Hawai‘i State Department of Education

PANDEMIC CONTAGIOUS VIRUS PLAN

Updated July 2020
Hawaii Department of Education  
Office of Facilities and Operations (OFO)  
3633 Waialae Avenue  
Honolulu, HI 96816  
(808) 784-5000  

Direct Contact:  
OFO - Safety, Security and Emergency Preparedness Branch (SSEPB)  
Maynard “Max” Mendoza, Director  
(808) 784-5170
A. EXECUTIVE SUMMARY

The Hawaii Department of Education (HIDOE) Pandemic Contagious Virus Plan provides an overview of the emergency management systems used by HIDOE to coordinate both small and large scale pandemic contagious emergencies (e.g., coronavirus, dengue, influenza, severe acute respiratory syndrome, etc.) affecting the Department’s operations. It prescribes the Department’s participation in state efforts coordinated by the Hawaii State Department of Health (DOH) and Hawaii Emergency Management Agency (HI-EMA) to support affected jurisdictions. This plan is consistent with both the State of Hawaii Emergency Operations Plan (HI-EOP), HIDOE Emergency Operations Plan (EOP), and the Hawaii State DOH Pandemic Flu Preparation and Response Plan. This plan addresses roles and responsibilities assigned within the Department, along with anticipated support HIDOE is expected to provide during state emergency operations.
This page intentionally left blank.
# TABLE OF CONTENTS

A. Executive Summary .................................................. 3  
B. Promulgation .......................................................... 8  
C. Record of Changes .................................................... 10  

1 Purpose, Scope, Situation Overview and Assumption .............. 12  
1.1 Purpose .............................................................. 12  
1.2 Scope ............................................................... 13  
1.3 Situation Overview ................................................. 13  
1.3.1 Hazard Analysis: Basic Facts About Pandemics ............ 15  
1.3.2 Capability Assessment .......................................... 16  
1.4 Planning Assumptions .............................................. 17  
1.4.1 HIDOE Pandemic Contagious Virus Planning Assumptions 17  
1.4.2 HIDOE Planning Assumptions ................................ 18  

2 HIDOE Leadership .................................................... 19  
2.1 General .............................................................. 19  
2.2 Incident Command System (ICS) ................................. 19  
2.2.1 Background ...................................................... 19  
2.2.2 Incident Command System Features and Principles ........ 20  
2.2.3 Incident Command Structure .................................. 20  
2.2.4 Guidelines to Establishing an ICS ............................ 21  
2.3 Planning .............................................................. 23  
2.3.1 Planning Phases .................................................. 23  
2.4 Key State Emergency Support Functions (ESF) Response Actions 25  
2.4.1 Response Actions by State ESF ................................. 25
3  Community Assistance from the HIDOE
   3.1  Points-of-Distribution for Medication
   3.2  Contingency Medical Facilities
   3.3  Mass Feeding Centers
   3.4  Pandemic Exercises
   3.5  Essential Workers
4  Continuity of Core Operations
   4.1  Communication
   4.2  Payroll
   4.3  Vendor Payment
5  Continuity of Student Learning
   5.1  Actions for Implementation
   5.2  HIDOE Technology Trouble-Shooting or Preparation
   5.3  HIDOE Guidance for Conversion of Seat Time to Online
   5.4  HIDOE Teacher Workplace Considerations
   5.5  HIDOE Equity and Access Concerns
   5.6  HIDOE Avoiding Students Being Counted as Chronic Absenteeism
   5.7  HIDOE Routine and Emergency Environmental Cleaning
6  Infection Control
   6.1  Absenteeism Alert
   6.2  Infection Prevention Instructions
   6.3  Infection Prevention Supplies
   6.4  Ill student
   6.5  Ill Employee (Handling of Sick Leave Policy)
   6.6  Home Monitoring, Quarantine, and Isolation
6.7  Travel Guidance  
6.8  Recovery  
7  Plan Development and Maintenance  
7.1  Plan Updates  
7.1.1  Approval for Plan Updates  
7.2  Plan Revisions  
7.2.1  Approval for Plan Revisions  
8  Authorities and References  
8.1  Authorities  
8.2  References  
9  Appendices  
9.1  Emergency Contacts  
9.1.1  State-Level: State Emergency Response Team (SERT)  
9.1.2  County-Level: Department Emergency Coordinator / Alternate Emergency Coordinator  
9.2  HIDOE Assets  
9.2.1  Assets- Property: Island of Hawaii  
9.2.2  Assets - Property: Island of Kauai  
9.2.3  Assets - Property: Island of Maui  
9.2.4  Assets - Property: Island of Oahu  
9.2.5  Map of Hawaiian Islands  
9.2.5.1  Island of Hawaii  
9.2.5.2  Island of Kauai  
9.2.5.3  Island of Maui  
9.2.5.4  Island of Oahu  
9.2.6  Charter Schools
B. PROMULGATION

The State of Hawaii is required to plan and prepare for disasters and emergencies that may result from a wide range of threats and hazards, including pandemics. This HIDOE Pandemic Contagious Virus Plan establishes a comprehensive framework for the coordination of support from HIDOE. When directed, the Department will take the appropriate actions to mobilize and deploy resources to prevent, plan, mitigate, respond, recover, and assist in life, safety, and property protection efforts in accordance with the HI-EOP, HIDOE EOP, and the Hawaii State DOH Pandemic Flu Preparedness and Response Plan.

All Department personnel are expected to be familiar with the contents of this plan and prepare 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 so that 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 between ages 3 and 22 years of age, and its employees.

Post-pandemic 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 and physical well-being.

The plan will continue to evolve, incorporating lessons learned from actual pandemic contagious virus 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 am pleased to present the HIDOE Pandemic Contagious Virus Plan.

Dr. Christina M. Kishimoto
Superintendent of Education
Hawaii Department of Education
This page intentionally left blank.
### C. RECORD OF CHANGES

<table>
<thead>
<tr>
<th>Version</th>
<th>Date</th>
<th>Summary of Changes</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This page intentionally left blank.
1. PURPOSE, SCOPE, SITUATION OVERVIEW AND ASSUMPTION

1.1 Purpose

The purpose of the HIDOE Pandemic Contagious Virus Plan is to increase communication to our HIDOE staff and students in the event of an outbreak. The plan would serve as a resource guide for planning and responding to a pandemic within our organization. Highly infectious illnesses may have a short incubation period, spread easily, and cause severe illness or possible death, and may have no possible existing vaccine or treatment.

The purpose of this plan is to achieve the following goals:

- Maximize the protection of lives while minimizing education and social disruption and reducing morbidity and mortality.
- Enable HIDOE schools to continue to operate and provide services as normally and effectively as possible in the event of a highly infectious disease outbreak, with minimal academic and economic losses.
- HIDOE schools’ response will be directed by the Hawaii State DOH’s guidance. This plan coordinates federal, state, and local agencies.
- Continue the essential core operations of HIDOE schools in the event of increased staff/student absences due to a highly infectious outbreak.
- Establish and maintain a coordinated command system with the Office of Facilities and Operations (OFO) Safety, Security, and Emergency Preparedness Branch (SSEPB), Office of Student Services Support (OSSS) School Health Section (SHS), and the Communications Branch.
- Effective, timely and sensitive decision-making regarding continuity of student learning needs to remain the core value and focal point.
- Develop a communications plan to ensure students, parents and staff receive timely and accurate information regarding disease-prevention strategies and infection control strategies.
- Coordinate the use of HIDOE school facilities for the use of vaccination sites, temporary clinics/health areas, or other needs when appropriate.
- Coordinate with HIDOE, HI-EMA, and Hawaii State DOH the Points of Dispensing (PODs) for any antibiotics or other treatments for staff, families, and other Hawaii state community members.
- Protect students and staff from social stigma and discrimination.
- Prepare and provide for mental health/crisis service needs of staff, students and families. OSSS will coordinate efforts with the SSEPB, OFO, SHS and the Communications Branch.
1.2 Scope

The HIDOE Pandemic Contagious Virus Plan addresses a broad range of pandemic contagious viruses that could adversely impact Hawaii’s people, environment and economy.

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

- Prevent or respond to pandemic threats to the safety of faculty and students.
- Prevent or restore disruptions to essential operations.
- Assist local governments during a threatened or actual pandemic emergency as directed by the State Emergency Operations Center (SEOC) or required by statute or regulation.
- To prepare for, respond to or assist in a pandemic 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 a pandemic 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 Pandemic Contagious Virus Plan applies to all branches and employees within the HIDOE.

1.3 Situation Overview

HIDOE assets (listed in Appendix 9.2) are located across the entire state 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. Pandemic contagious viruses are a significant threat as Hawaii is a major tourist and stopover location with a transient population.

HIDOE’s schools house one of the state’s most vulnerable populations – children – as well as teachers and staff responsible for the education and welfare of students. 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: 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 it. 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.

- Several 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. The 2009 H1N1 pandemic killed an estimated 151,700 to 575,440 people worldwide during the first year the virus circulated.

- In May 2006, the White House released a 230-page document that estimated 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% 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.

