | Lahainaluna | Lahaina Intermediate | 871 Lahainaluna Road Lahaina, Hawaii 96761 | 662-3965 | 662-3968 |
| 3 | Maui | Kihei Elementary | 250 E. Lipoa Street Kihei, Hawaii 96753 | 727-4400 | 875-6825 |
| 4 | Maui | Kamalii Elementary | 180 Kealii Alanui Kihei, Hawaii 96753 | 875-6840 | 875-6843 |
| 5 | Maui | Lokelani Intermediate | 1401 Liloa Drive Kihei, Hawaii 96753 | 875-6800 | 875-6835 |
| 6 | Baldwin | Baldwin High | 1650 Kaahumanu Avenue Wailuku, Hawaii 96793 | 727-3200 | 984-5674 |
| 7 | Maui | Maui High | 660 South Lono Avenue Kahului, Hawaii 96732 | 727-4000 | 873-3010 |
| 8 | Molokai | Molokai High | 2140 Farrington Avenue Ho'olehua, HI 96729 | 567-6950 | 567-6960 |

11.4.2 ISLAND OF OAHU

| Hawaii Department of Education | | | | | |
|---|--------------|------------------------|--|-----------|----------|
| Tsunami Refuge Locations: K-12 School Property | | | | | |
| Island of Oahu | | | | | |
| | | | | | |
| <p>In accordance with Hawaii Revised Statutes (HRS) Chapter 127A Emergency Management and the Memorandum of Understanding (MOU) with the various County Emergency Management Agencies, these Hawaii DOE facilities has been identified as possible safe zones "Refuge Locations" during a tsunami incident.</p> <p>These schools that are identified may or may not be used during the emergency. Based upon the emergency and State and/or County request such factors as the incident itself, geographical location, demographics may play a part in determining which schools will be identified and/or used as a "Refuge Location".</p> | | | | | |
| | | | | | |
| | Complex Area | School | Address | Phone No. | Fax No. |
| | | | | | |
| 1 | Nanakuli | Nanakuli High & Inter. | 89-980 Nanakuli Avenue Waianae, Hawaii 96792 | 668-5823 | 668-5828 |
| 2 | Kaiser | Niu Valley Middle | 310 Halemaumau Street Honolulu, Hawaii 96821 | 377-2440 | 377-2444 |
| 3 | Waialua | Waialua High & Inter. | 67-160 Farrington Highway Waialua, Hawaii 96791 | 637-8200 | 637-8209 |
| 4 | Waianae | Waianae Elem. | 85-220 McArthur Street Waianae, Hawaii 96792 | 697-7083 | 697-7090 |

11.5 HAWAII DEPARTMENT OF EDUCATION (HIDOE) THREAT AND HAZARD IDENTIFICATION RISK ASSESSMENT (THIRA)

11.5.1 TSUNAMI THREAT

11.5.1.1 ISLAND OF HAWAII

| Name of School | Address | City | Zip Code | Phone Number | Location: Military Base | Tsunami Evacuation Zone | Extreme Tsunami Evacuation Zone | Refuge Area (MOU) |
|--|-------------------------------|---------------|----------|--------------|-------------------------|-------------------------|---------------------------------|-------------------|
| Ernest Bowen de Silva Elementary | 278 Ainako Avenue | Hilo | 96720 | 808-974-4855 | | | | |
| Haaheo Elementary | 121 Haaheo Road | Hilo | 96720 | 808-974-4111 | | | | |
| High High | 556 Waianuenue Avenue | Hilo | 96720 | 808-313-5500 | | | | |
| Hilo Intermediate | 587 Waianuenue Avenue | Hilo | 96720 | 808-974-4955 | | | | |
| Hilo Union Elementary | 506 Waianuenue Avenue | Hilo | 96720 | 808-933-0900 | | | | |
| Holualoa Elementary | 76-5957 Mamalahoa Highway | Holualoa | 96725 | 808-313-3800 | | | | |
| Honaunau Elementary | 83-5360 Mamalahoa Highway | Captain Cook | 96704 | 808-328-2727 | | | | |
| Honokaa Elementary | 45-534- Pakalana Street | Honokaa | 96727 | 808-775-8820 | | | | |
| Honokaa High & Intermediate | 45-527 Pakalana Street | Honokaa | 96727 | 808-775-8800 | | | | |
| Hookena Elementary | 86-4355 Mamalahoa Highway | Captain Cook | 96704 | 808-328-2710 | | | | |
| Kahakai Elementary | 76-147 Royal Poinciana Drive | Kailua-Kona | 96740 | 808-313-6200 | | Yes | Yes | |
| Prince Jonah Kuhio Kalaniana'ole Elementary | 27-330 Old Mamalahoa Highway | Papikou | 96781 | 808-964-9700 | | | | |
| Chiefess Kapiolani Elementary | 966 Kilauea Avenue | Hilo | 96720 | 808-974-4160 | | Yes | Yes | |
| Kau High & Pahala Elementary | P.O. Box 100 | Pahala | 96777 | 808-313-4100 | | | | |
| Kaumana Elementary | 1710 Kaumana Drive | Hilo | 96720 | 808-974-4190 | | | | |
| Ke Kula O Ehuuikaimalino Elementary | 81-1041 Konawaena School Road | Kealahou | 96750 | 808-313-3131 | | | | |
| Keaau Elementary | 16-680 Keaau-Pahoa Road | Keaau | 96749 | 808-313-4600 | | | | |
| Keaau High | 16-725 Keaau-Pahoa Road | Keaau | 96749 | 808-313-3300 | | | | |
| Keaau Middle | 16-565 Keaau-Pahoa Road | Keaau | 96749 | 808-313-4800 | | | | |
| Kealahou Elementary | 74-5118 Kealahou Street | Kailua-Kona | 96740 | 808-313-7900 | | | | |
| Kealahou High | 74-5000 Puohuluhuli Street | Kailua-Kona | 96740 | 808-313-3600 | | | | |
| Kealahou Intermediate | 74-5062 Onipa'a Street | Kailua-Kona | 96740 | 808-313-3000 | | | | |
| Keaukaha Elementary | 240 Desha Avenue | Hilo | 96720 | 808-974-4181 | | Yes | Yes | |
| Keonepoko Elementary | 15-890 Kahakai Boulevard | Pahoa | 96778 | 808-313-4500 | | | | |
| Kohala Elementary | P.O. Box 819 | Kapaau | 96755 | 808-889-7100 | | | | |
| Kohala High | P.O. Box 279 | Kapaau | 96755 | 808-889-7117 | | | | |
| Kohala Middle | P.O. Box 777 | Kapaau | 96755 | 808-889-7119 | | | | |
| Konawaena Elementary | 81-901 Onouli Road | Kealahou | 96750 | 808-323-4555 | | | | |
| Konawaena High | 81-1043 Konawaena School Road | Kealahou | 96750 | 808-323-4500 | | | | |
| Konawaena Middle | 81-1045 Konawaena School Road | Kealahou | 96750 | 808-323-4566 | | | | |
| Mountain View Elementary | P.O. Box 9 | Mountain View | 96771 | 808-313-3200 | | | | |
| Naalehu Elementary | P.O. Box 170 | Naalehu | 96772 | 808-313-4000 | | | | |
| Paaui Elementary & Intermediate | P.O. Box 329 | Paaui | 96776 | 808-776-7710 | | | | |
| Pahoa Elementary | 15-3030 Pahoa Village Road | Pahoa | 96778 | 808-313-4400 | | | | |
| Pahoa High & Intermediate | 15-3038 Pahoa Village Road | Pahoa | 96778 | 808-313-4300 | | | | |
| Waiakea Elementary | 180 W. Puainako Street | Hilo | 96720 | 808-981-7215 | | | | |
| Waiakea High | 155 W. Kawili Street | Hilo | 96720 | 808-974-4888 | | | | |
| Waiakea Intermediate | 200 W. Puainako Street | Hilo | 96720 | 808-981-7231 | | | | |
| Waiakeawaena Elementary | 2420 Kilauea Avenue | Hilo | 96720 | 808-981-7200 | | | | |
| Waikoloa Elementary & Middle | 68-1730 Ho'oko Street | Waikoloa | 96738 | 808-883-6808 | | | | |
| Waimea Elementary | 67-1225 Mamalahoa Highway | Kamuela | 96743 | 808-887-7636 | | | | |
| <u>Hawaii Island Community School for Adults</u> | | | | | | | | |
| Hilo Campus | 155 West Kawili Street | Hilo | 96720 | 808-974-4100 | | | | |
| Kona Campus | 74-5062 Onipaa Street | Kailua-Kona | 96740 | 808-313-3032 | | | | |

11.5.1.2 ISLAND OF KAUAI

| Name of School | Address | City | Zip Code | Phone Number | Location: Military Base | Tsunami Evacuation Zone | Extreme Tsunami Evacuation Zone | Refuge Area (MOU) |
|-----------------------------|---------------------|---------|----------|--------------|-------------------------------|-------------------------------|--|-------------------------|
| Eleele Elementary | P.O. Box 38 | Eleele | 96705 | 808-335-2111 | | | | |
| Hanalei Elementary | P.O. Box 46 | Hanalei | 96714 | 808-826-4300 | | Yes | Yes | |
| Kalaheo Elementary | 4400 Maka Road | Kalaheo | 96741 | 808-332-6801 | | | | |
| Chiefess Kamakahalei Middle | 4431 Nuhou Street | Lihue | 96766 | 808-241-3200 | | | | |
| Kapaa Elementary | 4886 Kawaihau Road | Kapaa | 96746 | 808-821-4424 | | | | |
| Kapaa High | 4695 Mailihuna Road | Kapaa | 96746 | 808-821-4400 | | | | |
| Kapaa Middle | 4867 Olohena Road | Kapaa | 96746 | 808-821-4460 | | | | |
| Kauai High | 3577 Lala Road | Lihue | 96766 | 808-274-3160 | | | | |
| King Kaumaulii Elementary | 4380 Hanamaulu Road | Lihue | 96766 | 808-241-3150 | | | | |
| Kekaha Elementary | P.O. Box 580 | Kekaha | 96752 | 808-337-7655 | | Yes | Yes | |
| Kilauea Elementary | 2440 Kolo Road | Kilauea | 96754 | 808-828-1212 | | | | |
| Koloa Elementary | 3223 Poipu Road | Koloa | 96756 | 808-741-8460 | | | | |
| Niihau Elementary | C/O P.O. Box 339 | Waimea | 96796 | 808-274-3502 | | | | |
| Waimea Canyon Middle | P.O. Box 518 | Waimea | 96796 | 808-338-6830 | | | Yes | |
| Waimea High | P.O. Box 339 | Waimea | 96796 | 808-338-6800 | | | | |
| Elsie H. Wilcox Elementary | 4319 Hardy Street | Lihue | 96766 | 808-274-3150 | | | | |

11.5.1.3 ISLAND OF MAUI

| Name of School | Address | City | Zip Code | Phone Number | Location: Military Base | Tsunami Evacuation Zone | Extreme Tsunami Evacuation Zone | Refuge Area (MOU) |
|----------------------------------|-----------------------------|------------|----------|--------------|-------------------------------|-------------------------------|--|-------------------------|
| Henry Perrine Baldwin High | 1650 Kaahumanu Avenue | Wailuku | 96793 | 808-727-3200 | | | | |
| Haiku Elementary | 105 Pauwela Road | Haiku | 96708 | 808-575-3000 | | | | |
| Hana High & Elementary | P.O. Box 128 | Hana | 96713 | 808-248-4815 | | | | |
| Iao Intermediate | 260 S. Market Street | Wailuku | 96793 | 808-727-5200 | | | | |
| Kahului Elementary | 410 South Hina Avenue | Kahului | 96732 | 808-727-4700 | | | Yes | |
| Samuel Enoka Kalama Intermediate | 120 Makani Road | Makawao | 96768 | 808-573-8735 | | | | |
| Kamalii Elementary | 180 Kealii Alanui | Kihei | 96753 | 808-875-6840 | | | | |
| King Kamehameha III Elementary | 611 Front Street | Lahaina | 96761 | 808-662-3955 | | Yes | Yes | |
| Kaunakakai Elementary | P.O. Box 1950 | Kaunakakai | 96748 | 808-567-7200 | | | | |
| King Kekaulike High | 121 Kula Highway | Pukalani | 96768 | 808-727-3500 | | | | |
| Kihei Elementary | 250 E. Lipoa Street | Kihei | 96753 | 808-727-4400 | | | | |
| Kilohana Elementary | HC 01, Box 334 | Kaunakakai | 96748 | 808-558-2200 | | Yes | Yes | |
| Kula Elementary | 5000 Kula Highway | Kula | 96790 | 808-876-7610 | | | | |
| Lahaina Intermediate | 871 Lahainaluna Road | Lahaina | 96761 | 808-662-3965 | | | | |
| Lahainaluna High | 980 Lahainaluna Road | Lahaina | 96761 | 808-662-4000 | | | | |
| Lanai High & Elementary | P.O. Box 630630 | Lanai City | 96763 | 808-565-7900 | | | | |
| Lihikai Elementary | 335 South Papa Avenue | Kahului | 96732 | 808-727-4500 | | | | |
| Lokelani Intermediate | 1401 Liloa Drive | Kihei | 96753 | 808-875-6800 | | | | |
| Makawao Elementary | 3542 Baldwin Avenue | Makawao | 96768 | 808-573-8770 | | | | |
| Maui High | 660 South Lono Avenue | Kahului | 96732 | 808-727-4000 | | | Yes | |
| Maui Waena Intermediate | 795 Onehee Avenue | Kahului | 96732 | 808-727-4200 | | | | |
| Maunaloa Elementary | P.O. Box 128 | Maunaloa | 96770 | 808-552-2000 | | | | |
| Molokai High | P.O. Box 158 | Hoolehua | 96729 | 808-567-6950 | | | | |
| Molokai Middle | P.O. Box 443 | Hoolehua | 96729 | 808-567-6940 | | | | |
| Paia Elementary | 955 Baldwin Avenue | Paia | 96779 | 808-727-3800 | | | | |
| Pomaiikai Elementary | Avenue | Kahului | 96732 | 808-727-4800 | | | | |
| Princess Nahienaena Elementary | 816 Niheu Street | Lahaina | 96761 | 808-662-4020 | | | | |
| Pukalani Elementary | 2945 Iolani Street | Pukalani | 96768 | 808-573-8760 | | | | |
| Puu Kukui Elementary | 3700 Kehalani Mauka Parkway | Wailuku | 96793 | 808-727-3000 | | | | |
| Waihee Elementary | 2125 Kahekili Highway | Wailuku | 96793 | 808-727-5300 | | | | |
| Wailuku Elementary | 355 South High Street | Wailuku | 96793 | 808-727-5500 | | | | |

11.5.1.4 ISLAND OF OAHU

| Name of School | Address | City | Zip Code | Phone Number | Location: Military Base | Tsunami Evacuation Zone | Extreme Tsunami Evacuation Zone | Refuge Area (MOU) |
|--|----------------------------|----------|----------|--------------|-------------------------|-------------------------|---------------------------------|-------------------|
| Honolulu District | | | | | | | | |
| Aina Haina Elementary | 801 W. Hind Drive | Honolulu | 96821 | 808-377-2419 | | | Yes | |
| Ala Wai Elementary | 503 Kamoku Street | Honolulu | 96826 | 808-973-0070 | | Yes | Yes | |
| Aliiolani Elementary | 1240 7th Avenue | Honolulu | 96816 | 808-733-4750 | | | | |
| Anuenue Elementary | 2528 10th Avenue | Honolulu | 96816 | 808-733-8465 | | | | |
| Central Middle | 1302 Queen Emma Street | Honolulu | 96813 | 808-587-5300 | | | | |
| Governor Sanford B. Dole Middle | 1803 Kam IV Road | Honolulu | 96819 | 808-305-5300 | | | | |
| Governor Wallace Rider Farrington High | 1564 North King Street | Honolulu | 96817 | 808-305-5000 | | | | |
| Mayor Joseph J. Fern Elementary | 1121 Middle Street | Honolulu | 96819 | 808-305-5400 | | | | |
| Hahaione Elementary | 595 Pepeekeo Street | Honolulu | 96825 | 808-397-5822 | | | Yes | |
| Hawaii School for the Deaf & Blind | 3440 Leahi Avenue | Honolulu | 96815 | 808-733-4999 | | | Yes | |
| Hokulani Elementary | 2940 Kamakini Street | Honolulu | 96816 | 808-733-4789 | | | | |
| William P. Jarrett Middle | 1903 Palolo Avenue | Honolulu | 96816 | 808-733-4888 | | | | |
| President Thomas Jefferson Elementary | 324 Kapahulu Avenue | Honolulu | 96815 | 808-971-6922 | | Yes | Yes | |
| Queen Kaahumanu Elementary | 1141 Kinau Street | Honolulu | 96814 | 808-587-4414 | | | | |
| Kaewai Elementary | 1929 Kam IV Street | Honolulu | 96819 | 808-832-3500 | | | | |
| Kahala Elementary | 4559 Kilauea Avenue | Honolulu | 96816 | 808-733-8455 | | | Yes | |
| Kaimuki High | 2705 Kaimuki Avenue | Honolulu | 96816 | 808-733-4900 | | | | |
| Kaimuki Middle | 631 18th Avenue | Honolulu | 96816 | 808-733-4800 | | | | |
| Henry J. Kaiser High | 511 Lunalilo Home Road | Honolulu | 96825 | 808-394-1200 | | | Yes | |
| Princess Victoria Kaiulani Elementary | 783 North King Street | Honolulu | 96817 | 808-832-3160 | | | | |
| King David Kalakaua Middle | 821 Kalihi Street | Honolulu | 96819 | 808-832-3130 | | | | |
| Kalani High | 4680 Kalaniana'ole Highway | Honolulu | 96821 | 808-305-0500 | | | Yes | |
| Kalihi Elementary | 2471 Kula Kolea Drive | Honolulu | 96819 | 808-832-3177 | | | | |
| Kalihi Kai Elementary | 626 McNeill Street | Honolulu | 96817 | 808-832-3322 | | | | |
| Kalihi Uka Elementary | 2411 Kalihi Street | Honolulu | 96819 | 808-305-6200 | | | | |
| Kalihi Waena Elementary | 1240 Gulick Avenue | Honolulu | 96819 | 808-832-3210 | | | | |
| Kamiloiki Elementary | 7788 Hawaii Kai Drive | Honolulu | 96825 | 808-397-5800 | | | | |
| Kapalama Elementary | 1601 North School Street | Honolulu | 96817 | 808-305-5500 | | | | |
| Kauluwela Elementary | 1486 Aala Street | Honolulu | 96817 | 808-587-4447 | | | | |
| Prince David Kawananakoa Middle | 49 Funchal Street | Honolulu | 96813 | 808-307-0300 | | | | |
| Koko Head Elementary | 189 Lunalilo Home Road | Honolulu | 96825 | 808-397-5811 | | | Yes | |
| Prince Jonah Kuhio Elementary | 2759 South King Street | Honolulu | 96826 | 808-973-0085 | | | | |
| Lanakila Elementary | 717 North Kuakini Street | Honolulu | 96817 | 808-587-4466 | | | | |
| King Liholiho Elementary | 3430 Maunaloa Avenue | Honolulu | 96816 | 808-733-4850 | | | | |
| Princess Miriam K. Likelike Elementary | 1618 Palama Street | Honolulu | 96817 | 808-832-3370 | | | | |
| Linapuni Elementary | 1434 Linapuni Street | Honolulu | 96819 | 808-305-2150 | | | | |
| President Abraham Lincoln Elementary | 615 Auwaioluimu Street | Honolulu | 96813 | 808-587-4480 | | | | |
| King William Lunalilo Elementary | 810 Pumehana Street | Honolulu | 96826 | 808-973-0270 | | | Yes | |
| Maemae Elementary | 319 Wylie Street | Honolulu | 96817 | 808-595-5400 | | | | |
| Manoa Elementary | 3155 Manoa Road | Honolulu | 96822 | 808-988-1868 | | | | |
| President William McKinley High | 1039 South King Street | Honolulu | 96814 | 808-594-0400 | | | Yes | |
| Niu Valley Middle | 310 Halemaumau Street | Honolulu | 96821 | 808-377-2440 | | | Yes | Designated |
| Noelani Elementary | 2655 Woodlawn Drive | Honolulu | 96822 | 808-988-1858 | | | | |
| Nuuanu Elementary | 3055 Puiwa Lane | Honolulu | 96817 | 808-595-5422 | | | | |
| Palolo Elementary | 2106 10th Avenue | Honolulu | 96816 | 808-733-4700 | | | | |
| Pauoa Elementary | 2301 Pauaoa Road | Honolulu | 96813 | 808-587-4500 | | | | |
| Puuhale Elementary | 345 Puuhale Road | Honolulu | 96819 | 808-305-2500 | | | | |
| President Theodore Roosevelt High | 1120 Nehoa Street | Honolulu | 96822 | 808-307-0500 | | | | |
| Royal Elementary | 1519 Queen Emma Street | Honolulu | 96813 | 808-587-4510 | | | | |
| Robert Louis Stevenson Middle | 1202 Prospect Street | Honolulu | 96822 | 808-587-4520 | | | | |
| Waikiki Elementary | 3710 Leahi Avenue | Honolulu | 96815 | 808-971-6900 | | | Yes | |
| President George Washington Middle | 1633 South King Street | Honolulu | 96826 | 808-973-0177 | | | Yes | |
| Mayor John H. Wilson Elementary | 4945 Kilauea Avenue | Honolulu | 96816 | 808-305-0900 | | | | |
| Central District | | | | | | | | |
| Aiea Elementary | 99-370 Moanalua Road | Aiea | 96701 | 808-305-4400 | | | | |
| Aiea High | 98-1276 Ulune Street | Aiea | 96701 | 808-305-6500 | | | | |
| Aiea Intermediate | 99-600 Kulawea Street | Aiea | 96701 | 808-305-9200 | | | | |
| Aliamanu Elementary | 3265 Salt Lake Boulevard | Honolulu | 96818 | 808-421-4280 | | | | |
| Aliamanu Middle | 3271 Salt Lake Boulevard | Honolulu | 96818 | 808-421-4100 | | | | |

| Name of School | Address | City | Zip Code | Phone Number | Location: Military Base | Tsunami Evacuation Zone | Extreme Tsunami Evacuation Zone | Refuge Area (MOU) |
|---|----------------------------|------------|----------|--------------|-------------------------|-------------------------|---------------------------------|-------------------|
| Daniel K. Inouye Elementary | Waianae & Ayers Avenue | Wahiawa | 96786 | 808-305-3400 | Schofield | | | |
| Haleiwa Elementary | 66-505 Haleiwa Road | Haleiwa | 96712 | 808-637-8237 | | Yes | Yes | |
| Helemano Elementary | 1001 Ihi Ihi Avenue | Wahiawa | 96786 | 808-622-6336 | | | | |
| Lt. Col. Horace Meek Hickam Elementary | Manzaelman Circle | Honolulu | 96818 | 808-421-4148 | Joint Base | | Yes | |
| Iliahi Elementary | 203 5 California Avenue | Wahiawa | 96786 | 808-622-6411 | | | | |
| Kaala Elementary | 130 California Avenue | Wahiawa | 96786 | 808-305-3900 | | | | |
| Kipapa Elementary | 95-076 Kipapa Avenue | Mililani | 96789 | 808-627-7322 | | | | |
| Leilehua High | 1515 California Avenue | Wahiawa | 96786 | 808-305-3000 | | | | |
| Makalapa Elementary | 443 5 Salt Lake Boulevard | Honolulu | 96818 | 808-421-4110 | | | | |
| Mililani High | 95-1200 Meheula Parkway | Mililani | 96789 | 808-307-4200 | | | | |
| Mililani Ike Elementary | 95-1330 Lehiwa Drive | Mililani | 96789 | 808-626-2980 | | | | |
| Mililani Mauka Elementary | 95-1111 Makaikakai Street | Mililani | 96789 | 808-626-3350 | | | | |
| Mililani Middle | 95-1140 Lehiwa Drive | Mililani | 96789 | 808-627-9000 | | | | |
| Mililani Uka Elementary | 94-380 Kuahelani Avenue | Mililani | 96789 | 808-305-4900 | | | | |
| Mililani Waena Elementary | 95-502 Kipapa Drive | Mililani | 96789 | 808-627-7300 | | | | |
| Moanalua Elementary | 1337 Mahiole Street | Honolulu | 96819 | 808-305-1200 | | | | |
| Moanalua High | 282 5 Ala Ilima Street | Honolulu | 96818 | 808-305-1000 | | | | |
| Moanalua Middle | 1289 Mahiole Street | Honolulu | 96819 | 808-305-1289 | | | | |
| Mokulele Elementary | 250 Aupaka Street | Honolulu | 96818 | 808-421-4180 | Joint Base | | | |
| Admiral Chester W. Nimitz Elementary | 520 Main Street | Honolulu | 96818 | 808-307-4400 | | | | |
| Pearl Harbor Elementary | 1 Moanalua Ridge | Honolulu | 96818 | 808-421-4130 | | | | |
| Pearl Harbor Kai Elementary | 1 C Avenue | Honolulu | 96818 | 808-421-4245 | Joint Base | | | |
| Pearl Ridge Elementary | 98-940 Moanalua Road | Aiea | 96701 | 808-305-9300 | | | | |
| Admiral Arthur W. Radford High | 4361 Salt Lake Boulevard | Honolulu | 96818 | 808-421-4200 | | | | |
| Red Hill Elementary | 1265 Ala Kula Place | Honolulu | 96819 | 808-305-1530 | | | | |
| Salt Lake Elementary | 1131 Ala Liliko'i Street | Honolulu | 96818 | 808-305-1600 | | | | |
| Alvah A. Scott Elementary | 98-1230 Moanalua Road | Aiea | 96701 | 808-483-7220 | | | | |
| Major General William R. Shafter Elementary | 2 Fort Shafter | Honolulu | 96819 | 808-305-1500 | Fort Shafter | | | |
| Sergeant Samuel K. Solomon Elementary | 287 5 Waianae Uka Avenue | Wahiawa | 96786 | 808-305-1800 | Schofield | | | |
| Wahiawa Elementary | 1402 Glen Avenue | Wahiawa | 96786 | 808-622-6393 | | | | |
| Wahiawa Middle | 275 Rose Street | Wahiawa | 96786 | 808-305-3300 | | | | |
| Waiialua Elementary | 67-020 Waiialua Beach Road | Waiialua | 96791 | 808-637-8228 | | Yes | Yes | |
| Waiialua High and Intermediate | 97-160 Farrington Highway | Waiialua | 96791 | 808-637-8200 | | | Yes | Designated |
| Waimalu Elementary | 98-82 5 Moanalua Road | Aiea | 96701 | 808-307-4500 | | | | |
| Gustav H. Webling Elementary | 99-370 Pahi Street | Aiea | 96701 | 808-483-7240 | | | | |
| Major Sheldon Wheeler Elementary | 1 Wheeler Army Airfield | Wahiawa | 96786 | 808-305-9500 | Wheeler | | | |
| Major Sheldon Wheeler Middle | 2 Wheeler Army Airfield | Wahiawa | 96786 | 808-305-9000 | Wheeler | | | |
| Leeward District | | | | | | | | |
| August Ahrens Elementary | 94-1170 Waipahu Street | Waipahu | 96797 | 808-307-7200 | | | | |
| Barbers Point Elementary | 3001 Boxer Road | Kapolei | 96707 | 808-305-8400 | | | | |
| James Campbell High | 91-980 North Road | Ewa Beach | 96706 | 808-305-3600 | | | Yes | |
| Ewa Elementary | 91-1280 Renton Road | Ewa Beach | 96706 | 808-681-8202 | | | | |
| Ewa Beach Elementary | 94-740 Papipi Road | Ewa Beach | 96706 | 808-307-2300 | | | Yes | |
| Ewa Makai Middle | 91-6291 Kapolei Parkway | Ewa Beach | 96706 | 808-687-9500 | | | Yes | |
| Highlands Intermediate | 1460 Hoolaula Street | Pearl City | 96782 | 808-307-5000 | | | | |
| Holomua Elementary | 91-1561 Keaanui Drive | Ewa Beach | 96706 | 808-685-9100 | | | | |
| Honowai Elementary | 94-600 Honowai Street | Waipahu | 96797 | 808-307-7100 | | | | |
| Hookele Elementary | 511 Kunehi Street | Kapolei | 96707 | 808-305-8500 | | | | |
| Ilima Intermediate | 91-884 Fort Weaver Road | Ewa Beach | 96706 | 808-687-9300 | | | Yes | |
| Iroquois Point Elementary | 5553 Cormorant Avenue | Ewa Beach | 96706 | 808-499-6500 | | | Yes | |
| Kaimiloa Elementary | 91-1028 Kaunolu Street | Ewa Beach | 96706 | 808-689-1280 | | | | |
| Kaleiopuu Elementary | 94-666 Kaaholo Street | Waipahu | 96797 | 808-675-0266 | | | | |
| Kanoelani Elementary | 94-1091 Oli Loop | Waipahu | 96797 | 808-307-3800 | | | | |
| Kapolei Elementary | 91-1119 Kamaaha Loop | Kapolei | 96707 | 808-693-7000 | | | | |
| Kapolei High | 91-5007 Kapolei Parkway | Kapolei | 96707 | 808-305-8000 | | | | |
| Kapolei Middle | 91-5335 Kapolei Parkway | Kapolei | 96707 | 808-693-7025 | | | | |
| Keoneula Elementary | 91-970 Kaileolea Drive | Ewa Beach | 96706 | 808-689-1380 | | | | |

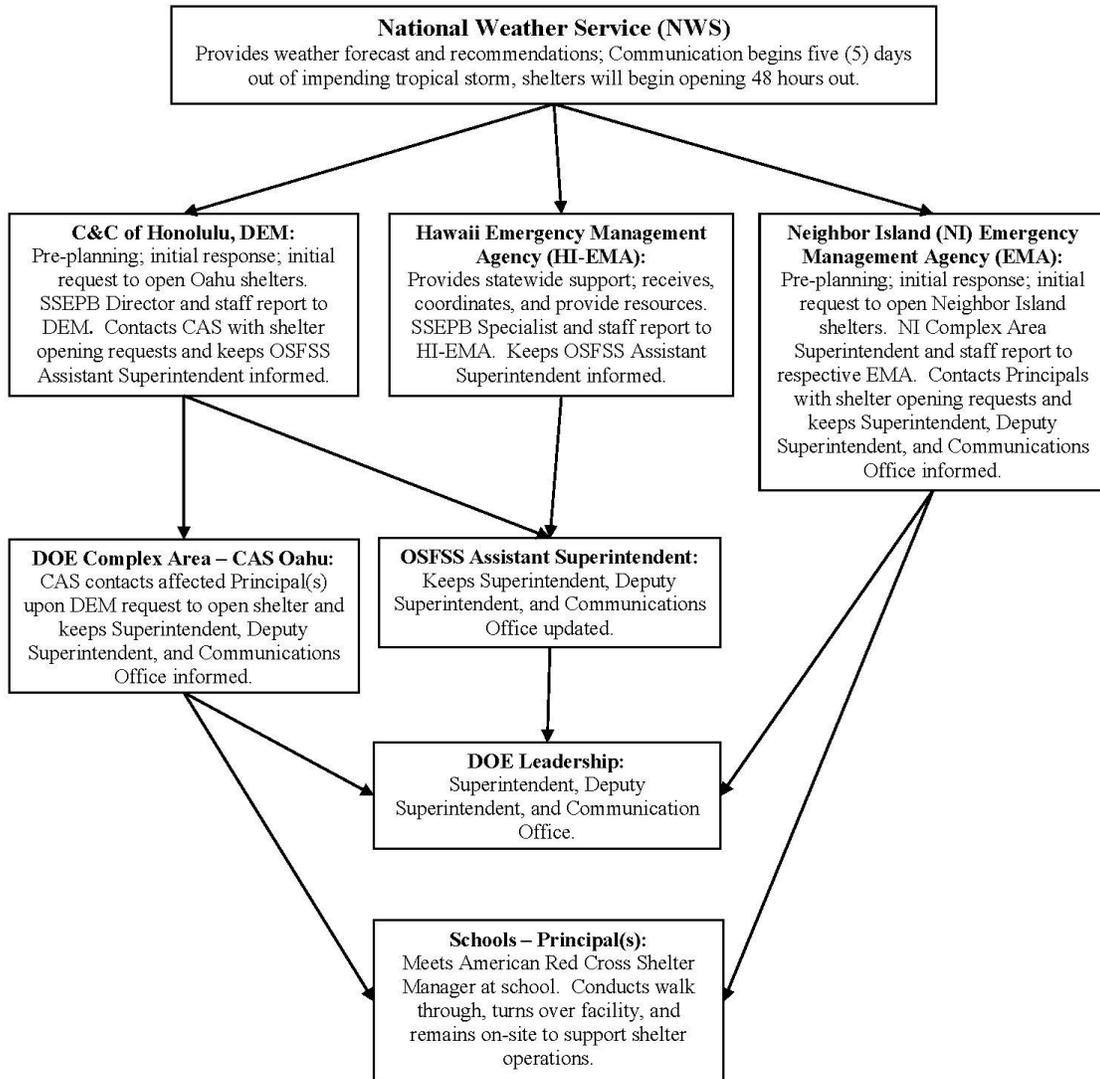
| Name of School | Address | City | Zip Code | Phone Number | Location: Military Base | Tsunami Evacuation Zone | Extreme Tsunami Evacuation Zone | Refuge Area (MOU) |
|---|-------------------------------|------------|----------|--------------|-------------------------------|-------------------------------|--|----------------------|
| Lehua Elementary | 791 Lehua Avenue | Pearl City | 96782 | 808-307-3700 | | | | |
| Leihoku Elementary | 86-285 Leihoku Street | Waianae | 96792 | 808-697-7100 | | | | |
| Mailli Elementary | 87-360 Kulaaupuni Street | Waianae | 96792 | 808-697-7150 | | Yes | Yes | |
| Makaha Elementary | 84-200 Ala Naauao Place | Waianae | 96792 | 808-695-7900 | | | Yes | |
| Makakilo Elementary | 92-675 Anipeahi Street | Kapolei | 96707 | 808-672-1122 | | | | |
| Manana Elementary | 1147 Kumano Street | Pearl City | 96782 | 808-307-5300 | | | | |
| Mauka Lani Elementary | 92-1300 Panana Street | Kapolei | 96707 | 808-305-8800 | | | | |
| Momilani Elementary | 2130 Hookiekie Street | Pearl City | 96782 | 808-307-5800 | | | | |
| Nanaikapono Elementary | 89-153 Mano Avenue | Waianae | 96792 | 808-305-7800 | | Yes | Yes | |
| Nanakuli Elementary | 89-778 Haleakala Avenue | Waianae | 96792 | 808-307-8600 | | | | |
| Nanakuli High & Intermediate | 89-980 Nanakuli Avenue | Waianae | 96792 | 808-305-7600 | | | | Designated |
| Palisades Elementary | 2306 Auhuhu Street | Pearl City | 96782 | 808-307-4700 | | | | |
| Pearl City Elementary | 1090 Waimano Home Road | Pearl City | 96782 | 808-307-5400 | | | | |
| Pearl City High | 2100 Hookiekie Street | Pearl City | 96782 | 808-307-5500 | | | | |
| Pearl City Highlands | 1419 Waimano Home Road | Pearl City | 96782 | 808-307-4800 | | | | |
| Pohakea Elementary | 91-750 Fort Weaver Road | Ewa Beach | 96706 | 808-689-1290 | | | Yes | |
| Waianae Elementary | 85-220 McArthur Street | Waianae | 96792 | 808-697-7083 | | | Yes | Designated |
| Waianae High | 85-251 Farrington Highway | Waianae | 96792 | 808-697-9400 | | Yes | Yes | |
| Waianae Intermediate | 85-626 Farrington Highway | Waianae | 96792 | 808-697-7121 | | Yes | Yes | |
| Waiau Elementary | 98-450 Hookanike Street | Pearl City | 96782 | 808-307-5200 | | | | |
| Waikele Elementary | 94-1035 Kukula Street | Waipahu | 96797 | 808-677-6100 | | | | |
| Waipahu Elementary | 94-465 Waipahu Street | Waipahu | 96797 | 808-307-6200 | | | | |
| Waipahu High | 94-1211 Farrington Highway | Waipahu | 96797 | 808-307-9555 | | | | |
| Waipahu Intermediate | 94-455 Farrington Highway | Waipahu | 96797 | 808-307-9000 | | | Yes | |
| Windward District | | | | | | | | |
| Ahuimanu Elementary | 47-470 Hui Aeko Place | Kaneohe | 96744 | 808-305-4800 | | | | |
| Aikahi Elementary | 281 Ilihu Street | Kailua | 96734 | 808-305-6700 | | | Yes | |
| Castle High | 45-386 Kaneohe Bay Drive | Kaneohe | 96744 | 808-305-0700 | | | | |
| Enchanted Lake Elementary | 770 Keolu Drive | Kailua | 96734 | 808-266-7800 | | | Yes | |
| Hauula Elementary | 54-046 Kamehameha Highway | Hauula | 96717 | 808-305-2100 | | Yes | Yes | |
| Heeia Elementary | 46-202 Haiku Road | Kaneohe | 96744 | 808-233-5677 | | | | |
| Kaaawa Elementary | 51-296 Kamehameha Highway | Kaaawa | 96730 | 808-305-6650 | | Yes | Yes | |
| Kaelepu Elementary | 530 Keolu Drive | Kailua | 96734 | 808-266-7811 | | | Yes | |
| Kahaluu Elementary | 47-280 Waihee Road | Kaneohe | 96744 | 808-239-3101 | | | | |
| Kahuku Elementary | 56-170 Pualalea Street | Kahuku | 96731 | 808-305-9401 | | | Yes | |
| Kahuku High & Intermediate | 56-490 Kamehameha Highway | Kahuku | 96731 | 808-305-7300 | | | Yes | |
| Kailua Elementary | 315 Kuulei Road | Kailua | 96734 | 808-266-7878 | | | Yes | |
| Kailua High | 451 Ulumanu Drive | Kailua | 96734 | 808-266-7900 | | | | |
| Kailua Intermediate | 145 S. Kainalu Drive | Kailua | 96734 | 808-263-1500 | | | Yes | |
| Kainalu Elementary | 165 Kaiholu Street | Kailua | 96734 | 808-266-7835 | | | Yes | |
| Kalaheo High | 730 Iliaina Street | Kailua | 96734 | 808-305-0200 | | | | |
| Kaneohe Elementary | 45-495 Kamehameha Highway | Kaneohe | 96744 | 808-305-0000 | | | | |
| Kapunahala Elementary | 45-828 Anoi Road | Kaneohe | 96744 | 808-233-5650 | | | | |
| Keolu Elementary | 1416 Keolu Drive | Kailua | 96734 | 808-266-7818 | | | | |
| Governor Samuel Wilder King Intermediate | 46-155 Kamehameha Highway | Kaneohe | 96744 | 808-233-5727 | | | | |
| Laie Elementary | 55-109 Kulanui Street | Laie | 96762 | 808-305-0400 | | Yes | Yes | |
| Maunawili Elementary | 1465 Ulupii Street | Kailua | 96734 | 808-266-7822 | | | | |
| Mokapu Elementary | 1193 Mokapu Road | Kailua | 96734 | 808-254-7964 | Marine Corp | | Yes | |
| Olomana | 42-522 Kalaniana'ole Highway | Kailua | 96734 | 808-266-7866 | | | | |
| Reverend Benjamin Parker Elementary | 45-259 Waikalua Road | Kaneohe | 96744 | 808-233-5686 | | | | |
| Blanche Pope Elementary | 41-133 Huli Street | Waimanalo | 96795 | 808-259-0450 | | | Yes | |
| Puohala Elementary | 45-233 Kulauli Street | Kaneohe | 96744 | 808-305-5900 | | | Yes | |
| Sunset Beach Elementary | 59-360 Kamehameha Highway | Haleiwa | 96712 | 808-307-1000 | | Yes | Yes | |
| Waiahole Elementary | 48-215 Waiahole Valley Road | Kaneohe | 96744 | 808-239-3111 | | | | |
| Waimanalo Elementary & Intermediate | 41-1330 Kalaniana'ole Highway | Waimanalo | 96795 | 808-259-0460 | | | | |

| Name of School | Address | City | Zip Code | Phone Number | Location: Military Base | Tsunami Evacuation Zone | Extreme Tsunami Evacuation Zone | Refuge Area (MOU) |
|---|---|----------|----------|--------------|-------------------------------|-------------------------------|--|----------------------|
| Community School for Adults | | | | | | | | |
| McKinley Community School (Main Center) | 634 Pensacola Street, Room 216 | Honolulu | 96814 | 808-594-0540 | | | Yes | |
| Farrington Campus | 1101 Kalihi Street, Room U101 | Honolulu | 96819 | 808-305-5252 | | | | |
| Moanalua Campus | 2825-A Ala Ilima Street | Honolulu | 96818 | 808-837-8466 | | | | |
| Wahiawa Campus | 1515 California Avenue | Wahiawa | 96786 | 808-305-3200 | | | | |
| Waipahu Community School (Main Center) | 94-1211 Farrington Highway | Waipahu | 96797 | 808-307-9677 | | | | |
| Kapolei Campus | 91-5007 Kapolei Parkway | Kapolei | 96707 | 808-305-8340 | | | | |
| Waianae Campus | 85-251 Farrington Highway, Bldg. B, Room 104 | Waianae | 96792 | 808-697-7025 | | Yes | Yes | |
| Windward Campus | 730 Iliaina Street | Kailua | 96734 | 808-254-7955 | | | | |

11.6 SHELTER OPERATIONS

11.6.1 COMMUNICATION FLOW CHART

11.6.1.1 INFORMATION FLOW FOR COMMUNICATION & SHELTER OPERATIONS



Updated: 6/4/2018

11.6.2 PROCEDURES FOR SHELTER OPERATIONS

11.6.2.1 PROCEDURES TO STAND UP SHELTERS AT SCHOOLS

1. Principal will report to their school and wait for the Red Cross personnel.
2. The principal and the Red Cross personnel will conduct a formal walk through of the facility to determine conditions of buildings and to identify equipment and areas that should be secured and kept from shelter residents.
3. During the walk through, the Facility Use Agreement along with the Facility Opening Checklist will be completed.
4. The principal will formally turn over the facility to the Red Cross personnel.