- The coronavirus disease 2019 (COVID-19) first detected in China in December 2019 has since spread to numerous countries and states and resulted in thousands of deaths. Symptoms typically include mild to severe respiratory illness accompanied with fever, cough, and shortness of breath. The outbreak originated in the Wuhan province of China. Symptoms may appear two to 14 days after exposure. The virus is spread person to person between people within close contact (about 6 feet) via respiratory droplets produced when an infected person sneezes or coughs. These droplets can land in the mouths or noses of people who are nearby where the droplets are inhaled into the lungs. Transmission may also be possible through contact with contaminated surfaces, but this is not thought to be the main way of transmission. Recent studies show that the virus spreads mainly from person to person through respiratory droplets from coughing, sneezing, and talking. People at risk are older adults and people who have severe underlying medical conditions like respiratory disease or diabetes.

- In March 2020, the Superintendent in response to the increased impact of COVID on communities, closed schools and directed employees to work from home once spring break was over. On May 18, 2020, the Governor of Hawaii released the Governor’s Reopening Hawaii Plan. The core operations of public education and school models

---

1 Core Operations include student transportation, food services, safety and security, facilities use, academic and co-curricular program, adult education, athletics, etc.
must be adjusted according to the Impact levels identified for the community. Impact level may vary by County. [Governor’s Reopening Hawaii Plan].

<table>
<thead>
<tr>
<th>Stay at Home (Major Disruption)</th>
<th>Safer at Home (Moderate Disruption)</th>
<th>Act with Care (Minor Disruption)</th>
<th>Recovery (Minimal Disruption)</th>
<th>New Normal (No Disruption)</th>
</tr>
</thead>
</table>

1.3.2 Capability Assessment

HIDOE capabilities to support emergency duties to include pandemic contagious virus emergencies are described below:

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

- **State ESF 3 - Public Works & Engineering:**
  - Facilities Development Branch (FDB)
  - Facilities Maintenance Branch (FMB)

- **State ESF 6 - Mass Care, Emergency Assistance, Housing and Human Services:**
  - Safety, Security, and Emergency Preparedness Branch (SSEPB)
  - 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 ESF 7 - Logistics Management & Resource Support:**
  - Office of Facilities and Operations (OGO)

- **State ESF 15 - External Affairs:**
  - Communications Branch
1.4 Planning Assumptions

1.4.1 HIDOE Pandemic Contagious Virus Planning Assumptions

The Governor may declare a State of Emergency resulting from a public health emergency such as highly infectious illness (e.g., pandemic flu or COVID-19). Response to such an outbreak will require swift and coordinated action by all levels of government.

The HIDOE Pandemic Contagious Virus Plan was developed with the following assumptions:

1. The Department of Health (DOH) will take the role of Lead State Agency for emergency support and will coordinate with the HI-EMA, within the Hawaii State Department of Defense, and other state and local agencies, as part of a unified command structure.

2. Effective prevention and therapeutic measures, including vaccine and antiviral medications could be delayed, in short supply, or not available.

3. Substantial public education regarding the need to target priority groups for vaccination and antiviral/antibiotic medication and the allocation of limited supplies is crucial in averting public panic.

4. Nonpharmaceutical Interventions (NPI), travel restrictions, cancellation of public events, isolation and/or quarantine may be required to slow the spread of an outbreak.

5. Secondary bacterial infections following the outbreak may result in shortages in antibiotic supplies.

6. DOH will work with health care providers to coordinate the distribution of vaccines, antivirals, and/or medical supplies. HIDOE health aides/nurses may be used for this.

7. There may be a need for alternate care sites as a temporary health facility, including DOE facilities.

8. Health care workers, firefighters, and police officers may be at higher risk of exposure and illness than the general population, further straining the outbreak response. This may impact their family members who work in schools or Department offices, and/or are students who attend a DOE school.

9. Widespread illness could increase the likelihood of sudden and potentially significant shortages of personnel in other sectors that provide critical public safety and necessary services, including DOE employees. Impact may include instructional services, student programs, and expected statewide response supports.
10. It may be necessary to expand mortuary service capacity including Disaster Mortuary Operational Response Teams (DMORT) through the DOH.

11. Pandemic influenza will occur in waves – up to two months with little or no flu activity – and last as long as 18 months where there is risk associated with the public.

   o Pandemic influenza is known to spread rapidly from one person to the next through coughing or sneezing. Some people may become infected by touching something with the flu virus on it and then touching their nose, mouth, or eyes.

   o Influenza may shed the virus for one to two days before becoming symptomatic.

1.4.2 HIDOE Planning Assumptions

1. The public school system in Hawaii is composed of 293 schools with 15 complex areas. Each complex area can be made up of multiple complexes, which are high schools and the middle and elementary schools that feed into it. While this emergency operations plan specific to pandemic serves the HIDOE at the state level, each complex area has an associated Continuity of Operations Plan (COOP). The COOP ensures 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 HIDOE Pandemic Contagious Virus Plan is put into effect at the local level by each HIDOE complex area’s 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 describes when a local emergency event must be elevated to a higher level of administration. Likewise, COOPs 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 (EAP). Thus, school-level responses are guided by the EAP.

4. Specific mitigation strategies based on community impact of the illness and its presence within the schools and Department office play an important role in slowing the spread of the disease and protecting students and employees. All decisions about responding to the pandemic (e.g., school event cancellations, physical and social distancing, and health and sanitation procedures) should be included in planning and made with direction and in consultation with the DOH based on the level of transmission.
2. HAWAII DOE LEADERSHIP

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 pandemic 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.

In the event of a pandemic outbreak, the HIDOE shall take direction from the Governor, HI-EMA, the Hawaii State DOH, and the counties’ Department of Emergency Management.

The Superintendent, or designee, will provide leadership for HIDOE’s response to a pandemic and will be assisted by the department’s State Emergency Response Team (SERT). The SERT will be governed by the principles of the incident command system. The core team members of the SERT are the Superintendent; Deputy Superintendent, Office of Facilities and Operations Assistant Superintendent, Office of Student Support Services Assistant Superintendent, Office of Talent Management Assistant Superintendent, Emergency Management Officer/Safety & Security Director, Communications Director, Student Health Administrator, Chief of Staff, and the Coordinated Support Director. Secondary response supports will also include the Office of Curriculum & Instructional Design, Office of Information Technology Services, Office of Strategy, Innovation and Performance, and the Office of Fiscal Services.

2.2 Incident Command System (ICS)

2.2.1 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. The 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.

HIDOE COVID-19 Core Team Members
1. Deputy Superintendent (Phyllis Unebasami)
2. Office of Facilities and Operations Assistant Superintendent (Randall Tanaka)
3. Office of Student Support Services Assistant Superintendent (Heidi Armstrong)
4. Office of Talent Management Assistant Superintendent (Cynthia Covell)
5. Communications Director (Lindsay Chambers)
6. Emergency Management Officer/Safety & Security Director (Maynard Mendoza)
7. Student Health Administrator (Timothy Lino)
8. Chief of Staff (Camille Masutomi)
9. Coordinated Support Director (Sandra Goya)

2.2.2 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 with top-down direction.

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

2.2.3 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 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 IC and various agencies and groups.

3) **General Staff** - The general staff comprises the following four sections that are responsible for carrying out the response and recovery activities. Each Section is managed by a section chief who reports directly to the 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 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.

2.2.4 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 employees to each Incident Command System (ICS) area.
● Assign key individual roles and functions.
● Create lines of succession (backup) for all key positions.
● Coordinate with community partners to identify roles and responsibilities.

2.3 Planning

2.3.1 Planning Phases

The HIDOE will correlate Department planning actions in accordance with HI-EMA’s five-phase planning for pandemic emergencies.

● A – Green: Screening and Monitoring
  o Purpose: The purpose of this phase is to conduct and coordinate the actions required to screen and monitor.
  o Public Health Objectives:
    ▪ Maintain situational awareness.
    ▪ Survey for respiratory and influenza-like illness.
    ▪ Implement control measures.
    ▪ Maintain public information and media messaging.
  o Emergency Management Objectives:
    ▪ Treat and protect population health and safety.
    ▪ Support medical response.

● B – Persons Under Investigation (PUI)
  o Purpose: The purpose of this phase is to conduct and coordinate actions required to process a suspected contagious virus (e.g., COVID-19) case.
  o Public Health Objectives:
    ▪ Test to confirm positive or negative contagious virus.
    ▪ Conduct infection control in accordance with hospital standard operating procedure.
    ▪ Investigate patient history and contact risk exposure.
    ▪ Public messaging.
  o Emergency Management Objectives:
    ▪ Treat and protect population health and safety.
    ▪ Support medical response.
    ▪ Provide efficient and effective external messaging.

● C – Confirmed Case
  o C-1: Confirm case(s) with known epidemiologic link (e.g., travel, known person-to-person transmission).
    ▪ Purpose: The purpose of this phase is to conduct and coordinate actions required to process any confirmed contagious virus case statewide. This is defined based on epidemiologic evidence, if there is more than one case or known evidence on where transmission occurred.
• Public Health Objectives:
  - Provide treatment to confirmed patient(s).
  - Isolate patient(s) to prevent community transmission.
  - Community reassurance.
  - Confirm infection control in healthcare facilities.
  - Initiate contact tracing.
• Emergency Management Objectives:
  - Treat and protect population health and safety.
  - Support medical response.
  - Provide efficient and effective external messaging.
  - Manage workforce absenteeism.

o C-2: Case(s) with epidemiologic evidence of community transmission.
  • Purpose: The purpose of this phase is to conduct and coordinate actions required to process multiple confirmed contagious virus cases statewide. Multiple cases are defined based on epidemiology evidence. It is not known where transmission occurred.
  • Public Health Objectives:
    - Provide treatment to confirmed patient(s).
    - Isolate patient(s) to prevent community transmission.
    - Community reassurance.
    - Confirm infection control in healthcare facilities.
    - Initiate contact tracing.
    - Prioritized testing.
  • Emergency Management Objectives:
    - Treat and protect population health and safety.
    - Support medical response.
    - Provide efficient and effective external messaging.
    - Manage workforce absenteeism.
    - Minimize congregate events and activities.
    - Pre-position/order consumer goods and response personnel.

• D – Sustained Community Transmission
  o Purpose: The purpose of this phase is to conduct and coordinate actions required to prevent and treat sustained community transmission (high morbidity, epidemic or contamination, increased mortality) of contagious virus statewide.
  o Public Health Objectives:
    - Provide treatment to confirmed patient(s).
    - Isolate patient(s) to prevent community transmission.
    - Community reassurance.
    - Confirm infection control in healthcare facilities.
    - Contact tracing.
    - Prioritized testing.
  o Emergency Management Objectives:
    - Treat and protect population health and safety.
• Support medical response.
• Provide efficient and effective external messaging.
• Manage workforce absenteeism.
• Minimize congregate events and activities.
• Pre-position/order consumer goods and response personnel.
• Mitigate supply chain disruption.

● E - Recovery

Consistent to HIEMA phases, on March 11, 2020 in response to COVID-19, HIDOE created a chart specifying additional internal actions to be taken by the Department.

LEVEL 1: Prevention of Community Spread
- Cancelation of large gatherings - ceremonial; delay
- Domestic and international travel
  - Potential refund to families
- Interisland travel - use of webex
- School level: Family engagement, visitors, and Volunteer status
- Use of virtual technology:
  - Statewide Leadership meetings
  - Principal meetings
  - Convening of complex area and school meetings
  - Professional development
  - Move to Esigning (reduction on shared surface space that has not been sanitized and increase ability to conduct business even with the closure of schools)

LEVEL 2: Incident- Potential Case: Student, Family member Sick, Employee sick
- Disclosure conversation protocol
- Offer the use of technology to stay engage in the learning process
- Limiting points of entry
- Cleansing of the schools - short shutdown of school
- Consideration for social distancing

LEVEL 3: Containment - Confirmed Case - Areas of Threat
- Cancelation of school and determine cancelation of feeder schools, waiver for school schedule and school year
- Interisland travel on a need basis -
- Athletic events for teams in that school
- BOE meeting go virtual
- Competitions - e.g., academic - use of virtual or cancelation

LEVEL 4: Regional or Islandwide Threat
- Cancelation of schools
- Revision of summer school schedules and offerings

LEVEL 5: Statewide Threat
- Cancelation of all schools - revise department calendar for extension of the school year
2.4 Key State Emergency Support Functions (ESF) Response Actions

2.4.1 Response Actions by State Emergency Support Functions (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 Maintenance 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 (SSEPB)
- School Food Services Branch (SFSB)

HIDOE Representatives to SESF 7 (Logistics Management & Resource Support) will follow instructions from the Hawaii Emergency Management Agency (HI-EMA), lead agency of SESF 7. HIDOE representatives will come from:

- Office of Facilities and Operations (OFO)

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 Branch
3. COMMUNITY ASSISTANCE FROM THE HIDOE

The HIDOE may be requested to assist the community in various ways. In the event of school closure, the facilities may become support centers for various purposes.

### 3.1 Points of Distribution for Medication

School facilities may be used as sites to distribute medication to the community. The DOH will work with the HIDOE and other agencies to identify possible sites.

### 3.2 Contingency Medical Facilities

School facilities may serve as temporary medical facilities.

### 3.3 Mass Feeding Centers

School facilities may be utilized as mass feeding centers for the community.

### 3.4 Pandemic Exercises

HIDOE employees may participate in large-scale community pandemic response exercises.

### 3.5 Essential Workers

Designated HIDOE employees are declared as essential workers to assist the community and school in responding to a pandemic, as requested.

Per HRS 127A-12 Emergency Management powers, in general. (a) The governor or mayor, as applicable, may exercise the following powers during emergency management: 
(1) Prepare comprehensive plans and programs for the protection of the state or county against all hazards, which shall be integrated into and coordinated with emergency management plans of the state, counties, the federal government, other states, and private sector and non profit organizations; 
(2) identify emergency workers required to report for duty as directed by the department head regardless of the availability of any type of leave; 
(3) institute training, preparedness,and public information programs in coordination with the state, counties, the federal government, other states, and private-sector and nonprofit organizations. Schools will identify emergency workers based on the situation or scenario.
4. CONTINUITY OF CORE OPERATIONS

COVID-19 Framework for the Re-Opening of Schools contains the specific details for each of the topics on the DOE website: [http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/COVID-19-Information-Updates.aspx](http://www.hawaiipublicschools.org/ConnectWithUs/MediaRoom/PressReleases/Pages/COVID-19-Information-Updates.aspx)

4.1 Communication

Communication – internal and external – is critical 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 Branch will take the lead in this effort.

- **Public Information**
  - Work closely with the DOH 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 information line may be set up.
  - Consider relaying information via HIDOE’s public access channel (Olelo on Oahu; may differ on neighbor islands).

- **Other information for complexes, state offices, and key individuals.**
  - Provide regular updates as the contagious virus unfolds 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, student transportation changes, etc.). Provide template letters and SchoolMessenger messages as necessary for schools, state and district offices.

- **Language**
  - Send official news releases to ethnic media.
  - Work with the DOE English Learners office to ensure language, culture, and reading level appropriateness for communications sent to that audience.

4.2 Payroll

Employees will need to be designated as essential workers for payroll processing to occur. Supervisors will submit payroll change schedules to meet deadlines. The Payroll Unit is dependent on receiving approved documents from OTM and employees to manually calculate and process payroll changes, as well as OITS to send payroll data to DAGS. HIDOE is also
dependent on DAGS and its contingency plans as the end-processor for all state agency payroll transactions, including printing checks. An alternative method of paying salaried employees (which involves automatic payments to employees for a previous pay period) may be used. Salary overpayments shall be rectified at a later date.

Casual employees and substitute teachers will be paid provided timekeepers are able to enter authorized timesheets in the casual payroll system. A designated supervisor will transmit casual payroll data to DAGS Central Payroll for payment.

Authorized direct deposit of wages should be transacted in a timely manner. Mailroom clerks will continue to mail out printed paychecks to employees who do not have direct deposit accounts.

4.3 Vendor Payment

Employees will need to be designated as “essential workers” for vendor payments to occur. Vendor payment supervisors will process payments and deposit funds. Workforce availability and other workload requirements will dictate the priority for payments. Mailroom clerks will continue to mail out checks to vendors. Vendor Payment is dependent on DAGS to print checks and replenish cash to issue checks.
5. CONTINUITY OF STUDENT LEARNING

5.1 Actions For Implementation

HIDOE schools must plan to ensure continuity of education, including plans for teaching and learning. These plans could include offline lessons or e-learning plans, including digital and distance learning options, as feasible and appropriate.

The Office of Curriculum and Instructional Design (OCID) offers alternative teaching and learning opportunities for all HIDOE teachers and students in the event of a school closure.

Recommendations for implementation:

- Prepare offline materials (e.g., homework packets, books, etc.).
- Gather student email information for communication and possibly lesson facilitation.
- Encourage teachers to use online course content management systems like Google Classroom or Edmodo.
  - It is recommended that teachers have a plan on how they would like to run their class from a distance.
  - Teachers should begin digitizing at least a month’s worth of curriculum (e.g. scanning worksheets, etc.).
- Encourage parents to provide appropriate supervision while students are using distance learning approaches. Many parental control apps are available to help limit usage while also filtering what kind of websites students can access online.

An online resource is being developed to provide information and resources for schools to maintain their basic on-campus course instruction during an emergency by moving it online.

Many of the recommendations require the use of the internet and internet-enabled devices and may not be accessible for all learners. The Office of Information Technology Services (OITS) and OCID are aware of this issue and are working together on solutions to increase access.

5.2 HIDOE Technology Trouble-shooting or Preparation

State offices, complex areas, and schools are encouraged to evaluate and pool resources for devices in an event of a large number of students and staff needing to work from home. For staff who are using systems that must connect to the HIDOE network, HIDOE can assist with triaging network and access issues. Staff should submit a ticket at http://help.hidoe.org or call (808) 564-6000. Additional guidance will be provided as needed based on the pandemic incident.

Staff and students who use their own personal devices and network connections should contact the network service provider for connectivity issues and vendor technical support for their device.
5.3 HIDOE Guidance For Awarding Credit for DOE Approved Online Courses

Please reference (URL link) Clarification on Amended Credits Regulations 4530.1 from Kathryn Matayoshi, dated May 26, 2011 (Reference memorandum from Patricia Hamamoto, dated March 16, 2009, memo).

5.4 HIDOE Teacher Workplace Considerations

Please refer to OTM guidance for telework instructions.

5.5 HIDOE Equity and Access Concerns

Please reference OSSS guidance for considerations to equity and access for special education and other high-need populations.