11.6.2.2 PROCEDURES TO STAND DOWN SHELTERS AT SCHOOLS

1. Principal will return to their school and meet with the Red Cross personnel.
2. The principal and the Red Cross personnel will conduct a formal walk through of the facility to determine conditions of building(s).
3. During the walk through, a Closing Facility Checklist will be completed to ensure building(s) is released in the same condition as it was when occupied and/or acquired.
4. Damage resulting from use of DOE facilities will be reviewed by the DOE and Red Cross personnel as soon as possible following the sheltering operation. Repair of damages and cleaning may be some of the items that will need to be addressed by the Red Cross.
5. The Red Cross personnel will officially return the facility back to the principal.

11.6.2.3 PROCEDURES FOR PROCESSING REIMBURSEMENT REQUEST

Procedures for Processing Reimbursement Request

1. Upon conclusion of a sheltering operation, the Hawaii Department of Education (HIDOE) provides a request for reimbursement of shelter-related costs to the American Red Cross-Hawaii (ARC-H) within thirty (30) days or as soon as possible. This request will be reviewed and forwarded for payment immediately. Authorized reimbursement includes (1) overtime labor, (2) repair or replacement costs for damages or losses.
2. Damage resulting from use of HIDOE facilities will be reviewed by the HIDOE and ARC-H personnel as soon as possible following the sheltering operation. Repair of damages and cleaning may be some of the items that will need to be addressed by the ARC-H.
3. Provide a separate invoice for (1) labor, (2) supplies/losses, and (3) vendor/services. Invoice must include, but not limited to, the following:

- Hawaii Department of Education
- Name of School
- Billed To
- Billing Address
- Quantity/Items/Services/Unit Price or Cost/Total
- Reason for Reimbursement: Shelter Operations

4. Route invoices and/or supporting documents to HIDOE Safety, Security, and Emergency Preparedness Branch (SSEPb). SSEPB will review and route to ARC-H:

American Red Cross-Hawaii
4155 Diamond Head Road
Honolulu, Hawaii 96816

5. HIDOE schools requesting reimbursements, shall keep records of all documents submitted.

Procedures for Financial Management System (FMS)

1. To track and report emergency shelter expenditures and reimbursements, the appropriate accounting codes are provided. Office of Fiscal Services (OFS) established a Trust Fund Program ID. Any charges to this Program ID will result in a cash deficit until ARC-H reimbursement check is deposited, which will clear the cash deficit and bring the cash balance to zero. HIDOE schools will use their appropriate Org ID. Program ID: 16212, Emergency Shelter Reimbursement Account.

2. Schools posted charges to a WSF Program ID, may request charges to be moved to Program ID 16212/School Org ID ####. Request can be processed via appropriate FMS form, FMS-AC4, Request for Change of Accounting Codes and/or Amounts.

3. Accounting Services Branch (ASB) of HIDOE Office of Fiscal Services (OFS) normally will not process an FMS-AC4 if it causes a deficit in a Program ID. Emergency Shelter Reimbursement is a special situation and SSEPB will act as the liaison between HIDOE schools, ASB, and ARC-H.

- Schools will route FMS-AC4 and/or supporting documents to SSEPB.
- SSEPB will review, sign, approve, and route FMS-AC4 to ASB for processing, with a specific note that posting the FMS-AC4 will cause a cash deficit in Program ID 16212 is approved.

4. Schools will refer to and follow appropriate State of Hawaii and HIDOE fiscal and/or procurement laws, regulations, and/or standards.

Procedures for Reimbursement – Labor

Schools provide an invoice to ARC-H. Schools can create an invoice or use A404 Form 99. Permanent employees may qualify for overtime pay only. Unbudgeted (i.e., casual, etc.) employees may qualify for straight-time and overtime pay.

- Provide copies of supporting documents, such as Form D-55.
- Direct payroll charges to Program ID/School Org ID ###
 - Program ID: 16212, Emergency Shelter Reimbursement Account
 - Payroll Code: 212
 - APPN Acct.: T-902

Procedures for Reimbursement – Supplies/Losses

Schools provide an invoice to ARC-H. Schools can create an invoice or use A404 Form 99. Provide the replacement cost of items.

Procedures for Reimbursement – Vendor/Services

Schools provide an invoice to ARC-H. Schools can create an invoice or use A404 Form 99. Provide copies of supporting documents, such as vendor's receipt of payment.

11.7 GUIDELINES RELATED TO EMERGENCY MANAGEMENT AND EMERGENCY ACTION PLAN

11.7.1 INTRODUCTION TO EMERGENCY MANAGEMENT

1. **Purpose**

To provide a quick reference guide for emergency management focused on the development of an emergency action plan (EAP). *See Guide for Developing Emergency Action Plans (EAPs)*

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information**

A. Background:

Emergency management is the managerial function charged with creating the framework within which communities reduce vulnerability to threats / hazards and cope with disasters. It is based upon the four phases of emergency management: prevention-mitigation, preparedness, response, and recovery. All phases are interrelated and each influence the other. The cycle as a whole is an ongoing process.

The overall goals of emergency management at all levels are:

- 1) Reduce the loss of life
- 2) Minimize property loss and damage to the environment
- 3) Protect jurisdiction from all threats and hazards

The centerpiece of emergency management/emergency planning efforts is the emergency action plans (EAPs).

B. Four Phases of Emergency Management:

The Four Phases of Emergency Management generally aligns with the three time frames associated with an incident: before, during, and after.

- 1) **Prevention–Mitigation (Before):** Prevention is the action taken to decrease the likelihood that an event or crisis will occur. Mitigation is the action taken to eliminate or reduce the loss of life and property damage related to an event or crisis. Prevention–Mitigation activities should be considered long before an emergency.
See Prevention-Mitigation (Before) Guidelines.
- 2) **Preparedness (Before):** Preparedness takes the form of plans or procedures. Planning, training, and exercising are the essential element of preparedness. These activities ensure that when a disaster strikes, employees will be able to provide the best response possible. Preparedness activities occur before an emergency.
See Preparedness (Before) Guidelines.
- 3) **Response (During):** Response is taking immediate action upon the occurrence of a disaster or emergency. By taking this action you are attempting to protect yourself and others

from harm or further harm. Response activities occur during an emergency.
See Response (During) Guidelines.

- 4) **Recovery (After):** Recovery includes all actions taken to account for life safety and returning to normalcy or near-normal conditions, including the restoration of the department's operations, school's teaching-and-learning environment. Recovery also includes debriefing the event and assessing mitigation, preparedness, and response actions and refining them for the next time. Recovery takes place after an emergency is over.

See Recovery (After); Guidelines.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.2 GUIDE FOR DEVELOPING EMERGENCY ACTION PLANS (EAPS)

1. Purpose

To provide a quick reference guide for the development, review, and modification of a comprehensive Emergency Action Plan (EAP).

2. Applies to

School administrators and work-site supervisor.

3. Key Information**A. Background:**

The purpose of an emergency action plan (EAP) is to facilitate and organize employer and employee action during workplace emergencies, detailing the appropriate response to various types of threats. The elements of the plan should include, but are not limited to the following:

- 1) Means of reporting fires and other emergencies.
- 2) Evacuation procedures and emergency escape route assignments.
- 3) Procedures for employees who remain to operate critical operations before they evacuate.
- 4) Accounting for all employees after an emergency evacuation has been completed.
- 5) Rescue and medical duties for employees performing them.
- 6) Names or job titles of persons who can be contacted.

Each facility is required to develop a comprehensive, multi-hazard approach to emergency management and work to ensure that their EAPs are customized to the specific environment and unique needs of the work-site and/or school. EAPs should be focus on the Four Phases of Emergency Management. *See Introduction to Emergency Management.*

Well-developed EAPs and proper employee training can greatly reduce employee injuries, property damage, and can ensure the safety of students and visitors in the event of an emergency.

B. Planning Principles:

The following principles are key to the planning process in developing a comprehensive site specific EAP that addresses a range of threats and hazards.

- 1) Planning must be supported by leadership.
- 2) Uses assessments to customize plans and must be site specific to account for unique circumstances and resources.
- 3) Planning considers and accounts for a wide range of possible threats and hazards that may impact the site.
- 4) Planning considers the Four Phases of Emergency Management: Prevention-Mitigation (Before), Preparedness (Before), Response (During), and Recovery (After).

See Prevention-Mitigation (Before) Guidelines.

See Preparedness (Before) Guidelines.

See Response (During) Guidelines.

See Recovery (After) Guidelines.

- 5) Planning provides for the access and functional needs of the whole community which includes students, individuals with disabilities and others with access and functional needs, those from religiously, racially, and ethnically diverse background, and people with limited English proficiency.
- 6) Planning considers all settings and all times. Account for incidents that may occur during and outside the normal business/school day as well as on and off campus such as sporting events and field trips.
- 7) Collaborate when creating and revising the model emergency action plan.

C. Effective Planning Processes:

Effective emergency management planning and development of an EAP are not done in isolation. It is critical that work-sites/schools work with their district staff and community partners, local emergency management staff, first responders, and public and mental health officials, during the planning process. Collaboration between the various stakeholders makes more resources available and helps to ensure the seamless integration of all responders. EAPs:

- 1) Constantly need updating for improvement.
- 2) Attempt to reduce unknowns in the anticipated event, while acknowledging it is impossible to preplan every aspect of a response.
- 3) Aim to evoke appropriate actions.
- 4) Are based on what is likely to happen and what people are likely to do.
- 5) Are based on facts, including knowledge about people's typical behavior, the threat or hazard itself, and required capabilities.
- 6) Focus on general principles while maintaining flexibility.
- 7) Are partly a training and educational activity.
- 8) Are practiced to test effectiveness.

D. Steps in the Planning Process:

There are many ways to produce an EAP. The planning process that follows has enough flexibility for each community to adapt it to its unique characteristics and situation.

- 1) Form a collaborative planning team and involve various stakeholders.
 - a) School level: administration, clerical, custodial and food services employee, teachers, school health aide, students, and/or parents.
 - b) District/State level personnel.
 - a) First responders: Police, fire, emergency medical services (EMS), and health professionals.
- 2) Understand the situation by conducting a Threat and Hazard Identification and Risk Assessment (THIRA).
 - a) Understand and identify the threats and hazards faced by the work-site/school and surrounding community.
 - b) Understand the probability that the specific threat or hazard will occur and the severity of the impact.
 - c) Prioritize risks posed by threats and hazards (high, medium, or low risk).
- 3) Determine goals and objectives.

- a) Results based upon the risk assessment from Step 2, select the threats and hazards that will be addressed in the EAP.
- b) Develop a goal for the desired outcome in response to the threat or hazard identified; before, during, and after the event.
- c) Develop objectives to achieve the goals.
- 4) Plan development to identify courses of action. Response protocols and procedures:
 - a) What is the action?
 - b) Who is responsible for the action?
 - c) When does the action take place?
 - d) How long does the action take and how much time is actually available?
 - e) What has to happen before?
 - f) What happens after?
 - g) What resources are needed to perform the action?
- 5) Plan preparation, review, and approve EAP.
 - a) Write the plan.
 - b) Approve and implement the plan.
- 6) Plan refinement and execution.
 - a) Exercise the plan and evaluate its effectiveness.
 - b) Review, revise, and maintain the plan.
 - 1- Review EAP annually
 - a- School-level: Once every school year.
 - b- State/District level: Once every calendar year.
 - 2- Plans should be updated after the following events:
 - a- Changes in response resources.
 - b- Updates of planning guidance/standards.
 - c- Each activation.
 - d- Major exercises.
 - e- Threat/hazard profile.
 - f- Enactment of new or amended laws or ordinance.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this Guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs

- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- FEMA Guide to Developing High-Quality School Emergency Operations Plans
- (https://rems.ed.gov/docs/rems_k-12_guide_508.pdf)

11.7.3 PREVENTION-MITIGATION (BEFORE) GUIDELINES

1. **Purpose**

To provide a quick reference guide in the development of an emergency action plan (EAP). *See Guide for Developing Emergency Action Plans (EAPs)*

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information****A. Background:**

Prevention–Mitigation, one of the Four Phases of Emergency Management, are prior actions taken to decrease the likelihood of an incident occurring. *See Introduction to Emergency Management.*

B. Prevention–Mitigation (Before) Activities Guidelines:

The following are examples of activities that may take place in the Prevention–Mitigation Phase of Emergency Management and may be incorporated into the EAP as applicable.

- 1) Establish communication procedures for employees, students, District/State personnel, parents/guardians, and the media.
- 2) Enforce policies related to food preparation, mail handling, building access, and student accountability.
- 3) Conduct a Threat and Hazard Identification and Risk Assessment (THIRA).
 - a) Conduct vulnerability assessments of geographical area, facilities and grounds, cultures and climates, employee’s skills, and community resources.
 - 1- Include driveways, parking lots, playgrounds, outside structures, and fencing.
 - 2- Include natural incidents and industrial accidents.
 - 3- Include assets and vital records.
- 4) Conduct structural and non-structural measures.
- 5) Eliminate possible hazards.
 - a) Anchor outdoor equipment that could become flying projectiles.
 - b) Bolt bookshelves to walls.
 - c) Secure loose wires.
 - d) Clear and remove debris from building, gutters, downspouts, drainage system, waterway, and/or nearby streams.
 - e) Store heavy or large items on lower shelves.
 - f) Trim trees and shrubs around buildings.
- 6) Be knowledgeable of the facility and locations of the main utility panels and shut-off valves.
- 7) Ensure equipment such as modes of communication, fire alarm systems (FAS) are working properly.
- 8) Maintain situational awareness.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the office of

School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.4 PREPAREDNESS (BEFORE) GUIDELINES

1. **Purpose**

To provide a quick reference guide in the development of an emergency action plan (EAP). *See Guide for Developing Emergency Action Plans (EAPs)*

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information**

A. Background:

Preparedness is one of the Four Phases of Emergency Management, occurring prior to an incident. *See Emergency Management; Introduction to.*

B. Preparedness (Before) Activities Guidelines:

The following are examples of activities that may take place in the preparedness phase of emergency management and may be incorporated into the EAP as applicable.

- 1) Interpret the data collected from the THIRA conducted during the Prevention–Mitigation Phase. *See Prevention-Mitigation (Before) Guidelines.* Identify which threats/hazards will be addressed in the EAP.
- 2) Identify staging areas.
 - a) Emergency Operations Center (EOC)
 - 1- Physical or virtual location from which coordination and support of incident management activities is directed.
 - 2- Select a location away from the media and the incident.
 - b) Media
 - 1- Location where media operations will be conducted.
 - 2- An area established in advance and away from the incident, EOC, and first responders.
 - c) Parent Reunification – Schools Operations
 - 1- Location where reunification operations will be conducted.
 - 2- Select a location large enough to support vehicular and pedestrian traffic and away from the incident, EOC, and media.
- 3) Develop a site-specific comprehensive emergency action plan (EAP), may include the following:
 - a) Procedures to respond to threats/hazards identified.
 - b) Procedures for student-parent reunification including student release, parental notification methods.
 - c) Procedures for communications with employees, students, District/State personnel, parents/guardians, and the media.
 - d) Procedures to protect vital records and assets/equipment.
 - e) Procedures to shelter/care for employees, students, and visitors, who are stranded at the facility.
 - f) Procedures for emergency shelter operations, if designated.

- g) Create maps of the area and facility include rooms, hallways, stairwells, locations of utility panels and shut-off valves, and staging areas.
- 4) Maintain, in an accessible location, an updated copy of the various emergency contacts such as emergency phone numbers, employees' "telephone tree", students' emergency information, and other critical information.
- 5) Create and strengthen relationships with community partners, including members of law enforcement, fire safety, local government, public health and mental health agencies, and the media. Ask for feedback on EAP.
- 6) Delegate roles and responsibilities, including levels of authority.
- 7) Establish an Incident Command System (ICS), *See Incident Command System (ICS); Guide for Developing.*
- 8) Establish an Emergency Response Teams (ERTs), *See Emergency Response Team (ERT); Guide for Developing.*
- 9) Implement functional training exercises for employees and/or students with first responders.
 - a) Provide employee training on EAP.
 - b) Practice annual required drills/exercises.
 - 1- Earthquake. *See Earthquake Guidelines.*
 - 2- Fire. *See Fire Guidelines.*
 - 3- Tsunami. *See Tsunami Guideline.*
 - 4- Evacuation. *See Evacuation Guidelines.*
 - 5- Lockdown. *See Lockdown Guidelines.*
 - 6- Shelter-in-Place. *See Shelter-in-Place Guidelines.* Coordinate emergency management plans with those of state and local agencies to avoid unnecessary duplication to include neighboring schools.
- 10) Turn off utilities when deem necessary or advised to do so.
- 11) Conduct monthly testing of the Emergency Alert Sentinel (EAS).
- 12) Assemble and maintain an emergency supply kit also known as a go-kit. *See Emergency Supply Kit Recommended Items.*
- 13) Maintain situational awareness.

5. **Guideline Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

6. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace

- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.5 RESPONSE (DURING) GUIDELINES

1. **Purpose**

To provide a quick reference guide in the development of an emergency action plan (EAP). *See Guide for Developing Emergency Action Plans (EAPs)*

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information**

A. Background:

Response, one of the Four Phases of Emergency Management, refers to actions taken during an incident. *See Emergency Management; Introduction to.*

B. Response (During) Activities Guidelines:

The following are examples of activities that may take place in the response phase of emergency management and may be incorporated into the EAP.

- 1) Assess the situation and determine the level of emergency.
 - 2) Implement the EAP.
 - a) Policies and procedures.
 - b) Response action.
 - 3) Delegate responsibilities.
 - 4) Deploy resources.
 - 5) Activate the communication accountability, decision-making procedures outlines in the predetermined emergency action plan (EAP).
 - 6) Activate the Emergency Response Team (ERT). *See Emergency Response Team (ERT); Guide for Developing.*
 - 7) Document all actions, decisions, and events.
 - a) What happened?
 - b) What worked?
 - c) What did not work?
 - d) What resources used?
 - 1- Personnel
 - 2- Supplies
 - 8) Conduct debriefing meetings.
 - 9) Review after-action reports to determine recovery activities and necessary revisions to the emergency management plan based on lessons learned.
 - 10) Monitor Emergency Alert Sentinel (EAS)/radio/local media for emergency notification/announcements/updates.
 - 11) Turn off utilities, if not already done or possible.
 - 12) Follow directions of emergency first responders; fire or police.
 - 13) Keep access roads open for emergency first responders, ambulance, fire, or police.
 - 14) Maintain situational awareness.
-

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.6 RECOVERY (AFTER) GUIDELINES

1. **Purpose**

To provide a quick reference guide in the development of an emergency action plan (EAP). *See Guide for Developing Emergency Action Plans (EAPs)*

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information****A. Background:**

Recovery, one of the Four Phases of Emergency Management, refers to actions taken after an incident to account for life safety and return to normalcy. *See Emergency Management; Introduction to.*

B. Recovery (During) Activities Guidelines:

The following are examples of activities that may take place in the Recovery Phase of Emergency Management and may be incorporated into the EAP as applicable.

- 1) Conduct facility damage assessment.
- 2) Assess operational needs.
- 3) Alert personnel to potential safety hazards/precautions.
 - a) Debris.
 - b) Standing water.
- 4) Outline service delivery system.
- 5) Provide mental health services or offering referral services.
- 6) Develop letter templates for emergencies.
- 7) Establish a policy for standing or temporary memorials and ensuring that it is consistent for all events.
- 8) Ensure that a process is in place for soliciting and receiving parental consent for such activities as providing medical treatment or receiving counseling services.
- 9) Establish a process for screening and registering volunteers.
- 10) Develop and practicing a Continuity of Operations Plan (COOP).
- 11) Contact the various DOE District/State Offices for support services and reports.
 - a) Office of School Facilities and Support Services (OSFSS), Facilities Maintenance Branch (FMB), Response Center
 - 1- Facilities damage assessment.
 - 2- Facilities repairs and utilities failures.
 - b) Office of Information Technology Services (OTIS) for telecommunication network repairs.
- 12) Report facilities damage.
 - a) OSFSS – Facilities Maintenance Branch (FMB).
 - b) OSFSS – Safety, Security, and Emergency Preparedness Branch (SSEP).
 - c) District Office – Complex Area Superintendent (CAS).
- 13) Monitor Emergency Alert System (EAS)/radio/local media.
- 14) Maintain situational awareness.
- 15) Revise EAP based upon any recommendations from the after-action-report (AAR).

- 16) Report work-related accidents to OSHA/HIOSH.
 - a) All employers must report:
 - 1- All work-related fatalities within 8 hours.
 - 2- All work-related inpatient hospitalizations, all amputations, and all losses of an eye within 24 hours.
 - 3- Any property damage in excess of \$25,000 within 8 hours.
 - b) Call the HIOSH accident hotline at (808) 586-9102.
 - 1- Report to include:
 - 2- Hawaii Department of Education (DOE), School or District/ State Office.
 - 3- Location of the incident.
 - 4- Time of the incident.
 - 5- Number of fatalities or hospitalized employees.
 - 6- Names of any injured employees.
 - 7- Estimate of property damage in excess of \$25,000.
 - 8- School or District/State Office contact person and his/her phone number.
 - 9- Brief description of the incident.
- 17) Complete and process forms and reports if needed. For employee work-related accidents:
 - a) OSHA forms for Recording Work-Related Injuries and Illnesses.
 - b) Any forms related to students.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.7 PROCEDURES FOR REPORTING CATASTROPHE LOSSES

1. In the event that Hawaii Department of Education (HIDOE) property sustained any damages and/or losses, HIDOE will notify Hawaii Department of Accounting and General Services (DAGS), Risk Management Office (RMO) within 5 days of any loss.
2. Notification to DAGS will be process with Form RMP-001, Report of Loss or Damage of State Property. Completing and submitting Form RMP-001 will (1) alert DAGS of the situation and (2) open a claim.
3. DAGS will determine processing route under DAGS RMO or Federal Emergency Management Agency (FEMA). DAGS will work with HIDOE Office of School Facilities and Support Services (OSFSS): Auxiliary Services Branch (ASB), Facilities Development Branch (FDB), and Facilities Maintenance Branch (FMB). ASB oversees DAGS HIDOE Facilities Operations on the neighbor islands. FDB and FMB oversees HIDOE Facilities Operations on Oahu.
4. DAGS RMO is the point-of-contact for catastrophe events.

11.7.8 OVERTIME LABOR REIMBURSEMENT PROCEDURES FOR SCHOOL

1. Hawaii Department of Education (HIDOE) can request from Hawaii Department of Accounting and General Services (DAGS) overtime labor cost reimbursement for personnel who are called upon to assist with recovery efforts related to facility damage sustained after a disaster event such as flooding.
2. DAGS will determine if reimbursement request is eligible and will authorize reimbursement.
3. DAGS will reimburse based upon employee's pay rate and does not include fringe benefit cost associated with state salaries. State salaries are paid by the Hawaii Department of Budget and Finance.
4. Any reimbursement from DAGS for overtime labor cost will be returned HIDOE Office of Fiscal Services (OFS) Accounting Section Branch (ASB). Accounting Section will process funds transfer to "Central Salary" and will not be reimbursed directly to the requesting entity.
5. HIDOE entity such as a school will determine which route will be taken, to submit a request for reimbursement through DAGS or not to submit.
6. Schools will process overtime labor cost under normal procedures.
7. For schools requesting reimbursement from DAGS must also complete Form RM-FALSR (1/1/2006).
8. Route From RM-FALSR (1/1/2006) and/or supporting documents to HIDOE Facilities Development Branch (FDB). FDB will review and route to DAGS.
9. HIDOE schools requesting reimbursements, shall keep records of all documents submitted.
10. Schools will refer to and follow appropriate State of Hawaii and HIDOE fiscal and/or procurement laws, regulations, and/or standards.

Reimbursement Form:

| | | | | | | | | | | | | | | | |
|--|------|--|--|---------|-------|-------------|--|--|--------------------|---------------------|--------------------|-----------------|-------------|--------------|-------------|
| STATE OF HAWAII | | | | | | | | | | PAGE _____ of _____ | | | | | |
| FORCE ACCOUNT LABOR SUMMARY RECORD | | | | | | | | | | | | | | | |
| 1. APPLICANT (DEPT/DIV) | | | | 2. PAID | | 3. PW# | | | 4. DISASTER NUMBER | | | | | | |
| 5. LOCATION/SITE: | | | | | | 6. CATEGORY | | | 7. PERIOD COVERING | | | | | | |
| 8. DESCRIPTION OF WORK PERFORMED | | | | | | | | | | | | | | | |
| DATES AND HOURS WORKED EACH WEEK | | | | | | | | | | | | | | | |
| | DATE | | | | | | | | | TOTAL HOURS | SR RATE | BENEFIT RATE/HR | HOURLY RATE | TOTAL HOURLY | TOTAL COSTS |
| NAME | REG. | | | | | | | | | | | | | | |
| JOB TITLE | O.T | | | | | | | | | | | | | | |
| NAME | REG. | | | | | | | | | | | | | | |
| JOB TITLE | O.T | | | | | | | | | | | | | | |
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| JOB TITLE | O.T | | | | | | | | | | | | | | |
| | | | | | | | | | | | TOTAL REGULAR TIME | | | | |
| | | | | | | | | | | | TOTAL OVERTIME | | | | |
| I CERTIFY THAT THE ABOVE INFORMATION WAS OBTAINED FROM PAYROLL RECORDS, INVOICES, OR OTHER DOCUMENTS THAT ARE AVAILABLE FOR AUDIT. | | | | | | | | | | | | | | | |
| CERTIFIED | | | | | TITLE | | | | | DATE | | | | | |

11.7.9 GUIDE FOR DEVELOPING EMERGENCY COMMUNICATION PLAN

1. **Purpose**

To provide a quick reference guide for establishing an emergency communications (EC) plan within the Emergency Action Plan (EAP).

See Guide for Developing Emergency Action Plans.

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information**

A. Background:

An emergency communications (EC) plan is an emergency action plan (EAP) document that provides guidelines, contact information, and procedures on how information should be shared during all phases of an unexpected occurrence that requires immediate action. An EC plan is a critical component of emergency management. *See Introduction to Emergency Management.*

Open lines of communication among emergency response team (ERT) members, community partners, employees, students, State/District personnel, parents / guardians, and the media should be established in advance. *See Introduction to Emergency Response Team (ERT).* Each group needs information that is tailored to their needs, backgrounds, and levels of understanding.

In addition, emergencies may pose limitations on communication due to power outages, downed phone lines, or an overwhelming number of cellular calls. EC plan should include alternative methods of communication.

Each facility is required to develop an EC plan within their EAP that ensures dissemination of accurate information on a timely basis. EC plan should be tailored to each site and be reviewed once a year.

B. Guidelines for Developing an EC Plan:

- 1) Develop EC policies and procedures.
 - 2) Develop templates for statements/press releases to the media.
 - a) Clear and concise messages on:
 - 1- Incident.
 - 2- What is being done?
 - 3- Safety of the employees and /or students is the foremost importance.
 - 4- Verifiable facts.
 - b) Coordinated messages between agencies.
 - 3) Use of common terminology in plain language.
 - 4) Identify primary and alternative modes of communication.
-

- a) Telephone
 - b) Intercom systems
 - c) Bullhorns and megaphones
 - d) Hand-held radios
 - e) Computer telecommunication
 - f) Fax machines
 - g) Cellular telephones
 - h) Alarm systems
 - i) Whistles
 - j) Color-coded cards
 - k) Closed-circuit television
 - l) Air horn
 - m) Runner
- 5) Identify a Public Information Officer (PIO). *See Public Information Officer (PIO) Guidelines.*
 - 6) Ensure supplies of communication equipment are adequate and accessible.
 - 7) Ensure communication equipment are in working order.
 - 8) If possible, have communication devices compatible with first responders' devices.

C. Guidelines for Communicating with Employees, Students, and Others:

- 1) Develop procedures on how to notify employees, students, and others on site of an incident.
- 2) Identify primary and alternative modes of communication.

D. Guidelines for Communicating with Parents/Guardians:

- 1) Before an incident occurs:
 - a) Develop a relationship.
 - b) Communicate the school's Emergency Action Plan (EAP).
 - 1- Evacuation sites.
 - 2- Modes of communication to be used.
 - 3- Procedures for student-parent reunification.
 - c) Advise parents/guardians listen to the media for information and to wait for instructions rather than rushing to the school.
 - d) Advise parents/guardians to keep the phone lines open.
 - e) Maintain accurate emergency contact information and record of authorized person to pick-up child.
 - f) Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- 2) During an incident:
 - a) Disseminate information to inform parents/guardians about what is known to have happened.
 - b) Implement a plan to manage phone calls and parents/guardians who arrive at school.

- c) Describe how the school / district are handling the situation.
 - d) Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- 3) After an incident, inform parents/students when and where school will resume.

E. Guidelines for Communicating with Department of Education (DOE) Chain-of-Command:

- 1) Develop procedures on how to notify DOE chain-of-command of an incident.
- 2) For schools, report incident, response activities, and updates to the following State/District offices:
 - a) District Office – Complex Area Superintendent (CAS).
 - b) Office of the Superintendent – Communications Office (CO).
 - c) OSFSS – Safety, Security, and Emergency Preparedness Branch (SSEP).

F. Guidelines for Communicating with Media:

- 1) Establish a staging area for the media away from incident, Incident Command Post (ICP), and first responders.
- 2) Information/media release will be handled by PIO.
- 3) Inform employees that they should direct media to PIO.
- 4) Provide regular updates to media and school community.
- 5) Provide only information that has been approved to be released by the Incident Commander (IC) in charge of the scene. *See Incident Commander (IC) Guidelines.*
- 6) Monitor release of information and correct misinformation.
- 7) Discourage the media from taking pictures and requesting interviews with students.
- 8) Refrain from sensationalizing or speculation about the emergency.
- 9) Do not admit fault or assign blame.
- 10) Do not argue with the media.
- 11) Set the place and time to address the media.
- 12) Rehearse the message.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- Emergency Action Plans (EAPs); Guide for Developing
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.10 GUIDE FOR DEVELOPING INCIDENT COMMAND SYSTEM PLAN (ICS)

1. **Purpose**

To provide a quick reference guide for establishing an Incident Command System (ICS) used as a tool for emergency management and in the development of an emergency action plan (EAP). *See Guide for Developing Emergency Action Plans (EAPs)*

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information**A. **Background:**

Incident Command System (ICS) is a standardized on-scene incident management concept used to command, control, and coordinate the use of resources and personnel. ICS allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents without being hindered by jurisdictional boundaries. ICS structure is meant to be flexible; to expand and contract as the scope of the incident requires.

An ICS enables integrated communication and planning by establishing a manageable span of control. An ICS divides an emergency response into five manageable functions essential for emergency response operations: Command, Operations, Planning, Logistics, and Finance and Administration.

B. **ICS Features and Principles:**

The features and principles used to manage an incident differ from day-to-day operations management approaches. Effective emergency management relies on a tight command and control structure; top-down direction.

- 1) Common Terminology
- 2) Modular Organization
- 3) Management by Objectives
- 4) Chain of Command & Unity of Command
- 5) Unified Command
- 6) Resource Management

- 7) Integrated Communication
- 8) Accountability
- 9) Mobilization

C. Incident Command Structure:

The incident command structure identifies the Commander, Command Staff, and General Staff.

1) **Incident Commander (IC).** *See Incident Commander (IC) Guidelines.*

The IC is responsible for all aspects of the response, including developing incident objectives and managing all incident operations. All responsibilities remain with the IC unless specifically assigned to another member of the Command or General Staff. IC is responsible until command authority is transferred to another person.

2) **Command Staff**

The Command Staff report directly to the IC. The following personnel comprise the Command Staff:

- a) Public Information Officer (PIO). *See Public Information Officer (PIO); Responsibilities.*

Develops and releases information about the incident to the news media, incident personnel, and other appropriate agencies and organizations.

- b) Safety Officer (SO). *See Safety Officer (SO); Responsibilities.*

Develops and recommends measures to the IC for assuring personnel health and safety and to assess and/or anticipate hazardous and unsafe situations. The SO also develops the site safety plan, reviews the Incident Action Plan (IAP) for safety implications, and provides timely, complete, specific, and accurate assessment of hazards and required controls.

- c) Liaison Officer (LO). *See Liaison Officer (LO) Guidelines.*

Serves as the point of contact for assisting and coordinating activities between the IC and various agencies and groups.

3) **General Staff**

The General Staff is comprised of the following four Sections that are responsible to carry out the response and recovery activities. Each Section is managed by a Section Chief who reports directly to the IC.

- a) Operations Section

- 1- Responsible for all operations directly applicable to the primary mission of the response.
- 2- Includes the Emergency Response Team (ERT). *See Emergency Response Team; Introduction to.*
- 3- Managed by the Operations Section Chief (OPS). *See Operations Section Chief (OPS) Guidelines.*

- b) Planning Section

- 1- Responsible for collecting, evaluating, and disseminating the tactical information related to the incident, and for preparing and documenting the IAP.
- 2- Managed by the Planning Section Chief (PSC). *See Planning Section Chief (PSC) Guidelines.*

- c) Logistics Section

- 1- Responsible for providing facilities, services, and materials for the incident response.
 - 2- Managed by the Logistics Section Chief (LSC). *See Logistics Section Chief (LSC) Guidelines.*
- d) Finance and Administration Section
- 1- Responsible for all financial, administrative, and cost analysis aspects of the incident.
 - 2- Managed by the Finance and Administration Section Chief. *See Finance and Administration Section Chief; Responsibilities.*

D. Guidelines to Establishing an ICS:

Establishing an ICS is a part of emergency management and the development process of a comprehensive emergency action plan (EAP).

- 1) Identify key team roles and functions.
- 2) Assess employees' skills.
- 3) Assign employee to each ICS area.
- 4) Assign key individual roles and functions.
- 5) Create lines of succession (backup) for all key positions.
- 6) Coordinate with community partners to identify roles and responsibilities.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. References, Resources, and Forms

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.11 INCIDENT COMMANDER GUIDELINES

1. **Purpose**

To describe the roles and responsibilities of the Incident Commander within the Incident Command System (ICS) for the implementation of the emergency action plan (EAP) in the event of an emergency or disaster.

See Guide for Developing Incident Command System.

See Guide for Developing Emergency Action Plans (EAPs).

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information****A. Background:**

The Incident Commander (IC) is part of the incident command structure within the Incident Command System (ICS). The IC is the individual responsible for all incident activities, including the development of strategies and tactics and the ordering and the release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site. The IC is the only position that is always staff and is responsible for all ICS management functions until he / she delegates the functions to others.

B. Characteristics of an Effective IC:

- 1) Assertive
- 2) Decisive
- 3) Objective
- 4) Calm
- 5) Quick thinker
- 6) Adaptable
- 7) Flexible
- 8) Realistic about his / her limitations
- 9) Communicate clear directions

C. Responsibilities for the IC:

The following are some of the responsibilities of the IC unless delegated to others within the incident command structure.

- 1) Performs command activities.
- 2) Protects life and property.
- 3) Controls personnel and equipment resources.
- 4) Maintains accountability.
- 5) Establishes and maintains an effective liaison with outside agencies and organizations, including the EOC, when it is activated.
- 6) Establishes command.
- 7) Ensures responder safety.
- 8) Assess incident priorities.

- 9) Determines operational objectives.
- 10) Develops and implements the Incident Action Plan (IAP).
- 11) Develops an appropriate organizational structure.
- 12) Maintains a manageable span of control.
- 13) Manages incident resources.
- 14) Coordinates overall emergency activities.
- 15) Coordinates the activities of outside agencies.
- 16) Authorizes the release of information to the media.
- 17) Keeps track of cost.

4. **Guideline Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.12 PUBLIC INFORMATION OFFICE (PIO) GUIDELINES

1. **Purpose**

To describe the roles and responsibilities of the Public Information Officer (PIO) within the Incident Command System (ICS) for the implementation of the emergency action plan (EAP) in the event of an emergency or disaster.

See Guide for Developing Incident Command System (ICS).

See Guide for Developing Emergency Action Plans (EAPs).

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information****A. Background:**

The Public Information Officer (PIO) is part of the incident command structure within the Incident Command System (ICS). The PIO is responsible for interfacing with the public and media and with other agencies with incident-related information requirements. The PIO assembles accurate, accessible, and complete information on the incident's cause, size, and current situation; the resources committed; and other matters of general interest for both internal and external audiences. The PIO may also perform a key public information-monitoring role, such as implementing measures for rumor control. Only one PIO should be designated per incident.

B. Responsibilities for the PIO:

The following are some of the responsibilities of the PIO.

- 1) Identifies PIO activities.
 - a) Contacts other jurisdiction agencies to determine what other external public information activities are being performed for this incident.
 - b) Establishes the coordination of information acquisition and dissemination.
 - c) Compiles the information and maintain records.
- 2) Establishes an information center. Identifies media staging area away from the incident, Incident Command Post (ICP), and first responders.
- 3) Prepares a press briefing(s).
 - a) Obtains from the Incident Commander (IC) any constraints on the release of information. *See Incident Commander (IC) Guidelines.*
 - b) Selects the information to be released.
 - c) Prepares the materials for release.
 - d) Obtains the IC's approval for release.
 - e) Releases the information for distribution to the news media
 - f) Releases the information to press representatives at the media staging area.
 - g) Posts a copy of all information summaries in the ICP area and at other appropriate incident location.
- 4) Collects and assembles incident information.
 - a) Obtains the latest situation status.
 - b) Observes incident operations.