5.6 HIDOE Exempting Students Being Counted as Chronically Absent, a Non-participant, or Not Proficient on Summative State Assessments (ESSA/Strive HI)

I. Exemption Procedures Currently in Place

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

II. Escalated Exemption Procedures

Based on a number of factors and ongoing consultation with state partners, HIDOE may implement alternative exemption procedures, at which time, it is deemed that the current requirement of securing medical documentation of an illness places students, the community, and department staff at undue risk. Factors such as increased incidence and prevalence of the contagion, mandatory closure of schools and other mandated restrictions, and the duration of such measures are taken into consideration.
Severity Level | Process
--- | ---
**Level I** | Principals maintain a daily log of absences attributed to the contagion for purposes of exemption from the ESSA/Strive HI Chronic Absenteeism Measure, non-participation on the summative state assessment, or exemption from proficiency results attributed to a school. CAS endorsement required.

**Level II** | If absences due to the contagion are substantially increased, or if schools are closed for a duration that impacts chronic absenteeism or test participation, the Department may consider waiving measures used for ESSA determinations and for Strive HI reporting such as the Chronic Absenteeism measure and potentially test participation.

### 5.7 HIDOE Routine and Emergency Environmental Cleaning

Please reference OFO memos and standards of practice for facilities and safety guidelines.

1. **What preventative steps should schools and offices take for COVID-19?** Schools and offices should continue performing routine cleaning. Specific high-risk locations warrant cleaning and disinfection at least daily.

2. **Routine Cleaning:** As part of standard infection control practices in school or office settings, routine cleaning should be continued. Routine cleaning of school settings include but are not limited to:
   a. Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails, and door knobs/handles.
   b. Dust- and wet-mopping or auto-scrubbing floors.
   c. Vacuuming of entryways and high traffic areas.
   d. Removing trash
   e. Cleaning restrooms
   f. Wiping air conditioner vents
   g. Spot cleaning walls.
   h. Spot cleaning carpets.
   i. Dusting horizontal surfaces and light fixtures
   j. Cleaning spills.

3. **Specific high-risk locations within a school warrant cleaning and disinfection before a**
confirmed case of COVID-19 occurs in a school or office. For example:

a. Health Office:
   i. Clean and disinfect health cots and other furniture regularly (after each student use).
   ii. Cover treatment tables and use pillow protectors.
   iii. Discard or launder coverings after each use.

b. Staff Lounges and Meeting Rooms: Clean and disinfect tables and chairs regularly.

c. Athletic Rooms:
   i. Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength-training equipment.
   ii. Disinfect mats and other high-use equipment at least daily.

d. Other Frequently Touched Surfaces:
   i. Clean and disinfect frequently touched surfaces at least once daily after students/adults have left for the day. (e.g., classroom desks and chairs; tables, countertops, and chairs/benches; door handles and push & pull plates; handrails; kitchen, sink, and bathroom faucets; light switches; handles on equipment; buttons on vending machines and elevators; telephones; desktops, computer keyboards and mice; shared office supplies, like pens and pencils; and window handles & latches.).
   ii. Physical education equipment.
   iii. Board games, toys, etc.

4. Cleaning and Disinfection: Cleaning removes germs, dirt and impurities from surfaces or objects, while disinfecting kills germs on surfaces or objects. *(If a laboratory confirmed case of COVID-19 was symptomatic while in the school- or office-setting, custodial staff should perform cleaning and disinfection of frequently touched areas throughout the school and/or office.)*

a. **Step 1: Cleaning** - Always clean surfaces prior to use of disinfectants in order to reduce soil and remove germs. Dirt and other materials on surfaces can reduce the effectiveness of disinfectants. For combination products that can both clean and disinfect, always follow the instructions on the specific product label to ensure effective use.

b. **Step 2: Disinfection** – Cleaning of soiled areas must be completed prior to disinfection to ensure the effectiveness of the disinfectant product.
   i. For disinfection most common EPA-registered household disinfectants should be effective.
   ii. Schools and offices may use this Vendor List to purchase some of the materials on the referenced EPA-approved product list below. Refer to each Vendor List to see what items are available for purchase:
   iii. A list of products that are EPA-approved for use against the virus that causes COVID-19 may be found at the following website:
      https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2. Follow the manufacturer’s instructions for
all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).

iv. Additionally, diluted household bleach solutions can be used if appropriate for the surface. Follow manufacturer’s instructions for application and proper ventilation. Check to ensure the product is not past its expiration date. Never mix household bleach with ammonia or any other cleanser. Unexpired household bleach will be effective against coronaviruses when properly diluted. Prepare a bleach solution by mixing:
   1. Five tablespoons (1/3rd cup) bleach per gallon of water or
   2. Four teaspoons bleach per quart of water.

v. Label directions must be followed when using disinfectants to ensure the target viruses are effectively killed. This includes adequate contact times (i.e., the amount of time a disinfectant should remain on surfaces to be effective), which may vary after application. Disinfectants that come in a wipe form will also list effective contact times on their label.

vi. For disinfectants that come in concentrated forms, staff should carefully follow instructions for making the diluted concentration needed to effectively kill the target virus. This information can be found on the product label.


5. **Our School Custodians**: Our school custodians play a critical role in ensuring the safety and cleanliness of our schools and offices. They are trained to use disinfectants in a safe and effective manner. Staff are reminded to ensure procedures for safe and effective use of all products are followed. *Staff do not need to wear respiratory protection (e.g., masks) while cleaning*. Safety instructions are listed on product labels and include personal protective equipment (e.g., gloves) that should be used.

6. **Used Glove Disposal** – Place all used gloves in a bag that can be tied closed before disposing of them with other waste. Wash hands with soap and water for at least 20 seconds immediately after removing gloves or use an alcohol-based hand sanitizer if soap and water are not available. Soap and water should be used if hands are visibly soiled.

7. **Cleaned and Disinfected Rooms** – Set up a tracking system or post on the door that a room has been cleaned and disinfected with dates.

8. **Track cleaning products, materials and cost** – Keep copies of purchase orders. Should federal reimbursements become available, the Department will collect this COVID-19 cost information from schools and offices.

**Procedures for Confirmed Case of COVID-19 - School Closure and Cleaning and Disinfection of Facilities Protocol Directions**

**For Core Team**
HIDOE COVID-19 Core Team Members

1. Deputy Superintendent (Phyllis Unebasami)
2. Office of Facilities and Operations Assistant Superintendent (Randall Tanaka)
3. Office of Student Support Services Assistant Superintendent (Heidi Armstrong)
4. Office of Talent Management Assistant Superintendent (Cynthia Covell)
5. Communications Director (Lindsay Chambers)
6. HIEMA Liaison (Maynard Mendoza)
7. Chief of Staff (Camille Masutomi)
8. Coordinated Support Director (Sandra Goya)

What to do when you discover a person at your campus has been diagnosed with COVID-19

1. Initial notification:
   a. The principal or designee calls the Complex Area Superintendent (CAS) with details of the potential contamination and, if appropriate, receives approval for closing school.
      i. Details needed to determine the closing of schools include:
         1. When the employee or student noticed symptoms, took the test, and received confirmation of positive COVID results.
         2. The extent of which the individual with a confirmed case of COVID-19 participated in school activities, interacted with others, and accessed school properties while sick.
   b. The CAS notifies the Deputy Superintendent (Phyllis Unebasami) who sets up a group text to include the principal, the CAS, and the HIDOE COVID-19 Core Team members.
      i. If the COVID-19 case is a student, include the Office of Student Support Services Assistant Superintendent (Heidi Armstrong) and School Health Section Administrator (Timothy Lino).
      ii. If the COVID-19 case is an employee, include the Office of Talent Management Assistant Superintendent (Cynthia Covell) and Executive Assistant (Sean Bacon).
   c. With notification and approval by the CAS, the principal closes the school campus and sends all employees and students off campus.
   d. The principal obtains contact information for all employees and casual hires and the maps of the school with building/room numbers and designated workrooms.

2. Responsibilities for Others:
   a. If an employee is diagnosed with COVID-19, the Office of Talent Management Assistant Superintendent must notify the Hawaii Department of Health who assigns an investigator to contact the employee and trace close contacts.
      i. Anyone in contact with the employee will need to self-quarantine for at least 14 days.
   b. If a student is diagnosed with COVID-19, the Office of Student Support Services School Health Section Administrator must notify the Hawaii Department of Health who assigns an investigator to contact the student’s parent/guardian and trace close contacts.
i. Anyone in contact with the student will need to self-quarantine for at least 14 days.
c. The Communications Branch will begin working with Principal and CAS on key messaging for staff, community, and media
d. The Office of Facilities Operations will begin working with the principal or designee on the cleaning plan and schedule.
e. Notification of Key Leaders
   i. The Deputy Superintendent notifies
      1. Superintendent (Christina Kishimoto)
      2. The Senate Education Chair (Michelle Kidani)
      3. The House Lower and Higher Education Chair (Justin Woodson)
      4. The HIDOE COVID-19 Core Team to schedule an emergency meeting
   ii. The Superintendent notifies
      1. The Hawaii Board of Education Chair
      2. The Governor
3. The HIDOE COVID-19 Core Team determines the dates the school campus will be cleaned and disinfected.
   a. The HIDOE COVID-19 Core Team determines if internal staff will clean or a professional cleaning company will be contracted.
      i. If internal staff will be used to clean, the Office of Facilities and Operations is responsible for providing Personal Protective Equipment (PPE) for the cleaning staff. While the school is closed during the initial period:
         1. Determine the amount of personnel needed and days needed to clean the school campus.
         2. If there is a need to pull from other site staff to help in cleaning, OFO to notify CAS and OTM to begin the process for identifying custodial staff and reassigning/ temporary change in workstation.
         3. Conduct training of cleaning crew to ensure their safety and to use appropriate procedures for sanitizing the school.
   b. The Communications Director will work with the school to notify employees, students and their families that someone has tested positive for COVID-19 at their campus.

Cleaning and Disinfecting of Facilities
1. The HIDOE closes the school campus to all employees and students.
2. The principal identifies all areas accessed.
3. The school campus is closed for five (5) days. No personnel on the school campus, with the exception of security.
4. The school campus is cleaned and disinfected for five (5) business days (excluding weekends and holidays). Only cleaning staff will be allowed on the school campus.
5. The school campus is closed for another five (5) days. No personnel on the school campus, with the exception of security.

Confirmed Case of COVID-19 - School Closure:
Cleaning and Disinfection of Facilities Protocol Directions

For School

What to do when you discover a person at your campus has been diagnosed with COVID-19

1. For school campuses:
   a. The principal or designee calls the Complex Area Superintendent (CAS) with details of the potential contamination and, if appropriate, receives approval for closing school.
   b. The CAS notifies the Deputy Superintendent (Phyllis Unebasami) who sets up group text to include the principal, the CAS, and the HIDOE COVID-19 Core Team members.
      i. If the COVID-19 case is a student, include the Office of Student Support Services Assistant Superintendent (Heidi Armstrong) and School Health Section Administrator (Timothy Lino).
      ii. If the COVID-19 case is an employee, include the Office of Talent Management Assistant Superintendent (Cynthia Covell) and Executive Assistant (Sean Bacon). With notification and approval by the CAS, the principal closes campus and sends all employees and students off campus.
   c. With notification and approval by the CAS, the principal closes the school campus and sends all employees and students off campus.
   d. The principal obtains contact information for all employees and casual hires and the maps of the school with building/room numbers and designated workrooms.

2. The Deputy Superintendent initiates communication internally and externally, including with the Department of Health.

3. The HIDOE COVID-19 Core Team determines the dates the school campus will be cleaned and disinfected.
   a. The HIDOE COVID-19 Core Team determines if internal staff will clean or a professional cleaning company will be contracted.
   b. If internal staff will be used to clean, the Office of Facilities and Operations Assistant Superintendent will contact the Environmental Services Unit Program Specialist (Gary Bignami) for Personal Protective Equipment (PPE) for the cleaning staff. While the school is closed during the initial period:
      i. Determine the amount of personnel and days needed to clean the school campus.
      ii. If there is a need to pull from other site staff to help in cleaning, OFO to notify the CAS and OTM to begin the process for identifying custodial staff and reassigning/temporary change in workstation.
      iii. Conduct training of cleaning crew to ensure their safety and to use appropriate procedures for sanitizing the school.
   c. The Communications Director will work with school to notify employees, students, their families, and the community, as appropriate, that someone has tested positive for COVID-19 at their campus and if feeling ill, to seek the advice of their health care provider.
Cleaning and Disinfecting of Facilities

1. The HIDOE closes the school campus to all employees and students.
2. The principal identifies all areas accessed.
3. The school campus is closed for five (5) days. No personnel on the school campus, with the exception of security.
4. The school campus is cleaned and disinfected over five (5) business days (excluding weekends and holidays). Only cleaning staff will be allowed on the school campus.
5. The school campus is closed for another five (5) days. No personnel on the school campus, with the exception of security.
## Cleaning and Disinfection of Facilities Protocol Checklist

Date of notification: 

Location (School Campus):

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Action to Take</th>
<th>Confirmation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>□ Close campus to all employees and students.</td>
<td>Principal</td>
</tr>
</tbody>
</table>
| 2   |      | □ Identify all areas accessed by the infected person(s).  
    |      | □ Wait five (5) days before beginning cleaning and disinfection. | Principal |
| 3   |      | □ All personnel, with the exception of security, remain off campus.  
    |      | □ Train cleaning staff (if internal) how to appropriately wear gloves and gowns.  
    |      | o Cleaning staff must immediately report any breaches in PPE such as a tear in gloves or any other potential exposures to their supervisor during cleaning and disinfecting.  
    |      | □ Train cleaning staff (if internal) on how to clean and disinfect hard (non-porous) surfaces, soft (porous) surfaces, electronic equipment, and items that can be laundered. | Head Custodian |
| 4   |      | □ All personnel, with the exception of security, remain off campus.  
    |      | □ Train cleaning staff (if internal) on how to clean and disinfect hard (non-porous) surfaces, soft (porous) surfaces, electronic equipment, and items that can be laundered. | Head Custodian |
| 5   |      | □ All personnel, with the exception of security, remain off campus. | Head Custodian |
| 6   |      | □ All personnel, with the exception of security, remain off campus. | Head Custodian |
| 7   |      | □ All personnel, with the exception of security, remain off campus.  
    |      | □ Review training with cleaning staff. | Head Custodian |
| 8   |      | □ Cleaning staff should wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.  
    |      | o Gloves and gowns should be compatible with the disinfectant products being used.  
    |      | o Additional PPE might be required based on the cleaning/disinfectant products being used and whether there is a risk of splash.  
    |      | o If gowns are not available, coveralls, aprons or work uniforms can be worn during cleaning and disinfecting. Reuseable (washable) clothing should be laundered afterwards. Clean hands after handling dirty laundry. | Head Custodian |
Cleaning staff should clean and disinfect all areas that the infected person(s) may have entered, such as offices, bathrooms, common areas. Cleaning staff should focus especially on frequently touched surfaces.

- **For Hard (non-porous) surfaces**
  - If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
  - For disinfection, most common EPA-registered household disinfectants should be effective.
  - Follow the manufacturer’s instructions for all cleaning and disinfection products for concentration, application method and contact time, etc.

- **For Soft (Porous) Surfaces**
  - For soft (porous) surfaces such as carpeted floor, rugs, and drapes, clean with appropriate cleaners indicated for use on these surfaces. After cleaning:
    - If the items can be laundered, launder items in accordance with the manufacturer’s instructions using the warmest appropriate water setting for the items and then dry items completely.

Cleaning staff should clean and disinfect shared electronic equipment like tablets, touch screens, keyboards, and remote controls used by the ill persons.

- Follow the manufacturer’s instructions for all cleaning and disinfection products.
- Consider the use of wipeable covers for electronics.
- If no manufacturer guidance is available, consider the use of alcohol-based wipes or sprays containing at least 70% alcohol to disinfect touch screens. Dry surfaces thoroughly to avoid pooling of liquids.

**Linens, Clothing, and Other Items That Go in the Laundry**

- To minimize the possibility of dispersing virus through the air, do not shake dirty laundry.
- Wash items as appropriate in accordance with the manufacturer’s instructions. If possible, launder items using the warmest appropriate water setting for the items and dry items completely. Dirty laundry that has been in contact with an infected person can be washed with other people’s items.
- Clean and disinfect hampers or other carts for transporting laundry according to guidance above for hard or soft surfaces.
- Gloves should be removed after cleaning a room or area occupied by infected person(s). Clean hands immediately after gloves are removed.
- After cleaning and disinfecting, gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area. Be sure to clean hands after removing gloves.
- Cleaning staff should clean hands often, including immediately after removing gloves, by washing hands with soap and water for 20 seconds. If soap and water are not available and hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60% alcohol may be used. However, if hands are visibly dirty, always wash hands with soap and water.
- Follow normal preventive actions, including cleaning hands and avoiding touching eyes, nose, or mouth with unwashed hands.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 9 | □ Cleaning staff should wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.  
□ Cleaning staff should clean and disinfect the remaining areas. Cleaning staff should focus especially on frequently touched surfaces.  
□ Cleaning staff should clean and disinfect shared electronic equipment like tablets, touch screens, keyboards, and remote controls used by the ill persons.  
□ Linens, Clothing, and Other Items That Go in the Laundry  
□ After cleaning and disinfecting, gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area. Be sure to clean hands after removing gloves. |
| Head Custodian |
| 10 | □ Cleaning staff should wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.  
□ Cleaning staff should clean and disinfect remaining areas. Cleaning staff should focus especially on frequently touched surfaces.  
□ Cleaning staff should clean and disinfect shared electronic equipment like tablets, touch screens, keyboards, and remote controls used by the ill persons.  
□ Linens, Clothing, and Other Items That Go in the Laundry |
<p>| Head Custodian |</p>
<table>
<thead>
<tr>
<th></th>
<th>After cleaning and disinfecting, gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area. Be sure to clean hands after removing gloves.</th>
</tr>
</thead>
</table>
| 11 | Cleaning staff should wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.  
Cleaning staff should clean and disinfect remaining areas. Cleaning staff should focus especially on frequently touched surfaces.  
Cleaning staff should clean and disinfect shared electronic equipment like tablets, touch screens, keyboards, and remote controls used by the ill persons.  
Linens, Clothing, and Other Items That Go in the Laundry  
After cleaning and disinfecting, gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area. Be sure to clean hands after removing gloves. | Head Custodian |
| 12 | Cleaning staff should wear disposable gloves and gowns for all tasks in the cleaning process, including handling trash.  
Cleaning staff should clean and disinfect remaining areas. Cleaning staff should focus especially on frequently touched surfaces.  
Cleaning staff should clean and disinfect shared electronic equipment like tablets, touch screens, keyboards, and remote controls used by the ill persons.  
Linens, Clothing, and Other Items That Go in the Laundry  
After cleaning and disinfecting, gloves and gowns should be removed carefully to avoid contamination of the wearer and the surrounding area. Be sure to clean hands after removing gloves.  
Wait five (5) days before re-entering the facilities. | Head Custodian |
| 13 | All personnel, with the exception of security, remain off campus. | Principal |
| 14 | All personnel, with the exception of security, remain off campus. | Principal |
| 15 | All personnel, with the exception of security, remain off campus. | Principal |
| 16 | All personnel, with the exception of security, remain off campus. | Principal |
| 17 | All personnel, with the exception of security, remain off campus. | Principal |
| 18 | Campus can be reopened. | Principal |
Head Custodian

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Principal

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Complex Area Superintendent

<table>
<thead>
<tr>
<th>Print Name</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

Submit signed form to the Office of Facilities and Operations Assistant Superintendent
6. INFECTION CONTROL

6.1 Absenteeism Alert

Classroom teachers record student attendance. The school administrative office compiles a daily absentee list. If the total number of absent students is larger than usual (approximately 10% or more of the total school or 20% of a single class or grade) with common symptoms of illness, the school administrative staff will inform the school health assistant. The health assistant, in turn, notifies the DOH Disease Investigation Branch and Public Health Nursing Branch through his/her supervisor. If necessary, DOH will provide follow-up assessments and services.