- c) Holds discussions with incident personnel and identifies special event information such as evacuations and injuries.
- d) Contacts external agencies for additional information.
- e) Reviews the current incident action plan (IAP).
- f) Repeats the above procedures as necessary to satisfy media needs.
- 5) Manages communication / information between media and incident personnel.
 - a) Receives requests from the media to meet with incident personnel and vice versa.
 - b) Identifies the parties involved in the request.
 - c) Determines if policies have been established to handle requests, and, if so, proceed accordingly.
 - d) Obtains any required permission to satisfy a request.
 - e) Fulfills the request or advise the requesting party of the inability to do so, as the case may be.
 - f) Coordinates as necessary with the IC for news media flights into the incident area.
- 6) Responds to special request for information.
 - a) Receives request for information.
 - b) Determines if the requested information is currently available, and, if so, provide it to the requesting party.
 - c) Determines if currently unavailable information can be reasonably obtained by contacting incident personnel.
 - d) Assembles the desired and/or available information and provides it to the requesting party.
- 7) Maintains unit log. *See FORM: FEMA ICS 214, Activity Log.*
 - a) Records the PIO's actions on the unit log.
 - b) Collects and transmits information summaries and unit logs to the Planning Section at the end of each operational period.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- FORM: FEMA ICS 214, Activity Log

11.7.13 SAFETY OFFICER (SO) GUIDELINES

1. **Purpose**

To describe the roles and responsibilities of the Safety Officer (SO) within the Incident Command System (ICS) for the implementation of the emergency action plan (EAP) in the event of an emergency or disaster.

See Guide for Developing Incident Command System (ICS).

See Guide for Developing Emergency Action Plans (EAPs).

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information****A. Background:**

The Safety Officer (SO) is part of the incident structure within the Incident Command System (ICS). The SO monitors incident operations and advises Incident Command on all matters relating to operational safety, including the health and safety of emergency responder personnel. The SO has emergency authority to stop and/or prevent unsafe acts during incident operations.

B. Responsibilities for the SO:

The following are some of the responsibilities of the SO.

- 1) Obtains briefings from the Incident Commander (IC). *See Incident Commander (IC) Guidelines.*
 - a) Relieved IC's Incident Briefing.
 - b) Summary of the incident organization.
 - c) Special instructions.
 - d) Obtain a copy of the incident action plan (IAP) from the IC.
- 2) Identifies hazardous situations associated with the incident environment prior to first planning meeting.
 - a) Identifies and resolves unsafe situations in the incident area.
 - b) Compiles and records hazardous and potentially hazardous situations for presentation at the planning meeting.
- 3) Attends the planning meeting to advise on safety matters.
 - a) Reviews the suggested strategy and control operations as presented at the planning meeting.
 - b) Identifies potentially hazardous situations associated with the proposed plans and/or strategies.
 - c) Advise the general staff of such situations.
- 4) Identifies potentially unsafe situations.
 - a) Reviews the incident action plan.
 - b) Receives reports from incident personnel concerning safety matters.
 - c) Reviews reports to identify hazardous environmental and operational situations.
 - d) Personally surveys the incident environment and operations, as appropriate.
- 5) Advises incident personnel in matters affecting personnel safety.
 - a) Identifies potentially hazardous situations.

- b) Determines the appropriate actions to ensure personnel safety.
- c) Coordinates with incident supervisory personnel, as required.
- d) Advises incident personnel as to the appropriate action.
- 6) Exercises emergency authority to prevent or stop unsafe acts.
 - a) Identifies potentially hazardous situations.
 - b) Determines the severity of the situation.
 - c) Determines if the situation requires the use of emergency authority and, if so, exercise that authority to prevent or stop the act.
 - d) Coordinates with the appropriate supervisory personnel.
- 7) Investigates accidents that occur within the incident area.
 - a) Receives notification of the accident.
 - b) Obtains information concerning the accident by:
 - 1- Interviewing personnel.
 - 2- Visiting the scene of the accident.
 - 3- Photographing the scene.
 - 4- Collecting evidence.
 - 5- Collecting reports prepared by involved personnel.
 - c) Reconstructs the accident events.
 - d) Identifies the cause of the accident.
 - e) Recommends corrective action.
 - f) Prepares the accident report and submits it to the IC.
- 8) Maintains unit log. *See FORM: FEMA ICS 214, Activity Log.*
 - a) Records the SO's actions on the unit log.
 - b) Collects and transmits information summaries and unit logs to the Planning Section at the end of each operational period.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- FORM: FEMA ICS 214, Activity Log

11.7.14 LIAISON OFFICE (LO) GUIDELINES

1. Purpose

To describe the roles and responsibilities of the Liaison Officer (LO) within the Incident Command System (ICS) for the implementation of the emergency action plan (EAP) in the event of an emergency or disaster.

See Guide for Developing Incident Command System (ICS).

See Guide for Developing Emergency Action Plans (EAPs).

2. Applies to

School administrators and work-site supervisor.

3. Key Information**A. Background:**

The Liaison Officer (LO) is part of the incident command structure within the Incident Command System (ICS). The LO is Incident Command's point of contact for representatives of other governmental departments and agencies, non-governmental organizations (NGO), and/or the private sector to provide input on their organization's policies, resource availability, and other incident-related matters. The LO must have the authority to speak for their organization on all matters, following appropriate consultations with their agency leadership.

B. Responsibilities for the LO:

The following are some of the responsibilities of the LO.

- 1) Obtains a briefing from the Incident Commander (IC).
 - a) Incident Briefing Report
 - b) Summary of the incident organization
 - c) Names of agencies currently involved in the incident
 - d) Special instructions from the IC
 - e) Obtain the incident action plan (IAP), when available
- 2) Provides point of contact for assisting and/or cooperating agencies.
 - a) Identifies assisting and cooperating agencies from:
 - 1- The Incident Briefing Report.
 - 2- Local dispatchers.
 - b) Determines if assisting and cooperating agencies have assigned agency representatives. If so, obtains their names, locations, and communication channels by contacting:
 - 1- The agencies.
 - 2- The Incident Commander.
 - 3- The agencies' senior officers at the scene.
 - c) Receives requests for contacts between incident personnel and agency personnel.
 - d) Identifies the appropriate personnel to contact.
 - e) Establishes contact with the appropriate personnel.
 - f) Takes the necessary action to satisfy requests.
 - g) Notifies concerned personnel.

- 3) Identifies current or potential interagency problems.
 - a) Receives complaints pertaining to matters such as a lack of logistics, inadequate communications, and personnel problems.
 - b) Personally observes incident operations to identify current or potential interagency problems.
 - c) Notifies the appropriate personnel of current or potential problems.
- 4) Maintains unit log. *See FEMA ICS 214, Activity Log.*
 - a) Records the LO's actions on the unit log.
 - b) Collects and transmits information summaries and unit logs to the Planning Section at the end of each operational period.

4. **Guideline Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- FORM: FEMA ICS 214, Activity Log

11.7.15 OPERATIONS SECTION CHIEF (OPS) GUIDELINES

1. **Purpose**

To describe the roles and responsibilities of the Operations Section Chief (OPS) within the Incident Command System (ICS) for the implementation of the emergency action plan (EAP) in the event of an emergency or disaster.

See Guide for Developing Incident Command System (ICS).

See Guide for Developing Emergency Action Plans (EAPs).

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information****A. Background:**

The Operations Section Chief (OPS), member of the Incident Commander's General Staff, is responsible for the management of all operations directly applicable to the primary mission. The OPS activities and supervises organization elements in accordance with the Incident Action Plan (IAP) and directs its execution.

The Incident Commander (IC) designates an OPS if he/she determines a need for an Operations Section. *Incident Commander (IC) Guidelines*. If no Operations Section is established, IC will perform all operational functions. The OPS has the ability to expand the Section and add staffing based upon the needs of the incident. The OPS reports directly to the Incident Commander (IC).

B. Responsibilities of the OPS:

The following are some of the responsibilities the OPS may oversee or do.

- 1) Develops operations portion of IAP.
- 2) Briefs and assigns Operations Section personnel in accordance with IAP.
 - a) Makes sure subordinates have the IAP.
 - b) Establishes reporting requirements concerning execution of the operations portion of the IAP.
- 3) Supervises Operations Section.
 - a) Determines the adequacy of operations progress.
 - b) Implements necessary changes in operations.
 - c) Provides for the general welfare and safety of operations personnel.
 - d) Provides information on the status of incident conditions and control operations to the IC and Planning Section.
- 4) Establishes and maintains staging areas.
- 5) Determines need and requests additional resources.
- 6) Reviews suggested list of resources to be released and initiate recommendation for release of resources.
- 7) Assembles and disassembles Emergency Response Teams (ERT) assigned to the Operations Section, as needed. *See Emergency Response Team (ERT); Guide for Developing*.
- 8) Reports information about special activities, events, and occurrences to IC.

- 9) Maintains unit log. *See FORM: FEMA ICS 214, Activity Log.*
 - a) Records the OPS and Operations Section actions on the unit log.
 - b) Collects and transmits information summaries and unit logs to the Planning Section at the end of each operational period.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- FORM: FEMA ICS 214, Activity Log

11.7.16 PLANNING SECTION CHIEF (PSC) GUIDELINES

1. **Purpose**

To describe the roles and responsibilities of the Planning Section Chief (PSC) within the Incident Command System (ICS) for the implementation of the emergency action plan (EAP) in the event of an emergency or disaster.

See Guide for Developing Incident Command System (ICS).

See Guide for Developing Emergency Action Plans (EAPs).

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information****A. Background:**

The Planning Section Chief (PSC), a member of the Incident Commander's General Staff, is responsible for the collection, evaluation, dissemination, and use of information about the development of the incident and the status of resources.

The Incident Commander (IC) designates a PSC if he / she determines a need for a Planning Section. *Incident Commander (IC) Guidelines*. If no Planning Section is established, IC will perform all planning functions. The PSC has the ability to expand the Section and add staffing based upon the needs of the incident. The PSC reports directly to the Incident Commander (IC).

B. Responsibilities of the PSC:

The following are some of the responsibilities the PSC may oversee or do.

- 1) Collects and processes situation information about the incident.
- 2) Supervises preparation of the Incident Action Plan (IAP).
 - a) IAP provides direction for actions to be implemented during the operational period.
 - b) IAP includes four elements:
 - 1- What do we want to do?
 - 2- Who is responsible for doing it?
 - 3- How do we communicate with each other?
 - 4- What is the procedure if someone is injured?
- 3) Provides input to the IC and Operations Section Chief (OPS) in preparing the IAP. *See Operations Section Chief (OPS) Guidelines*.
- 4) Chairs planning meetings and participates in other meetings as required.
- 5) Reassigns personnel already onsite to Incident Command System ICS organizational positions as appropriate.
- 6) Establishes information requirements and reporting schedules for Planning Section Units.
- 7) Determines the need for any specialized resources in support of the incident.
- 8) Assembles and disassembles Teams not assigned to Operations as needed.
- 9) Establishes special information collection activities such as weather, environmental as necessary.

- 10) Assembles information on alternative strategies.
- 11) Provides periodic predictions on incident potential.
- 12) Reports any significant changes in incident status.
- 13) Compiles and displays incident status information.
- 14) Oversees preparation and implementation of the Incident Demobilization Plan.
- 15) Incorporates plans such as traffic, communication, safety into the IAP.
- 16) Maintains unit log. *See FORM: FEMA ICS 214, Activity Log.*
 - a) Records the PSC and Planning Section actions on the unit log.
 - b) Collects and transmits information summaries and unit logs to the Planning Section at the end of each operational period.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- FORM: FEMA ICS 214, Activity Log

11.7.17 LOGISTICS SECTION CHIEF GUIDELINES

1. **Purpose**

To describe the roles and responsibilities of the Logistics Section Chief (LSC) within the Incident Command System (ICS) for the implementation of the emergency action plan (EAP) in the event of an emergency or disaster. *See Guide for Developing Incident Command System (ICS) See Guide for Developing Emergency Action Plans (EAPs)*

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information****A. Background:**

The Logistics Section Chief (LSC), member of the Incident Commander's General Staff, is responsible for providing facilities, services, and material in support of the incident. The LSC participates in the development of the Incident Action Plan (IAP) and activities within the Logistics Section.

The Incident Commander (IC) designates an LSC if he / she determines a need for a Logistics Section. *See Incident Commander (IC) Guidelines*. If no Logistics Section is established, IC will perform all logistics functions. The LSC has the ability to expand the Section and add staffing based upon the needs of the incident. The LSC reports directly to the Incident Commander (IC).

B. Responsibilities of the LSC:

The following are some of the responsibilities the LSC may oversee or do.

- 1) Plans the organization of Logistics Section.
- 2) Assigns work locations and preliminary work task to Section personnel.
- 3) Notifies Planning Section of activated personnel include names and locations of assignment.
- 4) Assembles and briefs Logistics Section.
 - a) Provides summary of emergency situation.
 - b) Provides a summary of the kind and extent of Logistics support.
- 5) Participates in the preparation of the IAP.
- 6) Identifies service and support requirements for planned and expected operations.
- 7) Provides input to and reviews plans, such as communication and traffic.
- 8) Coordinates and processes requests for additional resources.
- 9) Reviews IAP and estimates Section needs for next operational period.
- 10) Advises on current service and support capabilities.
- 11) Prepares service and support elements of the IAP.
- 12) Estimates future service and support requirements.
- 13) Receives demobilization plan from Planning Section.
- 14) Recommends release of resources in conformity with the demobilization plan.
- 15) Ensures coordination between Logistics and Command and General Staff.
- 16) Ensures the general welfare and safety of Logistics Section personnel.
- 17) Maintains unit log. *See FORM: FEMA ICS 214, Activity Log.*

- a) Records the LSC and Logistics Section actions on the unit log.
- b) Collects and transmits information summaries and unit logs to the Planning Section at the end of each operational period.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- FORM: FEMA ICS 214, Activity Log

11.7.18 FINANCE & ADMINISTRATION SECTION CHIEF GUIDELINES

1. **Purpose**

To describe the roles and responsibilities of the Finance and Administration Section Chief within the Incident Command System (ICS) for the implementation of the emergency action plan (EAP) in the event of an emergency or disaster. *See Guide for Developing Incident Command System (ICS)*
See Guide for Developing Emergency Action Plans (EAPs).

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information****A. Background:**

The Finance and Administration Section Chief, a member of the Incident Commander's General Staff, is responsible for all financial, administration, and cost analysis aspects of the incident and for supervising members of the Finance and Administration Section.

The Incident Commander (IC) designates the Finance and Administration Section Chief if he/she determines a need for a Finance and Administration Section. *See Incident Commander (IC) Guidelines*. If no Finance and Administration Section is established, IC will perform all finance and administration functions. The Section Chief has the ability to expand the Section and add staffing based upon the needs of the incident. The Section Chief reports directly to the Incident Commander (IC).

B. Responsibilities of the Finance and Administration Section Chief:

The following are some of the responsibilities the Section Chief may oversee or do.

- 1) Attends planning meetings as required.
- 2) Manages all financial aspects of an incident.
- 3) Provides financial and cost analysis information as requested.
- 4) Gathers pertinent information from briefings with responsible agencies.
- 5) Develops an operating plan for the Finance and Administration Section; fill supply and support needs.
- 6) Determines the need to set up and operate an incident commissary.
- 7) Meets with assisting and cooperating agency representatives, as needed.
- 8) Maintains daily contact with agency administrative headquarters on finance and administration matters.
- 9) Ensures that all personnel time records are accurately complete and transmitted to home agencies, according to policy.
- 10) Provides financial input to demobilization planning.
- 11) Ensures that all obligation documents initiated at the incident are properly prepared and completed.
 - a) Vendor contracts, leases, and fiscal agreements require well-documented equipment time records during an incident.
 - b) Manage all equipment rental agreements and process all rental and supply fiscal documents billing invoices.

- 12) Briefs agency administrative personnel on all incident-related financial issues needing attention or follow-up prior to leaving incident.
- 13) Ensures coordination between Finance and Administration and Command and General Staff.
- 14) Maintains unit log. *See FORM: FEMA ICS 214, Activity Log.*
 - a) Records the Finance and Administration Section Chief and Section actions on the unit log.
 - b) Collects and transmits information summaries and unit logs to the Planning Section at the end of each operational period.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- FORM: FEMA ICS 214, Activity Log
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.19 INTRODUCTION TO EMERGENCY RESPONSE TEAM (ERT)

1. **Purpose**

To provide a quick reference guide for Emergency Response Team (ERT) focused on development of an emergency action plan (EAP). *See Guide for Developing Emergency Action Plans (EAPs).*

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information**A. **Background:**

An Emergency Response Team (ERT) is a group of individuals who prepare for and respond to any emergency incident. These individuals are identified as the in-house first responders. The goal of the ERT is to command, control, and coordinate response efforts to stabilize the emergency and to protect life and property.

ERTs are an effective approach to emergency management and at the core of emergency response. Teams should be structured following the concepts of Incident Command System (ICS). *See Guide for Incident Command System (ICS).* ERT members should be familiar with ICS, emergency management, emergency action plan (EAP), and roles and responsibilities.

Each site may have multiple ERTs assigned to specific operational response activities. The functions and staffing needs of the ERT should be customized to fit the emergency situation and availability of resources, expanding and collapsing in numbers, as the situation dictates. Careful consideration should be given to selecting personnel with the right skills, knowledge, and abilities to perform the functions required of the ERT. Designation of backup personnel to primary members is also critical.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.20 INTRODUCTION TO EMERGENCY RESPONSE ACTION (ERA)

1. **Purpose**

To describe emergency response action (ERA) focused on the development of an emergency action plan (EAP). *See Emergency Action Plans (EAPs); Guide for Developing.*

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information****A. Background:**

Emergency response is action taken in response to an unexpected and dangerous occurrence in an attempt to mitigate its impact on people or the environment. These actions are referred to as emergency response action (ERA), which is a critical component of emergency management and developing an emergency response plan within the comprehensive emergency action plan (EAP).

ERAs begin in the Response (During) Phase of an incident and may continue well into the Recovery (After) Phase, with the priority of life safety followed by stabilization. *See Response (During) Guidelines. See Recovery (After) Guidelines.*

B. Protective Action for Life Safety:

The four primary ERAs include evacuation, lockdown, shelter-in-place, and sheltering. The Department of Education (DOE) will use evacuation, lockdown, and shelter-in-place as the primary ERA and sheltering as an ERA to support civil defense (CD) managed incidents.

- 1) **Evacuation:** Evacuation is the immediate and urgent movement of people away from the threat or actual occurrence of a hazard. *See Evacuation; Guidelines.*
- 2) **Lockdown:** A lockdown of a building or group of buildings intended to secure and protect occupants who are in the proximity of an immediate threat. *See Lockdown; Guidelines.*
- 3) **Shelter-in-Place:** Shelter-in-Place means to seek immediate shelter indoors. *See Shelter-in-Place Guidelines.*
- 4) **Sheltering:** Sheltering means to seek shelter in the strongest part of the building. *See Emergency Shelter Operations Guidelines.*

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.21 EVACUATION GUIDELINES

1. **Purpose**

To provide a quick reference guide for evacuation focus on the development of an emergency action plan (EAP). *See Guide for Developing Emergency Action Plans (EAPs).*

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information****A. Background:**

Evacuation is one of the four primary emergency response action (ERA). *See Introduction to Emergency Response Action.*

Evacuation may include building and/or off-property.

B. When to Evacuate:

Some situations that might require an evacuation are:

- 1) Bomb Threats. *See Bomb Threat Guidelines.*
- 2) Earthquakes – Post Incident. *See Earthquake Guidelines.*
- 3) Fires. *See Fire Guidelines.*
- 4) Tsunamis. *See Tsunami Guidelines.*

C. Guidelines in Building Evacuation:

The following guidelines provided may assist with developing procedures for building evacuation for a fire incident.

- 1) Leave the area quickly but in an orderly manner, following the emergency action plan (EAP).
- 2) Go directly to the nearest fire-free and smoke-free stairwell recognizing that in some circumstances the only availability exit route may contain limited amounts of smoke or fire.
- 3) Listen carefully for instructions over the building's notification address system.
- 4) Crawl low, under the smoke to breathe cleaner air if there is a fire.
- 5) Test doors for heat before opening them by placing the back your hand against the door so you do not burn your palm and fingers.
- 6) Do not open a hot door but find another exit route.
- 7) Keep "fire doors" closed to slow the spread of smoke and fire.
- 8) Avoid using elevators when evacuation a burning building.
- 9) Report to the designated meeting place.
- 10) Don't re-enter the building until directed by authorities.

D. Guidelines in Identifying Off-Property Evacuation Sites:

The following guidelines provided may assist with identifying off-property evacuation sites.

- 1) Identify proper exits of the buildings.

- 2) Create aerial photos of the school's campus / work-site and maps of the surrounding neighborhood.
- 3) Determine levels of evacuation.
- 4) Identify off-property evacuation sites.
 - a) A primary and at least one alternate evacuation site in an opposite direction, in case the primary is deemed unsafe to occupy.
 - b) Outside the campus but still in the school's vicinity. *Example: Across the street or down the block.*
 - c) Remote location farther from the school's vicinity.
 - d) The following are things to consider while selecting a site:
 - 1- Size that will accommodate the work-site/school population comfortably.
 - 2- Safe access to the location.
 - 3- Shelter from the weather.
 - 4- Availability to drinking water and restroom facilities.
- 5) Determine a primary and secondary evacuation routes.
- 6) Map how people will exit the building, how personnel will flow from the work-site/school to the off-site or remote locations include cars/transportation shuttling employees/students as well as those walking from the work-site/school.
- 7) For schools, work with the local community such as local churches and community centers for potential housing of students until parents can pick up their child.
- 8) Visit evacuation sites with employees and local officials.
- 9) For schools, establish where student reunification areas.
- 10) Establish a location for possible media and emergency service providers.
- 11) Educate personnel/students.
- 12) Troubleshoot any holes in the evacuation procedures.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.22 LOCKDOWN GUIDELINES

1. **Purpose**

To provide proper guidelines in planning and executing Lockdown emergency actions.

2. **Applies to**

State, District, School Administrators, and Work-Site Supervisors.

3. **Key Information****A. Background:**

Lockdown is one of the four primary emergency response actions (ERA). Students and staff remain in the school facilities when the threat is outside or within the school, or when moving throughout the schools is unsafe. Window blinds are closed, all sit quietly in a locked room positioned away from windows and doors.

B. When to Lockdown:

Some active threat situations that might require a lockdown are:

- 1) Active Threat (i.e., shooter, intruders, noncustodial guardian/parent, irate guardian/parent, etc.) in School or Immediate School Vicinity.
- 2) Gang Activity.
- 3) Large Scale Fight/Violence (i.e., cafeteria, gym, recess area, etc.).
- 4) Neighborhood Domestic Violence, Commercial Establishment Robbery, and other Criminal Activity that May Spill onto School Campus (i.e., fleeing suspect/felon).
- 5) Hostage/Barricaded Subject.
- 6) Sniper.
- 7) Suicide/Homicide Bomber.
- 8) Terrorism.

C. Lockdown Guidelines:

The following guidelines provided may assist with developing lockdown procedures.

- 1) CALL 9-1-1 (getting to safety first is priority).
- 2) Broadcast lockdown warning (in plain language) from a safe location.
- 3) Seek refuge in a room.
- 4) If safe, hold door open and direct as many students, staff, and visitors in as possible.
- 5) Close and lock door. Reinforce door security by using belts, straps or door blocker/barricade devices (commercially procured).
- 6) Lower or close any blinds.
- 7) Turn off lights and computer monitors.
- 8) Barricade doors using desks, filing cabinets, and other heavy objects if it can be done quickly or possible.
- 9) Have staff and students stay low and away from windows and doors. Look for the **“Safe Corner”** in a classroom or office. Place students and staff at that location so that the intruder cannot see them looking in the door or windows. Within the Safe Corner, build a defensible space (“cocoon”) using desks, bookcases, textbooks and other solid objects if there is evidence that physical force is eminent.

- 10) Find items (i.e., scissors, letter openers, sharp/hard objects, etc.) that can be used to defend yourself and others – and develop a plan to defend yourself if the perpetrator enters the room.
- 11) Keep calm and quiet.
- 12) Silence video/projector/speaker equipment, cell phones, and other personal electronic devices. Prohibit texting.
- 13) If requested or if the situation warrants, report via classroom intercom, telephone, internet or cellular phone to law enforcement or administration: 1) Room number; 2) your name; 3) any injured individuals (type of injury and severity); and 4) names of individuals you have in your care.
- 14) Physical education classes being held in the gym should move into a locker room, lock all doors, and find a safe area.
- 15) Any students in the cafeterias should move to the nearest classrooms.
- 16) If teachers and students are in the bathrooms, they should attempt to lock the bathroom doors, move to a stall, lock it, and stand on the toilet. If unable to lock, they should move to the closest classroom immediately.
- 17) Anyone in the hallway should move to the closest classroom immediately.
- 18) Nurses/cafeteria workers/support staff should stay in the area they are in, secure the doors, and turn out the lights.
- 19) Students and staff in the library should remain in the library. Librarians should lock the doors, and turn out the lights, and locate a safe area.
- 20) Stay in safe areas until directed by law enforcement officers or an administrator to move or evacuate. Never open doors during a lockdown, even in the event of a fire alarm. For further directives, law enforcement officers and administrators should have keys to open doors or announcement will be made over the intercom or other mass communication device.
- 21) Remain in lockdown until an “**All Clear**” signal is given by proper authorities (i.e., school administrator).

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding these guidelines.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.23 SHELTER-IN-PLACE GUIDELINES

1. **Purpose**

To provide a quick reference guide for shelter-in-place focus on the development of an emergency action plan (EAP). *See Guide for Developing Emergency Action Plans (EAPs)*

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information****A. Background:**

Shelter-in-Place is one of the four primary emergency response action (ERA). *See Emergency Response Action (ERA); Introduction to.*

B. When to Shelter-in-Place:

Some situations that might require a shelter-in-place are:

- 1) Act of Terrorism. *See Terrorism Guidelines.*
- 2) Explosion. *See Explosion Guidelines.*
- 3) Hazardous Material Incident.
 - a) Biological Release.
See Biological Release Guidelines.
 - b) Chemical Release.
See Chemical Release Guidelines.
- 4) Severe Weather.
 - a) Flood. *See Flood Guidelines.*
 - b) Tornado and Water Spout. *See Tornado and Water Spout Guidelines.*
 - c) Vog. *See Vog Guidelines.*
 - d) Wind. *See Wind Guidelines.*

C. Shelter-in-Place Guidelines:

The following guidelines provided may assist with developing shelter-in-place procedures.

- 1) Move person(s) from outside the building to inside immediately and remain indoors.
- 2) Close exterior doors and windows.
- 3) Turn off all ventilation, including furnaces, air conditioners, vents and fans.
- 4) Have everyone remain sheltered until "all clear" signal is given.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.24 EMERGENCY SHELTER OPERATIONS GUIDELINES

1. **Purpose**

To provide a quick reference guide for emergency shelter operations in support of Hawaii Emergency Management Agency (HI-EMA) and/or County Civil Defense (CD) Agencies managed incidents.

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information****A. Background:**

Sheltering is one of the four primary emergency response action (ERA) and its primary use will be in support of Civil Defense (CD) managed incidents. *See Introduction to Emergency Response Action (ERA).*

Shelters provide a safe place for individuals and pets affected by an emergency incident, such as a hurricane. *See Hurricane Guidelines.* There are two types of emergency shelters: evacuation (short-term) and congregate care (long-term).

The Department of Education (DOE) provides communities with the majority of emergency evacuation shelter sites, which are located on school property throughout our State. School facilities identified as emergency evacuation shelters were assessed and hardened.

In conjunction with Federal response to an incident, shelters are structured under Emergency Support Function (ESF) Number 6 – Mass Care, Emergency Assistance, Housing, and Human Services. The American Red Cross-Hawaii Chapter (ARC-HC) is the primary agency overseeing people shelters. The Hawaii Association of Animal Welfare Agencies (HAAWA) is the primary agency overseeing pet shelters. The DOE serves as a support agency to ESF #6 shelters.

Official designated ARC-HC operated shelters are authorized reimbursement of DOE personnel hours, damage to property, and/or supplies used during shelter operations.

B. Responsibilities:

- 1) Superintendent will authorize availability and usage of DOE schools for emergency shelters upon request from Hawaii Emergency Management Agency (HI-EMA) and/or County CD.
- 2) Safety, Security, and Emergency Preparedness Branch (SSEPB) Director is designated as the DOE Emergency Management Officer (EMO) who will participate in the emergency operations center (EOC) at HI-EMA or City & County of Honolulu, Department of Emergency Management (DEM). EMO will gather information and provide recommendations to the Superintendent on ERA.
- 3) Complex Area Superintendent (CAS) on the neighbor islands will be pre-selected and designated as the Civil Defense Coordinator (CDC) that will participate in the EOC of the various County CD. CDC will gather information and provide recommendations to the Superintendent on ERA for their respective islands.

- 4) HI-EMA identifies emergency shelters statewide and provides mitigation funds to assess and harden buildings. HI-EMA also provides a list of statewide emergency shelters.

C. Positions to Support Emergency Shelter Operations:

The DOE has identified three DOE positions/personnel at each school facility who may be called upon to provide support services and necessary equipment and supplies. These positions may be, but are not limited to, the following:

- 1) Principal or designee.
- 2) Head Custodian or clerical staff.
- 3) School food service manager or designated personnel.

D. Emergency Shelter Operations Prevention-Mitigation and Preparedness (Before) Guidelines:

- 1) Complete and update *FORM: Complex Area-School Emergency Call-Out List*.
- 2) Review Memorandum of Understanding (MOU) between the DOE and ARC-HC.
- 3) Review Memorandum of Agreement (MOA) between the DOE and HAAWA.
- 4) Review official emergency shelter list.
- 5) Compare official emergency shelter list with current room usage and prioritize classrooms in order of first to last. Rooms with large roof spans such as auditorium, cafeteria, and gym shall not be prioritized. These areas may be used pre- and post-incident.
- 6) Notify project manager, Office of School Facilities and Support Services (OSFSS); and SSEPB prior to capital improvement projects (CIP), renovations, repair and maintenance for which rooms are designated as emergency shelters.
- 7) Prepare to open as a Hurricane Emergency Shelter if directed by DOE Chain-of-Command.

E. Emergency Shelter Operations Response (During) Guidelines:

- 1) HI-EMA and/or County CD will request utilization of DOE facilities by contacting the DOE Superintendent, EMO or CDC.
- 2) **For Oahu:**
EMO will contact the CAS to notify which schools have been identified to open as emergency shelters.
- 3) **For Neighbor Island(s):**
CDC will contact the principals to notify them that their school have been identified to open as emergency shelters.
- 4) Prepare to open as an emergency shelter.
- 5) Principal will prepare to release facility to ARC-HC personnel:
 - a) ARC-HC personnel will contact principal to schedule a formal walk through.
 - b) Principal will meet with ARC-HC personnel and conduct the formal pre-occupancy inspection.
 - c) ARC-HC personnel will provide a copy of Form 6621, Facility Agreement.
- 6) Principal or designee will remain on-site to provide support services to ARC-HC

personnel and shelter operations.

F. Emergency Shelter Operations Recovery (After) Guidelines:

- 1) ARC-HC will be returned facility to the pre-occupancy condition to the extent possible.
- 2) Principal will prepare to receive facility from ARC-HC personnel:
 - a) ARC-HC will arrange for cleaning the facility and having it returned to the pre-occupancy condition to the extent possible.
 - b) Principal will meet with ARC-HC personnel and conduct the formal final inspection.
 - c) ARC-HC personnel will provide a copy of Form 6556, Release of Facility.
 - d) Damage to DOE facility will be reviewed by Principal and ARC-HC personnel as soon as possible, following shelter operations. This is the final opportunity to address any concerns resulting from shelter operations.
- 3) Principal will submit request for reimbursement of shelter-related costs to ARC-HC within thirty (30) days or as soon as possible.
 - a) DOE personnel hours.
 - b) Used, lost, missing or damaged equipment/supplies.
 - c) Food supplies consumed, except for USDA donated foods.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- Administrative Directive No. 15-01, Emergency Management Preparedness Requirements for Departments
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- Memorandum of Agreement (MOA) between Civil Defense Division, Department of Defense, State of Hawaii, the Department of Education, State of Hawaii, and the Hawaii Association of Animal Welfare Agencies
- Memorandum of Understanding (MOU) between the American Red Cross, Hawaii State Chapter and the Department of Education, State of Hawaii
- FORM: ARC-HC Form 6621, Facility Agreement (provided by ARC-HC during response phase)
- FORM: ARC-HC Form 6556, Release of Facility (provided by ARC-HC during recovery phase)
- FORM: Complex Area-School Emergency Call-Out List.

11.7.25 EMERGENCY SUPPLY KIT RECOMMENDED ITEMS

1. **Purpose**

To provide a list of recommended items to be included in the emergency supply kit to support emergency management and emergency action plan (EAP). *See Introduction to Emergency Management. See Guide for Developing Emergency Action Plans (EAP)*

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information****A. Background:**

Emergencies or disasters can occur at any time with little or no warning. Preparedness is the key to survival. One way to prepare is by assembling an emergency supply kit prior to an incident. Supplies should be kept in an easy-to-carry method in case evacuation is necessary.

B. Basic Recommended Items:

At a minimum, the following should be included in an emergency supply kit.

- 1) Water: One gallon per person, per day for 3-day supply
- 2) Food: Non-perishable, easy-to-prepare items for 3-day supply
- 3) Flashlight
- 4) Battery-powered or hand-crank radio
- 5) Extra batteries
- 6) First aid kit
- 7) Medication and medical items: Medication for 7-day supply
- 8) Multi-purpose tool
- 9) Sanitation and personal hygiene items
- 10) Copies of personal documents
- 11) Cell phone with chargers
- 12) Family and emergency contact information
- 13) Extra cash
- 14) Emergency blanket
- 15) Map(s) of the area

C. Suggested Recommended Items:

In addition to the basic recommended items, the following are suggested items to be included in an emergency supply kit.

- 1) Medical supplies
- 2) Baby supplies
- 3) Games and activities for children
- 4) Pet supplies
- 5) Two-way radios
- 6) Extra set of car keys and house keys
- 7) Manual can opener
- 8) Whistle

- 9) N95 or surgical masks
- 10) Matches
- 11) Rain gear
- 12) Towels
- 13) Work gloves
- 14) Plastic sheeting
- 15) Duct tape
- 16) Scissors

D. Work-site / School Recommended Items:

In addition to the basic and suggested recommended items, work-site / schools should also include the following in an emergency supply kit.

- 1) Fluorescent safety vest
- 2) Bull and/or air horns
- 3) Blueprints of the buildings
- 4) Safety Data Sheets (SDS) binder
- 5) Asbestos Management Plan binder
- 6) Emergency contact / phone list
 - a) DOE emergency phone list
 - b) Employee telephone tree
 - c) Employee / student emergency cards
- 7) Employee and student roster
 - a) Daily attendance
- 8) Forms
 - a) Emergency attendance sheets
 - b) Student release forms

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. References, Resources, and Forms

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.26 EMERGENCY CLOSING GUIDELINES

1. **Purpose**

To provide a quick reference guide for emergency closing of work-sites/schools in the event of an emergency incident/disaster.

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information****A. Background:**

Closing Department of Education (DOE) work-sites or schools will occur under severe and extreme circumstances. Every effort will be made to maintain daily operations, classes, and keep a school open whenever possible. However, emergency/disaster incident and/or a civil defense managed incident may result in shutting down DOE daily operations.

Emergency closing may affect all DOE operations statewide or per work-sites and/or schools and can happen during normal operational or non-operational hours.

B. Responsibilities:

- 1) The Superintendent may declare when all public schools in the state shall be closed for regular sessions. Pupils are to be considered present on days so declared, which shall be called, "Administrative Emergency Holiday(s)."
- 2) Deputy Superintendent is the direct chain-of-command for Complex Area Superintendent (CAS).
- 3) The Complex Area Superintendent is empowered to close any school in the complex area because of an impending or actual natural disaster or civil emergency.
- 4) Communications Office (CO) will provide support services with new release to the local media.
- 5) Safety, Security, and Emergency Preparedness Branch (SSEP) will provide support services.
- 6) SSEP Director is designated as the DOE Emergency Management Officer (EMO) who will participate in the Emergency Operations Center (EOC) at Hawaii Emergency Management Agency (HI-EMA) or City & County of Honolulu, Department of Emergency Management (DEM). EMO will gather information and provide recommendations to the Deputy Superintendent on emergency closure.
- 7) Complex Area Superintendent (CAS) is the direct chain-of-command for schools within their area of responsibility. CAS on the neighbor island will be pre-selected and designated as the Civil Defense Coordinator (CDC) that will participate in the EOC of the various County Civil Defense (CD). CAS will gather information and inform the Superintendent on school closures.
- 8) Principal is responsible for school assigned to and its employees and students. Principal will gather information, make a recommendation, and consult with the CAS on the request to close school.

C. When to Close DOE Facilities:

Shutting down DOE daily operations, facilities, and/or schools may happen under severe and extreme circumstances. Some incidents may include the following:

- 1) Flood
- 2) Hurricane
- 3) Tsunami
- 4) Wind
- 5) Utility Outages (i.e., electrical and water outages, water main breaks, etc.)

D. Guidelines for School Initiated Closing During Non-School Hours:

- 1) Principal will assess the emergency incident and gather information.
- 2) Principal will notify CAS of the emergency incident and a possibility for school closing may be required.
- 3) Principal will make a recommendation to the CAS on whether or not a school closure is warranted. Principal will also provide the CAS on how school personnel will be accommodated based on collective bargaining agreements, if school is to be closed.
- 4) CAS approves request to close school; the CAS will notify Principal.
- 5) Principal will notify the following persons and/or offices:
 - a) School personnel through mass messaging system (MMS) or emergency telephone tree.
 - b) Student Transportation Services Branch (STSB) Manager and District Transport Officer.
 - c) School Food Services Branch (SFSB) Manager.
 - d) Communications Office (CO).
 - e) Safety, Security, and Emergency Preparedness Branch (SSEPB).
- 6) CAS will notify the following persons and/or offices:
 - a) Deputy Superintendent
 - b) CO
 - c) SSEPB
- 7) Deputy Superintendent will notify and update the Superintendent of the emergency incident.
- 8) Principal will continue to update the CAS, CO, and SSEPB.
- 9) CAS will continue to update the Deputy Superintendent, CO, and SSEPB.

E. Guidelines for School Initiated Closing During School Hours:

- 1) Principal will implement the Emergency Action Plan (EAP) and take precaution measures to assure employees and students are safe.
- 2) Principal will assess the emergency incident and gather information
- 3) Principal will notify CAS of the emergency incident and a possibility for school closing may be required
- 4) Principal will make a recommendation to the CAS on whether or not a school closure is warranted. Principal will also provide the CAS on how school personnel will be accommodated based on collective bargaining agreements, if school is to be closed.
- 5) CAS assesses the information, approves request to close school, and notifies the

- principal.
- 6) Principal will notify the following persons and/or offices:
 - a) School personnel through MMS or emergency telephone tree.
 - b) Students, parents, and/or guardians through MMS.
 - c) STSB Manager and District Transport Officer.
 - d) SFSB Manager
 - e) CO
 - f) SSEPB
 - 7) CAS will notify the following persons and/or offices:
 - a) CO
 - b) SSEPB
 - 8) Principal will continue to update the CAS, CO, and SSEPB.
 - 9) CAS will continue to update the Deputy Superintendent, CO, and SSEPB.
 - 10) Deputy Superintendent will notify and update the Superintendent of the emergency incident.
 - 11) For schools:
 - a) School personnel will coordinate and arrange with STSB for early transportation services. School personnel will ensure elementary students transported by bus will have someone to receive them, if not students shall be detained in a safe location with proper supervision.
 - b) School personnel will ensure elementary students are released to parents/guardians.

F. Guidelines for Civil Defense (CD) Initiated Closing:

Based upon the threat assessment of the emergency incident from County CD and HI-EMA, local and state government will determine whether or not government operations warrant a shut down.

- 1) EMO/CDC will deploy to HI-EMA or County CD EOC and meet with HI-EMA, County CD, and various agencies. EMO/CDC will gather information.
 - a) **For Oahu:**
EMO will contact Deputy Superintendent; provide information, updates, and any recommendations.
 - b) **For Neighbor Island:**
CDC will contact Deputy Superintendent; provide information, updates, and any recommendations.
- 2) Deputy Superintendent will notify the Superintendent. The Superintendent will assess the information then decides on whether or not DOE operations, facilities, and/or school(s) will be closed.
- 3) Superintendent approves the requests and notifies employees.
 - a) **For Oahu:**
Deputy Superintendent or EMO will notify the CAS. CAS will notify principal(s). Principal will notify the following persons and/or offices:
 - 1- School personnel through MMS or emergency telephone tree.
 - 2- Students, parents, and/or guardians through MMS.
 - 3- STSB Manager and District Transport Officer.