6.2 Infection Prevention Instructions

To prevent the spread of disease, good hygienic practices must be taught, observed and practiced by students and staff. Handwashing and coughing protocol instructions are delivered through a health education curriculum in the primary grades in alignment with the Hawaii Health Education standards and the priority risk topic of personal health and wellness. Frequent reminders to students and staff regarding good hygienic protocols will help to reinforce positive health behaviors and limit the spread of disease.

Guidance and reminders for all HIDOE staff:

- The OFO recommends school staff, especially janitors, custodians, and school food service personnel, continue cleaning practices with a greater focus on high-contact areas; specifically, hard surfaces such as doorknobs, telephones, classroom desks, cafeteria tables, counters, toilets, etc.
- The actions should follow standard procedures for cleaning and disinfecting with EPA-registered products. This means daily sanitizing of surfaces and objects that are frequently touched.
- The School Food Services Branch will ensure that schools are cleaning and sanitizing cafeterias and workspaces after each use and throughout the day.
- The Student Transportation Services Branch will work with its bus contractors to monitor student riders and to daily sanitize frequently used areas, such as handrails, seats and windows.
- HIDOE reminds all schools and offices to:
  - Per manufacturer’s directions, follow correct procedures on how to appropriately wipe down surfaces.
  - Ensure that all bathroom soap dispensers and hand towels are filled.
  - Ensure that all HIDOE-provided flyers and posters are located at a clear visible location.
  - Follow protocols for reporting any suspected health case to the Hawaii State DOH.
All schools must promote and practice the following preventive measures:

- Get vaccinated against the seasonal flu (all students and staff).
- Wear face covering or a mask.
- Maintain six feet social distancing.
- Stay home when sick.
- Wash hands often with soap and water for at least 20 seconds, especially after blowing your nose, coughing or sneezing, before eating, and after going to the bathroom. If soap and water are not available, use a hand sanitizer that contains at least 60% alcohol.
- Avoid touching your eyes, nose, and mouth. Germs are often spread touching these body parts.
- Avoid close contact with people who are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in trash.
- Clean and disinfect frequently touched objects and surfaces using a regular cleaning product or wipe according to the directions on the label.
- Prepare for the possibility that people may want to stay home or may be asked to stay home to prevent the spread of illness.
  - If you have daily medication needs, have more than a week’s supply on hand and have as much on hand as your insurance will allow you to have.
  - Not everyone can afford to stock up on supplies or have the space to store them, but anything you can arrange in advance means one less inconvenience or one less trip to the store while you are sick.
  - Make family plans for the possibility of school or daycare closures. Do some contingency planning in advance at the family level.

Other preparedness measures for HIDOE schools include:

- Leadership team – including the Superintendent (Incident Commander), Deputy Superintendent, Office of Facilities and Operations Assistant Superintendent, Office of Student Support Services Assistant Superintendent, Office of Talent Management Assistant Superintendent; Communications Director; Emergency Management Officer/Safety & Security Director, Student Health Administrator, Chief of Staff, and the Coordinated Support Director – delegates necessary tasks and duties to all employees according to HI-EMA and DOH guidance and direction. It is important that together, they communicate the same message to all employees, students, parents and community members.
- Teachers prepare lesson plans ahead of time in case they are out due to illness and/or students are out due to illness.
- The Office of Talent Management (OTM) should consider reviewing leave procedures and negotiations to consider the possibility of large employee absences.

6.3 Infection Prevention Supplies

Infection prevention supplies should be accessible to all students and staff. Supplies include soap or hand sanitizer that contains at least 60% alcohol, paper towels, tissues, and hands-free...
receptacles for disposal. While schools and offices should have infection prevention supplies in stock for emergencies, the HIDOE Safety, Security, and Emergency Preparedness Branch will assist in obtaining supplies.

### 6.4 Ill Student

An ill student will be referred to the school health room. If the student has symptoms of fever, cough, or shortness of breath, the parents/legal guardians of an ill student will be contacted and asked to pick up their child as soon as possible for transport home or to a physician's office. Ill students will be kept away from students without symptoms on campus until they are able to leave; at least three to six feet apart.

If the parents/guardians of the seriously ill student cannot be contacted, the student will be transported to a medical facility following directions on the student's emergency card. When the ill student recovers, a letter of clearance signed by a licensed physician is required before the student will be allowed to return to school/class.

If there is student dormitory housing on campus, the school should work closely with DOH to determine when, how, and where to move ill residents. Sending sick residents to their permanent homes could be unfeasible, pose logistical challenges, or pose risk of transmission to others either on the way to the home or once there. The school may need to work with the DOH and the student’s family to determine appropriate housing for the period in which they need to self-isolate and monitor for worsening symptoms.

### 6.5 Ill Employee (Handling of Sick Leave Policy)

An ill employee will be sent home by school administration or supervisor and placed on sick leave with pay or appropriate leave status if the employee does not have available sick leave (leave without pay, vacation). When the ill employee recovers, a letter of clearance signed by a licensed physician is required before the employee will be allowed to return to work. HIDOE employees placed in quarantine and isolation must also be placed in the appropriate leave status (e.g., administrative leave).

### 6.6 Home Monitoring, Quarantine, and Isolation

The HIDOE will comply with DOH guidelines and policies to address community mitigation measures specific to community containment interventions, such as home monitoring, isolation and quarantine during an outbreak/pandemic. Community containment interventions are implemented to help prevent or reduce the spread of an infectious agent(s) within the community.
If voluntary measures are suggested for potentially exposed school community or household members, HIDOE schools will communicate with staff, students, parents and community members as needed to help reduce and prevent the spread of infection.

Depending on the severity of the event, HIDOE schools will take direction from government officials including law enforcement, HI-EMA, and DOH for next steps.

### 6.7 Travel Guidance

It is very important that personnel planning or considering travel during a pandemic are fully aware of current Travel Advisories from the State Department and Travel Health Notices in the Centers for Disease Control and Prevention (CDC) websites.

**State Department:**
[https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories.html/](https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories.html/)

**Centers for Disease Control and Prevention:** [https://wwwnc.cdc.gov/travel/notices](https://wwwnc.cdc.gov/travel/notices)

**Student and Staff Traveling Abroad:**

School-sponsored travel to Warning Level 3 (Avoid Non Essential Travel) and Alert Level 2 (Practice Enhanced Precautions) countries may be suspended due to high-risk of contracting the disease.

Travelers from Warning Level 3 countries may be instructed to stay home and monitor their health for 14 days after returning to the United States.

Travelers from Alert Level 2 countries may be instructed to monitor their health and limit interactions with others for 14 days after returning to the United States.

Students and staff from other Warning Level 3 or Alert Level 2 countries should inform their respective schools upon their return that they will be monitoring their health for 14 days. DOH may actively monitor returning travelers from Warning Level 3 and Alert Level 2 countries.

Schools may encounter students and/or staff members who have been prescribed an order from their health care provider to self-quarantine themselves for a specified number of days. This document holds the same value as a document received from DOH. This must be reported to DOH if this occurs and this information must be logged. This form will provide notification to the School Health Section administrator, Communications Branch director, and the appropriate complex area superintendent. The HIDOE will work with the DOH to inform the school community.

**Other Guidance Regarding School-Sponsored Travel:**

- Complex area superintendents will work with principals who have student/staff/chaperone traveling groups to:
6.8 Recovery

Community assessment following a highly infectious illness outbreak/pandemic requires completed surveillance data and feedback of operations. Any damage done to the community from this highly infectious illness outbreak/pandemic will be defined and analyzed for proper future planning.

It is crucial HIDOE schools enforce resources and guidance for all staff, students, parents and community members to focus on "getting back to normalcy." Stress the importance of returning to normal practice and procedures for the health and safety of everyone. Return as quickly to normally scheduled school days including all scheduled events. HIDOE schools will assess the need for additional mental health support resources and provide as much as possible to staff, students, parents and the community. The Office of Student Support Services (OSSS) will help identify mental health resources for the community.

OSSS will also assist in supporting HIDOE families with any resources that may be needed during or after a highly infectious illness outbreak/pandemic.