- 4- SFSB Manager
- 5- CO
- 6- SSEPB
- b) For Neighbor Island:
CDC will notify the principal(s). Principal will notify the following persons and/or offices:
 - 1- School personnel through MMS or emergency telephone tree.
 - 2- Students, parents, and/or guardians through MMS.
 - 3- STSB Manager and District Transport Officer.
 - 4- SFSB Manager
 - 5- CO
 - 6- SSEPB
- 4) CAS will notify the following persons and/or offices:
 - a) CO
 - b) SSEPB
- 5) Principal will continue to update the CAS, CO, and SSEPB.
- 6) CAS will continue to update the Superintendent, CO, and SSEPB.
- 7) For schools:
 - a) School personnel will coordinate and arrange with STSB for early transportation services. School personnel will ensure elementary students transported by bus will have someone to receive them, if not students shall be detained in a safe location with proper supervision.
 - b) School personnel will ensure elementary students are released to parents/guardians.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding these guidelines.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- Administrative Directive No. 15-01, Emergency Management Preparedness Requirements for Departments
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- BOE Policy 305-6, Closing of Schools in the Event of Disaster and/or Other Emergency

11.7.27 REUNIFICATION GUIDELINES**1. Purpose**

To provide proper guidelines in planning and executing Reunification with families.

2. Applies to

State, District, School Administrators, and Work-Site Supervisors.

3. Key Information**A. Background:**

The decision to implement reunification rest with the Principal after consulting with the school Crisis Management/Emergency Response Team, law enforcement, fire department, American Red Cross, county Department of Emergency Management or another appropriate agency. Principal will contact their respective Complex Area Superintendent (CAS) who has the authority to close the school. The only exception is when immediate action is necessary and there is no time or means to make contact.

B. When to initiate Reunification:

Reunification should be implemented when students need to be reunited with and released to their parents or authorized persons in times of an emergency situation such as natural disasters, fire, hostage situations, hazardous material incidents, campus evacuations or when a school Emergency School Closure Plan is in effect. This may occur at the school or an off-campus evacuation site:

C. Reunification Guidelines:

The following guidelines provided may assist with developing Reunification procedures.

- 1) A decision is made to release students from school by the administration after conferring with the Complex Area Superintendent. This decision shall be communicated to parents and the community along with other vital information such as the location and time of the release procedure through the HIDOE Communications Office, Mass Messaging System (SchoolMessenger), and the media if possible.
 - 2) A Release Center is established as close to the point of release of students if possible. This may be adjacent to the roadways/parking lots where parents may drive by and pick up students. A large sign should identify this Center.
 - a) Parent release authorization forms for students should be available at the site to minimize delays if released to persons other than the parents. An administrator or designee should be located at the site to approve the release of students to persons who are not approved on the parent release authorization form.
 - b) A communication system utilizing cell phones, walkie-talkies and/or runners must be available to communicate with key personnel and to expedite student release.
 - 3) Students shall remain with their assigned classes until summoned to the Release Center.
-

- 4) Parents or authorized persons should sign out students prior to taking them.
- 5) A traffic control plan should be established to expedite the movement of vehicles and people at or near the Release Center.
- 6) If school buses are necessary to transport student home, the SASA must plan with the bus company detailing exactly when and where to pick up students.
- 7) The Principal, Vice Principal, and other personnel as assigned must ensure order is maintained at all times and students are released to their parent(s), or other responsible adult. Students are not to be released on their own without the permission of the Principal or Vice Principal. Teachers shall, if possible, remain with their students until relieved. If the reunification site is away from the campus, no student will be released to the custody of another juvenile.
- 8) Special accommodations for students with special needs must be developed and included as part of the procedure.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding these guidelines.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.7.28 PERSONAL READINESS GUIDELINES

1. **Purpose**

To provide a quick reference guide for personal readiness in support of Hawaii Emergency Management Agency (HI-EMA) and/or County Civil Defense (CD) Agencies managed incidents.

2. **Applies to**

School administrators and work-site supervisor.

3. **Key Information****D. Background:**

As employees of the Hawaii Department of Education (DOE), we must be prepared to assist the State of Hawaii in a civil defense (CD) emergency incident. Every government employee is considered an emergency worker and each department and agency is a supportive extension of the established civil defense emergency preparedness system.

Employees are encouraged to take three essential steps to prepare themselves and their family in an event they are called upon to support emergency response efforts. The three essential steps are as follows:

- 1) Be informed
- 2) Make a plan
- 3) Build a kit

E. Be Informed:

Emergencies can arise from weather and other natural hazards, industrial and transportation accidents, influenza pandemics, and terrorist acts. Anticipate and learn about the emergencies most likely to affect you and your family. Knowing what to do can make all the difference when seconds count.

- 1) Identify how local authorities will notify you during a disaster and how you will get information, whether through local radio, TV, or NOAA Weather Radio stations or channels.
- 2) Know the difference between different weather alerts such as watches and warnings and what actions to take in each.
- 3) Know what actions to take to protect yourself during disasters that may occur in areas where you travel or have moved recently.
- 4) Make sure that at least one member of your household is trained in first aid and CPR and knows how to use an automated external defibrillator (AED). This training is useful in many emergency situations.
- 5) Share what you have learned with your family, household, and neighbors and encourage them to be informed.

F. Make a Plan:

You and your family members may not be together when an emergency strikes. Planning ahead for various emergencies will improve your chances of keeping in touch, staying safe, and quickly reuniting.

- 1) Meet with your family or household members.
- 2) Discuss how to prepare and respond to emergencies that are most likely to happen where you live, learn, work, and play.
- 3) Identify responsibilities for each member of your household and plan to work together as a team.
- 4) If a family member is in the military, plan how you would respond if they were deployed.
- 5) Let your family know you are safe.
- 6) In case of separation during an emergency:
 - a. Choose two places to meet:
 - 1- Right outside your home in case of a sudden emergency such as fire, and
 - 2- Outside your neighborhood, in case you cannot return home or are asked to evacuate
 - b. Choose an out-of-area emergency contact person. It may be easier to text or call long distance if local phone lines are overloaded or out of service. Everyone should have emergency contact information in writing or saved on their cell phone.
- 7) In case of evacuation:
 - a. Decide where you would go and what route you would take to get there.
 - b. Practice evacuating your home twice a year. Drive your planned evacuation route and plot alternate routes on your map in case roads are impassable.
 - c. Plan ahead for your pets.

G. Build a Kit:

Assemble a collection of first aid supplies, food, water, medicines, and important papers that can sustain you and your family until a crisis passes. Consider the unique needs of your family and pets, and then assemble emergency supply kits in your home, car, and workplace. See *Emergency Supply Kit Recommended Items*.

H. Recommended Training:

Community Emergency Response Team (CERT): County CD offers free training in CERT. CERT educates individuals about disaster preparedness for hazards that may impact their area and trains them in basic disaster response skills such as fire safety, light search and rescue, team organization, and disaster medical operations.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- Administrative Directive No. 15-01, Emergency Management Preparedness Requirements for Departments
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8 GUIDELINES RELATED TO VARIOUS HAZARDS AND THREATS

11.8.1 ACTIVE SHOOTER/THREAT GUIDELINES

1. **Purpose**

These guidelines provide general requirements and references to support customizing an effective worksite plan for an active shooter/threat, and places a strong emphasis on prevention/mitigation, preparation, response, and recovery strategies.

2. **Applies to**

State, district, school employees, and work-site supervisors.

3. **Key Information**

A. Background:

Active shooter/threat incidents are rare and quick events many times taking less than 5-10 minutes. However, they are rarely spontaneous. Active shooter/threat events require planning to execute and are often the result of underlying grievances, problems or issues that are not addressed, combined with the shooter/threat's perception of isolation and inability to find a resolution to the problem.

In order to reduce the chances of an active shooter/threat incident, it is critical that schools and facilities have lines of open communication, policies, and procedures to support individuals that are at risk. Schools and work sites must develop and implement strong anti-bullying efforts; and implement measures that would promote healthy school climate and working environment that would promote a trusting relationship between students and adults. Furthermore, to utilize threat assessment and behavioral intervention tools to help identify disturbing signals and determine when intervention is necessary to mitigate and prevent potential threats.

B. Prevention/Mitigation and Preparedness Guidelines:

General requirements for prevention/mitigation and preparedness for active shooter/threat incidents include the following:

- 1) Ensure applicable personnel (e.g., state, district, school administrators, School Security Attendants, and other DOE employees) attend School Security/Administrator and Active Threat Response Professional Development (PD) organized by the Safety, Security, and Emergency Preparedness Branch (SSEPB).
- 2) Partner with supporting law enforcement agencies in the planning and conduct of active shooter/threat response drills and exercises.
- 3) Work with the faculty and staff on maintaining open communication and trusting relationships with students, families, and employees to detect signals, intervene appropriately, and resolve problems.
- 4) Implement school and workplace policies prohibiting bullying and workplace violence.
- 5) Ensure student transition periods (i.e., student drop-off/pick-up, recess, and lunch periods) are properly supervised. Additionally, it's vitally important that schools exercise focused **situational awareness** when supervising student transition periods to be mindful of strangers, unauthorized activities, and campus vulnerabilities.

Situational Awareness (SA) is the ability to observe and interpret what is happening around you and project potential outcomes. It is the most important element of active shooter/threat response.

- 6) Post “No Trespassing” and “Visitors Report to the Office” signs on the perimeter and at entrances to the campus.
- 7) Develop strict visitor-control procedures.
- 8) Require all employees and students to wear official DOE and school identification badges.
- 9) Maintain building locks and latches.
- 10) Develop and utilize threat assessment and behavioral intervention tools to help identify disturbing signals and determine when intervention is necessary to mitigate and prevent potential threats.
- 11) Conduct lockdown and off-campus evacuation drills at least annually.
- 12) Have the following available for police and emergency responders:
 - a) A person who is knowledgeable about the physical school campus outlay (i.e., location of phones, doors, windows, hallways, closets, electrical control panels, fire extinguishers, hoses, roof access, etc.).
 - b) School campus maps and diagrams.
 - c) Any information or records of the perpetrator/suspect.

C. Response Guidelines:

The following actions should be followed if there is a warning of an active shooter/threat:

- 1) Investigate any reports or rumors about a possible active shooter/threat targeting the campus.
- 2) Immediately call 9-1-1 and notify Complex Area Superintendent (CAS).
- 3) CAS will in turn notify Deputy Superintendent, SSEPB, and Communications Office.
- 4) Depending on threat, request for police presence. Provide police with any information (i.e., phone number from caller ID, etc.) or records available on the suspect.
- 5) Coordinate with Communications Office to distribute the following as soon as practical: 1) Letter to Parents; and 2) SchoolMessenger Message (mass messaging system).
- 6) Communications Office accomplishes the following as necessary: 1) Accomplish all internal and external communication requirements; 2) answers inquiries from all media sources, if any; 3) assist schools in composing “Letter to Parents”; 4) assist schools in composing SchoolMessenger Messages; 5) composes press releases for Superintendent; 6) composes press releases for Superintendent; and 7) post appropriate information in HIDOE Website, Facebook, and other social media venues to ensure immediate distribution of information.
- 7) If threat source is through social media and/or graffiti, take a snapshot and immediately send i.e., text) to Deputy Superintendent, SSEPB, Communications Office, and the Office of Information Technology Services (OITS). SSEPB will immediately coordinate with the Hawaii Emergency Management Agency (HI-EMA), Hawaii State Fusion Center (HSFC), and the Federal Bureau of Investigations (FBI) for emergency management and law enforcement support. OITS will immediately analyze and perform forensics to determine username, app, source, and if message

can be removed. Collectively, both SSEPB and OITS efforts are to determine if threat is credible or negligible.

- 8) When law enforcement arrives: 1) Follow-up on request for police presence; 2) have individual who reported threat available for questions; 3) show snapshot of social media threat; 4) provide written statement; 5) and obtain officer's name, badge number, and incident report number.
- 9) Coordinate with SSEPB to implement measures depending on the situation: 1) Notify law enforcement and request police presence at school; 2) secure campus perimeter; 3) to minimize rumors and ensure everyone is informed, plan for faculty meeting to brief situation, enhance "situational awareness," and instruct faculty to inform students; 4) plan for establishment of one campus entry/exit point and monitor/vet; 5) plan for enforcement of visitor sign-in at Main Administration Office; 6) plan for enforcement of faculty and student ID badge wear to facilitate immediate ID of trespassers/unauthorized personnel; and 7) plan to have all classroom doors closed and locked.

D. Guidelines for Response to Actual Active Shooter/Threat Incidents:

The following actions should be followed once an actual active shooter/incident occurs:

- 1) Immediately call 9-1-1 and notify the CAS.
- 2) Provide police with specific and current information regarding the actual incident.
- 3) Active Threat Response Systems:
 - a) Run, Hide, Fight
 - b) Advanced Law Enforcement Rapid Response Training Civilian Response to Active Shooter Events (ALERRT CRASE): Avoid, Deny, Defend
 - c) ALICE: A-Alert; L-Lockdown; I-Inform; C-Counter; E-Escape
 - d) AlerT: A-Assess; I-lockdown; e-evade; r-resist; T-Tell
- 4) First thing to do—**Assess**: Orient response action based upon level of contact with the threat and location: **CONTACT + LOCATION = RESPONSE**
- 5) Contact: 1) Direct Contact: No barriers between you and the attacker. Attacker is close enough to pose an immediate danger; and 2) Indirect Contact: Attacker on campus, or in building, but distance or barriers delay access to you.
- 6) Deny/Hide/Lockdown: Secure your location or area when you: 1) Have **indirect** contact with the threat; 2) can secure your location; and 3) exit leads to danger.
- 7) Avoid/Escapes/Run: Avoid the threat when you: 1) Have **direct** contact with the attacker; 2) cannot secure your location; and 3) have a clear path of escape.
- 8) Defend/Fight/Resist: As a last resort, resist when: 1) You have **direct** contact with the attacker; 2) cannot evade or escape; and 3) fear for loss of life or serious injury.
- 9) Alert/Inform/Tell: As you are able, alert others (i.e., school security, custodians, main office, adult supervisors, etc.), and call 9-1-1.
- 10) Follow "Lockdown Guidelines" if the decision is to declare emergency lockdown actions.
- 11) Signal "all clear" after the police have declared the area safe.
- 12) Treat the injured and inform parents or guardians on record.
- 13) Coordinate with Communications Office in preparation for media inquiries and information dissemination.

E. Guidelines for Actual Active Shooter/Threat Incidents with Fire Alarm Activation:

The following actions should be followed if an actual active shooter/threat incident occurs involves a fire alarm activation:

- 1) Move students to the safest available space.
- 2) Observe. Proceed to next step if no indicators or danger outside of the classroom.
- 3) Open door and quickly scan for signs of danger.
- 4) If there are no signs of danger:
 - a) Proceed with evacuation.
 - b) Remain situationally aware.
- 5) If there are signs of danger:
 - a) Verify door is locked
 - b) Barricade door and vision panels.
 - c) Prepare to evade or resist.

F. Recovery Guidelines:

These guidelines should be followed to restore the teaching/learning environment:

- 1) Arrange for support and psychological first aid if required
- 2) Communicate and share information with the school administration, faculty, and staff. Develop a follow-up plan together and engage the parents, students, and community agencies.
- 3) Conduct an investigation.
 - a) If suspect is a student: 1) Investigate; and 2) administer discipline in accordance with Chapter 19.
 - b) If suspect is an employee: 1) Inform the CAS; and 2) consult with the Office of Talent Management (OTM).
- 4) For injuries to employees:
 - a) Contact the Hawaii Occupational Safety and Health (HIOSH) "Accident Reporting" hotline at 586-9102 within eight (8) hours, if incident results in an employee death; three or more employees requiring inpatient hospitalization or damages in excess of \$25,000.00.
 - b) Complete OSHA Form 300 for employee injuries, illnesses, and accidents (beyond first aid).
 - c) Submit the appropriate reports for employee and student injuries.
- 5) Evaluate the effectiveness of actions taken and revise plans accordingly.
- 6) The Office of Student Support Services (OSSS):
 - a) Reminds schools of counseling and other trauma informed care support services available to students, parents, and staff.
 - b) Reminds staff to be vigilant about the signs of student social emotional needs.
 - c) Trained staff members may provide services which include but are not limited to: 1) Defusing/deescalating crisis tensions; 2) classroom interventions; 3) referrals to outside agencies; 4) communication with parent/guardian; 5) assisting the classroom teacher with safe messaging; 6) help with school and community communication; 7) monitoring of classes to determine the degree of impact; 8) individual counseling; 9) small group counseling; and 10)

- community meetings/engagement.
- 7) The Safety, Security, and Emergency Preparedness Branch (SSEP):
 - a) Follow-up with law enforcement agencies on the status of any pending investigations.
 - b) Organizes and conducts After-Action Reviews.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding these guidelines.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- Administrative Directive No. 15-01, Emergency Management Preparedness Requirements for Departments
- BOE Policy 103-3, Emergency Care for Sick or Injured Students
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- BOE Policy 305-6, Closing of Schools in the Event of Disaster and/or Other Emergencies

11.8.2 AIR POLLUTION GUIDELINES

1. **Purpose**

To provide a quick reference guide for air pollution and to be used in conjunction with guidelines for Prevention-Mitigation, Preparedness, Response, and Recovery to focus on the development of an emergency action plan (EAP).

See Prevention-Mitigation Guidelines

See Preparedness Guidelines

See Response Guidelines

See Recovery Guidelines

See Guide for Developing Emergency Action Plans (EAPs)

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information**

A. Background:

Air pollution occurs when gases, dust particles, fumes (smoke), or odor are introduced into the atmosphere in a way that makes it harmful to humans, animals, and plants. Air pollution can result from both human and natural actions.

1) Human activities that result in air pollution include:

- a) Emissions from industries and manufacturing activities
- b) Burning fossil fuels
- c) Household and farming chemicals

2) Natural incidents that pollute the air include:

- a) Wild fires
- b) Volcanic eruptions
- c) Wind erosion
- d) Pollen dispersal
- e) Evaporation of organic compounds
- f) Natural radioactivity

3) Vog is a volcanic eruption byproduct and refers to volcanic air pollution. It is the haze, seen in the air, caused by a combination of weather, wind conditions, and volcanic activity. Vog becomes thicker or lighter depending upon the amount of emissions from Kilauea volcano, the direction and amount of wind, and other weather conditions.

3) Air pollution may trigger other incidents/hazards and/or responses:

- a) Evacuation. *See Evacuation Guidelines.*
- b) Shelter-in-Place. *See Shelter-in-Place Guidelines.*

B. Alert Notifications:

The County Civil Defense (CD) will issue appropriate alert notifications as the incident unfolds. Alert notification are based upon Hawaii DOH air quality advisory levels:

- 1) Good (Green)
- 2) Moderate (Yellow)
- 3) Unhealthy for sensitive groups (Orange)
- 4) Unhealthy (Red)
- 5) Very unhealthy (Purple)
- 6) Hazardous (Maroon)

C. Prevention-Mitigation and Preparedness (Before) an Air Pollution:

- 1) Look around places where you spend time.
- 2) Identify safe places, preferably air conditioned room, within the facility.
- 3) Identify at-risk employees and/or students who has asthma and other respiratory problems.
- 4) Know the area's air quality risk/forecast. Monitor current air conditions daily.
- 5) Practice annual required drills/exercises.
 - a) Evacuation
 - b) Shelter-in-Place

D. Response (During) an Air Pollution:

- 1) Assess the situation and determine the level of emergency, based upon indicators such as increase in the number of employees and/or students having difficulty breathing or suffering from asthma.
- 2) Move person(s) from outside the building to inside immediately and remain indoors.
- 3) Close exterior doors and windows.
- 4) Drink bottled water to avoid dehydration.
- 5) Evacuate, if advised to do so.
- 6) For **vog incidents**:
 - a) Shelter the identified at-risk employees and/or students and render care.
 - b) Avoid physical activities, especially outdoors, such as brisk walking or exercise.
 - c) Fans and/or air conditioner may be used, but keep vents closed and use re-circulated air.
 - d) Damp cloth, or a paper, gauze surgical or non-toxic mask may be helpful. If breathing is difficult with mask, do not use it.
 - e) Have prescribed medication available and administer if necessary.
 - f) Notify parents/guardians of the severely affected.
 - g) Seek medical assistance, dial 911 for Emergency Medical Services (EMS), if needed.

E. Recovery (After) an Air Pollution:

- 1) Listen to local officials for updates and instructions.
- 2) Monitor current air conditions daily.

3) For **vog incidents**, air monitoring for sulfur dioxide will be conducted by Hawaii DOH.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HRS, Chapter 321, Department of Health
- HRS, Chapter 342B, Air Pollution Control
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- HAR, Title 11, Chapter 60.1, Air Pollution Control
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.3 ASSAULT GUIDELINES

1. **Purpose**

This document provides general requirements, guidelines, and references to support customizing an effective worksite plan for handling an assault, and places a strong emphasis on prevention/mitigation, preparedness, response, and recovery strategies.

2. **Applies to**

School administrators and other work site supervisors.

3. **Key Information**

A. **Background**

Assaults at schools and facilities result from a wide range of causes, and may involve DOE employees, students, or others. Schools and facilities can help reduce the risk of an assault by taking a proactive approach to preventing/mitigating and diffusing situations before an assault occurs. In response to an assault, schools and facilities must act quickly, and follow up with the fair and consistent application of DOE policies and procedures where applicable.

B. **Prevention/Mitigation and Preparedness Guidelines**

General requirements for prevention/mitigation and preparedness for an assault include the following.

- 1) Develop a school/workplace-violence safety plan.
- 2) Implement an open door policy where employees, and students can have grievances heard, and addressed.
- 3) Review and discuss with the staff the guidelines for:
 - a) School's expectations for student behaviors, and
 - b) Administrative follow-up for assault behaviors.
- 4) Review data from the safe school information system to identify areas and students of concern.
- 5) Consider staff, student, and community suggestions in developing school-level behavioral guidelines.
- 6) Provide proper supervision of all activities.
- 7) Any employee is allowed to call 911 when danger is imminent or assistance is needed to handle a physical altercation(s), however Administration must be informed of any 911 emergency calls made.
- 8) Train personnel to respond to assaults, such as:
 - a) Get help,
 - b) Avoid stepping between combatants during altercation, and
 - c) Issue verbal commands to stop.

C. **Response Guidelines**

These guidelines should be followed when an assault has occurred.

- 1) Assess the situation and determine the level of emergency.
- 2) Call 911 to alert the police and Emergency Medical Services (EMS), if assistance is needed.

- 3) Defuse tension. Separate the victim(s) and suspect(s) once order is restored.
- 4) Provide first aid as needed. *See Emergency Supply Kit Recommended Items*
- 5) Clear the area of spectators. Implement campus lock down if needed.
- 6) Seal off area for investigation.
- 7) Activate the Emergency Response Team
- 8) Notify the Complex Area Superintendent (CAS).
- 9) Follow investigative and disciplinary procedures.
 - a) **If suspected assailant is a student:**
 - Investigate and discipline in accordance with Chapter 19, and
 - Notify the parent/guardian
 - b) **If suspected assailant is an employee:**
 - Notify the police,
 - Investigate, and
 - Inform the CAS and consult with the Office of Human Resources
 - c) **If suspected assailant is someone other than a student or employee:**
 - Notify the police,
 - Investigate, and
 - Issue trespass letter.
 - d) **If victim is a student:**
 - Investigate, and
 - Notify the parents/guardian
 - e) **If victim is an employee:**
 - Notify the police,
 - Investigate, and
 - Inform the CAS and consult with the Office of Human Resources.
 - f) **If victim is someone other than a student or employee:**
 - Notify the police,
 - Investigate, and
 - Inform the CAS.

D. Recovery Guidelines

These guidelines should be followed to restore the teaching/learning environment.

- 1) Arrange for support and “psychological first aid.”
- 2) Report and record employee injuries,
 - a) Contact the Hawaii Occupational Safety and Health (HIOSH) “Accident Reporting” hotline at 586-9102 within eight (8) hours, if the incident results in an employee death, 3 or more employees requiring inpatient hospitalization or damages in excess of \$25,000.
 - b) Complete OSHA Form 300 for employee injuries, illnesses and accidents (beyond first aid); submit the appropriate reports for employee and student injuries.
- 3) Submit the appropriate DOE reports for employee and student injuries.
- 4) Disseminate information in accordance with the communication plan. *See Guide for Developing Emergency Communication Plan.*
- 5) Evaluate the effectiveness of actions taken and revise plan accordingly.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch in the Office of School Facilities and Support Services is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910.38, Emergency Action Plans
- OSHA 29 CFR 1904, OSHA Record Keeping Requirements
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HAR, Title 12, Subtitle 8, Chapter 52.1, Recording and Reporting Occupational Injuries and Illnesses
- HAR, Title 12, Subtitle 8, Chapter 60-2, Safety and Health Programs
- HAR, Title 12, Subtitle 8, Chapter 60-50 Standards
- OSHA Form 300, 300A, and 301
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.4 BALLISTIC MISSILE THREAT GUIDELINES

1. **Purpose**

To provide proper guidelines in planning and executing Shelter-in-Place emergency response actions for a Ballistic Missile Threat.

2. **Applies to**

State, District, School Administrators, and Work-Site Supervisors.

3. **Key Information**

A. Background:

Shelter-in-Place is one of the four primary emergency response actions (ERA). Get all employees, students, and staff inside into safe areas of shelter. Safe areas are concrete facilities with no glass windows with closable doors and windows.

B. When to Shelter-in-Place for Ballistic Missile Threat:

Civil Defense siren—Wailing Air Raid siren.

C. Shelter-in-Place Guidelines for Ballistic Missile Threat:

The following guidelines provided may assist with developing Shelter-in-Place for Ballistic Missile Threat procedures.

1) Before an emergency:

- a) Know safe areas/buildings for Shelter-in-Place for a ballistic missile threat.
- b) Know the procedures for sheltering in place during a ballistic missile threat.
- c) Recognize the alert sound.
- d) Have emergency kits in classrooms and offices.

2) During the emergency (everyone):

a) Get inside

- i) If you are indoors, stay indoors well away from windows.
- ii) If you are outdoors, seek immediate shelter in a building preferably a concrete structure such as a commercial building or parking structure.
- iii) If you are driving, pull safely to the side of the road and lay low in vehicle.
- iv) DO NOT look at the flash of light.

b) Stay inside

- i) Remain sheltered until you are told it is safe to leave or two weeks (14 days) have passed, whichever comes first.
- ii) You may be advised that it is safe to leave your shelter for short periods of time to locate food, water and medical care.
- iii) Electrical, water and other utilities may be severely disrupted or unavailable. Following the detonation, sheltering from radioactive fallout for up to 14 days is critically important. Public may need to briefly leave their shelters to locate essential supplies and equipment. Emergency Management will assess residual radiation levels and advise when sheltering can be discontinued.

c) Stay tuned:

- i) Listen to local AM-FM radio stations for official information.
 - ii) Cell phone, television, radio and internet services will be severely disrupted or unavailable.
 - iii) Small portable walkie-talkies may give you communication with nearby shelters.
- 3) Detail information:
- a) Within 10-15 minutes of notification, students and staff should move toward the center of a concrete building away from windows.
 - i) Gather all students within and immediately outside.
 - ii) Assist all handicapped and disabled persons. Get other students, aids, or teachers to assist you.
 - iii) If parents and/or other visitors show up at the school within 10-15 minutes of the notification, school personnel must offer them Shelter-in-Place protection.
 - b) After impact, and only when/if feasible, apply plastic sheeting, wet cloths, and duct tape to cover doors and windows.
 - i) Secure all windows and doors. If available in the classroom, use plastic sheeting, wet cloth and duct tape to seal doors, windows, cracks, etc. to minimize indoor air contamination. Do not open door(s).
 - ii) Turn off all other equipment.
 - iii) Turn off fans and air conditioning.
 - iv) Listen to telephone intercom system.
 - v) Take emergency attendance.
 - vi) Wait for further instructions.
 - c) Be aware and ready:
 - i) Be prepared to evacuate in accordance with site/campus Off-Campus Evacuation Plan.
 - ii) Be aware that you and those under your control may be moved to another location. Comply with proper authorities (i.e., emergency first responders, school administrators) directions.
 - iii) Keep phone lines clear. Do not allow students to use phone. Phones are for emergency use only.
 - d) Communication plan:
 - i) Use battery-powered radios during the emergency.
 - ii) State officials will advise when it is safe to end the Shelter-in-Place. The Safety, Security, and Emergency Preparedness Branch (SSEPB) will work with HI-EMA in collecting the most accurate information; communication will be posted to the HIDOE website and social media accounts. Complex Area Superintendents are the lead in relaying all-clear to their schools.
- 4) Remain in shelter-in-place until an **“All Clear”** signal is given by proper authorities (i.e., school administrator).

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding these guidelines.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities, procedures, and forms:

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- DOE Memo, Shelter-in-Place Guidance for Ballistic Missile Threats, January 16, 2018

11.8.5 BIOLOGICAL RELEASE GUIDELINES

1. **Purpose**

This guide provides general requirements, guidelines, and references to support customizing an effective worksite plan for a suspected biological release and places a strong emphasis on prevention/mitigation, preparedness, response, and recovery strategies.

2. **Applies to**

School administrators and other work site supervisors.

3. **Key Information**

A. **Background**

This guideline provides general requirements and guidelines to support individual plans for a suspected biological release, and places a strong emphasis on customizing an effective plan that includes prevention/mitigation, preparedness, response, and recovery strategies.

B. **Prevention/Mitigation and Preparedness Guidelines**

General requirements for prevention/mitigation and preparedness for a suspected biological release, or the deliberate release of germs that can make you sick, include the following:

- 1) Report all suspicious letters, packages, and activities to your supervisor.
- 2) Be aware that:
 - a) Common methods of transmittal of biological release are through inhalation, digestion, and through the pores of the skin;
 - b) Some biological agents, such as small pox, are contagious; while others, such as anthrax, are non-contagious; and
 - c) A biological attack may or may not be immediately apparent.
- 3) Be aware of possible symptoms of exposure to a biological release including: watery eyes, twitching, choking, loss of coordination, or trouble with breathing.
- 4) Be familiar with the DOE *Bloodborne Pathogens Exposure Control Plan* in the event the biological release involves blood and/or other potentially infectious materials (OPIM)
- 5) Conduct the shelter-in-place and off-campus emergency drills annually.

C. **Response Guidelines**

1) **During a declared biological emergency:**

- a) Listen to the emergency alert system, radio, or TV for information,
- b) Monitor students and staff for symptoms,
- c) Treat the ill and injured,
- d) Activate the Emergency Response Team; *see Introduction to Emergency Response Team*,
- e) Prepare to shelter-in-place, and
- f) Report any unusual or suspicious substance on the campus.

2) **If biological exposure may have occurred:**

- a) Follow steps a-f above;

- b) Isolate and treat the affected students and staff following instructions of the medical officials;
- c) Call 911 to alert the police, Emergency Medical Services (EMS) and fire department (HazMat), for assistance;
- d) Secure the affected area(s);
- e) Implement shelter-in-place;
- f) Inform the Complex Area Superintendent (CAS); Safety, Security, and Emergency Preparedness Branch; and DOE Communications;
- g) Listen for instructions from the first responders, and
- h) Disseminate information in accordance with the communication plan; *see Guide for Developing Emergency Communication Plan.*

D. Recovery Guidelines

These guidelines should be followed to restore the teaching/learning environment.

- 1) Arrange for support and psychological first aid.
- 2) Release the area for clean-up, only after investigations by the Fire and Police Departments have been completed.
- 3) Notify the Safety, Security, and Emergency Preparedness Branch. Call the Facilities Maintenance Branch for clean-up assistance.
- 4) Inform the CAS on the readiness of the site to operate.
- 5) Report and record employee injuries,
 - a) Contact the Hawaii Occupational Safety and Health (HIOSH) "Accident Reporting" hotline at 586-9102 within eight (8) hours, if the incident results in an employee death, 3 or more employees requiring inpatient hospitalization or damages in excess of \$25,000.
 - b) Complete OSHA Form 300 for employee injuries, illnesses and accidents (beyond first aid); submit the appropriate reports for employee and student injuries.
- 6) Submit the appropriate DOE reports for employee and student illness and injuries.
- 7) Evaluate the effectiveness of actions taken and revise the plans accordingly.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch in the Office of School Facilities and Support Services is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910.38, Emergency Action Plans
- OSHA 29 CFR 1910.165, Employee Alarm Systems
- OSHA 29 CFR 1904, OSHA Record Keeping Requirements
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HAR, Title 12, Subtitle 8, Chapter 52.1, Recording and Reporting Occupational Injuries and Illnesses
- HAR, Title 12, Subtitle 8, Chapter 60-2, Safety and Health Programs.
- HAR, Title 12, Subtitle 8, Chapter 60-50 Standards
- BOE Policy 103-3, Emergency Care for Sick or Injured Students
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- OSHA Form 300, 300A, and 301
- State of Hawaii Form WC-1

11.8.6 BOMB THREAT GUIDELINES

1. **Purpose**

To provide a quick reference guide for prevention/mitigation, preparedness, response, and recovery related to a bomb threat.

2. **Applies to**

School administrators and other work site supervisors.

3. **Key Information**

A. Background

This guideline provides general requirements and guidelines to support individual plans for a bomb threat and places a strong emphasis on customizing an effective plan that includes prevention/mitigation, preparedness, response, and recovery strategies.

B. Prevention/Mitigation and Preparedness Guidelines

General requirements for prevention/mitigation and preparedness for a bomb threat include the following.

- 1) Establish a strict procedure for visitors to sign-in and be easily identified (visitor badge) while on campus or other work sites.
- 2) Conduct daily inspections of facilities and be alert and report suspicious packages or devices.
- 3) Be alert and report suspicious looking or unfamiliar persons.
- 4) Place a *Bomb Threat Card Checklist* next to the office phones and review the procedures for handling bomb threat calls with office personnel.
- 5) Practice the fire evacuation drill, as required.
- 6) Conduct the off-campus evacuation drill annually.

C. Response Guidelines

These guidelines should be implemented upon receipt of a bomb threat.

1) **If the threat is received by telephone:**

- a) Attempt to detain the caller and use the *Bomb Threat Checklist* questions to obtain and record information,
- b) Immediately cease the use of all two-way radios, cellular phones, and other transmitting instruments, which may trigger bombs,
- c) Prepare to evacuate the buildings using the fire evacuation drill,
- d) Call 911 to alert the police, and
- e) Conduct a visual search for suspicious packages or devices.

2) **If a suspicious package or device is found:**

- a) Secure the area around the device; **DO NOT TOUCH OR MOVE THE DEVICE!**
- b) Call 911 to alert the police,
- c) Evacuate the buildings using the fire evacuation drill procedure.
- d) Be prepared to implement the off-campus evacuation drill, if directed by the police or fire department.

- e) Activate the Emergency Response Team.
Disseminate information in accordance with the Emergency Communication Plan;
- f) Inform the Complex Area Superintendent (CAS);
Safety, Security, and Emergency Preparedness Branch, and DOE Communications.
- g) Keep students in a safe area until the “all clear” signal to re-enter buildings is provided by the police.
- h) Be prepared to close school and release students and employees. See *Emergency Closing Guidelines*

D. Recovery Guidelines

These guidelines should be followed to restore the teaching/learning environment.

- 1) Arrange for support and psychological first aid as needed.
- 2) Disseminate information in accordance with the Emergency Communication Plan; share information on a need-to-know basis in order to prevent “copycat” bomb threats.
- 3) Activate the Emergency Response Team.
- 4) Assist the police with investigation.
- 5) Prepare for continuing bomb threats.
- 6) Evaluate the effectiveness of actions taken and revise plan accordingly.

4. Guideline Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch in the Office of School Facilities and Support Services is responsible for maintenance, administration, and questions regarding this guideline.

5. References, Resources, and Forms

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HAR, Title 12, Subtitle 8, Chapter 60-2, Safety and Health Programs
- HAR, Title 12, Subtitle 8, Chapter 60-50 Standards
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.7 CHEMICAL RELEASE OR SPILL GUIDELINES

1. **Purpose**

This guideline provides general requirements, guidelines, and references to support customizing an effective worksite plan for the release or spill of a chemical, and places a strong emphasis on prevention/mitigation, preparedness, response, and recovery strategies.

2. **Applies to**

School administrators and other work site supervisors.

3. **Key Information**

A. Background

The effects of a chemical release or spill could range from a minor inconvenience to major health or environmental threat. The appropriate response is governed by the Safety Data Sheet (SDS) for the specific chemical involved. It is critical that schools and facilities educate and train their employees about the proper storage, handling, usage, and disposal of hazardous chemicals present at their facility, in order to prevent/mitigate incidents or to properly respond to releases or spills.

B. Prevention/Mitigation Guidelines

General requirements for prevention/mitigation for the release or spill of a chemical include the following.

- 1) Implement the DOE Hazard Communication Program requirements to comply with state laws, and DOE procedures.
- 2) Know what courses/areas generate hazardous waste in the school (i.e., science, industrial arts, art and photography, custodial and office supplies).
- 3) Develop a process for custodial workers and staff to report hazardous conditions, including the discovery of hazardous materials.
- 4) Properly dispose of hazardous chemicals no longer needed or used. *See most current DOE Memo related to Disposal of Hazardous Materials.*

C. Preparedness Guidelines

General requirements for preparedness for the release or spill of a chemical include the following.

- 1) Practice off-campus evacuation and shelter-in-place drills annually.
- 2) Assemble an emergency supply kit; *see Emergency Supply Kit Recommended Items.*
- 3) Be aware of signs of possible chemical threat such as watery eyes, stinging sensation on the skin, and difficulty breathing.
- 4) Train and document training students who handle chemicals most often, such as students enrolled in science-lab courses and industrial arts.

D. Response Guidelines

These guidelines should be followed in the event of a chemical release.

- 1) If a chemical is released indoors:
 - a) Consult Safety Data Sheets (SDS) immediately for information on emergency and first aid procedures.
 - b) Isolate exposed persons, treat as directed by SDS, and seek medical attention.
 - c) Evacuate the affected building, shut down the air handling system (i.e., air conditioners, fans), and restrict access to the area.
 - d) Determine the appropriate response procedure (shelter-in-place or off-campus evacuation).
 - e) Call 911 to alert the fire department and Emergency Medical Services.
 - f) Notify the Complex Area Superintendent (CAS); Safety, Security, and Emergency Preparedness Branch; and Environmental Services Section.
 - g) Prepare to close school and release students at the direction of the CAS.
 - h) Disseminate information in accordance with the communication plan. *See Guide for Developing Emergency Communication Plan.*
- 2) If a hazardous material or chemical is released outdoors:
 - a) Decide on the appropriate response, based on location of the chemical release and the direction and speed of winds.
 - b) Determine the appropriate response procedure: off-campus evacuation or shelter-in-place.
 - c) Follow steps 1e – 1h above.

E. Recovery Guidelines

These guidelines should be followed to restore the teaching/learning environment.

- 1) Arrange for support and psychological first aid.
- 2) Signal the “all clear” when directed by the police or fire department.
- 3) Follow any special instructions given by emergency responders to avoid exposure to contaminants.
- 4) Call the Environmental Services Section for assistance.
- 5) Report and record employee injuries,
 - a) Contact the Hawaii Occupational Safety and Health (HIOSH) “Accident Reporting” hotline at 586-9102 within eight (8) hours, if the incident results in an employee death, 3 or more employees requiring inpatient hospitalization or damages in excess of \$25,000.
 - b) Complete OSHA Form 300 for employee injuries, illnesses and accidents (beyond first aid); submit the appropriate reports for employee and student injuries.
- 6) Submit the appropriate DOE reports for employee and student injuries.
- 7) Evaluate the effectiveness of actions taken and revise plans accordingly.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch in the Office of School Facilities and Support Services is responsible for maintenance, administration, and questions regarding this Guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910.38, Emergency Action Plans
- OSHA 29 CFR 1910.1200, Hazard Communication
- OSHA 29 CFR 1904, OSHA Record Keeping Requirements
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards.
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.8 EARTHQUAKE GUIDELINES

1. **Purpose**

To provide a quick reference guide for earthquakes and used in conjunction with SP Prevention-Mitigation, Preparedness, Response, and Recovery to focus on the development of an emergency action plan (EAP).

See Prevention-Mitigation Guidelines

See Preparedness Guidelines

See Response Guidelines

See Recovery Guidelines

See Guide for Developing Emergency Action Plans (EAPs)

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information**

A. **Background:**

Earthquakes are sudden rolling or shaking events caused by movement under the earth's surface. Earthquakes happen along cracks in the earth's surface, called fault lines, and can be felt over large areas. Earthquakes can happen at any time of the year.

Aftershocks are smaller earthquake that follow the main shock and can cause further damage. Aftershocks can occur in the first hours, days, weeks, or even months after the quake.

Earthquakes may cause deaths and injuries and extensive property damage. Most earthquake related injuries result from collapsing walls, flying glass, and falling objects.

Earthquakes may trigger other incidents/hazards and/or responses:

- 1) Fire. *See Fire Guidelines.*
- 2) Tsunami. *See Tsunami Guideline.*
- 3) Evacuation. *See Evacuation Guidelines.*

B. **Prevention-Mitigation and Preparedness (Before) an Earthquake:**

- 1) Look around places where you spend time.
- 2) Identify safe places such as sturdy table or desk or against an interior wall away from windows, bookcases, and/or tall furniture that could fall.
- 3) Practice annual required drills/exercises.
 - a) Earthquake - "Drop, Cover, and Hold-on."
 - b) Fire.
 - c) Tsunami - if within tsunami evacuation zone.
 - d) Evacuation.

C. Response (During) an Earthquake:

- 1) **If you are inside a building:**
 - a) Stay where you are until the shaking stops. Do not run outside or get in a doorway.
 - b) Stay away from glass windows, outside doors and walls, and anything that could fall such as light fixtures or furniture.
 - c) Drop, Cover, and Hold-On
 - 1- Drop to the ground, hands, and knees
 - 2- Cover your head and neck with your arms
 - 3- Hold-on to any sturdy covering. If no covering is available, low furniture or an interior wall or corner nearby may provide some cover.
- 2) **If you are outside:**
 - a) Move away from buildings, streetlights, and utility wires.
 - b) Stay in an open area.
 - c) Drop, Cover, and Hold-On.
 - d) Stay there until the shaking stops.
- 3) **If you are in low-lying coastal areas or a tsunami inundation zone:**

If located in these areas and the ground shakes so hard that it causes a person to fall, have difficulty standing, or requires one to hold on to something to keep from falling, assume that a local tsunami has been generated and could reach the shore within minutes. **Take immediate action, evacuate.**

D. Recovery (After) an Earthquake:

- 1) When the shaking stops, look around. If there is a clear path to safety, leave the building and go to an open space away from damaged areas. *See Evacuation; Guidelines.*
- 2) If you are trapped, do not move about or kick up dust.
- 3) If you have a cell phone with you, use it to call or text for help
- 4) Tap on a pipe or wall or use a whistle, if you have one, so that rescuers can locate you.
- 5) Be prepared to Drop, Cover, and Hold-On in the likely event of aftershocks.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.9 EXPLOSION GUIDELINES

1. **Purpose**

This guideline provides general requirements, guidelines, and references to support customizing an effective worksite plan related to an explosion, and places a strong emphasis on prevention/mitigation, preparedness, response, and recovery strategies.

2. **Applies to**

School administrators and other work site supervisors.

3. **Key Information****A. Background**

An explosion at a facility requires quick response in order to minimize, and possibly prevent additional damage and/or injuries from occurring. It is critical for schools and facilities, to take steps to prevent/mitigate an explosive situation, but still be prepared with plans and procedures to rapidly respond to an explosion.

B. Prevention/Mitigation and Preparedness Guidelines.

General requirements for prevention/mitigation and preparedness for an explosion include the following.

- 1) Develop a plan to provide for safe classrooms, laboratories, and facilities. Include the following provisions:
 - a) Survey laboratories on a regular basis.
 - b) Provide training opportunities on safety requirements in the curriculum areas.
 - c) Instruct and supervise students on safe practices.
 - d) Properly label, store, and dispose of materials.
 - e) Purchase safe materials and protective equipment.
 - f) Equipment:
 - 1- Routinely inspect equipment to insure it is in safe operating condition;
 - 2- Ensure the equipment is properly maintained;
 - 3- Repair the equipment as necessary; and
 - 4- Dispose of equipment that cannot be safely used and/or repaired.
- 2) Take immediate corrective action to reduce or eliminate safety hazards and unsafe practices.
- 3) Establish a strict procedure for visitors on campus.
- 4) Establish a strict procedure for the control and inspection of packages and materials.
- 5) Conduct shelter-in-place drills in response to an explosion.
- 6) Provide all employees with access to appropriate Safety Data Sheet (SDS) records.
- 7) Provide all employees with Hazardous Communication training as required.

C. Response Guidelines

These guidelines should be followed in the event of an explosion.

- 1) Activate signal to shelter-in-place; evacuate building only if necessary and upon instruction.
- 2) Seek assistance of the Health Aide to render aid to injured person(s).

- 3) Seal off area of incident for investigation
- 4) Be aware that more explosions may occur.
- 5) Call 911 to alert police, fire, and Emergency Medical Services (EMS), as needed.
- 6) Check for fire and other hazards.
- 7) Detain students in a safe area until an “all clear” is declared by the emergency responders.
- 8) Inform the Complex Area Superintendent (CAS), Safety, Security and Emergency Preparedness Branch, and DOE Communications.
- 9) Disseminate information in accordance with the communication plan; *see Guidelines for Developing Emergency Communication Plan.*

D. Recovery Guidelines

These guidelines should be followed to restore the teaching/learning environment.

- 1) Arrange for support and psychological first aid.
- 2) Assess the extent of damage to facilities and operations.
- 3) Call the Office of Facilities and School Support Services, Facilities Maintenance Branch Response Center to assist with repair of facilities.
- 4) Inform the CAS on the readiness of the site to operate.
- 5) Activate the Emergency Response Team.
- 6) Report and record employee injuries:
 - a) Contact the Hawaii Occupational Safety and Health (HIOSH) “Accident Reporting” hotline at 586-9102 within eight (8) hours, if the incident results in an employee death, 3 or more employees requiring inpatient hospitalization or damages in excess of \$25,000.
 - b) Complete OSHA Form 300 for employee injuries, illnesses and accidents (beyond first aid); submit the appropriate reports for employee and student injuries.
- 7) Submit the appropriate reports for employee and student injuries.
- 8) Evaluate the effectiveness of actions taken and revise plans accordingly.

4. Guideline Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch in the Office of School Facilities and Support Services is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910.38, Emergency Action Plans
- OSHA 29 CFR 1910.165, Employee Alarm Systems
- OSHA 29 CFR 1910.1200, Hazard Communication
- OSHA 29 CFR 1904, OSHA Record Keeping Requirements
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HAR, Title 12, Subtitle 8, Chapter 52.1, Recording and Reporting Occupational Injuries and Illnesses
- HAR, Title 12, Subtitle 8, Chapter 60-2, Safety and Health Programs
- HAR, Title 12, Subtitle 8, Chapter 60-50 Standards
- BOE Policy 103-3, Emergency Care for Sick or Injured Students
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.10 FIRE GUIDELINES

1. **Purpose**

This guideline provides general requirements, guidelines, and references to support customizing an effective worksite plan for a fire, and places a strong emphasis on prevention/mitigation, preparedness, response, and recovery strategies.

2. **Applies to**

School administrators and other work site supervisors.

3. **Key Information****A. Background**

Causes of fires at schools and facilities may be man-made (arson), technical (electrical short circuit), or natural (lightning strike, or brush fire). Due to the wide range of causes for a fire, and the threat fires pose to life and property, schools and facilities must take a proactive approach to preventing/mitigating fire hazards, and a particularly strong emphasis on response plans to protect life in case of a fire. See *Fire Inspection Program, SSEPB (Safety section) intranet site*.

B. Prevention/Mitigation and Preparedness Guidelines

General requirements for prevention/mitigation and preparedness for a fire include the following.

- 1) Conduct the annual fire inspections with the fire department. Correct all violations.
- 2) Conduct a school self-inspection and correct all hazards.
- 3) Heed safety practice reminders on fire hazards, such as:
 - a) Unplug fans, power strips, and small appliances when not in use.
 - b) Use only power strips and surge protectors with circuit breakers showing a seal of approval from an accredited testing laboratory.
 - c) Do not plug refrigerators, microwave ovens, toasters, heaters, or coffee makers into power strips. These appliances must be plugged directly into wall outlets.
 - d) Use 3-wire extension cords of appropriate gauge, (e.g., heavy-duty, orange extension cord).
 - e) Store chemicals by compatibility to prevent chemical fires. Use physical separation for storage of incompatible chemical materials.
 - f) Store flammable liquids in fire protected cabinets.
- 4) Clear the areas in and around buildings of combustible debris.
- 5) Work with faculty and staff to comply with the Fire Inspection Program.
- 6) Conduct and document required fire evacuation drills.
- 7) Conduct monthly test of Fire Alarm System to ensure that fire-warning system is operational.
- 8) Recharge fire extinguishers annually and ensure proper filing of the inventory document.
- 9) Conduct off-campus evacuation drill at least annually.
- 10) View the *PASSing with School Fire Extinguishers* video on use.
- 11) Know the location of main utility panels and valves.

- 12) Develop procedures to protect vital records and equipment; create back-up copies of all critical records and information.
- 13) Maintain, in an accessible location, an updated copy of emergency phone numbers, “telephone tree” for faculty and staff, students’ emergency information, and other critical information.
- 14) Have Asbestos Hazard Emergency Response Act (AHERA) Management Plan binder and Lead Paint Survey Inspection Report available.

C. Response Guidelines

These guidelines should be implemented if a fire or smoke from a fire has been detected within the school or facility. *See DOE Emergency Procedures Guide.*

- 1) Activate the fire alarm.
- 2) Call 911 to alert fire and police departments.
- 3) Evacuate buildings in accordance with pre-arranged routes or other safe routes. Shut doors and turn off lights before leaving class.
- 4) Account for all students and staff.
- 5) Seek assistance of the Health Aide to render first aid to injured person(s).
- 6) Keep access roads open for emergency vehicles.
- 7) Prepare to implement the off-campus evacuation drill, if directed.
- 8) Activate Emergency Response Team.
- 9) Disseminate information in accordance with the communication plan. *See Guidelines for Developing Emergency Communication Plan.*
- 10) Notify the Complex Area Superintendent (CAS); Safety, Security and Emergency Preparedness Branch; and DOE Communications Office.
- 11) Keep students in a safe area until the “all clear” signal is given.
- 12) Prepare to close school and release students and employees.

D. Recovery Guidelines

These guidelines should be followed to restore the teaching/learning environment.

- 1) Arrange for support and psychological first aid.
- 2) Activate the Emergency Response Team. *See Guidelines for Development Emergency Response Team / Incident Command System*
- 3) Release the area for clean-up, only after investigations by the Fire and Police Departments have been completed.
- 4) Review the AHERA Management Plan and Lead Paint Survey Inspection Report.
- 5) Assess the extent of damage to facilities and operations.
- 6) Call the Facilities Maintenance Branch Response Center, under the Office of School Facilities and Support Services, to assist with repair and maintenance of facilities and to restore utilities. Also contact the Safety, Security, and Emergency Preparedness Branch.
- 7) Inform the CAS on the readiness of the site to operate.
- 8) Report and record employee injuries:
 - a) Contact the Hawaii Occupational Safety and Health (HIOSH) “Accident Reporting” hotline at 586-9102 within eight (8) hours, if the incident results in an employee death, 3 or more employees requiring inpatient hospitalization or damages in excess of \$25,000.

- b) Complete OSHA Form 300 for employee injuries, illnesses and accidents (beyond first aid); submit the appropriate reports for employee and student injuries.
- 9) Submit the appropriate reports for employee and student injuries.
- 10) Evaluate the effectiveness of actions taken and revise the plans accordingly.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch in the Office of School Facilities and Support Services is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910.38, Emergency Action Plans
- OSHA 29 CFR 1910.106, Flammable Liquids
- OSHA 29 CFR 1910.165, Employee Alarm Systems
- OSHA 29 CFR 1904, OSHA Record Keeping Requirements
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards.
- HAR, Title 12, Subtitle 8, Chapter 52.1, Recording and Reporting Occupational Injuries and Illnesses
- HAR, Title 12, Subtitle 8, Chapter 60-2, Safety and Health Programs
- HAR, Title 12, Subtitle 8, Chapter 60-50, Standards
- BOE Policy 103-3, Emergency Care for Sick or Injured Students
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- DOE Emergency Procedures Guide
- DOE Fire Inspection Program
- School's Lead Survey Inspection Report
- OSHA Forms 300, 300A, 301
- Hazard Communication Program – 2015 manual
- PASSing with School Fire Extinguishers - video State of Hawaii Form WC-1

11.8.11 FLOOD GUIDELINES

1. **Purpose**

To provide a quick reference guide for floods and to be used in conjunction with Guidelines for Prevention-Mitigation, Preparedness, Response, and Recovery to focus on the development of an emergency action plan (EAP).

See Prevention-Mitigation Guidelines

See Preparedness Guidelines

See Response Guidelines

See Recovery Guidelines

See Guide for Developing Emergency Action Plans (EAPs)

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information**A. **Background:**

Flooding refers to water overflowing onto land that is normally dry. Floods can happen during heavy rains, when ocean waves come on shore (coastal flooding), when snow melts too fast, or when dams or levees break. They can occur quickly or over a long period and may last days, weeks, or longer.

Flash floods are the most dangerous kind of floods, because they combine the destructive power of a flood with incredible speed and unpredictability. They can happen with little or no warning.

Flash floods may trigger other incidents/hazards and/or responses:

- 1) Landslides & Debris Flow.
- 2) Evacuation. *Evacuation Guidelines*.
- 3) Shelter-in-Place. *Shelter-in-Place Guidelines*.

B. **Alert Notifications:**

The County Civil Defense (CD) will issue appropriate alert notifications as the incident unfolds.

Flash flood alert notification includes the following:

- 1) Statements are issued to provide follow-up information.
- 2) **Advisories** are issued for nuisance flooding that are occurring or imminent. Nuisance flooding are minor, recurrent flooding causing public inconveniences such as road closures, overwhelmed storm drains and compromised infrastructure.
- 3) **Warnings** (“Take Action”) are issued for flooding that is occurring or will develop quickly. Action should be taken.
- 4) **Watches** (“Be Aware”) are issued for heavy rains leading to flash flooding is possible. Watches may be issued up to 12 hours before flash flooding is expected.

C. Basic Safety Tips:

- 1) Turn Around, Don't Drown!
- 2) Avoid walking or driving through flood waters.
- 3) Just 6 inches of moving water can knock you down, and 2 feet of water can sweep a vehicle away.
- 4) If there is a chance of flash flooding, move immediately to higher ground.
- 5) If floodwaters rise around vehicle but the water is not moving, abandon the vehicle and move to higher ground. Do not leave the vehicle and enter moving water.
- 6) Avoid camping or parking along streams, rivers, and creeks during heavy rainfall. These areas can flood quickly and with little warning.

D. Prevention-Mitigation and Preparedness (Before) a Flood:

- 1) Know the area's flood risk.
 - a) Floodplain management
 - b) Nearby waterways, streams, drainage channels, canyons
- 2) Practice annual required drills/exercises.
 - a) Evacuation
 - b) Shelter-in-Place

E. Response (During) a Flood:

- 1) If a **flash flood watch** has been issued:
 - a) Move all persons indoors or away from flood areas.
 - b) Bring in outdoor items and move important indoor items to the highest possible floor.
 - c) Disconnect electrical appliances.
 - d) If instructed, turn off gas and electricity at the main switch or valve. This helps to prevent fires and explosions.
- 2) If a **flash flood warning** has been issued:
 - a) Move immediately to higher ground or stay on high ground.
 - b) Evacuate, if advised to do so.
 - c) For schools:
 - 1- Prepare to close school and release students in accordance with the Closing of School Procedures. *See Emergency Closing Guidelines*
 - 2- Prepare to detain students, who live in or travel through affected areas.

F. Recovery (After) a Flood:

- 1) Return only when authorities say it is safe.
- 2) Be aware of areas where floodwaters have receded and watch out for debris.
- 3) Do not attempt to drive through areas that are still flooded.
- 4) Avoid standing water.
- 5) Photograph damage to property.
- 6) Take steps to avoid indoor air quality (IAQ) problems such as mold.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

- The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.
- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.12 HIGH SURF GUIDELINES

1. **Purpose**

To provide a quick reference guide for high surf and to be used in conjunction with guidelines for Prevention-Mitigation, Preparedness, Response, and Recovery to focus on the development of an emergency action plan (EAP).

See Prevention-Mitigation Guidelines

See Preparedness Guidelines

See Response Guidelines

See Recovery Guidelines

See Guide for Developing Emergency Action Plans (EAPs)

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information**A. **Background:**

High Surf are caused by storms or high winds over the open ocean that can generate large waves in coastal areas. High surf typically impacts the shore in “sets” of three to five waves between lulls. Any wave can be significantly larger than the previous one. Although general forecasts can be made about surf conditions, the timing of individual waves can never be predicted.

High surf may trigger other incidents/hazards and/or responses:

- 1) Flood. *See Flood Guidelines.*
- 2) Landslides & Debris Flow.
- 3) Rip Currents.
- 4) Tsunami. *See Tsunami Guidelines.*
- 5) Evacuation. *See Evacuation Guidelines.*
- 6) Shelter-in-Place. *See Shelter-in-Place Guidelines.*

B. **Alert Notifications:**

The County Civil Defense (CD) will issue appropriate high surf alert notifications as the incident unfolds and waves reaches a threshold criteria for a particular island and shoreline.

Advisories or **warnings** may be issued up to 24 hours ahead of the arrival of the swell and may remain in effect for several days.

C. **Prevention-Mitigation and Preparedness (Before) a High Surf:**

- 1) Know the area’s flood risk
 - a) Floodplain management
 - b) Nearby waterways, streams, drainage channels, canyons
- 2) Practice annual required drills/exercises
 - a) Tsunami, if within tsunami evacuation zone
 - b) Evacuation

c) Shelter-in-Place

D. Response (During) a High Surf:

- 1) Move all persons indoors, away from flood areas, to higher ground, or stay on high ground.
- 2) Evacuate, if advised to do so.
- 3) Bring in outdoor items and move important indoor items to the highest possible floor.
- 4) Disconnect electrical appliances.
- 5) If instructed, turn off gas and electricity at the main switch or valve. This helps prevent fires and explosions.
- 6) For schools, prepare to detain students who live in or travel through affected areas.

E. Recovery (After) a High Surf:

- 1) Listen to local officials for updates and instructions.
- 2) Return only when authorities say it is safe.
- 3) Photograph the damage to your property in order to assist in filing claim.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this Guideline.

5. References, Resources, and Forms

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.13 MEDICAL EMERGENCY GUIDELINES**1. Purpose**

To provide a quick reference guide for prevention/mitigation, preparedness, response, and recovery related to an incident requiring emergency medical services.

2. Applies to

School administrators and other work site supervisors.

3. Key Information**A. Background**

This guideline provides general requirements, guidelines, and references to support customizing an effective worksite plan for a medical emergency (a sudden injury/illness that poses an immediate risk to a person's life or long-term health), and places a strong emphasis on prevention/mitigation, preparedness, response, and recovery strategies.

B. Prevention/Mitigation and Preparedness Guidelines

General requirements for prevention/mitigation and preparedness for a medical emergency include the following.

- 1) Conduct an annual school safety inspection to identify and correct all safety hazards.
- 2) Establish classroom and playground rules and safety procedures.
- 3) Provide proper supervision for students throughout all activities.
- 4) Comply with applicable regulations regarding safe, healthy, and sanitary working conditions.
- 5) Provide safety equipment in connection with employee official work duties.
- 6) Provide safe workplaces for everyone.
- 7) Review and analyze accidents to determine preventive steps to be taken.
- 8) Update regularly, emergency contact information and information for persons with special medical needs.

C. Response Guidelines

These guidelines should be followed when someone needs serious medical attention.

- 1) Assess seriousness of illness or injury.
- 2) Summon the Health Aide and treat the injured.
- 3) Call 911 to alert the Emergency Medical Services (EMS) and police.
- 4) Accompany the ill or injured to the medical facility; inform parents or emergency contact.
- 5) Seal off the area, if it is identified as a possible "crime scene."
- 6) Inform the Complex Area Superintendent (CAS); Safety, Security, and Emergency Preparedness Branch (SSEPB); and DOE Communications.
- 7) Disseminate information in accordance with the communication plan; *see Guidelines for Developing Emergency Communication Plan.*

D. Recovery Guidelines

These guidelines should be followed to restore the teaching/learning environment.

- 1) Arrange for support and psychological first aid if required.
- 2) Report and record employee injuries:
 - a. Reporting Employee Injuries to HiOSH
 - b. Completing OSHA Form 300, 300A, and 301.
- 3) Submit the appropriate DOE reports for employee and student injuries.
- 4) Evaluate the effectiveness of actions taken and revise plans accordingly.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch in the Office of School Facilities and Support Services is responsible for maintenance, administration, and questions regarding this guideline.

5. References, Resources, and Forms

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1904, OSHA Record Keeping Requirements
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HAR, Title 12, Subtitle 8, Chapter 52.1, Recording and Reporting Occupational Injuries and Illnesses
- HAR, Title 12, Subtitle 8, Chapter 60-2, Safety and Health Programs.
- HAR, Title 12, Subtitle 8, Chapter 60-50 Standards
- BOE Policy 103-3, Emergency Care for Sick or Injured Students
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- OSHA Form 300, 300A, and 301
- State of Hawaii Form WC-1

11.8.14 PANDEMIC FLU**Basic Facts About Pandemics:**

- An influenza (flu) pandemic is a global disease outbreak. A pandemic occurs when a new flu virus appears that people have not been exposed to before. A pandemic flu spreads easily from person to person. It can cause serious illness and death because individuals do not have immunity to the new virus. Unlike the seasonal flu virus, which places the very young, the elderly, and those with health conditions at risk, healthy people may be at high risk for serious complications from a pandemic flu.
- Three flu pandemics have occurred during the last century. The 1918 "Spanish Flu" pandemic killed between 40 to 50 million people worldwide. The 1957 "Asian Flu" and 1968 "Hong Kong Flu" killed a total of 3 million people worldwide. .
- In May 2006, the White House released a 230-page document which estimates in a worst-case pandemic flu scenario between 200,000 and 2 million deaths will occur in the United States. Furthermore, it predicted as much as 40 percent of the workforce would be absent at any one time. Major economic and social disruptions are likely to occur. Health care systems will be overloaded and medical resources inadequate.
- A pandemic would occur in several waves with each wave lasting a couple of months. It is possible that a pandemic may be spread out over a period of a year to 18 months.
- It is unclear if the current "Avian Flu" (H5N1 virus strain) virus will be the next pandemic as the virus has not mutated to the point of easy transmission from person to person.

HIDOE Leadership

In the event of a pandemic outbreak, the HIDOE shall take direction from the Governor, Department of Health, and the State and County civil defense agencies.

The Superintendent of Education, or designee, shall provide leadership for the HIDOE's response to a pandemic and will be assisted by the department's State Emergency Response Team. The State Emergency Response Team will be governed by the principles of the incident command system. The core team members of the State Emergency Response Team are the Superintendent, Deputy Superintendent, the HIDOE Civil Defense Coordinator, Safety and Security Services Section staff, and Communications Office.

Other State Emergency Response Team (SERT) members may be added as needed. On the neighbor islands, Complex Area Superintendents (CAS) may be requested to participate in county Civil Defense (CD) Agency response efforts.

Community Assistance from the HIDOE

The HIDOE may be requested to assist the community in the following ways:

- POINTS-OF-DISTRIBUTION FOR MEDICATION. School facilities used as sites to distribute medication to the community. The Department of Health (DOH) is currently working with the HIDOE and other agencies to identify possible school sites.
- CONTINGENCY MEDICAL FACILITIES. School facilities serve as temporary medical facilities.
- MASS FEEDING CENTERS. School facilities utilized as mass feeding centers for the community.
- PANDEMIC EXERCISES. HIDOE employees participate in large-scale community pandemic response exercises.
- ESSENTIAL WORKERS. Designated HIDOE employees are declared as essential workers to assist the community and school in res

Communication

Communication (internal and external) is important to maintain before, throughout, and in the aftermath of a pandemic to keep employees and the community apprised of the department's conditions, services, and assistance. The Communications Office will take the lead in this effort:

- Public Information
 - Work closely with the Department of Health and other state and federal agencies to ensure the sharing of new information.
 - Communicate updates related to schools to HIDOE administrators, and to the general public by news releases and Department publications as needed.
 - Conduct media briefings as necessary.
 - Post information on the HIDOE website, as needed. A designated HIDOE INFO phone line may be set up.
 - Consider relaying information via the HIDOE Channel (Olelo Channel 56 on Oahu; may differ on neighbor islands).
- Other Information for Complexes, State Offices, and Key Individuals:
 - Provide regular updates as the flu unfolds (e.g. email) to key public health and education stakeholders.
 - Assist various offices with communications sent home to parents or shared with employees to avoid misinformation or misuse of terms (e.g. Frequently Asked Questions, classroom instruction, public access TV for home teaching, employee compensation, work schedule changes, school usage as an alternative emergency site, school schedule changes, busing changes, etc.). Provide template letters if needed.
- Language
 - Send official news releases to ethnic media.
 - Work with the DOE English for Second Language Learners office to ensure language, culture, and reading level appropriateness for communications sent to that audience.

11.8.15 POISONING GUIDELINES

1. **Purpose**

This guideline provides general requirements, guidelines, and references to support customizing an effective worksite plan for a suspected poisoning incident, and places a strong emphasis on prevention/mitigation, preparedness, response, and recovery strategies.

2. **Applies to**

School administrators and other work site supervisors.

3. **Key Information****A. Background**

The presence of chemicals on DOE schools and facilities present a poisoning risk to students, employees, and visitors alike. The appropriate response to a poisoning incident is governed by the Safety Data Sheet (SDS) for the specific chemical involved. It is critical that schools and facilities educate and train their employees about the proper storage, handling, usage, and disposal of hazardous chemicals present at their facility, in order to prevent/mitigate incidents or to properly respond to poisoning incidents.

B. Prevention/Mitigation and Preparedness Guidelines

General requirements for prevention/mitigation and preparedness for suspected poisoning include the following.

- 1) Review the Hazard Communication Program requirements.
- 2) Conduct Hazard Communication training as required.
- 3) Have Safety Data Sheets (SDS) current and readily available to employees.
- 4) Review SDS and chemical labels prior to using chemical.
- 5) Keep chemicals away from children.
- 6) Dispose of chemicals that are not needed, or no longer used.

C. Response Guidelines

These guidelines should be followed if poisoning is suspected.

- 1) Refer to the SDS/MSDS immediately for response actions.
- 2) Isolate all exposed victims and treat as directed by SDS/MSDS.
- 3) Call 911 to alert the police and Emergency Medical Services (EMS).
- 4) Isolate the area and retain possible sources of exposure for analysis.
- 5) Notify the Complex Area Superintendent (CAS); Safety, Security, and Emergency preparedness Branch (SSEP); and DOE Communications.
- 6) Conduct an internal investigation.
- 7) Disseminate information in accordance with the communication plan; *see Guidelines for Developing Emergency Communication Plan.*

D. Recovery Guidelines

These guidelines should be followed to restore the teaching/learning environment.

- 1) Arrange for support and psychological first aid if required.
- 2) Signal the “all clear” when emergency responders have declared the area safe.
- 3) Report and record employee injuries,
- 4) Submit the appropriate DOE reports for employee and student injuries.
- 5) Evaluate the effectiveness of actions taken and revise plans accordingly.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch in the Office of School Facilities and Support Services is responsible for maintenance, administration, and questions regarding this guideline.

5. References, Resources, and Forms

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910.1200, Hazard Communication
- OSHA 29 CFR 1904, OSHA Record Keeping Requirements
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Section 396-7, Toxic Materials
- HAR, Title 12, Subtitle 8, Chapter 52.1, Recording and Reporting Occupational Injuries and Illnesses
- HAR, Title 12, Subtitle 8, Chapter 60-2, Safety and Health Programs.
- HAR, Title 12, Subtitle 8, Chapter 60-50 Standards
- BOE Policy 103-3, Emergency Care for Sick or Injured Students
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- OSHA Form 300, 300A, and 301
- State of Hawaii Form WC-1

11.8.16 SUSPICIOUS LETTERS-PACKAGES GUIDELINES

1. **Purpose**

This guideline provides general requirements, guidelines, and references to support customizing an effective worksite plan related to dealing with a suspicious letter or package, and places a strong emphasis on prevention/mitigation, preparedness, response, and recovery strategies.

2. **Applies to**

School administrators and other work site supervisors.

3. **Key Information****A. Background**

The focus of this guideline is to emphasize the prevention and mitigation guidelines in order to protect our employees and students from being exposed to the contents of the suspicious package or setting off an explosive device.

B. Prevention/Mitigation and Preparedness Guidelines

General requirements for prevention/mitigation and preparedness for dealing with a suspicious letter or package include the following.

- 1) Develop a system for receiving mail and shipped materials. Consider including such measures as:
 - a) Designating a specific area for sorting items;
 - b) Inspecting all letters/packages thoroughly before opening;
 - c) Wearing gloves when handling items;
 - d) Not shaking or bumping any suspicious item;
 - e) Not opening, smelling, touching, or tasting the suspicious letter or package or its contents; and
 - f) Isolating suspicious item(s).
- 2) Be suspicious of letters/packages with the following:
 - a) Having a powdery substance on the outside;
 - b) Sent from someone unfamiliar to you;
 - c) Having excessive postage, poorly typed address, incorrect titles or titles with no name, or misspellings of common words;
 - d) Addressed to someone no longer with your organization;
 - e) Having no return address or one that cannot be verified;
 - f) Having unusual weight or being oddly shaped;
 - g) Having an unusual amount of tape;
 - h) Marked with restrictive endorsements, such as "Personal" or "Confidential;" and
 - i) Having strange odors or stains.

C. Response Guidelines

In the event that a suspicious letter or package is opened, and an unknown substance is released, the following should be implemented.

- 1) Assess the situation and determine the level of emergency.
- 2) Call 911 to alert the police, fire, and emergency medical services (EMS).
- 3) Isolate and treat the injured.
- 4) Secure and isolate the letter or package and its surrounding area.
- 5) Signal shelter-in-place.
- 6) Inform the Complex Area Superintendent (CAS); Safety, Security, and Emergency Preparedness Branch (SSEP); and DOE Communications.
- 7) Disseminate information in accordance with the communication plan;

D. Recovery Guidelines

These guidelines should be followed to restore the teaching/learning environment.

- 1) Arrange for support and psychological first aid, if required.
- 2) Call the Facilities Maintenance Branch and Environmental Services Unit for assistance with clean-up. Also contact the Safety, Security, and Emergency Preparedness Branch (SSEP).
- 3) Report and record employee injuries,
 - a. Reporting Employee Injuries to HiOSH
 - b. Completing OSHA Form 300, 300A, 301
- 4) Submit the appropriate DOE reports for employee and student injuries.
- 5) Evaluate the effectiveness of actions taken and revise plans accordingly.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch in the Office of School Facilities and Support Services is responsible for maintenance, administration, and questions regarding this guideline.

5. References, Resources, and Forms

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1904, OSHA Record Keeping Requirements
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HAR, Title 12, Subtitle 8, Chapter 52.1, Recording and Reporting Occupational Injuries and Illnesses
- HAR, Title 12, Subtitle 8, Chapter 60-2, Safety and Health Programs.
- HAR, Title 12, Subtitle 8, Chapter 60-50 Standards
- State of Hawaii Form WC-1
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.17 TERRORISM THREAT GUIDELINES

1. **Purpose**

This guideline provides general requirements, guidelines, and references to support customizing an effective worksite plan relating to an incident involving terrorism, and places a strong emphasis on prevention/mitigation, preparedness, response, and recovery strategies.

2. **Applies to**

School administrators and other work site supervisors.

3. **Key Information****A. Background**

Incidents involving terrorism (use of violence/threats to intimidate or coerce as a way of achieving a political goal), are by nature very complex, and require cooperation and coordination with multiple agencies. The key to an effective response begins with prevention/mitigation strategies dealing with the control of access to facilities, and close working relationships with local first responders. School administrators, and work site supervisors need to be familiar with the many potential actions terrorists can use including, but not limited to active shooter, bombs/explosions, chemical/ biological release, fire, etc. and how to prevent/mitigate, prepare, respond, and recover to each scenario.

B. Prevention/Mitigation

General requirements for prevention/mitigation and preparedness for an incident involving terrorism include the following.

- 1) Post “No Trespassing” and “Visitors Report to Office” signs on the perimeter and at entrances of the campus;
- 2) Develop a strict, visitor-control procedure;
- 3) Require all employees and students to wear an identification badge;
- 4) Maintain buildings’ locks and latches;
- 5) Conduct lockdown and off-campus evacuation drills at least annually; and
- 6) Have the following available for police and emergency responders:
 - a) A person who is knowledgeable about the physical school plant outlay (i.e., location of phones, doors, windows, hallways, closets, electrical control panels, fire extinguishers, hoses, roof access),
 - b) Plant maps and diagrams, and
 - c) Any information or records of the suspected terrorist.

C. Preparedness Guidelines

- 1) Work with local first responders to build an understanding of the roles and procedures in responding to various incidents.
- 2) Understand the Incident Command System and how first responders and the schools will use it in response to an incident.
- 3) Practice emergency response such as lockdown, shelter in place, and off campus evacuation.

D. Response Guidelines

The following actions should be followed if there is **warning of a possible terrorist act**:

- 1) Report any suspicious personnel, vehicles, or packages;
- 2) Call 911 and alert the police;
- 3) Provide police with any information or records available on the suspected terrorist;
- 4) Secure unused building;
- 5) Ensure positive identification of all visitors;
- 6) Increase security patrol and supervision of the campus;
- 7) Control or limit access to building;
- 8) Cancel extra-curricular activities; and
- 9) Inspect all buses and vehicles used to transport students.

The following actions should be followed once **a terrorist act occurs**:

- 1) Signal the lockdown drill;
- 2) Call 911 to alert police and Emergency Medical Services (EMS);
- 3) Treat the injured; inform parents or guardians on record;
- 4) Prepare for and implement off-campus evacuation, if directed by the police;
- 5) Notify the Complex Area Superintendent (CAS); Safety, Security, and Emergency Preparedness Branch; and DOE Communications;
- 6) Signal "all clear" after the police have declared the area safe; and
- 7) Prepare for media inquiries and disseminate information in accordance with the communication plan; *see Guidelines for Developing Emergency Communication Plan.*

E. Recovery Guidelines

These guidelines should be followed to restore the teaching/learning environment.

- 1) Arrange for support and psychological first aid if required.
- 2) Work with law enforcement and follow appropriate investigative procedures.
- 3) If the suspect is a student or employee, follow appropriate disciplinary procedures.
 - a) If suspect is a student
 - Investigate; and
 - Administer discipline in accordance with Chapter 19.
 - b) If suspect is an employee
 - Inform the Complex Area Superintendent (CAS); and
 - Consult with the Office of Talent Management (OTM)
- 4) Report and record employee injuries.
 - a. Reporting Employee Injuries to HiOSH
 - b. Completing OSHA Form 300, 300A, 301.
- 5) Submit the appropriate DOE reports for employee and student injuries.
- 6) Evaluate the effectiveness of actions taken and revise plans accordingly.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch in the Office of School Facilities and Support Services is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1904, OSHA Record Keeping Requirements
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HAR, Title 12, Subtitle 8, Chapter 52.1, Recording and Reporting Occupational Injuries and Illnesses
- HAR, Title 12, Subtitle 8, Chapter 60-2, Safety and Health Programs.
- HAR, Title 12, Subtitle 8, Chapter 60-50 Standards
- BOE Policy 103-3, Emergency Care for Sick or Injured Students
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students
- OSHA Form 300, 300A, and 301
- State of Hawaii Form WC-1

11.8.18 TORNADO GUIDELINES

1. **Purpose**

To provide a quick reference guide for a tornado(es) and to be used in conjunction with guidelines Prevention-Mitigation, Preparedness, Response, and Recovery to focus on the development of an emergency action plan (EAP).

See Prevention-Mitigation Guidelines

See Preparedness Guidelines

See Response Guidelines

See Recovery Guidelines

See Emergency Action Plans (EAPs) Guide for Developing

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information**A. **Background:**

A tornado is a violently rotating column of air that extends from the base of a thunderstorm to the ground. Wind is invisible and hard to see unless it forms a condensation funnel made up of water droplets, dust, and debris. Tornadoes are the most violent of all atmospheric storms and can occur at any time of day or night and at any time of the year with little or no warning.

A waterspout is a whirling column of air and water mist. Waterspouts have the same characteristics as a tornado and associated with severe thunderstorms, often accompanied by high winds and seas, large hail, and lightning. Once waterspout move onshore, a tornado warning is issued.

Tornadoes or waterspouts may trigger other incidents/hazards and/or responses:

- 1) Flood. *See Flood Guidelines.*
- 2) Hail
- 3) High Surf. *See High Surf Guidelines.*
- 4) Wind. *See Wind Guidelines.*
- 5) Thunderstorms.
- 6) Evacuation. *See Evacuation Guidelines.*
- 7) Shelter-in-Place. *See Shelter-in-Place Guidelines.*

B. **Alert Notifications:**

The County Civil Defense (CD) will issue appropriate tornado alert notifications as the incident unfolds.

- 1) **Watches** are issued when strong thunderstorms capable of producing tornadoes are possible. Watches are generally issued for 6 hours periods.
- 2) **Warnings** are issued when tornado is occurring or developing in a strong thunderstorm. Funnel has been sighted. Warnings are generally in effect for less than 1 hour.

C. Prevention-Mitigation and Preparedness (Before) a Tornado:

- 1) Be alert to changing weather conditions. Look for approaching storms.
- 2) Look for the following danger signs:
 - a) Dark, often greenish sky.
 - b) Large hail.
 - c) A large, dark, low-lying cloud (particularly if rotating).
 - d) Loud roar, similar to a freight train.
- 3) Practice annual required drills/exercises.
 - a) Evacuation.
 - b) Shelter-in-Place.

D. Response (During) a Tornado:

- 1) If a **tornado watch** has been issued:
 - a) Move all persons indoors.
 - b) Be prepared to take shelter.
- 2) If a **tornado warning** has been issued:
 - a) Remain indoors.
 - b) Go to pre-designed area such as a safe room, basement, storm cellar, or the lowest building level. If there is no basement, go to the center of a small interior room on the lowest level (closet, interior hallway) away from corners, windows, doors, and outside walls.
 - c) Get under a sturdy table and use your arms to protect your head and neck.
 - d) Do not open windows.

E. Recovery (After) a Tornado:

- 1) Listen to local officials for updates and instructions.
- 2) Be careful when entering any structure that has been damaged.
- 3) Be aware of hazards from exposed nails and broken glass.
- 4) Do not touch downed power lines or objects in contact with downed lines.
- 5) Photograph the damage to your property in order to assist in filing claim.

4. Guidelines Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.19 TSUNAMI GUIDELINES

1. **Purpose**

To provide a quick reference guide for tsunami and to be used in conjunction with guidelines for Prevention-Mitigation, Preparedness, Response, and Recovery to focus on the development of an emergency action plan (EAP).