HIDOE schools will communicate through their respective complex area superintendents when it is safe to return to school and what precautions, if any, will need to occur. Complex area superintendents in turn will communicate with the deputy superintendent and the Communications Branch. All school grounds and property will be cleaned, and equipment may need to be sterilized. The Office of Facilities and Operations (OFO) Facilities Maintenance Branch (FMB) will help support this practice.

HIDOE schools will continue to monitor the illness and provide data in alignment with federal and state laws as needed to continue the transparency of communication to the community.
HIDOE schools will review, assess and evaluate students who may have missed days of instruction.

Debriefing between the HI-EMA, Hawaii DOH, counties’ Department of Emergency Management, and the HIDOE may occur many times post event to ensure adequate data collection was successful and to begin proper preparation for the next highly infectious disease outbreak/pandemic. Success and failures will be discussed in transparency to determine proper planning in the future.

Recovery efforts involve expanding existing internal services and support, such as mental/behavioral health help, that are provided throughout the school year. And, when additional support is needed, the HIDOE may look to community partners, nongovernmental organizations, the private sector and others.

**Four Components of Recovery:** Recovery comprises four components:

1. **Academic Recovery:** Learning is the primary purpose of the HIDOE, and ability to resume academic activities is essential to a school’s recovery. The resumption of teaching and learning begins to restore normalcy to the school environment through routines, which can be very important in the psychological and emotional health of students, teachers, and staff. The HIDOE may consider the following:
   a. Share classrooms or use other school facilities - such as gymnasium - or other facilities for instruction.
   b. Adjust the class schedule so that, for example, students attend classes either in the morning (starting earlier) or in the afternoon (finishing later).
   c. Re-evaluate the curriculum.
   d. Integrate students into other schools or complex area districts.
   e. Use distance or blended learning through both traditional and information technology (IT) - based instruction, student work, and assessment.

2. **Physical and Structural Recovery:** This type of recovery is needed to support education and involves the restoration of HIDOE schools’ buildings, equipment, and supplies. The HIDOE may consider the following:
   a. Access and repair structural and physical damage.
   b. Clean the facilities.
   c. Remove health and safety hazards.
   d. Coordinate donations and volunteers.
   e. Restore equipment and processes, such as IT equipment, software, books, and instructional materials.
   f. Resume other school support, such as full transportation and food services.

3. **Business Functions Recovery:** Schools, districts, and state offices business operations that serve as a support function to education, such as payroll and contracts, need to be fully restored if impacted by an emergency.
   a. Create agreements for prioritized services during and after a pandemic/emergency.
b. Ask for resources via mutual aid agreements to help with immediate needs.
c. Access backup IT and business services.
d. Restore business services, such as payroll, accounting systems, and personnel records.
e. Register displaced students in other schools or complex area districts.
f. Securely share relevant education records with schools and complex area districts receiving students displaced by the emergency.
g. Request emergency funding to pay for immediate cleanup and repair.
h. Access long-term recovery funding through loans, community grants, or Federal support.

4. Social, Emotional, and Behavioral Recovery: Even though academics, physical and structural, and business functions recovery may have ended, the social, emotional, and behavioral recovery of students, teachers, and staff may continue long after. For students, the pandemic or emergency event may have led to a lack of engagement, poor attendance, tardiness, incomplete assignments, antisocial behavior, and withdrawal. The HIDOE may consider the following:
   a. Provide Psychological First Aid for Schools (PFA-S).
   c. Monitor attendance, grades, and counselor’s visits.
   d. Ensure that staff and teachers have access to Employee Assistance Programs.
   e. Make individual and group crisis counseling available.
   f. Refer students, teachers, and staff to long-term interventions, if needed.
   g. Provide trauma- and grief-focused school-based mental/behavioral health programs.
   h. Provide support to caregivers to help prevent or reduce compassion fatigue.

Return of DOE Employees to the Workplace. The Governor may issue a Supplementary Proclamation that may permit work in business or operations for educational institutions. When that occurs, the HIDOE may require employees to return to the workplace unless prior agreements are made. To assist in the transition, the following suggestions are being provided that align with current guidelines form the CDC and the DOH. Supervisors should be prepared to implement the return of employees to the worksite in a way that is best tailored to the respective operational conditions and using independent discretion and judgement as needs arise. The CDC has provided a “Workplace Decision Tool” to assist employers in making (re)opening decisions during pandemics (e.g, COVID-19). The decision tool can be found at the following website:

1. Continuation of Telwork: Where an employee can be as functional and productive as when in the workplace with sufficient access to all necessary information, materials, and equipment, telework should continue to be the first consideration for that employee. For example, an employee could return to the workplace during regularly scheduled hours.
(e.g., for a set number of hours per day or per week) or on an ad hoc basis to drop-off completed work, pick-up work to perform while teleworking, or to use Department property (e.g., scanner, internal access to a database) to assist the employee to complete their duties and tasks in an efficient and functional manner. A rotation of staff in the office at one time (such as separate teams that do not mix and thereby reduce challenges in the event there is an exposure) or combination of telework and in-office work for key staff may also be considered as operations permit. A fully executed telework agreement shall be completed by the employee and supervisor to continue telework for an established period of time.

2. Entering Department Facilities: All employees and visitors are urged to wear a mask or other cloth face covering when they are within six feet of others. (Note: some individuals may be unable to wear face masks due to a health reason. In these instances, the implementation of additional safety considerations may need to be considered. Employees shall contact their supervisor prior to entering a Department facility if they meet any of the below conditions and stay home. Sick employees should not return to work until the criteria to discontinue home isolation are met, in consultation with their healthcare providers and criteria set forth by the DOH.

   a. They are symptomatic - cough, shortness of breath or difficulty breathing, or exhibit at least two of the following symptoms:
      i. Fever
      ii. Chills
      iii. Repeated shaking with chills.
      iv. Muscle pain
      v. Headache
      vi. Sore throat
      vii. New loss of taste or smell.
   b. They have traveled within the past 14 days.
   c. They have been potentially exposed through close prolonged contact with a person who has or is suspected to have COVID-19.
   d. They are not wearing a mask or other cloth face covering (unless they have a health reason for not doing so).

3. Maximization of Social Distancing: Supervisors may consider the following when employees enter the workplace:
   a. Employees should maintain a six feet or greater distance from each other at all times, including:
      i. Workspaces and hallways to the fullest extent possible; and
      ii. Common areas not absolutely critical to essential work, such as kitchens, copy rooms, filerooms, etc.
   b. In-person meetings or conferences should be minimized even when social distancing can be maintained. Where possible, these should be converted to video or telephone conferences.
   c. Shaking hands and other forms of human contact should be prohibited.
d. Minimize the number of employees in the workplace at any given time to the fullest extent possible to continue operations while enabling the proper maintenance of social distancing.

e. Stagger employee start/end times within existing flexible work hour parameters to avoid entry/exit to/from Department facilities en masse.

f. Consider one way circulation routes through the workplace and at points of entry/exit if feasible to minimize face-to-face employee contact.

g. Communal snacks should be discarded in an abundance of caution.

h. Entry of a coworker’s workspace should be avoided unless appropriate social distancing can be maintained.

i. Post signage at multiple, relevant locations to remind employees of social distancing requirements.

4. Encourage the Practice of Good Hygiene: All employees should continue to practice good hygiene, including the following:

a. Wash hands with soap and water or the use of hand sanitizer, especially after touching frequently used items or surfaces.

b. Avoid touching your face.

c. Sneeze or cough into a tissue, or the inside of your elbow.

d. Disinfect frequently used items and surfaces as much as possible.

e. Post signage at multiple, relevant locations to remind employees of good hygiene.

5. Sanitation: Common touch points (door knobs, file cabinets, supply cabinets and drawers, etc.) and frequently used furniture and equipment should be cleaned and disinfected as much as possible on a regular basis. Hand sanitizer should be provided if available, otherwise employees should be encouraged to wash their hands with soap and water on a frequent and regular basis. Custodial staff will continue with their cleaning duties; however, employees may wish to consider cleaning and disinfecting their personal workspaces and items on a more frequent basis. These of other employee’s phones, keyboards, or other work tools and equipment should be avoided when possible or cleaned and disinfected before and after use.

6. Other Considerations to Maximize Social Distancing: Utilize paperless options for the transmission of documents and other correspondence to the fullest extent possible. Approvals via eSign or by email should be utilized as much as possible rather than requiring original signatures. Interoffice hard copy mail should be minimized to the fullest extent possible.

**Health and Safety Guidance for Reopening Schools.** The primary objective and goal in the reopening of schools are to minimize the risk of spreading infectious diseases, including COVID-19.

1. Assumptions:

   a. COVID-19 will not be totally eliminated, there will always be cases in our communities.
b. Every COVID-19 case cannot be prevented; need to manage spreading the disease.

c. Development of a vaccine would greatly reduce disease incidence.