Prevention-Mitigation Guidelines

Preparedness Guidelines

Response Guidelines

Recovery Guidelines

Emergency Action Plans (EAPs) Guide for Developing

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information**A. **Background:**

A tsunami is a vast volume of seawater in motion, extending from the surface to the ocean floor. It is a series of long-period waves created by an abrupt disturbance, such as an earthquake, that displaces a large amount of water. Tsunamis can travel at speeds of up to 600 mph in deep water, and the characteristics of the ocean floor affect them. In shallow water, as they approach coastlines, they slow down, bunch up, and can get enormously tall. They are more like rivers or walls of flooding water rather than like waves. *See Earthquake Guidelines.*

There are two types of tsunamis based upon the source - local and distant. The difference between a local and distant tsunami is travel time. A **local tsunami** may reach a nearby shore in less than 10 minutes and requires immediate action, whereas the **distant tsunami** may take at least 3 hours to arrive and allows a little more time to react.

Extreme tsunamis may be generated by a magnitude 9.0 or greater earthquake along the Pacific Basin "Ring of Fire".

Tsunamis can occur any day of the year and any time of the day. There is no tsunami season and have nothing to do with the weather or the tides.

Tsunamis may trigger other incidents/hazards and/or responses:

- 1) Fire. *See Fire Guidelines.*
- 2) Flood. *See Flood Guidelines.*
- 3) High Surf. *See High Surf Guidelines.*
- 4) Evacuation. *See Evacuation Guidelines.*

B. **Alert Notifications:**

The County Civil Defense (CD) will issue appropriate alert notifications along with outdoor warning sirens as the incident unfolds. Sirens will sound at least 4 hours prior to first predicted wave arrival time, then hourly, and the final at half an hour to first wave arrival. Tsunami alert

notification may include the following:

- 1) **Information Statements** (“Relax”) are issued to inform an earthquake has occurred, or that a tsunami warning, watch or advisory has been issued for another section of the ocean.
- 2) **Watches** (“Be Aware”) are issued to inform of an event which may later impact the watch area. Watches are normally issued based on seismic information without confirmation that a destructive tsunami is underway.
- 3) **Advisories** (“Take Action”) are issued when a tsunami with the potential to generate strong currents or waves dangerous to those in or very near the water is imminent or expected.
- 4) **Warnings** (“Take Action”) are issued when a tsunami with the potential to generate widespread inundation is imminent or expected.

C. Prevention-Mitigation and Preparedness (Before) a Tsunami:

- 1) Know the area’s tsunami risk.
 - a) Tsunami inundation zone.
 - b) Tsunami evacuation zone.
- 2) Look for the following natural warning signs:
 - a) Feel – A strong earthquake making you unable to walk.
 - b) See – Ocean water recede unveiling the ocean floor.
 - c) Hear – Roar of the wave approaching the shore (sounds like a freight train).
- 3) If located only in the Extreme Tsunami Evacuation Zone:
 - a) Develop procedures to respond to a tsunami.
 - b) Not required to practice annual tsunami drill/exercise.
- 4) For schools:
 - a) Inform parents/guardians that they may be instructed to do the following:
 - 1- Stay put and listen to the radio for instructions.
 - 2- Do not attempt to pick-up children until informed to do so, disregarding this request will cause confusion, major traffic congestion, prevent emergency vehicles from reaching their destination, and expose self to unnecessary dangers.
- 5) Practice annual required drills/exercises
 - a) Fire
 - b) Evacuation

D. Response (During) a Tsunami:

- 1) If located in low-lying areas near the coast or in the tsunami evacuation zone and feel the ground shake that causes a person to fall, have difficulty standing, or requires one to hold on to something to keep from falling, assume a local tsunami has been generated and could reach the shore within minutes.
 - a) Take immediate action, evacuate.
 - b) Move inland to higher ground.
 - c) Do not wait for Department of Education (DOE) or County CD instructions or sirens to sound.
 - d) Stay away from the beach.

- 2) If located away from low-lying area or outside of the tsunami evacuation zone:
 - a) Stay put and limit all non-emergency travel.
 - b) For schools:
 - 1- Prepare to remain open beyond school hours.
 - 2- Prepare to detain students, who live in or travel through affected areas.
 - 3- Prepare facilities as a Tsunami Refuge Area (Safe Zone) if directed by DOE Chain-of-Command.
- 3) If located only in the Extreme Tsunami Evacuation Zone:
 - a) "Extreme Tsunami" alert notification is issued
 - b) Implement procedures to respond to a tsunami
- 4) For schools:

Inform District/Complex Area Superintendent (CAS) of emergency condition, evacuation activities, and updates as needed. Information to provide may include name of school, Incident Commander (IC), personnel/student attendance count/names, evacuation site, and status.
- 5) Avoid traffic gridlock. It may be safer and more efficient to walk out of the tsunami evacuation zone.
- 6) Remain outside the evacuation zone until local officials say it is safe to return.
- 7) Do not use your telephone or make calls on your cell phone except for emergencies. Texting and data use is okay.
- 8) Life safety first, not possessions.

E. Recovery (After) a Tsunami:

- 1) Listen to local officials for updates and instructions.
- 2) Check-in with family and friends by texting or using social media.
- 3) Return only when authorities say it is safe.
- 4) Avoid disaster areas.
- 5) Stay away from debris in the water.
- 6) Stay out of any building that has water around it. Tsunami water can cause floors to crack or walls to collapse.
- 7) To avoid injury, wear protective clothing and be cautious when cleaning up.
- 8) Photograph the damage to your property in order to assist in filing claim.

4. Guidelines Maintenance Responsibility

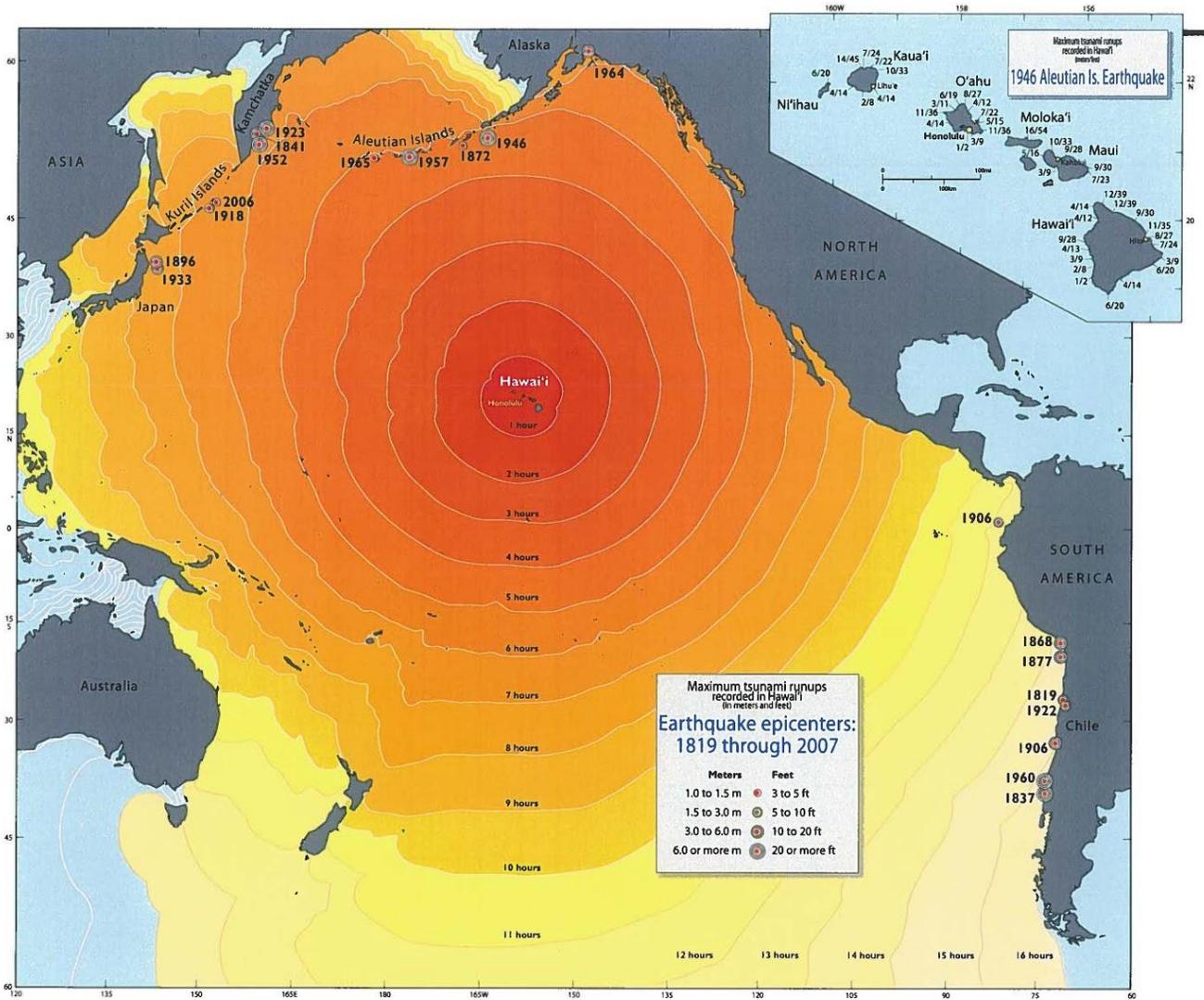
The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.20 TSUNAMI IN HAWAII MAP



11.8.21 TROPICAL CYCLONE (TROPICAL DEPRESSION/TROPICAL STORM/HURRICANE) GUIDELINES

1. **Purpose**

To provide a quick reference guide for hurricane and to be used in conjunction with guidelines for Prevention-Mitigation, Preparedness, Response, and Recovery to focus on the development of an emergency action plan (EAP).

See Prevention-Mitigation Guidelines.

See Preparedness Guidelines.

See Response Guidelines.

See Recovery Guidelines.

See Guide for Developing Emergency Action Plans (EAPs)

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information**

A. **Background:**

A hurricane is a type of storm called a tropical cyclone, which forms over tropical or subtropical waters.

A tropical cyclone is a rotating low-pressure weather system that has organized thunderstorms but no fronts. Tropical cyclones with maximum sustained surface winds of less than 39 miles per hour (mph) are called *tropical depressions*. Those with maximum sustained winds of 39 mph or higher are called *tropical storms*.

When a storm's maximum sustained winds reach 74 mph, it is called a *hurricane*. Hurricanes can be categorized based upon maximum sustained winds. The higher the category, the greater the danger.

- 1) **Category 1:** Sustained winds of 74 – 95 mph
- 2) **Category 2:** Sustained winds 96 – 110 mph
- 3) **Category 3 (Major):** Sustained winds 96 -129 mph
- 4) **Category 4 (Major):** Sustained winds 130 – 156 mph
- 5) **Category 5 (Major):** Sustained winds 157 mph or higher

Hurricane season begins on June 1 and ends on November 30, although hurricanes can, and have, occurred outside of this time frame.

Hurricanes may trigger other incidents/hazards and/or responses:

- Flood. See Flood Guidelines.
- High Surf. See High Surf Guidelines.
- Wind. See Wind Guidelines.
- Tornado. See Tornado Guidelines.

B. Alert Notifications:

The County Civil Defense (CD) will issue appropriate alert notifications as the incident unfolds.

- 1) **Watches** are issued when tropical storm/hurricane force winds are expected within the next 48 hours.
- 2) **Warnings** are issued when tropical storm/hurricane force winds are expected within the next 36 hours.

C. Prevention-Mitigation and Preparedness (Before) a Tropical Cyclone:

- 1) Eliminate possible hazards. Unplug power to electrical sources.
- 2) Review the procedures for emergency shelter operations, if designated. Be prepared to open as a Hurricane Emergency Shelter if directed by Department of Education (DOE) Chain-of-Command. *See Emergency Shelter Operations Guidelines*
- 3) Participate in the State-wide hurricane exercise, "Makani Pahili".

D. Response (During) a Tropical Cyclone:1) **For State/District:**

- a) Approximately five (5) days prior to onset of tropical storm/hurricane force winds, Hawaii Emergency Management Agency (HI-EMA), National Weather Service (NWS), County CD, and various agencies will begin the following:
 - 1- Attend the 140th Meridian West Briefing.
 - 2- Initiate and participate in the Hurricane Emergency Shelter Working Group at the County level.
- b) Approximately 48 hours prior to onset of tropical storm/hurricane force winds,
 - 1- The DOE will deploy the pre-identified personnel to HI-EMA Emergency Operations Center (EOC) and the various County CD EOC.
 - 2- Continue to participate in the Hurricane Emergency Shelter Working Group.
- c) Approximately 36 hours prior to onset of tropical storm/hurricane force winds,
 - 1- The DOE will continue to have pre-identified personnel at HI-EMA EOC and the various County CD EOC.
 - 2- Continue to participate in the Hurricane Emergency Shelter Working Group.
 - 3- DOE Superintendent will determine school closing if deemed necessary.

2) **For Schools:**

- a) Prepare to close and release students in accordance with the Closing of School Procedures if directed by DOE Chain-of-Command. *See Emergency Closing Guidelines*
- b) Open facilities as a Hurricane Emergency Shelter if directed by DOE Chain-of-Command. *See Emergency Shelter Operations Guidelines*

E. Recovery (After) a Tropical Cyclone:

- 1) Listen to local officials for updates and instructions.

- 2) Check-in with family and friends by texting or using social media.
- 3) Return only when authorities say it is safe.
- 4) Watch out for debris and downed power lines.
- 5) Avoid walking or driving through flood waters. Just 6 inches of moving water can knock you down, and fast-moving water can sweep your vehicle away.
- 6) Avoid flood waters as it may be electrically charged from underground or downed power lines and may hide dangerous debris or places where the ground is washed away.
- 7) Photograph the damage to your property in order to assist in filing claim.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this Guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.22 UTILITY/NETWORK OUTAGE GUIDELINES**1. Purpose**

To provide a quick reference guide for prevention/mitigation, preparedness, response and recovery related to a utility or network outage.

2. Applies to

School administrators and work-site supervisors.

3. Key Information**A. Background:**

HIDOE has an obligation to provide for the health, safety, and welfare of its employees and students. A comprehensive approach to safety places a strong emphasis on customizing an effective plan that includes prevention/mitigation, preparedness, response, and recovery strategies. This guideline supports individual plans for utility and network outages, with general requirements and guidelines.

B. Prevention–Mitigation (Before) Activities Guidelines:

General requirements for prevention/mitigation and preparedness for utility and network outage include the following.

- 1) Schedule routine maintenance checks of the utility systems.
- 2) Report and repair malfunctioning systems.
- 3) Prepare alternate means of communication (i.e., cellular phones, walkie-talkies).
- 4) Prepare a school/site map containing locations of utility rooms, water valves, gas valves, etc.

C. Response Guidelines

These guidelines should be followed in the event of a utility or network outage.

- 1) Assess the source of the outage and any health and safety
 - a) Check all elevators for trapped riders.
 - b) Secure potentially dangerous areas (i.e., downed power lines, water ponding).
- 2) Turn off utility to the affected area.
- 3) Have the cafeteria staff determine alternate food preparation and storage of refrigerated foods.
- 4) Continue school operations as best as possible.
- 5) Call the Facilities Maintenance Branch to request for assistance in restoring the utility and inform the Safety, Security, and Emergency Preparedness Branch.
- 6) Inform the Complex Area Superintendent (CAS).
- 7) Disseminate the information in accordance with the communication plan

D. Recovery Guidelines

These guidelines should be followed to restore teaching/learning environment.

1. Process reports as advised.
2. Evaluate the effectiveness of actions taken and revise plans accordingly.

4. **Guideline Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEPB) in the Office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- Frequently Asked Questions (FAQ) for SP 6339
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.23 VOG (VOLCANIC SMOG) GUIDELINES

1. **Purpose**
To provide a quick reference guide for mitigation, preparedness, response, and recovery related to vog.
2. **Applies to**
School administrators and other work-site supervisors.
3. **Key Information**
 - A. **Background:**
HIDOE has an obligation to provide for the health, safety, and welfare of its employees and students. A comprehensive approach to safety places a strong emphasis on customizing an effective plan that includes mitigation, preparedness, response, and recovery strategies. This guideline supports individual plans for a vog emergency with general requirements and guidelines. (Note that vog is a hazy, naturally occurring type of air pollution produced when sulfur dioxide from a volcano reacts with other gases in the air.)
 - B. **Prevention/Mitigation and Preparedness Guidelines:**
General requirements for mitigation and preparedness for a vog emergency include the following.
 - 1) Identify safe areas (preferably air conditioned rooms) within the school.
 - 2) Identify students and employees who may be most vulnerable to vog.
 - C. **Response Guidelines:**
During heavy vog (when wind conditions are light and the horizon appears covered in a haze), the following actions should be taken.
 - 1) Assess and determine the level of emergency, based on such indicators or criteria such as a sharp increase in the number of students or employees having difficulty breathing or suffering from asthma.
 - 2) Keep students indoors and cancel outdoor activities.
 - 3) Shelter the most vulnerable students and staff in safe areas and render care:
 - a) Recommend that they drink plenty of warm fluids,
 - b) Have prescribed medication available and administer if necessary,
 - c) Have masks or non-toxic dust masks available to help filter the air, and
 - d) Call 911 for an ambulance if a student or employee is having trouble breathing.
 - 4) Inform the Complex Area Superintendent (CAS).
 - 5) Disseminate information in accordance with the communication plan.
 - D. **Recovery Guidelines:**
These guidelines should be followed to restore the teaching/learning environment.

- 1) Arrange for support and “psychological first aid.”
- 2) For employees:
 - a) Contact the Hawaii Occupational Safety and Health (HIOSH) “Accident Reporting” hotline at 586-9102 within eight (8) hours, if the incident results in an employee death, 3 or more employees requiring inpatient hospitalization or damages in excess of \$25,000.
 - b) Complete OSHA Form 300 for employee injuries, illnesses, and accidents (beyond first aid).
 - c) Submit the appropriate reports for employee and student injuries or illnesses.
- 3) Evaluate the effectiveness of actions taken and revise plans accordingly.

4. **Guidelines Maintenance Responsibility**

The Director of the Safety, Security, and Emergency Preparedness Branch in the Office of School Facilities and Support Services is responsible for maintenance, administration, and questions regarding this guideline.

5. **References, Resources, and Forms**

The following resources may provide access to statutory, policy, and contractual authorities; procedures, and forms.

- Frequently Asked Questions (FAQ) for SP 6327
- BOE Policy 103-3, Emergency Care for Sick or Injured Students
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.8.24 WIND GUIDELINES

1. **Purpose**

To provide a quick reference guide for wind and to be used in conjunction with guidelines for Prevention-Mitigation, Preparedness, Response, and Recovery to focus on the development of an emergency action plan (EAP).

See Prevention-Mitigation Guidelines.

See Preparedness Guidelines.

See Response Guidelines.

See Recovery Guidelines.

See Guide for Developing Emergency Action Plans (EAPs)

2. **Applies to**

School administrators and work-site supervisors.

3. **Key Information**A. **Background:**

Wind refers to the flow of a huge amount of air, usually from a high pressure-area to a low-pressure area. Winds may be calm, gentle, moderate, strong, or gale force. High winds can occur during a severe thunderstorm, with a strong weather system such as a tropical cyclone, or can flow down a mountain. *See Hurricane; Guidelines.*

High winds may trigger other incidents/hazards and/or responses:

- 1) High Surf. *See High Surf; Guidelines.*
- 2) Hurricane. *See Hurricane; Guidelines.*
- 3) Shelter-in-Place. *See Shelter-in-Place; Guidelines.*

B. **Alert Notifications:**

The County Civil Defense (CD) will issue appropriate alert notifications along. Alert notification may include the following:

- 1) **High wind watch** is issued when sustained winds exceeding 40 mph and/or frequent gusts over 60 mph are likely to develop in the next 24 to 48 hours.
- 2) **High wind warning** is issued when sustained winds exceeding 40 mph and/or frequent gusts over 60 mph are occurring or imminent. Warnings are issued up to 24 hours ahead of the onset of high winds.
- 3) **Wind advisory** is issued when sustained winds of 30 to 39 mph and/or frequent gusts of 50 mph or greater are occurring or imminent. Advisories may be in effect for 6 to 12 hours.

C. Prevention-Mitigation and Preparedness (Before) a High Wind:

- 1) Practice annual required Shelter-in-Place drills/exercises.

D. Response (During) a High Wind:

- 1) Move person(s) from outside the building to inside and remain indoors.
- 2) Move person(s) away from windows.
- 3) Cancel outdoor activities.

E. Recovery (After) a High Wind:

- 1) Listen to local officials for updates and instructions.
- 2) Photograph the damage to your property in order to assist in filing claim.

4. Guideline Maintenance Responsibility

The Director of the Safety, Security, and Emergency Preparedness Branch (SSEP) in the office of School Facilities and Support Services (OSFSS) is responsible for maintenance, administration, and questions regarding this guideline.

5. References, Resources, and Forms

The following resources may provide access to statutory, policy, and contractual authorities; and closely related SPs, procedures, and forms.

- OSHA 29 CFR 1910, Occupational Safety and Health Standards
- OSHA 29 CFR 1910.38, Emergency Action Plans
- HRS, Chapter 396, Occupational Safety and Health
- HRS, Section 396-6, Employer Responsibility: Safe Place of Employment; Safety Devices and Safeguards
- HRS, Chapter 127A, Emergency Management
- HAR, Title 12, Subtitle 8, Part 2, Chapter 60-2, Safety and Health Programs
- BOE Policy 305-1, Student Safety and Welfare
- BOE Policy 305-2, Safe Workplace
- BOE Policy 305-3, Safe Schools
- BOE Policy E-305, Safe Schools, Safe Students

11.9 FORMS

11.9.1 FORM ICS 214 ACTIVITY LOG

Purpose. The Activity Log (ICS 214) records details of notable activities at any ICS level, including single resources, equipment, Task Forces, etc. These logs provide basic incident activity documentation, and a reference for any after action report.

Preparation. An ICS 214 can be initiated and maintained by personnel in various ICS positions as it is needed or appropriate. Personnel should document how relevant incident activities are occurring and progressing, or any notable events or communications.

Distribution. Completed ICS 214s are submitted to supervisors, who forward them to the Documentation Unit. All completed original forms must be given to the Documentation Unit, which maintains a file of all ICS 214s. It is recommended that individuals retain a copy for their own records.

Notes:

- The ICS 214 can be printed as a two-sided form.
- Use additional copies as continuation sheets as needed, and indicate pagination as used.

| Block Number | Block Title | Instructions |
|--------------|---|---|
| 1 | Incident Name | Enter the name assigned to the incident |
| 2 | Operational Period: <ul style="list-style-type: none"> • Date and Time From • Date and Time to | Enter the start date (month/day/year) and time (using the 24-hour clock) and end date and time for the operational period to which the form applies. |
| 3 | Name | Enter the title of the organizational unit or resource designator (e.g., Facilities Unit, Safety Officer, Strike Team). |
| 4 | ICS Position | Enter the name and ICS position of the individual in charge of the Unit. |
| 5 | Home Agency (and Unit) | Enter the home agency of the individual completing the ICS 214. Enter a unit designator if utilized by the jurisdiction or discipline. |
| 6 | Resources Assigned | Enter the following information for resources assigned: |
| | • Name | Use this section to enter the resource's name. For all individuals, use at least the first initial and last name. Cell phone number for the individual can be added as an option. |
| | • ICS Position | Use this section to enter the resource's ICS position (e.g., Finance Section Chief). |
| 6 | • Home Agency (and Unit) | Use this section to enter the resource's home agency and/or unit (e.g., Des Moines Public Works Department, Water Management Unit). |
| | 7 | Activity Log <ul style="list-style-type: none"> • Date/Time • Notable Activities |
| 8 | Prepared by: <ul style="list-style-type: none"> • Name • Position/Title • Signature • Date/Time | Enter the name, ICS position/title, and signature of the person preparing the form. Enter date (month/day/year) and time prepared (24-hour clock). |

11.10 DIRECTIVE/MEMORANDUM OF AGREEMENT (MOA)/MEMORANDUM OF UNDERSTANDING (MOU)

11.10.1 HURRICANE SHELTER MOA – HAAWA

MEMORANDUM OF AGREEMENT

Between

CIVIL DEFENSE DIVISION, DEPARTMENT OF DEFENSE, STATE OF HAWAII

The

DEPARTMENT OF EDUCATION, STATE OF HAWAII

And the

HAWAII ASSOCIATION OF ANIMAL WELFARE AGENCIES

SECTION I: Purpose

The purpose of this Agreement is to establish and promulgate basic understanding between State Civil Defense (hereinafter termed SCD), the State of Hawaii Department of Education (hereinafter termed DOE), and the Hawaii Association of Animal Welfare Agencies (hereinafter termed HAAWA) regarding pet-designated areas within DOE school facilities used as emergency shelters in times of disaster.

Services provided by HAAWA include registration of pets and overseeing the operations of the pet-designated areas within emergency shelters.

SECTION II: Authority and Legal Status

The authority and legal status under which HAAWA utilizes DOE facilities are provided for by provisions in legislation adopted by local, State, and federal governments.

These include:

1. The Congressional mandate Pet Evacuation and Transportation Standards Act of 2006 that requires state and local emergency plans address the needs of individuals with household pets and service animals following a major disaster or emergency.
2. Section 128-10.5 of the Hawaii Revised Statutes states that the director of civil defense shall identify, in coordination with other organizations engaged in civil defense functions, pet-friendly shelter facilities.

SECTION III: Coordination of Activities between SCD, the DOE and HAAWA

1. Department of Education
 - a. Will allow HAAWA, in conjunction with SCD and other civil defense agencies, to conduct shelter surveys to determine which areas/rooms within DOE school facilities are most suitable for use as pet-designated shelter areas.

- b. Will approve pet-designated shelter areas/rooms within DOE school facilities in coordination with SCD and HAAWA. These pet-designated areas shall be reviewed by DOE and SCD on an annual basis to assure their continued availability. Designated areas may become unavailable if the school has changed the current use of the area.
 - c. Will inform the appropriate school administrators as to which locations within their school facilities have been identified as pet-designated shelter areas.
 - d. Will make available all DOE school facilities designated as pet-designated shelters when the appropriate pet shelter management personnel are present.
 - e. Will identify two (2) DOE personnel (refer to DOE/ARC Shelter MOA) at each school facility who may be called to open designated pet-emergency shelter facilities. These personnel are:
 - (1) Principal or designee. To assist HAAWA personnel by providing access to appropriate facilities necessary for pet-emergency shelter operations.
 - (2) Head Custodian or Clerical. To assist HAAWA personnel by providing access to appropriate facilities, custodial supplies, and equipment as available for pet-emergency shelter operations.
2. Hawaii Association of Animal Welfare Agencies
- a. Will assist SCD and other civil defense agencies in surveying and identifying pet-designated shelter areas within DOE school facilities.
 - b. Shall, to the extent possible, provide trained and qualified volunteer(s) to conduct pet-emergency shelter operations at DOE school facilities. There will be a designated pet-emergency shelter manager whose responsibilities will include:
 - Set up and administer the shelter operation; assign, train, and supervise pet-emergency shelter personnel.
 - Meet with respective school administration to review pet-emergency procedures.
 - Register pets and their owners into the pet-emergency shelter.
 - Maintain centralized records for all borrowed equipment, documenting the return and condition of the borrowed equipment.
 - Acquire supplies that are needed at pet-emergency shelters.
 - Ensure that feeding, visitation, and exercise needs of sheltered pets are met.

- Monitor staffing and supply needs and ensure accurate records are kept.
 - c. Shall ensure the safe and proper use of each pet-designated area within the DOE school facility and protect the physical property, furniture, fixtures, and equipment of the DOE.
 - d. Will coordinate, to the extent possible, the return of pet-designated areas within the DOE school facility to the same condition as they were when occupied/acquired.
 - e. Will coordinate the proper disposal and removal of all animal waste from DOE school facilities and grounds when closing pet-designated areas.
 - f. Will coordinate the contracting of professional service providers to fumigate and sanitize areas used as pet-designated shelters within the DOE school facilities that were used during the emergency. All invoices for these services shall be submitted to SCD within thirty (30) days.
 - g. Will provide a request for reimbursement of pet-sheltering related costs to SCD within thirty (30) days or as soon as possible upon conclusion of pet-sheltering operations.
3. State Civil Defense
- a. Will survey and identify in conjunction with HAAWA, DOE, and other civil defense agencies which areas/rooms within DOE school facilities are most suitable for use as pet-designated areas.
 - b. Pet-designated areas within DOE school facilities shall be reviewed by SCD and DOE on an annual basis to assure their continued availability.
 - c. Will reimburse HAAWA and DOE for pet-sheltering related costs as soon as possible upon conclusion of pet-sheltering operations. SCD may advance funding for pet-sheltering related costs upon written request and supporting documentation.

SECTION IV: Shelter Management Operational Procedures

Upon receipt of information suggesting that a disaster situation may impact all or part of the State of Hawaii and may displace individuals and pets from their homes, the following procedures will be followed:

1. HAAWA , upon notification by SCD and/or county civil defense officials, will assist with the assessment of pet-designated areas within DOE school facilities.
2. If mass pet sheltering is indicated for one or more areas of the State and SCD and/or the county civil defense agencies direct the opening of public and/or private shelters, the HAAWA official responsible for disaster services will request utilization of DOE facilities

by contacting the DOE Superintendent or DOE Civil Defense Coordinator who will act on behalf of the DOE Superintendent who will, in turn, contact appropriate district officials for the opening of schools designated as pet-designated areas in DOE school facilities.

3. DOE will have two (2) DOE personnel available at each school facility that may be called to open pet-designated areas in DOE school facilities. These two DOE personnel are the same as per the DOE/ARC MOA for the opening of shelters.
4. HAAWA will dispatch volunteer/staff personnel to pet-designated DOE school facilities pre-impact when possible. HAAWA and DOE will conduct a formal walk through of the pet-designated DOE facility to determine conditions of the building(s) and to identify furniture, fixtures, equipment, and areas that should be secured. A Facility Agreement (ARC 6621) will be completed at the time of the formal walk through confirming details of usage.
5. A Release of Facility (ARC 6556) will also be completed to ensure building(s) is released in the same condition as it was when occupied/acquired.
6. Upon conclusion of a pet-sheltering operation, HAAWA will provide a request for reimbursement of pet-shelter related costs for materials and supplies to SCD within thirty (30) days or as soon as possible.
7. Damage resulting from use of DOE facilities will be reviewed by SCD, the DOE, and HAAWA personnel as soon as possible following the pet-sheltering operation.
8. Upon closure of the shelter, HAAWA will, to the extent possible, coordinate the return of pet-designated areas within the DOE facilities to the same condition as they were when occupied/acquired.

SECTION V: Limitations/Understandings

1. Volunteers staffing the pet-designated DOE school facilities shall be designated as SCD volunteers trained and supervised by HAAWA.
2. Notwithstanding any other agreements, HAAWA agrees to defend, hold harmless, and indemnify the State of Hawaii and Department of Education against any legal liability in respect to bodily injury, death, or property damage arising from negligence in respect to HAAWA's use of the property belonging to the said Department of Education.

SECTION VI: Amendments

There may be no modification of these procedures except in writing, executed with the same formalities as this instrument and signed by all parties.

SECTION VII: Cancellation

These procedures shall continue in force and govern all actions between the parties hereto until cancelled or terminated by any party, with or without cause, at any time upon thirty (30) days' written notice by registered mail or personal delivery of notice to the other parties.

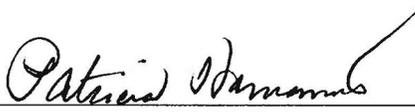
IN WITNESS HERETO, the parties have executed this MEMORANDUM OF AGREEMENT on the respective day, month, and year identified below to take effect upon the last signature.

CIVIL DEFENSE DIVISION, DEPARTMENT OF DEFENSE, STATE OF HAWAII


5/14/08

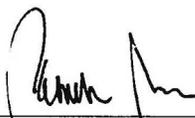
 ROBERT G. F. LEE Date
 Major General, HING
 Director of Civil Defense

DEPARTMENT OF EDUCATION, STATE OF HAWAII


5.15.08

 PATRICIA HAMAMOTO Date
 Superintendent

HAWAII ASSOCIATION OF ANIMAL WELFARE AGENCIES


5.14.08

 PAMELA BURNS Date
 President

APPROVED AS TO FORM:



 Deputy Attorney General

11.10.2 HURRICANE SHELTER MOU – AMERICAN RED CROSS

**PROCEDURES FOR IMPLEMENTING DISASTER SERVICES
BETWEEN
THE AMERICAN RED CROSS, HAWAII STATE CHAPTER
AND
DEPARTMENT OF EDUCATION, STATE OF HAWAII**

SECTION I: Purpose

The purpose of these Procedures is to establish and promulgate basic understandings between the State of Hawaii, Department of Education (hereafter termed the DOE) and the American Red Cross, Hawaii State Chapter hereafter termed the Red Cross, regarding the use of DOE school facilities as Red Cross shelters in time of disaster.

Services provided by the Red Cross include congregate sheltering, mass feeding, first aid and crisis intervention, disaster welfare inquiry (DWI) services, and individual family services.

SECTION II: Authority and Legal Status

The authority and legal status under which the Red Cross utilizes DOE facilities is provided for by provisions in its national charter, and legislation adopted by local, State, and Federal governments. These include:

1. The Congressional mandate that Red Cross provide comprehensive disaster services (36 U.S.C., as amended, January 5, 1905, Congress of the United States.)
2. Public Law 93-288 (also known as the Disaster Relief Act of 1974.)
3. Hawaii Revised Statutes, Section 127-9.

SECTION III: Coordination of Activities between the DOE and the American Red Cross**1. Department of Education**

a. Will authorize the Red Cross to conduct shelter surveys to determine which school facilities are most suitable for use as Red Cross shelters. Authorize the immediate availability of all DOE schools as potential Red Cross shelters in the event of disaster.

b. Will identify three (3) DOE personnel at each school facility who may be called upon to provide support services and necessary equipment and supplies. Specific number of personnel to be funded is referenced in Section G(3), Page 4.

(1) Principal or designate. To assist Red Cross personnel by providing access to appropriate facilities and supplies necessary for shelter operations upon request by the Red Cross. The costs of services provided by these school administrators will not be reimbursed by the Red Cross.

(2) Head Custodian or Clerical. To assist the Red Cross personnel by providing access to appropriate facilities, custodial supplies necessary for shelter operations, and ensure a clean facility.

(3) School food service manager or designated personnel (if the school has a kitchen facility).

(a) To assist the Red Cross personnel by providing access to kitchen facility and equipment and available food supplies necessary for shelter operations upon request by the Red Cross.

(b) To provide access to food necessary to conduct immediate mass feeding, if available, and maintain an inventory of supplies used for later reimbursements.

(c) To prepare meals as requested to support shelter operations.

(4) The services provided by DOE personnel, i.e., food and custodial, shall be deemed to be "loaned employees" whose services have been accepted by the Director of Disaster Relief

2. The American Red Cross, Hawaii State Chapter

(a) Will survey and identify those school facilities most suitable for use as Red Cross shelters and provide this information to the DOE for planning purposes.

(b) Shall provide trained and qualified volunteers to conduct Red Cross shelter operations at DOE facilities. Minimum staffing at each Red Cross shelter shall include, but not limited to:

(1) Shelter Manager. Provide set up and administer the shelter operation, assign, train, and supervise shelter personnel.

(2) Disaster Health Services. Provide quality health services and ensure that applicable public health standards are met. Determine health needs of shelter occupants and arrange to meet those needs.

(3) Logistics Supervisor. Will maintain centralized records for all borrowed equipment, be responsible for return and condition of borrowed equipment, and acquire supplies that shelter manager needs.

(4) Feeding Supervisor. Ensures that the feeding needs of the shelter residents are met, either by coordinating with head cook, arranging for food to be brought to site, or preparing the meals. Monitors staffing and supply needs, ensure accurate records of meals served are provided, as well as food supplies received and issued.

(c) Shall ensure the safe and proper use of each shelter and protect the physical property of the DOE.

(d) Shall provide to DOE a copy of the Red Cross certificate of insurance.

(e) Shall reimburse the DOE for supplies consumed and used for services provided by the Red Cross. This specifically includes:

(1) Reimbursement for non-USDA food and supplies consumed.

(2) Replacement or reimbursement for equipment lost or damaged due to Red Cross negligence.

(f) Shall provide or purchase all necessary foodstuffs or other items necessary to conduct a Red Cross shelter operation in accordance with Red Cross administrative regulations

(g) The Red Cross agrees to reimburse wages for hourly cafeteria and custodial managers and workers for their services provided during shelter operations. This reimbursement may include payment at the normal hourly wage rate and may include over-time wages, shift differential, for hours worked in excess of the normal work week provided:

(1) There are no forthcoming funding appropriations, either through state or federal programs that would be available to reimburse state employees for extra hours worked during a disaster relief operation.

(2) Proper documentation is submitted to the Red Cross within 30 days or as soon as possible of the incident which includes the name of the employee, social security number, dates and number of hours worked at regular rate, and hourly wage, number of over-time hours and over-time wage. Employees need to be grouped by shelter name and location of facility.

(3) A maximum staff of one (1) cafeteria manager and two (2) staff, and the head custodial and two staff shall work in each shelter per shift with 500 shelterees. For each additional 500 shelterees, an additional two (2) staff each may be added if available. Approval for any additional staff must be obtained in writing from the Job Director of the Red Cross Disaster Operations.

(h) May provide, as requested, Introduction to Disaster (ARC 3066) and Shelter Operations Workshop (ARC Course 5021A) to select interested DOE personnel who may desire to volunteer and function as Red Cross shelter managers or in other capacities. This training shall be provided by the Red Cross at no cost to the State of Hawaii or the individuals concerned.

SECTION IV: Shelter Management Operational Procedures

Upon receipt of information suggesting that a disaster situation may impact all or part of the State of Hawaii, and which may displace individuals and families from their homes, the following procedure will be followed:

1. The Red Cross will carefully assess the need for emergency sheltering by consulting with County and/or State Civil Defense officials. In addition, this analysis will consider the time of day, number of families affected, sheltering options such as hotels/motels, status of school (in session or out), and other factors.
2. If mass sheltering is indicated for one or more areas of the State, the Red Cross official responsible for disaster services will request utilization of DOE facilities by contacting the DOE Superintendent of Education or the DOE Civil Defense coordinator, who will act on behalf of the DOE Superintendent, who will in turn, contact appropriate districts for opening of schools as Red Cross shelters. (The DOE official may deny Red Cross utilization if school is in session at the time of the request, or if the school students will be retained through the impact period of the disaster event.) Local county Civil Defense personnel will be involved in the selection of designated schools.
3. The Red Cross will dispatch the volunteer/staff personnel to the school designated facilities pre-impact, when possible, as soon as it has been declared a Red Cross shelter. The Red Cross will conduct a formal walk through with an official representative of the facility to

determine conditions of building(s) and to identify equipment and areas that should be secured and kept from shelter residents. A Facility Agreement (ARC 6621) will be completed at time of operation confirming details of usage.

4. The Red Cross will conduct a formal walk through with an official representative of the facility to determine condition of building(s). A Release of Facility (ARC 6556) will be completed to ensure building(s) is released in same condition as it was when occupied/acquired.

5. Upon conclusion of a sheltering operation, the DOE provide a request for reimbursement of shelter-related costs to the Red Cross within thirty (30) days or as soon as possible. This request will be reviewed and forwarded for payment immediately.

6. Damage resulting from use of DOE facilities will be reviewed by the DOE and Red Cross personnel as soon as possible following the sheltering operation.

7. Upon closure of the shelter, the Red Cross will return the school in the same condition as it was when occupied/acquired in consultation with DOE. Repair of damages and cleaning may be some of the items that will need to be addressed by the Red Cross.

SECTION V: Limitations/Understandings

1. Costs resulting from shelter operations not conducted by Red Cross shall not be considered for reimbursement by the Red Cross. Examples include sheltering operations conducted without the knowledge or consent of the Red Cross; sheltering operations conducted by other volunteer agencies; and sheltering operations conducted by the local, State or Federal government without official Red Cross approval.

2. Notwithstanding any other agreements, the American Red Cross, Hawaii State Chapter, and American National Red Cross agree to defend, hold harmless and indemnify the State of

Hawaii and Department of Education against any legal liability in respect to bodily injury, death or property damage, arising from the negligence in respect of the said Red Cross chapter during its use of the property belonging to the said Department of Education.

SECTION VI: Amendments

There may be no modification of these procedures except in writing, executed with same formalities as this instrument.

SECTION VII: Cancellation by Either Party

These procedures shall continue in force and govern all actions between the parties hereto until cancelled or terminated by either party; but, it is agreed that either party shall have the privilege, with or without cause, to cancel and annul these procedures at any time upon written notice by registered mail, or personal delivery of notice to the other party.

WITNESS WHEREOF, the parties hereto have executed these presents on this
2d day of January, 1998.

THE AMERICAN NATIONAL RED CROSS

By *James T. Muscell*
Vice President, Disaster Services

AMERICAN RED CROSS
HAWAII STATE CHAPTER

By *Kathryn Bennett*
Executive Director

By *Don E. Canoy*
Chairman, Board of Directors

STATE OF HAWAII
DEPARTMENT OF EDUCATION

By *Richard M. Jones*
Superintendent

APPROVED AS TO FORM

By *Russell A. Suggs*
Deputy Attorney General
State of Hawaii

11.10.3 TSUNAMI ASSEMBLY AREAS MOU – CIVIL DEFENSE AGENCY, COUNTY OF MAUI

**MEMORANDUM OF UNDERSTANDING
FOR TSUNAMI ASSEMBLY AREAS**

Between

CIVIL DEFENSE AGENCY, COUNTY OF MAUI

And

DEPARTMENT OF EDUCATION, STATE OF HAWAII

SECTION I: Purpose

The purpose of this Memorandum of Understanding (hereinafter “MOU”) is to set forth the understanding between the County of Maui, Civil Defense Agency (hereinafter “MCDA”), and the State of Hawaii, Department of Education (hereinafter “DOE”) regarding designated areas within DOE school facilities that will be used as emergency assembly areas in times of tsunami evacuations.

SECTION II: Coordination of Activities between DOE and MCDA

1. Department of Education

Pursuant to Hawaii Revised Statutes SEC302A-1148 and Hawaii Administrative Rules Chapter 39, the DOE:

- a. Will authorize MCDA to announce to the public the schools that will be available as tsunami assembly areas in the event of a tsunami evacuation. These may include:
 - i. Princess Nahienaena
 - ii. Lahaina Intermediate
 - iii. Kihei Elementary
 - iv. Kamalii Elementary
 - v. Lokelani Intermediate
 - vi. Baldwin High School
 - vii. Maui High School
 - viii. Molokai High School

DOE and MCDA may revise this list by written communication, signed by both parties in the form attached to this MOU as Exhibit A.

Memorandum of Understanding | 1

- b. Will inform the appropriate school administrators as to which locations within their school facilities have been identified as assembly areas.
- c. Will identify two (2) DOE personnel at each school facility who may be called to open the facility and remain on-site until the All Clear has been issued by officials of the County of Maui.
- d. Will inform State Civil Defense (hereinafter "SCD") of the locations of the tsunami assembly areas within the campuses.
- e. Will instruct the Principals or designees to provide access to appropriate facilities necessary for assembly operations.

2. Civil Defense Agency, Maui County

- a. Will inform the public on assembly information throughout the year and during tsunami evacuations. Information will include where assembly areas are, and what items to bring to assembly sites.
- b. Will provide signage for DOE to clearly identify assembly areas.
- c. Will activate Community Emergency Response Team (CERT) to assist with assembly site management.
- d. Will provide identification for designated school staff for access purposes.
- e. Will make provisions for on-site portable toilets.

SECTION III: Assembly Management Operational Procedures

Upon receipt of a tsunami evacuation notification:

1. DOE will notify the school administrators to open the tsunami assembly area on their school campuses. The priority order of opening campus resources will be:
 - a. Parking Lot
 - b. Restroom
 - c. Common Area

2. School administrators will notify personnel identified in Section II(1)(c) above, to report to their assigned school campus, provide access to the appropriate facilities necessary for assembly operations, and ensure the school facilities are clean. Personnel shall remain on-site until relieved of duty or the All Clear has been issued by the County of Maui.
3. MCDA will notify Complex Area Superintendents or designees when a Tsunami Warning is issued.

SECTION IV: Limitations/Understandings

1. DOE understands that costs incurred in providing tsunami assembly areas are non-reimbursable from MCDA.
2. MCDA shall be responsible for damages or injuries caused by its agents, officers and employees in the course of their employment to the extent that the MCDA liability for such damage or injury has been determined by a court or otherwise agreed to by MCDA, and MCDA shall pay for such damages and injury to the extent permitted by applicable law.
3. The DOE shall be responsible for damages or injuries caused by its agents, officers and employees in the course of their employment to the extent that the DOE liability for such damage or injury has been determined by a court or otherwise agreed to by the DOE, and the DOE shall pay for such damages and injury to the extent permitted by applicable law.

SECTION V: Amendments

Any modification of these procedures must be in writing, executed by both parties.

SECTION VI: Cancellation by Either Party

These procedures shall continue in force and govern all actions between the parties until cancelled or terminated by either party. Either party may, with or without cause, terminate this MOU at any time upon 30 days prior written notice by registered mail or personal delivery of notice to other party.

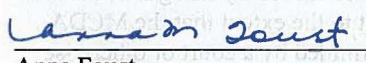
IN WITNESS HERETO, the parties have executed this MEMORANDUM OF UNDERSTANDING on date set forth below, to take effect upon the date of the last signature.

DEPARTMENT OF EDUCATION, STATE OF HAWAII


Kathryn Matayoshi,
Superintendent

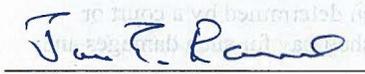
APR 30 2014
Date

CIVIL DEFENSE AGENCY, COUNTY OF MAUI


Anna Foust,
Emergency Management Officer

4/10/14
Date

APPROVED AS TO FORM:


James E. Raymond
Deputy Attorney General

4/10/14
Date

REVIEWED AS TO FORM AND LEGALITY:


Caleb Rowe,
County of Maui Corporation Council

3/12/14
Date

EXHIBIT A

Tsunami Assembly Area Revision Memo

To: Emergency Management Officer
Civil Defense Agency, County of Maui

From: Assistant Superintendent
Office of School Facilities and Support Services
Department of Education

Subject: Public Schools that will be available as tsunami assemble areas in the event of a tsunami evacuation.

Date: [insert date]

Pursuant to the Memorandum of Understanding effective [insert effective date of MOU] between the Civil Defense Agency, County of Maui and the Department of Education regarding public schools as designated emergency assembly areas in times of tsunami evacuations, the parties, by their signatures below, agree that the list of schools designated as tsunami assembly areas is hereby revised and the complete list now comprises the following locations, effective [insert date the change is to be effective]:

[List schools that are tsunami assembly areas]

Department of Education
Office of School Facilities and Support Services

By _____
Assistant Superintendent

AGREED AND ACCEPTED

Civil Defense Agency, County of Maui

By _____
Emergency Management Officer

Memorandum of Understanding | 5

11.10.4 TSUNAMI REFUGE LOCATIONS MOU – DEPARTMENT OF EMERGENCY
MANAGEMENT, CITY AND COUNTY OF HONOLULU

MEMORANDUM OF UNDERSTANDING

Between

DEPARTMENT OF EMERGENCY MANAGEMENT, CITY AND COUNTY OF
HONOLULU

and

DEPARTMENT OF EDUCATION, STATE OF HAWAII

SECTION I: Purpose

The purpose of this Memorandum of Understanding (hereinafter “MOU”) is to set forth the understanding between the City and County of Honolulu, Department of Emergency Management (hereinafter “DEM”), and the State of Hawaii, Department of Education (hereinafter “DOE”) regarding designated areas within DOE school facilities that will be used as emergency refuge locations in times of tsunami evacuations.

SECTION II: Coordination of Activities between DOE and DEM

1. Department of Education

Pursuant to Hawaii Revised Statutes §302A-1148 and Hawaii Administrative Rules Chapter 39, the DOE:

- a. Will authorize DEM to announce to the public the schools that will be available as tsunami refuge locations in the event of a tsunami evacuation. The initial list is:

1. Nanakuli High & Intermediate School
2. Niu Valley Middle School (Not During School Hours)
3. Waialua High & Intermediate School (Not During School Hours)
4. Waianae Elementary School

DOE and DEM may revise this list by written communication, signed by both parties in the form attached to this MOU as Exhibit A.

- b. Will inform the appropriate school administrators as to which locations within their school facilities have been identified as refuge areas.

- c. Will identify two (2) DOE personnel at each school facility who may be called to open the facility and remain on-site until the All Clear has been issued by officials of the City and County of Honolulu.
 - d. Will inform State Civil Defense (hereinafter "SCD") of the locations of the tsunami refuge areas within the campuses.
 - e. Will instruct the principals or designees to provide access to appropriate facilities necessary for refuge operations.
2. Department of Emergency Management
- a. Will inform the public on refuge information throughout the year and during tsunami evacuations. Information will include where refuge locations are, and what items to bring to the refuge sites.
 - b. Will provide signage for DOE to clearly identify refuge areas.

SECTION III: Refuge Management Operational Procedures

Upon receipt of a tsunami evacuation notification:

1. DOE will notify the school administrators to open the tsunami refuge area on their school campuses. The priority order of opening campus resources will be:
 - a. Parking Lot
 - b. Restroom
 - c. Common Area
2. School administrators will notify the personnel identified in Section II(1)(c) above to report to their assigned school campus, provide access to the appropriate facilities necessary for refuge operations, and ensure the school facilities are clean. Personnel shall remain on-site until relieved of duty or the All Clear has been issued by the City and County of Honolulu.

SECTION IV: Limitations/Understandings

1. DOE understands that costs incurred in providing tsunami refuges are non-reimbursable from DEM or State Civil Defense unless a Presidential disaster declaration has been declared and the criteria for reimbursement have been met.
2. The DEM shall be responsible for damages or injuries caused by its agents, officers, and employees in the course of their employment to the

extent that the DEM liability for such damage or injury has been determined by a court or otherwise agreed to by the DEM, and the DEM shall pay for such damages and injury to the extent permitted by applicable law.

- 3. The DOE shall be responsible for damages or injuries caused by its agents, officers, and employees in the course of their employment to the extent that the DOE liability for such damage or injury has been determined by a court or otherwise agreed to by the DOE, and the DOE shall pay for such damages and injury to the extent permitted by applicable law.

SECTION V: Amendments

Any modification of these procedures must be in writing, executed by both parties.

SECTION VI: Cancellation by Either Party

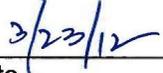
These procedures shall continue in force and govern all actions between the parties until cancelled or terminated by either party. Either party may, with or without cause, terminate this MOU at any time upon 30 days prior written notice by registered mail or personal delivery of notice to other party.

IN WITNESS HERETO, the parties have executed this MEMORANDUM OF UNDERSTANDING on date set forth below, to take effect upon the date of the last signature.

DEPARTMENT OF EDUCATION, STATE OF HAWAII



Superintendent

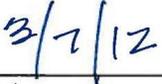


Date

DEPARTMENT OF EMERGENCY MANAGEMENT, CITY AND COUNTY OF HONOLULU



Director



Date

APPROVED AS TO FORM:

Jan S. Paul
Deputy Attorney General

3/21/12
Date

REVIEWED AS TO FORM AND LEGALITY:

[Signature]
Deputy Corporation Counsel

3-6-2012
Date

EXHIBIT A

Form of communication to revise the list of tsunami refuge locations

To: Director, Department of Emergency Management
City and County of Honolulu

From: Director of Safety, Security and Emergency Preparedness
Department of Education

Subject: Public schools that will be available as tsunami refuge areas in the
event of a tsunami evacuation

Date: [insert date]

Pursuant to the Memorandum of Understanding effective [insert effective date of MOU] between the City and County of Honolulu and the Department of Education regarding public schools as designated emergency refuge locations in times of tsunami evacuations, the parties, by their signatures below, agree that the list of schools designated as tsunami refuge locations is hereby revised and the complete list now comprises the following locations, effective [insert date the change is to be effective]:

[list schools that are tsunami refuge locations]

Department of Education
Safety, Security, and Emergency
Preparedness Branch

By _____
Superintendent

AGREED AND ACCEPTED

City & County of Honolulu
Department of Emergency Management

By _____
Director

Memorandum of Understanding 5

11.11 SUPPORTING STATE AND COUNTY OPERATION RESOURCES

11.11.1 HAWAII EMERGENCY MANAGEMENT AGENCY (HI-EMA)

The Hawaii Emergency Management Agency (HI-EMA) is the emergency management agency for the State of Hawaii. In its headquarters in Diamond Head Crater, HI-EMA serves as the coordinating agency between the four county emergency management agencies (Hawaii County Civil Defense, Maui County Emergency Management Agency (MEMA), City and County of Honolulu Department of Emergency Management, and Kauai Emergency Management Agency) and as State Warning Point.

In accordance with the National Incident Management System (NIMS), all disaster response starts at the county level. HI-EMA responds to county requests for state assistance and supplements county emergency management efforts. When a disaster response effort exceeds the capabilities of a county, HI-EMA may recommend a State Emergency Proclamation from the Governor.

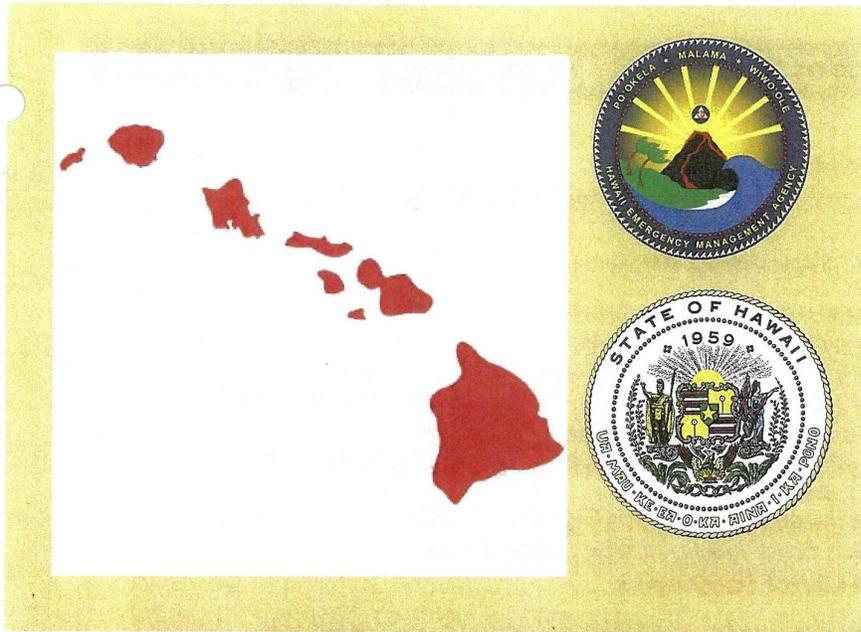
This proclamation can activate the State Emergency Response Team (SERT), which is made up of state employees, and/or allow the State Department of Defense to place the Hawaii Army and Air National Guard on State Active Duty. A Governor's emergency proclamation may also suspend certain state laws, enabling a quick and effective emergency response.

Emergency response is only one of the functions of HI-EMA. The five core capabilities that guide HI-EMA are Prevention, Protection, Mitigation, Response, and Recovery. The branches in the HI-EMA organization address these capabilities. These branches are Preparedness, Operations, Telecommunications, Logistics, and Finance/Administration.

State Warning Point uses the Hawaii Warning System (HAWAS) to transmit and receive emergency messages to and from the Emergency Operations Center (EOC) and warning point for each county. State Warning Point is also part of the National Warning System (NAWAS), which connects over 22,000 emergency managers and the National Weather Service.

Hawaii Emergency Management Agency Site - <https://dod.hawaii.gov/hiema/>

11.11.2 STATE DEPARTMENT DIRECTOR RESOURCE GUIDE



**STATE DEPARTMENT
DIRECTOR RESOURCE GUIDE**

Hawai'i Emergency Management Agency

Website: ready.hawaii.gov

Phone: 808.733.4300

TABLE OF CONTENTS

Guide Overview

State Agency Director Role in Emergency Management

Section 1: Response Resources

- ❖ Director's Emergency Checklist
- ❖ Response Overview Diagram
- ❖ State Emergency Operations Center (SEOC) Contact Sheet
- ❖ State Agency Requirements for Reporting Incidents to SWP
- ❖ Notification of SEOC Activation Protocols
- ❖ Requirements for Reporting and Requesting Resources During SEOC Activations
- ❖ State Emergency Support Function (SESF) Overview Sheets
- ❖ Hawai'i State Agency SESF Assignments
- ❖ State Line of Succession

Section 2: Department Preparedness and Mitigation Resources

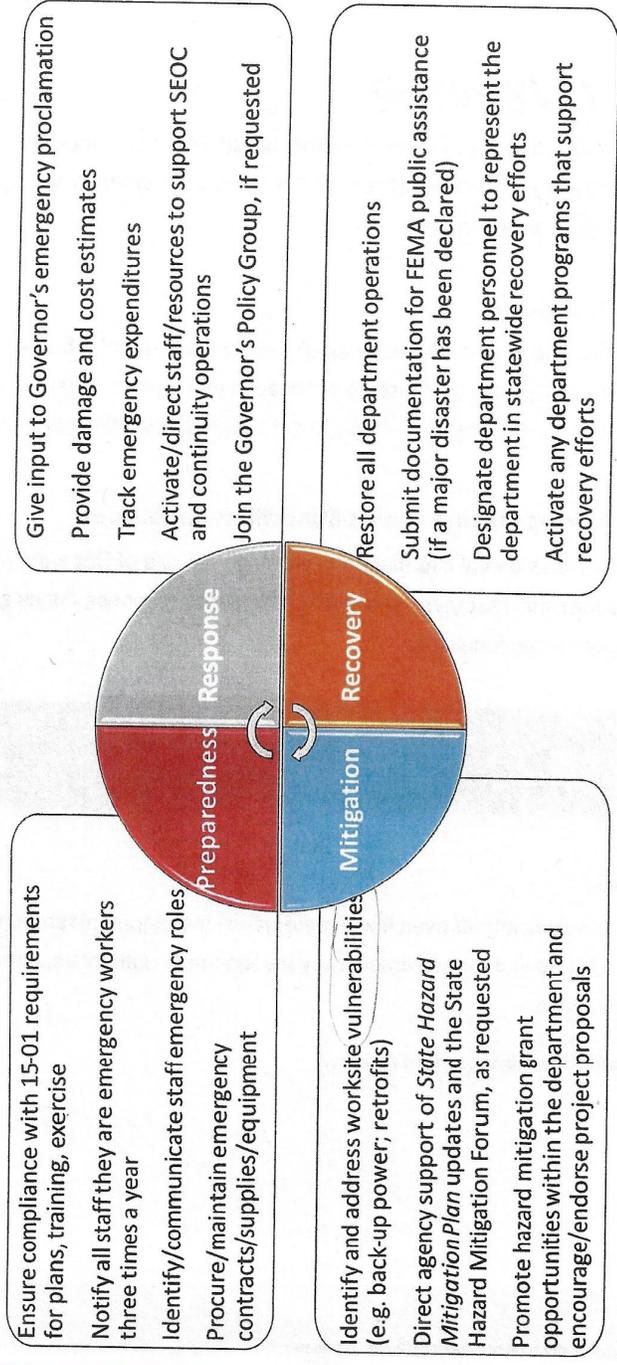
- ❖ Readiness Resources and Links
- ❖ Department Readiness Checklist
- ❖ Plans and Planning Requirements
- ❖ Training and Exercise Program and Requirements
- ❖ State Emergency Response Team (SERT) Member Selection and Roles
- ❖ Hazard Mitigation Plans, Grants, and Eligibility

Section 3: References

- ❖ About Emergency Management
- ❖ Overview of Hawai'i Revised Statute §127A
- ❖ Administrative Directive 15-01
- ❖ Sample Emergency Proclamation
- ❖ FEMA Fact Sheets: Public and Individual Assistance

May 2019

STATE AGENCY DIRECTOR ROLE IN EMERGENCY MANAGEMENT



Hawaii Emergency Management Agency | State Agency Director Role in Emergency Management

Intro - 4

May 2019

GUIDE OVERVIEW

This guide is meant to provide state of Hawai'i department directors with the necessary information to quickly and efficiently respond in the event their agency is called upon to support the state in an emergency.

Response Resources

What is the first thing your department should do once activated? This section provides a bevy of resources – from checklists to notification procedures – that will support the initial activation process when your department supports response to an incident.

Department Preparedness and Mitigation Resources

This section provides useful information in clarifying the role of Department Directors in ensuring departmental readiness to execute emergency response duties and continue essential departmental functions.

“ There is no harm in hoping for the best as long as you are prepared for the worst ” -- Stephen King

References

This section provides a brief overview of emergency management fundamentals and information on state and federal emergency management authorities, directives and programs structures.

Hawai'i Emergency Management Agency
May 2019

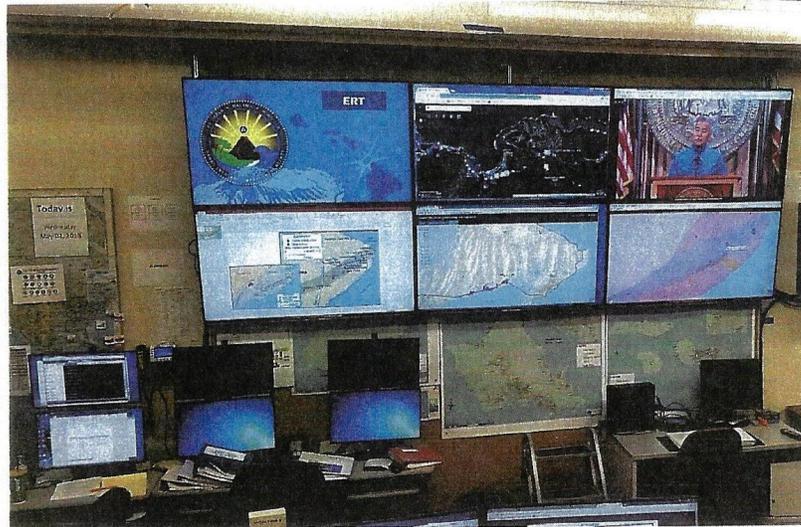
RESPONSE

May 2019

RESPONSE RESOURCES

These resources are intended for use when your department is activated for emergency response. In addition to general information for all state agencies, it includes sections you can update with department-specific information. The resources in this section include:

- Director's Emergency Checklist
- Response Overview Diagram
- State Emergency Operations Center (SEOC) Contact Sheet
- State Agency Requirements for Reporting Incidents to State Warning Point (SWP)
- Notification of SEOC Activation Protocols
- Requirements for Reporting and Requesting Resources During State EOC Activations
- State Emergency Support Function (SESF) Overview Sheets
- Hawai'i State Agency SESF Assignments
- State Line of Succession



Pictured: State Emergency Operations Center

Hawaii Emergency Management Agency | Response Resources

R1

PREPAREDNESS

May 2019

DEPARTMENT PREPAREDNESS AND MITIGATION RESOURCES

These resources focus on ensuring continuity of operations within your department and smooth coordination and communication outside of your department. The resources in this section include:

- Readiness Resources and Links
- Department Readiness Checklist
- Plans and Planning Requirements
- Training and Exercise Program and Requirements
- State Emergency Response Team (SERT) Member Selection and Roles
- Hazard Mitigation Plans, Grants, and Eligibility



Pictured: Participants at 2017 Senior Leaders Seminar

May 2019

READINESS RESOURCES AND LINKS

| Resource | Description | Location |
|---|--|---|
| Department Operations Center (DOC) Planning Guide | Contains guidance on equipping a DOC, such as supply lists and back-up communications recommendations, as well as resources to help operate a DOC. | https://dod.hawaii.gov/hiema/files/2017/08/DOC-Planning-Guidance-and-Resources.Final_.06-01-17.pdf |
| Department Emergency Operations Plan (EOP) Template | A template plan that agencies can use to develop their EOPs. Identifies specific information agencies should include in the plan. | https://dod.hawaii.gov/hiema/files/2017/08/Department-Template-for-EOP.FINAL_.Rev-08-2016.pdf |
| HI-EMA Training Page | Training and exercises; public training materials. | http://dod.hawaii.gov/hiema/ert-resources/training-exercise/ |
| Hazard Mitigation Information | Description of mitigation grant opportunities. | http://dod.hawaii.gov/hiema/ert-resources/hazard-mitigation/ |
| HRS §127A | Emergency management statute. | https://www.capitol.hawaii.gov/hrscurrent/Vol03_Ch0121-0200D/HRS0127A/HRS_0127A-0013.htm |
| Governor's Administrative Directive 15-01 | Establishes minimum emergency management requirements for state departments/agencies | https://dod.hawaii.gov/hiema/files/2017/08/AD-15-01-Emergency-Management-Preparedness-Requirements-for-Departments.pdf |
| Department of Homeland Security Fusion Center | Intelligence sharing between local, state, and federal agencies, and the public and private sectors. | https://dod.hawaii.gov/ohs/fusion-center |

May 2019

DEPARTMENT READINESS CHECKLIST

Departments have to be ready to perform two primary missions during an emergency or disaster:

- Provide emergency support requested by the State Emergency Operations Center (SEOC)
- Ensure essential department functions continue or are rapidly restored.

This readiness checklist is to assist senior leaders in evaluating their department's readiness to effectively perform these functions.

| READINESS ACTIONS – PLANS | |
|---|--|
| 1. Has the department identified critical functions that must continue during an incident? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 2. Does the agency have a current Continuity of Operations Plan that addresses the following? <input type="checkbox"/> Critical agency functions <input type="checkbox"/> Procedures to prevent or restore critical functions during an emergency? <input type="checkbox"/> Alternate procedures for performing critical functions during disruptions to normal systems? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 3. Is there a position responsible for maintaining the Continuity of Operations Plan? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 4. Is the Continuity of Operations Plan updated annually? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 5. Is a copy of the current Continuity of Operations Plan on file with HI-EMA? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |
| 6. Does the agency have a current Departmental Emergency Operations Plan? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 7. Is there a position responsible for maintaining the Departmental Emergency Operations Plan? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 8. Is the Departmental Emergency Operations Plan updated annually? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 9. Is a copy of the current Departmental Emergency Operations Plan on file with HI-EMA? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A |

May 2019

| READINESS ACTIONS – STAFFING, TRAINING AND EXERCISE | |
|---|---|
| 1. Does the agency have EMOs identified (primary and 2 alternates) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 2. Are primary and alternate SESF representatives assigned to each SESF the agency is tasked to support? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 3. Have EMOs and SESF representatives completed required HI-EMA training? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 4. Have emergency workers needed to sustain/restore critical functions been identified and trained? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 5. Have workers been identified who may need to be reassigned during an incident to support emergency or continuity operations? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 6. Is the agency prepared to provide a list of non-essential staff that may be available to support other departments in a major emergency? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 7. Are all agency staff notified multiple times a year that all state employees are considered emergency workers? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 8. Is regular training provided to all staff on the agency's emergency policies and procedures? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 9. Are internal exercises regularly held to practice and test emergency and continuity plans and procedures? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 10. Does the agency participate in the annual Makani Pahili Hurricane exercise? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |

May 2019

| READINESS ACTIONS – FACILITIES, SUPPLIES AND EQUIPMENT | |
|--|---|
| 1. Does the department have a designated Department Operations Center (DOC)? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Has the DOC been hardened to withstand hurricane forces? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is the DOC located outside a tsunami evacuation zone? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is the DOC located outside a flood zone? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is the DOC large enough to accommodate key members of the department's emergency response team and workers necessary to sustain essential department functions? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Have the necessary supplies been identified to support the DOC once it activates (office supplies; internet access; phones; furniture)? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is the DOC accessible 24 hours or is there a security plan in place to provide after-hours access? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 2. Does the department have back-up voice communications equipment if regular voice communications systems are disrupted (e.g. satellite phone; land-mobile radio)? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Are key staff regularly trained to operate the equipment? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is someone in charge of regularly maintaining and testing the equipment? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Do key emergency staff know where the equipment is located and have access to it? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is the amount of equipment adequate to ensure all key emergency workers can coordinate with the SEOC and with agency offices performing essential functions? (ensure neighbor island operations are considered) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Are key staff regularly trained to operate the equipment? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is someone in charge of regularly maintaining and testing the equipment? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 3. Does the department have back-up communications equipment that will provide internet access if regular communications systems are disrupted? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Are key staff regularly trained to operate the equipment? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is someone in charge of regularly maintaining and testing the equipment? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |

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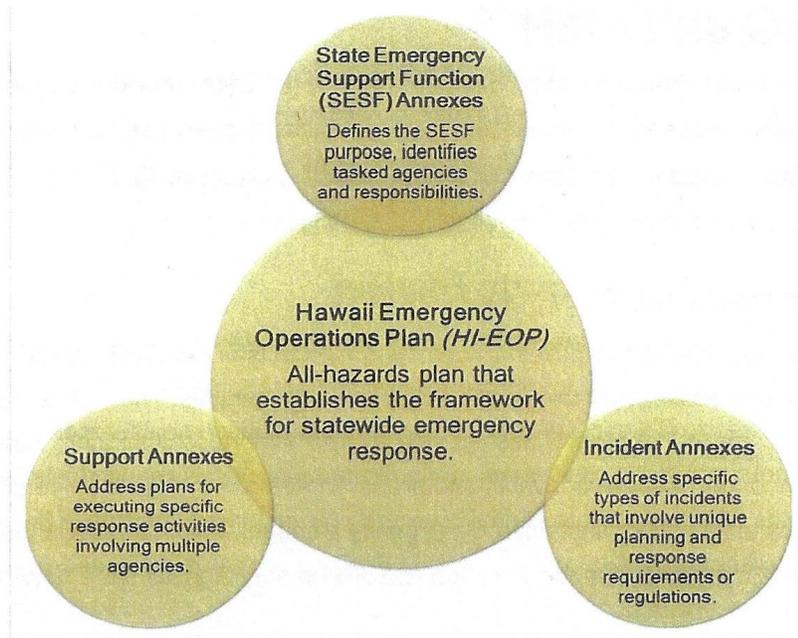
| READINESS ACTIONS – FACILITIES, SUPPLIES AND EQUIPMENT | |
|--|---|
| <input type="checkbox"/> Do key emergency staff know where the equipment is located and have access to it? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is the amount of equipment adequate to ensure all key emergency workers can coordinate with the SEOC and with agency offices performing essential functions? (ensure neighbor island operations are considered) | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Are key staff regularly trained to operate the equipment? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is someone in charge of regularly maintaining and testing the equipment? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 4. Does the department have a generator? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Will the generator power the DOC? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Can the generator power sites/equipment required to perform critical department functions? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is fuel stored with the generator? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is the generator regularly tested? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is someone in charge of regularly maintaining and testing the generator? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Are multiple staff trained on how to operate the generator? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| <input type="checkbox"/> Is the generator protected from wind and flooding? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 5. Does the department have a policy that addresses employees, their families and pets sheltering at worksites? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 6. Are emergency supplies for workers available at worksites that will be operating during a disaster? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |
| 7. Have workers been advised of supplies they are expected to bring with them during an emergency? | <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A |

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PLANS AND PLANNING REQUIREMENTS

State Plans

HI-EMA maintains plans that address roles, structures and procedures for the state’s response to, and initial recovery from, emergencies or disasters. The overarching document is the Hawai’i Emergency Operations Plan (HI-EOP). The HI-EOP Base Plan is the foundational document. It outlines the state’s vulnerabilities and planning assumptions, and establishes the authorities, responsibilities and coordination structures for state emergency operations. The Base Plan is supported by multiple Annexes that address specific response elements.



Current state plans and templates for developing departmental plans are available at <https://dod.hawaii.gov/hiema/ser-resources/plans-and-planning-resources/>

Department Plans

Administrative Directive 15-01 establishes plan requirements for state departments.

Departmental Emergency Operations Plan: State departments are each required to maintain a Departmental EOP that addresses internal emergency response roles, responsibilities and coordination structures. Departmental plans must be consistent with the HI-EOP.

Continuity of Operations Plan (COOP): Continuity plans are required that identify the department’s essential functions and address how these activities will be sustained or recovered during an emergency or disaster.

May 2019

TRAINING AND EXERCISE PROGRAM AND REQUIREMENTS

The Hawai'i Emergency Management Agency (HI-EMA) provides training and exercise support to help the state and its partners improve readiness to execute emergency and essential functions during a disaster. The Governor's Administrative Directive 15-01 requires state agency participation in emergency management trainings and exercises.

Training and Exercise Priorities

Each year HI-EMA releases a Training and Exercise Plan (TEP) identifying program priorities and a statewide schedule of training and exercise opportunities. The TEP is a product of the annual Training and Exercise Planning Workshop where stakeholders consider senior leader guidance, lessons learned from real-world events and preparedness assessments to identify areas where capability needs to be built or sustained. Emergency Management Officers (EMOs) and representatives from State Emergency Support Function (SESF) Primary Agencies are required to attend and contribute.

State Emergency Response Team (SERT) Training Requirements

Required SERT training is a combination of in-person training facilitated by HI-EMA and online courses through FEMA's Emergency Management Institute (EMI). Certificates and proof of completion should be forwarded to the State Training Officer at HI-EMA.

| Required Training | When Taken | Facilitator |
|--|------------|----------------------|
| SERT Orientation | Once | HI-EMA |
| WebEOC I | Annually | HI-EMA |
| WebEOC II | Annually | HI-EMA |
| IS-100 Introduction to Incident Command System | Once | FEMA Online Training |
| IS-200 ICS for Single Resources and Initial Action Incidents | Once | FEMA Online Training |
| IS-700 National Incident Management System (NIMS), An Introduction | Once | FEMA EMI |
| IS-800 National Response Framework, An Introduction | Once | FEMA EMI |

Exercise Participation Requirements

State agencies are required to participate in the annual statewide Makani Pahili Hurricane Exercise. This week-long exercise is held at the beginning of hurricane season. SERT members are required to be part of the exercise planning team and organize their agency's participation. Departments are encouraged to conduct regular internal trainings and exercises.

Questions? Call HI-EMA at 808-733-4300 and ask to speak to the State Training or Exercise Officer.

May 2019

STATE EMERGENCY RESPONSE TEAM (SERT) MEMBER SELECTION AND ROLES

Emergency Management Officers (formerly Civil Defense Coordinators)

| | |
|---|--|
| <p>What is an EMO?</p> | <p>EMOs are the primary liaison between a state department and the Hawai'i Emergency Management Agency and responsible for ensuring their department's overall readiness to respond to an emergency or disaster that requires state resources.</p> <p><u>EMO Preparedness Duties:</u></p> <ul style="list-style-type: none"> • Channeling information from HI-EMA about plans, training opportunities, exercises and coordinating the department's participation. • Ensuring primary and alternate representatives are assigned to all ESFs for which the department is a coordinating, primary or support agency. • Understanding the state's emergency plans and organization and maintaining integrated departmental level plans. <p><u>EMO Response Duties:</u></p> <ul style="list-style-type: none"> • Providing oversight of the department's overall efforts to support the from a Department Operations Center (DOC) or other central location. • Ensuring the department's ESF representatives are activated. • Coordinating with the departments ESF representatives to fulfill requests for information or resources. • Sharing updates on the department's progress towards incident objectives and assignments with the State EOC via WebEOC. |
| <p>How many EMOs do I need?</p> | <p>Each department must assign 1 primary EMO and 2 alternates.</p> <p>Departments with attached agencies should decide if the attached agency needs its own EMOs. Considerations for appointing a separate EMO from an attached agency include:</p> <ul style="list-style-type: none"> • The attached agency has a significant role in emergency plans • The attached agency is fairly autonomous, and the department's EMO would not be able to speak to available resources, staff, plans or operations • During emergencies the attached agency coordinates its emergency operations independently from the department (e.g. does not operation from the Department Operations Center (DOC)). |
| <p>What criteria should I use to select an EMO?</p> | <ul style="list-style-type: none"> • Possesses a big picture understanding of the department's structure, resources, personnel and other capabilities • Has the authority to speak on behalf of the department • Demonstrates effective managerial, coordination and communication skills • Accessible by phone after hours and able to respond on short notice and work extended hours • Able to work well in stressful and chaotic environments |
| <p>What equipment is required?</p> | <p>EMOs must be accessible after-hours. It is strongly recommended that EMOs be issued a state cell phone and laptop by their department to ensure they are reachable during an emergency and can operate remotely, if needed.</p> |

May 2019

State Emergency Support Function Representatives

| | |
|--|--|
| <p>What are SESFs?</p> | <p>SESFs are groupings of agencies from the state, private and non-profit sectors into the key functional areas most frequently needed to provide state support during disasters or emergencies. By identifying and organizing key emergency functions and the agencies needed to execute them, SESFs facilitate planning and response among entities that may not work together closely during day-to-day operations but need to quickly coordinate and share resources during an emergency.</p> |
| <p>What is an ESF Coordinating Agency?</p> | <p>Each SESF has one Coordinating Agency, which ensure overall SESF preparedness. Duties include:</p> <ul style="list-style-type: none"> • Overseeing the development of plans and procedures required to execute SESF responsibilities • Ensuring SESF agencies maintain operational readiness by having primary and alternate SESF representatives assigned who have completed required HI-EMA training. • Coordinating SESF participation in relevant exercises and meetings and implementing corrective actions identified in After-Action Reports from exercises or real-world events. • Serving as the principal contact for HI-EMA on issues related to the SESF. |
| <p>What is an SESF Primary Agency?</p> | <p>Primary agencies have significant authorities, roles, resources or capabilities for a particular function within an SESF. In most cases, the SESF Coordinating and Primary Agency are the same. However, a few SESFs encompass a broad range of activities and multiple primary agencies are assigned to lead specific sub-functions. Primary Agency duties include:</p> <ul style="list-style-type: none"> • Providing leadership, expertise and resources to support mitigation, planning, response and recovery activities related to the SESF. • Sending staff to the State EOC and other incident sites, if requested. • Orchestrating state support within their functional area by activating department resources and plans or tasking SESF Support Agencies. • Ensuring financial and property accountability for SESF activities. • Working with their department EMO to promote awareness, education and support of ESF duties and ensure SESF responsibilities are included in the Department's Emergency Operations Plan. |
| <p>What is an SESF Support Agency?</p> | <p>Support Agencies have specific capabilities and resources that may assist the SESF. Duties include:</p> <ul style="list-style-type: none"> • Participating in SESF planning efforts. • Providing staff to the State EOC and other incident sites, if requested. • When activated, coordinating department resources to support missions assigned to the SESF. • Working with their department EMO to promote awareness, education and support of SESF duties and ensure SESF responsibilities are included in the department's Emergency Operations Plan. |
| <p>How many SESF reps do I assign?</p> | <ul style="list-style-type: none"> • 2 representatives (primary and alternate) for each SESF the department is identified as the Coordinating/Primary Agency. • 1 representative for each SESF the department is assigned to as a Support Agency |
| <p>What criteria should I use to select SESF reps?</p> | <ul style="list-style-type: none"> • Knowledge of the department's structure, resources and processes as they relate to the SESF, and technical expertise in the SESF functional area that will inform plans and response strategies. • Effective planning and coordination skills and ability to work effectively across agencies/jurisdictions • Accessible by phone after hours and able to respond on short notice and work extended hours. • Ability to work well in stressful and chaotic environments |
| <p>What equipment is required?</p> | <p>SESF representatives must be reachable after hours. Primary Agencies should be issued a cell phone and laptop by their department for use when working at the State EOC or other incident sites. It is strongly recommended this equipment is issued to Support Agency reps.</p> |

May 2019

HAZARD MITIGATION

Mitigation is the ongoing effort to lessen the impact of natural disasters on people's lives and property. The Hawai'i Emergency Management Agency (HI-EMA) is responsible for coordinating disaster loss reduction programs, initiatives and policies throughout the state.

Hazard Mitigation Plans

Disaster loss reduction is promoted through the development and implementation of state and county hazard mitigation plans. State agencies are asked by HI-EMA to participate in updating the state plan every five years.

Hazard Mitigation Grants

HI-EMA administers the Hazard Mitigation Assistance Grant Programs, which can provide 75% federal funding for eligible mitigation projects. Grant programs include the post-disaster Hazard Mitigation Grant Program (HMGP), the Pre-Disaster Mitigation (PDM) Grant Program, and the Flood Mitigation Assistance (FMA) Grant Program, which funds mitigation of high loss insured properties through the National Flood Insurance Program. State and local mitigation strategies that qualify are:

- Hazard mitigation planning
- Retrofit of critical facilities
- Acquisition, elevation, relocation or drainage improvements of repetitive flood loss structures
- Enhancement or development of codes and standards
- Safe rooms and storm shelters
- Generators for critical facilities
- Warning systems

Eligibility for Hazard Mitigation Grants

State and county agencies are eligible to apply for all three (HMGP, PDM and FMA) Mitigation Grant Programs. Certain private, non-profit organizations are eligible to apply for HMGP only. Individuals and businesses cannot apply directly; however, an eligible applicant may apply on behalf of individuals or businesses.

For more information visit <http://dod.hawaii.gov/hiema/ser-resources/hazard-mitigation/> or call HI-EMA at 808-733-4300 and ask to speak to the State Hazard Mitigation Office.

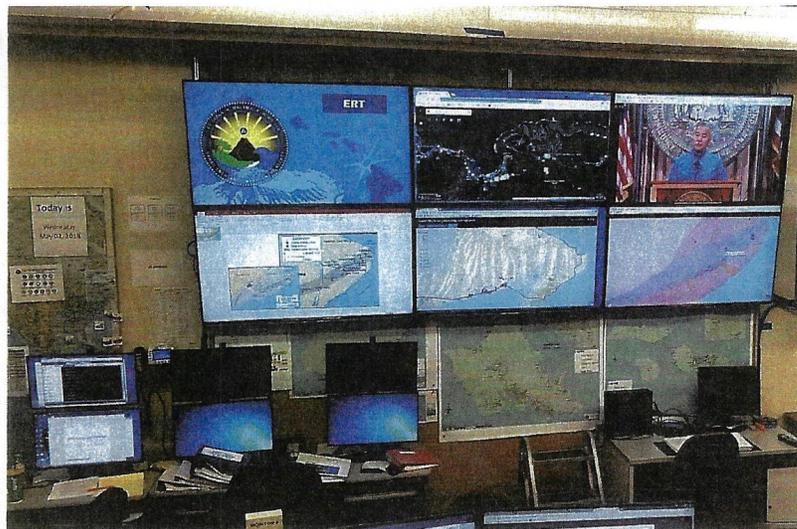
RESPONSE

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RESPONSE RESOURCES

These resources are intended for use when your department is activated for emergency response. In addition to general information for all state agencies, it includes sections you can update with department-specific information. The resources in this section include:

- Director's Emergency Checklist
- Response Overview Diagram
- State Emergency Operations Center (SEOC) Contact Sheet
- State Agency Requirements for Reporting Incidents to State Warning Point (SWP)
- Notification of SEOC Activation Protocols
- Requirements for Reporting and Requesting Resources During State EOC Activations
- State Emergency Support Function (SESF) Overview Sheets
- Hawai'i State Agency SESF Assignments
- State Line of Succession



Pictured: State Emergency Operations Center

Hawaii Emergency Management Agency | Response Resources

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DIRECTOR'S EMERGENCY CHECKLIST

The following checklist is intended for use by Department Directors when an emergency or disaster has occurred or is threatening to occur.

| IMMEDIATE ACTION ITEMS | REF. FOR MORE INFO |
|---|---|
| 1. Gather initial incident information from the department EMO. <ul style="list-style-type: none"> <input type="checkbox"/> Incident type and location <input type="checkbox"/> Known or threatened impacts <input type="checkbox"/> Is the SEOC activated and if department representatives need to report | |
| 2. Verify the EMO has initiated departmental notifications. <ul style="list-style-type: none"> <input type="checkbox"/> SESF representatives <input type="checkbox"/> Other departmental leadership <input type="checkbox"/> Other department emergency response workers <input type="checkbox"/> Key external vendors or partners | Internal notifications may vary based on the nature of the incident and internal procedures documented in the Departmental EOP. |
| 3. Determine actual/threatened impacts to the department: <ul style="list-style-type: none"> <input type="checkbox"/> Personnel <input type="checkbox"/> Property or Worksites <input type="checkbox"/> Equipment <input type="checkbox"/> Essential Functions <input type="checkbox"/> Non-Essential Functions | |
| 4. Direct implementation of safety actions to protect workers, the public, property or equipment as applicable. | |
| 5. Determine if the Department Operations Center (DOC) should activate. | |
| 6. Adjust or cancel non-essential department operations or events, as appropriate. | |
| 7. Assess needs and commit resources to support the SEOC and continuity of essential agency functions. <ul style="list-style-type: none"> <input type="checkbox"/> Identify current resources available/needed <input type="checkbox"/> Anticipate gaps in resources available/needed. <input type="checkbox"/> Provide direction on addressing resource shortfalls. | |
| 8. Assign additional workers to emergency duties, as required. | |

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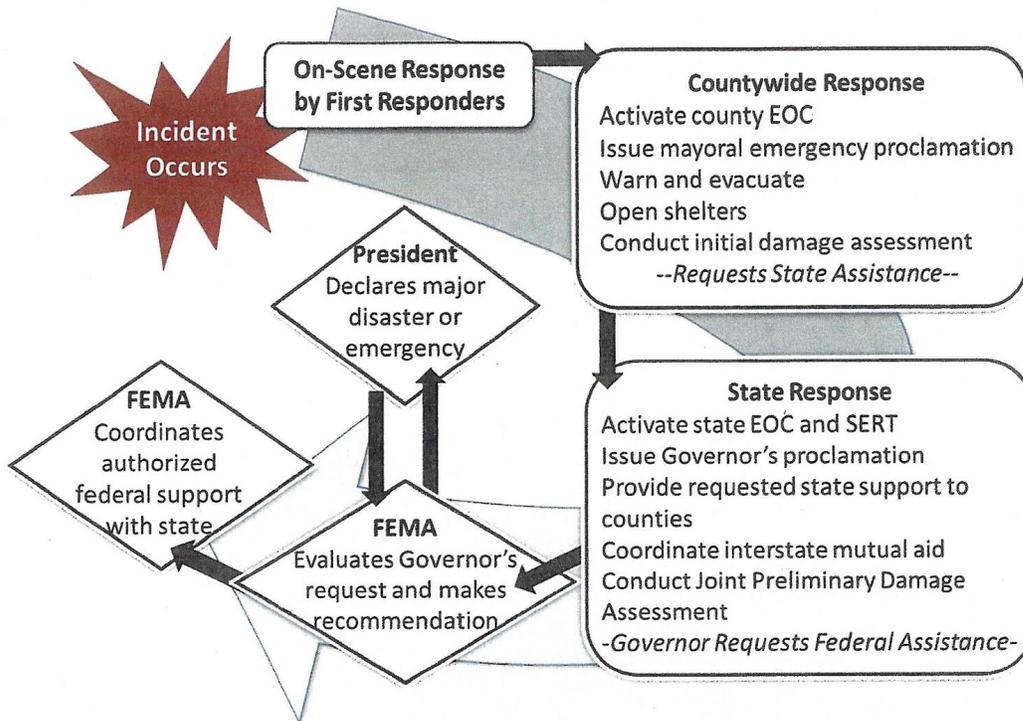
| IMMEDIATE ACTION ITEMS | REF. FOR MORE INFO |
|---|--|
| <p>9. Direct dissemination of the incident information to all staff:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Type of incident <input type="checkbox"/> Known or threatened impacts <input type="checkbox"/> Safety actions employees should take or consider <input type="checkbox"/> Impacts or adjustments to department operations or scheduled activities <input type="checkbox"/> Alterations to work schedules <input type="checkbox"/> Emergency policies or procedures in effect <input type="checkbox"/> Key staff assigned to manage emergency operations <input type="checkbox"/> Expectations of all staff in supporting incident response. | |
| <p>10. As appropriate, direct the release of public information:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Impacts to department operations or services <input type="checkbox"/> Emergency activities underway <input type="checkbox"/> Available resources or guidance | |
| <p>11. Verify an initial damage assessment of department property and equipment is underway.</p> | <p>Refer to the Reporting Damage section of the document <i>REQUIREMENTS FOR REPORTING AND REQUESTING RESOURCES DURING STATE EOC ACTIVATIONS</i>.</p> |
| <p>12. Direct administrative staff to being tracking all disaster-related expenses.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Overtime wages <input type="checkbox"/> Emergency contracts <input type="checkbox"/> Materials/equipment | <p>Refer to the Expense Tracking and Reporting section of the document <i>REQUIREMENTS FOR REPORTING AND REQUESTING RESOURCES DURING STATE EOC ACTIVATIONS</i>.</p> |

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| ONGOING ACTION ITEMS | REF. FOR MORE INFO |
|---|--|
| 1. Receive incident updates from the department EMO. | |
| 2. Verify with the EMO that the agency is regularly providing required information to the SEOC. <ul style="list-style-type: none"> <input type="checkbox"/> Submission of daily Department Situation Reports <input type="checkbox"/> Real-time updates on key department emergency activities or impacts <input type="checkbox"/> Damage information <input type="checkbox"/> Cost information | Refer to Reporting Status and Situational Awareness Information section of the document <i>REQUIREMENTS FOR REPORTING AND REQUESTING RESOURCES DURING STATE EOC ACTIVATIONS</i> . |
| 3. Participate in the Governor’s Policy group or other meetings of Senior Officials, as requested. | |
| 4. Activate any emergency aid programs or services the department manages. | |
| 5. Monitor impacts on department operations and cancel or restore non-essential functions, as appropriate. | |
| 6. Monitor the department’s emergency-related expenses and ensure tracking and reporting are ongoing. | |
| 7. Verify a full damage assessment has been conducted of all agency facilities/property and reported to the SEOC. | Refer to the Reporting Damage section of the document <i>REQUIREMENTS FOR REPORTING AND REQUESTING RESOURCES DURING STATE EOC ACTIVATIONS</i> . |
| 8. Assign staff to work with the SEOC on determining eligibility for reimbursement of emergency work and repair costs through the FEMA Public Assistance Program (if activated). | Refer to Public Assistance Fact Sheet: https://www.fema.gov/media-library/assets/documents/90743 |
| 9. Advise the Attorney General’s Office on the continued need for suspension of statutes or regulations. | |
| 10. Monitor public information needs or media relations concerns and direct additional messaging or outreach as required. | |
| 11. Provide regular updates to all staff on the status of emergency operations. | |
| 12. Ensure information on recovery resources disseminated by the SEOC are shared with any personnel impacted by the incident. | |

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RESPONSE OVERVIEW



State Emergency Management Authorities

HRS 127A defines the emergency management authorities of the Governor and Mayors and establishes state and county emergency management agencies. The Governor may issue an emergency proclamation to exercise emergency authorities, including the suspension of laws that may impede response efforts. County mayors may issue local emergency proclamations.

Federal Authorities – Stafford Act

The Stafford Act is the statutory authority for most federal disaster response activities, especially as they pertain to FEMA and FEMA programs. It allows the President to issue an emergency or major disaster proclamation at the request of a Governor when a state demonstrates an effective response is beyond state and local capabilities. Depending on the type of declaration and disaster impacts, assistance provided may include direct federal assistance to response efforts and/or grant programs for individual and household recovery, infrastructure repair or mitigation projects.

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STATE EMERGENCY OPERATIONS CENTER (SEOC) CONTACT SHEET

The State Emergency Operations Center (SEOC), located in Diamond Head Crater, is the central physical location where designated State Emergency Response Team (SERT) members report during emergencies to gather and disseminate event information, respond to requests for assistance from counties and state departments, coordinate priority actions, and allocate resources.

Location: Diamond Head State Monument

Address (mail only): 3949 Diamond Head Road, Honolulu, HI 96816

Phone: 808-733-4300. State Warning Point (SWP) extensions: ext. 101, 102, 104

Directions

Enter Diamond Head State Monument from Diamond Head Road near 18th Avenue and follow road to reach Kāhala Tunnel. Take the first right turn after the tunnel to reach the main SEOC parking lot.

If the main SEOC parking lot is full, return to the entrance road and take the second right after the tunnel. The SEOC overflow parking is on the right, shortly after you enter the gates. To reach the SEOC from the overflow parking lot, follow the paths shown on the map.



Please drive slowly inside Diamond Head State Monument. There is a mix of traffic and pedestrians.



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STATE AGENCY REQUIREMENTS FOR REPORTING INCIDENTS TO SWP

The State Warning Point (SWP) operates 24/7 to maintain situational awareness of threatening or occurring hazards statewide and provide timely notifications to designated state and county stakeholders and partners.

STATE WARNING POINT
(808) 733-4300 ext. 101, 102 or 104

State departments must notify SWP of the following occurrences when the agency is the primary entity impacted AND/OR the principle responding agency as designated by statute, regulation or plan.

- Activation or deactivation of a state agency's Department Operations Center (DOC)
- Mass violence or casualty threat or occurrence at a facility owned or operated by the state
- Degradation and restoration of critical infrastructure capabilities and systems (power, water, transportation, supply chain, IT and communications)
- Significant disruption of essential functions or operations, including worksite evacuations
- Any event, not captured above, that:
 - Poses a significant and imminent threat to public health and safety, property, or the environment,
 - Could result in the loss of public trust/confidence, degradation of credibility, and negative media coverage

Life threatening situations should first be reported to 911. Notification to the SWP does not replace other notifications required by regulation and/or established agency protocols.

May 2019

NOTIFICATION OF STATE EMERGENCY OPERATIONS CENTER (SEOC) ACTIVATION PROTOCOLS

HI-EMA Notifications to State Departments

HI-EMA will notify the following personnel in state departments when an incident threatens or occurs that requires enhanced monitoring or activation of the SEOC:

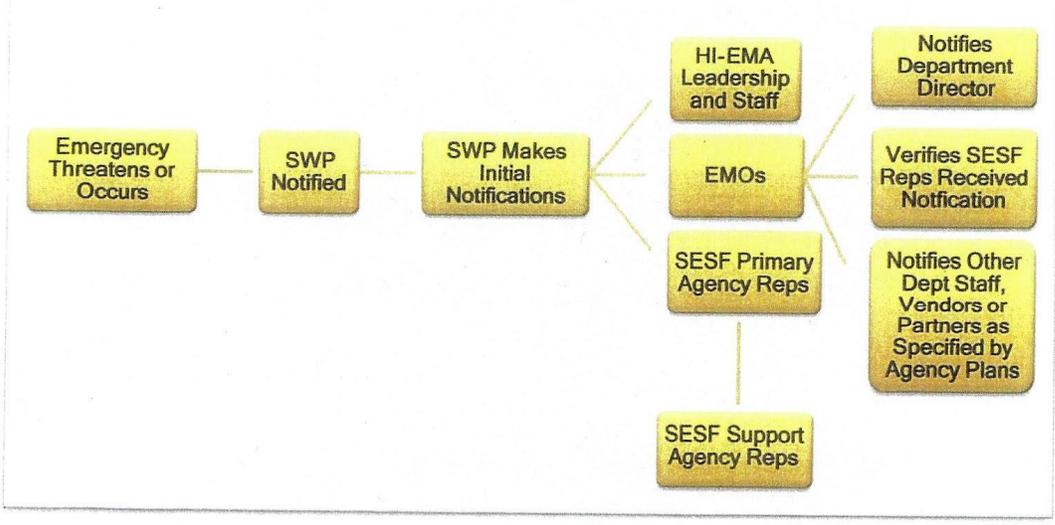
- Emergency Management Officers (EMOs) (*both primary and alternate contacts*)
- State Emergency Support Function (SESF) Primary Agency Representatives

Internal Department Notification Procedures

EMOs are responsible for initiating additional notifications within their departments, including:

- Department Director
- Department State Emergency Support Function (SESF) Representatives
- Other department staff, vendors or partners identified in agency plans

Additional internal notification protocols should be outlined in each agency's *Departmental Emergency Operations Plan*.



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REQUIREMENTS FOR REPORTING AND REQUESTING RESOURCES DURING STATE EOC ACTIVATIONS

Departments are required to channel information and requests through the SEOC when it is activated.

Reporting and Request System – WebEOC

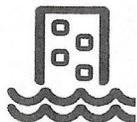
WebEOC, an online information management system, is the primary tool used by the state to maintain situational awareness and facilitate coordination among responding entities. Authorized users can view and update current incident information and request assistance. State Emergency Response Team (SERT) members are required to have WebEOC access and training on the system. Departments are encouraged to have multiple trained users.

Reporting Status and Situational Awareness Information

| | | |
|------------------------------|---|---|
| DEPARTMENT SITUATION REPORT | Summary of activities for previous 24 hours. | EMOs report daily in WebEOC. Submission time to be shared by SEOC at time of event. |
| DEPARTMENT ACTIVATION STATUS | Status of agency's DOC and key systems. | EMOs immediately report changes in WebEOC. |
| EVENT LOG ENTRIES | Updates requiring visibility across agencies. | EMOs and SESFs report immediately in WebEOC. SEOC must also be notified by phone if immediate visibility/ action by officials required. |



Reporting Damage



Senior leaders whose agencies have responsibility for infrastructure are responsible for conducting a damage assessment immediately following an event and reporting event-related damage to the SEOC via WebEOC. This information helps determine the need to request a presidential disaster declaration. Report content should include, but is not limited to:

- ✓ Damage descriptions and dimensions
- ✓ If the facility is still usable
- ✓ Possible impact to the community
- ✓ Debris removal requirements
- ✓ Point of contact

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Tracking and Reporting Expenses

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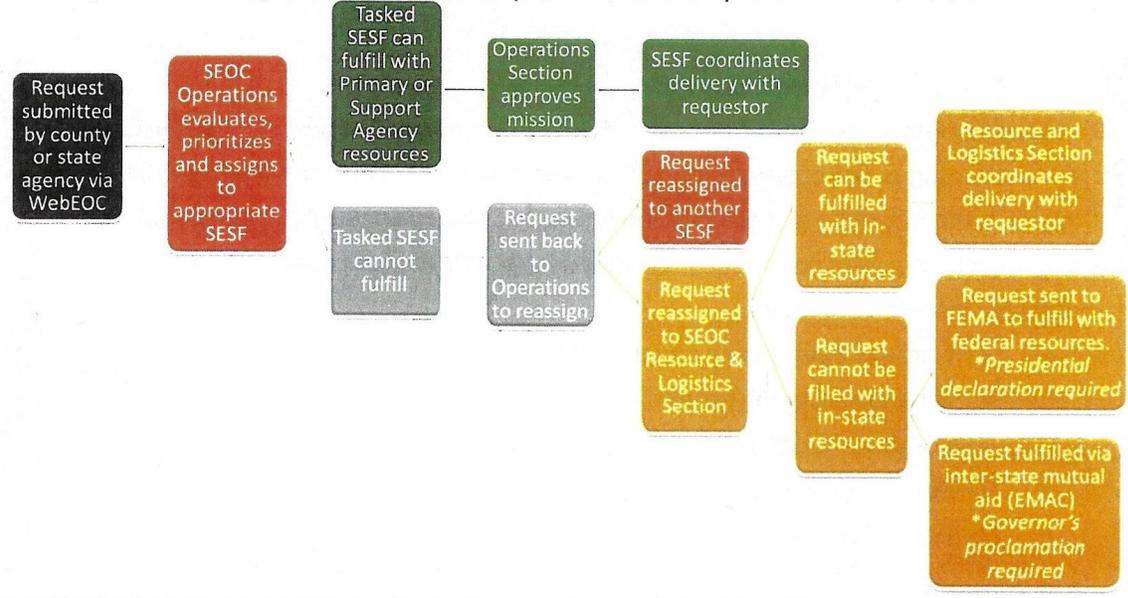
Senior leaders should direct their administrative staff to track disaster-related expenses for all events, so that plans can be developed. With accompanying documentation, track and be prepared to report out on disaster-related expenses. Categories of expenses include, but are not limited to:

- ✓ Overtime wages
- ✓ Emergency contracts
- ✓ Materials/equipment

Expense report tracking is critical because it informs the Governor of the amount of state resources being expended to respond to the event. These expenses may be reimbursable by FEMA or the state's Major Disaster Fund (MDF).

Requesting Information or Resources

State agencies and counties may request support from the SEOC for their emergency operations when they do not have the resources needed. Requests are made by submitting a Request for Information (RFI) or a Request for Assistance (RFA) via WebEOC. Departments are responsible for validating the necessity of the assets prior to submitting. The SEOC will prioritize and assign the appropriate SESF or agency to respond to the request. Updates will be provided to the requestor via WebEOC.



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STATE EMERGENCY SUPPORT FUNCTION OVERVIEW SHEET

- 

SESF 1
Transportation
- 

SESF 2
Communications
- 

SESF 3
Public Works &
Engineering
- 

SESF 4
Firefighting
- 

SESF 5
Information &
Planning
- 

SESF 6
Mass Care, Emergency
Assistance, Housing &
Human Services
- 

SESF 7
Logistics Mgmt. &
Resource Support
- 

SESF 8
Public Health &
Medical Services
- 

SESF 9
Search and
Rescue
- 

SESF 10
Oil and HAZMAT
Response
- 

SESF 11
Agriculture and
Natural Resources
- 

SESF 12
Energy
- 

SESF 13
Public Safety
and Security
- 

SESF 15
External Affairs
- 

SESF 16
Finance
- 

SESF 20
Military Support

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| SESF | Scope | |
|---|---|--|
| 1 - Transportation | <ul style="list-style-type: none"> Situational awareness for highway, aviation and marine systems Transportation safety | <ul style="list-style-type: none"> Damage and impact assessment/ restoration/ recovery of state transportation infrastructure Movement restrictions |
| 2 - Communications | <ul style="list-style-type: none"> Coordination with telecom and I.T. industries Restoration/repair of telecom infrastructure Statewide alert and warning mechanisms Support of deployable communications | <ul style="list-style-type: none"> Protection, restoration and sustainment of state cyber systems and I.T. resources Sustainment of emergency management operational voice and video telecom systems |
| 3 - Public Works & Engineering | <ul style="list-style-type: none"> Infrastructure assessment, protection and emergency repair Debris removal and disposal coordination | <ul style="list-style-type: none"> Engineering services, construction management Infrastructure restoration |
| 4 - Firefighting | <ul style="list-style-type: none"> Resource support to rural, urban and wildland firefighting operations | |
| 5 - Information & Planning | <ul style="list-style-type: none"> Incident action planning | <ul style="list-style-type: none"> Maintaining situational awareness |
| 6 - Mass Care, Emergency Assistance, Housing and Human Services | <ul style="list-style-type: none"> MASS CARE: Sheltering; Feeding; Bulk distribution; Disaster welfare information HUMAN SERVICES: Implementation of disaster assistance programs for non-housing losses HOUSING: Short/intermediate-term housing | <ul style="list-style-type: none"> EMERGENCY ASSISTANCE: Mass evacuation; Family reunification; Support for household pets and service animals; Support of functional and access needs; Voluntary agency, spontaneous volunteer and unsolicited donations coordination |
| 7 - Logistics & Resource Support | <ul style="list-style-type: none"> Resource support (e.g. transportation, facilities, supplies, equipment) | <ul style="list-style-type: none"> Coordination of out of state mutual aid Procurement |
| 8 - Public Health & Medical Services | <ul style="list-style-type: none"> Disease prevention and containment Healthcare and medical response support Environmental health and safety response Behavioral health services | <ul style="list-style-type: none"> Healthcare infrastructure protection/assessment Mass fatality management Medical shelters Mass patient movement |
| 9 - Search & Rescue | <ul style="list-style-type: none"> Search and rescue operations (air, land, urban, wilderness) | <ul style="list-style-type: none"> Mass search and rescue Life-saving assistance |
| 10 - Oil and HAZMAT Response | <ul style="list-style-type: none"> Oil and hazardous materials (chemical, biological, radiological, etc.) response | <ul style="list-style-type: none"> Environmental short and long-term cleanup |
| 11 - Agriculture and Natural Resources | <ul style="list-style-type: none"> Animal and plant disease/pest response | <ul style="list-style-type: none"> Natural and cultural resources and historic properties protection and restoration |
| 12 - Energy | <ul style="list-style-type: none"> Energy infrastructure and resource assessment, repair, and restoration Energy industry utilities coordination | <ul style="list-style-type: none"> Energy supply/demand forecast and monitoring Energy shortage response measures |
| 13 - Public Safety & Security | <ul style="list-style-type: none"> Facility and resource security Security planning and technical assistance | <ul style="list-style-type: none"> Public safety/security support Support to access, traffic, and crowd control |
| 15 - External Affairs | <ul style="list-style-type: none"> Emergency public information and protective action guidance | <ul style="list-style-type: none"> Media and community relations Congressional and international affairs |
| 16 - Finance | <ul style="list-style-type: none"> Tracking and accounting for emergency expenses | |
| 20 - Military Support | <ul style="list-style-type: none"> Support coordination with federal Department of Defense for military resources | |

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HAWAI'I STATE AGENCY SESF ASSIGNMENTS

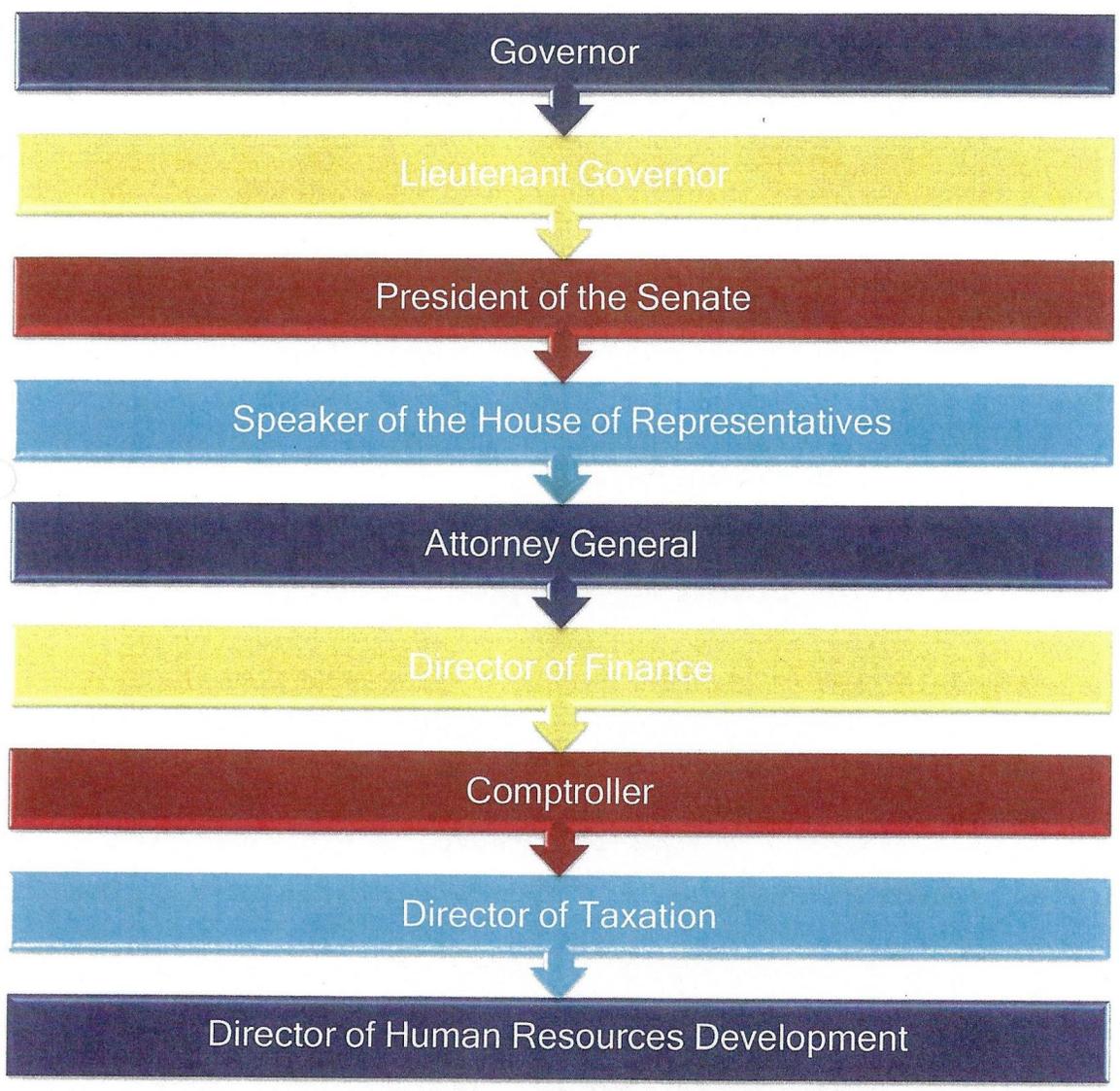
| Hawai'i SESF Agency List | | Transportation | Communications | Public Works & Engineering | Firefighting | Information & Planning | Mass Care | Logistics Mgmt./Resource Support | Public Health & Medical | Search & Rescue | Oil & HAZMAT Response | Agriculture & Natural Resources | Energy | Public Safety & Security | External Affairs | Finance | Military Support |
|--|---|----------------|----------------|----------------------------|--------------|------------------------|-----------|----------------------------------|-------------------------|-----------------|-----------------------|---------------------------------|--------|--------------------------|------------------|---------|------------------|
| Department/Agency | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 15 | 16 | 20 | |
| Dept. of Accounting & Gen. Services (DAGS) | | | ■ | | | | ■ | | | | | | | | | | |
| Aloha Stadium (attached to DAGS) | | | | | | | ■ | | | | | | | | | | |
| Office of Elections (attached to DAGS) | | | | | | ■ | | | | | | | | | | | |
| State Procurement Office (attached to DAGS) | | | | | | | ■ | | | | | | | | | | |
| Dept. of Agriculture | | | | | | ■ | ■ | | ■ | ■ | ■ | | | | | | |
| Dept. of Attorney General | | | | | | ■ | ■ | | | | | | ■ | | | | |
| Dept. of Budget & Finance | | | | | | | | | | | | | | ■ | ■ | | |
| Dept. of Business, Economic Dev. & Tourism | | | | | | | | | | | | | ■ | | | | |
| Hawaii Tourism Authority (Attached to DBEDT) | | | | | | ■ | | | | | | | | ■ | | | |
| Dept. of Commerce and Consumer Affairs | | | | | | | ■ | | | | | | | ■ | | | |
| Public Utilities Commission (attached to DCCA) | | | | | | | | | | | | | ■ | | | | |
| Dept. of Defense: HI-EMA | ■ | ■ | ■ | | ■ | ■ | ■ | ■ | | | | | ■ | | | | |
| Dept. of Defense | | ■ | ■ | ■ | | ■ | ■ | | ■ | | | | | | | | |
| Dept. of Education | | | ■ | | | ■ | ■ | | | | | | | | | | |
| Dept. of Hawaiian Home Lands | | | ■ | | | ■ | ■ | | | | | | | | | | |
| Dept. of Health | | | ■ | | | ■ | ■ | ■ | | ■ | | | | | | | |
| Dept. of Human Resources Development | | | | | | | ■ | | | | | | | | | | |
| Dept. of Human Services | | | | | | | ■ | | ■ | | | | | | | | |
| Public Housing Authority (attached to HDHS) | | | ■ | | | ■ | | | | | | | | | | | |
| Dept. of Labor & Industrial Relations | | | ■ | | | ■ | | | | | | | | | | | |
| State Fire Commission (attached to DLIR) | | | | | | | | | ■ | ■ | | | | | | | |
| Dept. of Land & Natural Resources | | | ■ | ■ | | | ■ | | ■ | ■ | ■ | | | | ■ | ■ | |
| Dept. of Public Safety | | | | | | | | | | | | | ■ | | | | |
| Dept. of Taxation | | | | | | | | | | | | | | | | ■ | |
| Dept. of Transportation | ■ | | ■ | ■ | | | ■ | | ■ | ■ | | | | ■ | | | |

| Hawai'i SESF Agency List | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 15 | 16 | 20 |
|--|--|----------------|----------------|----------------------------|--------------|------------------------|-----------|----------------------------------|-------------------------|-----------------|-----------------------|---------------------------------|--------|--------------------------|------------------|---------|------------------|
| Key: | | Transportation | Communications | Public Works & Engineering | Firefighting | Information & Planning | Mass Care | Logistics Mgmt./Resource Support | Public Health & Medical | Search & Rescue | Oil & HAZMAT Response | Agriculture & Natural Resources | Energy | Public Safety & Security | External Affairs | Finance | Military Support |
| Department/Agency | | | | | | | | | | | | | | | | | |
| Office of Enterprise Technology Services | | | ■ | | | | | | | | | | | | | | |
| Office of the Governor | | | | | | | | | | | | | | | ■ | | |
| American Red Cross | | | | | | | ■ | | ■ | | | | | | ■ | | |
| General Contractor Assn | | | ■ | | | | ■ | | ■ | | | | | | ■ | | |
| HI Assn of Animal Welfare Agencies | | | | | | | ■ | | | | | | | | | | |
| HI Funeral & Cemetery Assn | | | | | | | ■ | | ■ | | | | | | | | |
| HI Food Industry Assn | | | | | | | ■ | | ■ | | | | | | | | |
| HI Transportation Assn | | | | | | | ■ | ■ | | | | | | | | | |
| HI Veterinary Medical Assn | | | | | | | ■ | | ■ | | | | | | | | |
| Healthcare Assn of HI | | | | | | | ■ | | ■ | | | | | | | | |
| Pacific Disaster Center | | | | | ■ | | | | | | | | | | | | |
| Radio Amateur Civil Emergency Service | | ■ | | | | | | | | | | | | | | | |
| Structural Engr. Assn of HI | | | ■ | | | | | | | | | | | | | | |
| Voluntary Organizations Active in Disaster | | | | | | | ■ | | | | | | | | | | |
| Civil Air Patrol | | | | | ■ | | | | | ■ | | | | | | | |

May 2019

STATE LINE OF SUCCESSION

Article V, Section 4, of the State Constitution (<http://rbhawaii.org/con/conart5.html>), and Hawai'i Revised Statutes §26-2 provide for the succession to the Office of the Governor as follows:



11.11.3 WEBEOC GUIDE

Refer to HI-EMA's WebEOC Directory for information on using the WebEOC platform:

<https://webeoc.dod.hawaii.gov/>.

11.11.4 SUPPORTING COUNTY EMERGENCY MANAGEMENT AGENCIES

HIDOE personnel will serve as Department Emergency Coordinators (DECs) and Alternate Emergency Coordinators (AECs) in County Emergency Operations Centers to support emergency response at the county level. Additionally, HIDOE will utilize County Emergency Operations Centers to coordinate activities on neighbor islands or if the primary DOC is unavailable.

County of Kauai Emergency Operations Center (EOC):

3990 Kaana Street, Suite 100

Lihue, HI 96766

Phone: (808) 241-1800, Fax: (808) 241-1860

County of Honolulu Emergency Operations Center (EOC):

Mayor Frank F. Fasi Municipal Building

650 South King Street, Basement

Honolulu, HI 96813

Phone: (808) 723-8960

County of Maui Emergency Operations Center (EOC):

200 S High St

Kalana O Maui Bldg, 1st Fl

Wailuku, HI 96793

Phone: (808) 270-7285, Fax: (808) 270-7275

County of Hawaii Emergency Operations Center (EOC):

920 Ululani Street

Hilo, HI 96720

Phone: (808) 935-0031 | (808) 935-3311 (after hours)

11.11.5 CITY AND COUNTY OF HONOLULU DEPARTMENT EMERGENCY COORDINATOR TRAINING AND ORIENTATION INFORMATION

Purpose

This document outlines the training requirements and recommendations for Department Emergency Coordinators (DECs) and Alternate Emergency Coordinators (AECs) for the City and County of Honolulu to ensure competency in emergency management operations. In addition to Department Emergency Coordinators (DECs), this curriculum also applies to any personnel who will be staffing the City Emergency Operations Center (EOC).

Other Training

The National Domestic Preparedness Consortium (NDPC) is a partnership of several nationally recognized training institutions that are funded by Emergency Management Agency (FEMA) to provide training to emergency responders throughout the country. Some of the classes are conducted on-campus at the institutions and some of the training can be provided here in Honolulu. There are recommended classes from the National Domestic Preparedness Consortium (NDPC) in this curriculum. For more information, visit <https://www.ndpc.us/>.

Core Curriculum

Strongly Recommended Training:

- DEM- Emergency Coordinator Orientation
- DEM- E Team Orientation
- IS-100 (ICS100) – Introduction to Incident Command System
- IS-120 An Introduction to Exercises
- IS-200 (ICS200) – ICS for Single Resources and Initial Action Incidents
- IS-700 National Incident Management System (NIMS), an Introduction
- IS-775 EOC Management and Operations
- IS-800 National Response Framework

Recommended Training:

- Independent Study
 - FEMA EMI Professional Development Series (7 online class series)
 - IS-271 Anticipating Hazardous Weather & Community Risk
 - IS-324 Community Hurricane Preparedness
 - IS-326 Community Tsunami Preparedness
 - IS-701 NIMS Multiagency Coordination System
 - IS-702 NIMS Public Information Systems
 - IS-703 NIMS Resource Management
 - IS-706 NIMS Intrastate Mutual Aid
 - IS-2001 Threat and Hazard Identification & Risk Assessment (THIRA)
- In Class Training

- G-191 Incident Command System / EOC Interface
- G-300 (ICS-300) Intermediate Incident Command System
- G-400 (ICS-400) Advanced Incident Command System
- G-775 Emergency Operations Center Management and Operations
- L-146 Homeland Security Exercise and Evaluation Program (HSEEP)
- O-305 USFA FEMA Type 3 All Hazards Incident Management Team
- MGT 346 EOC Operations and Planning (provided by TEEX)

Recommended for Department Emergency Coordinators (DECs)/Alternate Emergency Coordinators (AECs) with Recovery Roles

- E-210 Recovery from Disaster: The Local Government Role
- IS-634 Introduction to FEMA's Public Assistance Program
- IS-2900 National Disaster Recovery Framework (NDRF) Overview

Recommended for Department Emergency Coordinators (DECs)/Alternate Emergency Coordinators (AECs) with Damage Assessment Roles

- IS-559 Local Damage Assessment
- S-772 Individual Assistance Preliminary Damage Assessment Orientation

Additional Training

FEMA EMI and the National Domestic Preparedness Consortium (NDPC) provides various on-campus training to emergency responders at no cost including travel in most cases (EMI covers travel but does not reimburse per diem). DECs should work with their respective supervisors and DEM Training and Exercise Officer and to identify appropriate training.

Orientation Checklist

- Personal Preparedness:
 - Individual & family disaster plan
 - Emergency supplies for your home
 - Readiness to come to work during emergencies on short notice
 - Emergency supplies at work
- Department Emergency Coordinators (DECs)/Alternate Emergency Coordinators (AECs) Preparedness:
 - Provide Department of Emergency Management (DEM) with your contact information
 - Meet with other Department Emergency Coordinators (DECs)/Alternate Emergency Coordinators (AECs) from your department
 - Meet with your department leadership to receive guidance, better understand the roles, responsibilities, priorities
 - Establish communication plan between you and your department
 - Promote employee preparedness within your organization
 - Identify training requirements for your departmental personnel

- Review Plans & Guidance Documents (most available online)
 - National Preparedness Goals
 - National Planning Frameworks (Response, Recovery, etc)
 - City Emergency Operations Plan (2014)
 - Hurricane Response Framework (2013)
 - Hazard Mitigation Plan Executive Summary (2012)
 - Departmental Continuity of Operations (COOP) Plan
 - Plans, SOGs, etc for your department
- Take Online & Classroom Training
 - DEM- Emergency Coordinator Orientation
 - DEM- E Team Orientation
 - IS-100 Introduction to Incident Command System
 - IS-120 An Introduction to Exercises
 - IS-200 ICS for Single Resources and Initial Action Incidents
 - IS-700 National Incident Management System (NIMS)
 - IS-775 EOC Management and Operations
 - IS-800 National Response Framework
 - Identify other training requirements for your position