2. Strategies for In-Person Meetings and Instruction (Summer School): The following information contains guidance from both the CDC and the DOH. They are recommendations for all schools to consider in meeting their unique school community needs. The DOE follows the recommendations from the DOH and CDC. As the pandemic constantly evolves, guidance may change; therefore, flexibility is extremely important in mitigating, responding, and recovering from pandemics.

a. Stagger drop off and arrival times for students, so that large groups of people are not arriving and leaving at the same time. This minimizes overcrowding and human contact in confined areas.

b. Discourage older people, like our kupuna, especially those with underlying medical conditions, from dropping off or picking up students.

c. Set up hand hygiene or sanitizing stations at the entrance of school and/or meeting areas.

d. Do your best to practice proper social distancing. That is, two arms’ length or six feet apart, whichever is longer. It is understood that keeping six feet apart in the school setting is not always feasible.

e. Maintain a distance of at least three feet between seats, including group tables. At least six feet of distance should be maintained if students are seated facing each other.

f. Establish clear policies for student entry and dismissal from campus that ensure physical distance between individuals.

g. For younger children, minimize those times in the classroom when instruction or social skill development activities make it difficult to maintain six feet between students, especially when teaching or practicing necessary social skills of personal space, sharing space, and safety.

h. Keep personal belongings separated and in individually labeled containers, cubbies, or areas and taken home each day and cleaned.

i. Avoid sharing of supplies and equipment (e.g. electronic devices, toys, books, other games, or learning aids) by ensuring an adequate amount per student or clean and disinfect items between each student’s use.

j. Install physical barriers (e.g., shower curtain or flexible partitions) in areas where it is difficult for individuals to remain at least six feet apart.

k. Stagger session times to minimize:
   i. Physical contact of separate small groups; and
   ii. Crowding of meeting/learning spaces.

l. Limit Sharing:
   i. Discourage the sharing of items that are difficult to clean or disinfect. Have a cleaning schedule for any equipment, materials and assistive devices that must be shared.
ii. Keep each child’s belongings separated from others and in individually labeled containers, cubbies, or areas and taken home each day and cleaned, if possible.

iii. Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment etc. assigned to a single student/camper) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.

iv. If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing of foods and utensils.

v. Avoid sharing electronic devices, toys, books, and other games or learning aids.

m. Clean and disinfect all frequently used surfaces before and after all meetings. These would include:
   i. Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, touch screens, chairs, arms of chairs, faucets and sinks, to mention several.
   ii. Regularly check bathrooms to ensure soap and towel dispensers are filled, along with having an ample supply of toilet paper.
   iii. See detailed guidance on the CDC website regarding cleaning and disinfecting surfaces.

n. Remove porous materials, such as area rugs, couches and cushions.

o. Wash hands for 20 seconds or sanitize hands before and after all meetings and classes. Hand sanitizers should contain at least 60% alcohol.

p. During meeting and class time, minimize physical contact between participants.

q. All adults should cover their mouths and noses with a cloth face cover (aka mask) unless the adult has an underlying medical condition that prohibits the use of a mask.

r. Wearing of a face covering or mask:
   i. Face coverings must be worn when outside the classroom, especially when physical distancing is difficult.
   ii. In a classroom setting, especially younger students in grades Pre-K to 2nd grade, students with disabilities, or students who have underlying medical conditions, wearing a mask may be very difficult for them.
   iii. When conducting a smaller meeting, or when students are moving outside the classroom, then students are encouraged to wear masks.
   iv. Whenever keeping 6 feet apart is not feasible, it is highly recommended that students wear masks.

s. Wearing a mask with either goggles or a face shield has been recommended for School Health Assistants (SHAs) in the health room, when in close contact with students who are ill, as they protect the eyes. However, other employees at school sites do not need to wear eye protection since they are not delivering healthcare.
t. Open windows for natural air circulation. Do not open windows and doors if doing so poses a safety or health risk (i.e., risk of falling, triggering asthma symptoms) to children using the facility.

u. Restrict nonessential visitors, volunteers, and activities involving other groups at the same time.

v. When a student becomes ill, send that student to the Health Room, if a School Health Assistant is working. If there is no SHA on campus, send the student to the Summer School Director or designated Staff member.

w. Call the student's parent or guardian to pick up the student.

x. Keep the student in a supervised, isolated area until he/she is picked up.

y. Do not have the student wait at the main office.

z. Any student sent home due to illness should be excluded from school until symptom-free for at least 24 hours (ideally 72 hours) without the use of medication.

3. Designate a COVID-19 Point of Contact: Designate a staff person to be responsible for responding to COVID-19 concerns (e.g., SHA or administrator). All school staff and families should know who this person is and how to contact them.

4. Screening: Per the Centers for Disease Control and Prevention (CDC), schools are NOT expected to screen students or staff specifically for COVID-19. The purpose of screening would be for general symptoms of illness. Any designated adult can perform the screening. No special training is required. Upon arrival, interview and visually inspect all individuals (from at least 6 feet away) using the following symptom checklist. If at least two of these symptoms are present, the person should be sent home immediately. If schools have access to temporal infrared thermometers, use them to perform a temperature check. Be sure to read and follow the directions carefully before using these instruments.

   a. Geverish or unusually warm (has flushed cheeks).
   b. Coughing/sneezing
   c. Sore throat
   d. Shortness of breath/difficulty breathing.
   e. Headache/stomach ache/nausea
   f. Muscle pain/unusual fatigue
   g. New loss of taste or smell.

5. Communication: If a student or employee has either tested positive for COVID-19 or has been identified as a close contact or household member to someone who has tested positive:

   a. The DOH will conduct an investigation, and those individuals involved will be directed to a 14-day home quarantine.
   b. The DOH will work with the school principal if it is identified that someone (student or staff) at the school is affected.
   c. The DOH will send a letter to the principal with start and end dates of an individual’s quarantine or isolation. The affected individuals will also receive a
letter from the DOH notifying them once they have completed their quarantine or isolation.

d. It is the employee’s responsibility to notify his/her supervisor if not working at a school site.

e. The principal (or designee) will contact the Communications Branch to assist with communication to the school community if COVID-19 affects the school, as they have a template letter to ensure consistency of messaging.

6. Travel: All mainland and international travelers entering Hawaii are subject to a mandatory 14-day quarantine upon arrival, per the Governor’s directive. Inter-island travelers are no longer subject to the mandatory quarantine. Only the traveler is subject to the 14-day quarantine; not the entire household. If the traveler develops symptoms of illness while in quarantine, he/she should see a health care provider. At that point, the health care provider will give council to the patient as well as household members/close associates as to next steps. In regards to travel for school groups, there should be no off-site field trips; pursue virtual activities and events.

7. Hawaii Keiki Health Hotline and Telehealth: All DOE students can access a free resource for any health-related questions and telehealth services. Please see Hawaii Keiki Health Hotline and Telehealth.

8. Health and Safety Requirements for School Year (August - June): When the DOE prepares for the opening of a school year, there are many steps needed toward ensuring that all schools are safe to welcome back students and staff. Creating and maintaining optimal learning environments for all students will require that the following parameters are in place:

   a. **Staying at Home:** To stop the spread of illness, students and staff must stay home if they are feeling sick.

   b. **Screening:** Schools are NOT expected to screen students or staff specifically for COVID-19. Schools shall screen employees, students and visitors for overt signs of illness in a safe and respectful manner. Any designated adult can perform the screening. Use the following symptoms checklist to screen all individuals (from at least 6 feet away or behind a physical barrier) upon arrival at school. If any of these symptoms are present, the person should be sent home immediately. If schools have access to non-contact infrared thermometers, use them to perform a temperature check. Be sure to read and follow the directions carefully before using these instruments.

      i. Feverish or unusually warm (has flushed cheeks).
      ii. Coughing/sneezing
      iii. Sore throat
      iv. Shortness of breath/difficulty breathing.
      v. Headache/stomach ache/nausea
      vi. Muscle pain/unusual fatigue
      vii. New loss of taste or smell.

   c. **Send this Message to all Parents/Legal Guardians:**
i. Do a wellness check on your child each morning at home to determine if your child should attend school.

ii. Keep your child home if you suspect your child is ill.

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

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

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

d. Classrooms, Meeting Rooms, Offices, and Common Areas:

i. Frequent Hand Washing and/or Sanitizing

1. All students and staff must engage in frequent hand washing or sanitizing, including upon arrival, before and after meals, after bathroom use, after coughing or sneezing, in between classes, and before dismissal.

2. Hand washing must be conducted with soap and water for at least 20 seconds and hand sanitizer must contain at least 60% alcohol.

3. Hand washing or sanitizing stations must be available at the entrance of school, near or inside of classrooms, and in all meeting areas (e.g. library, dining hall, offices).

4. Restrooms, sinks, and sanitizing stations must be regularly maintained with adequate supplies (i.e. soap, sanitizer, and paper towels).

ii. Promote and Practice Personal Hygiene

1. Do not touch your eyes, nose, or mouth.

2. Sneeze or cough into a tissue and throw it away.

3. If no tissue is available, reduce the spread of germs by coughing or sneezing into your elbow.

4. As part of health education, deliver lessons to develop student skills related to personal hygiene.

iii. Social/Physical Distancing

1. Maintain a distance of at least three feet between seats, including group tables. At least six feet of distance should be maintained if students are seated facing each other.

2. Establish clear policies for student entry and dismissal from campus that ensure physical distance between individuals.

3. For younger children, minimize those times in the classroom when instruction or social skill development activities make it difficult to maintain 6 feet between students, especially when teaching or practicing necessary social skills of personal space, sharing space, and safety.
4. Keep personal belongings separated and in individually labeled containers, cubbies, or areas and taken home each day and cleaned.

5. Discourage the sharing of items that are difficult to clean or disinfect. Have a cleaning schedule for any equipment, materials and assistive devices that must be shared.

6. Install physical barriers (e.g., shower curtain or flexible partitions) in areas where it is difficult for individuals to remain at least six feet apart.

iv. Consider Each Class a Cohort (Family Unit):
   1. Limit and control interaction with other class cohorts.
   2. Prohibit gatherings of more than ten individuals who are not in the same class cohort.
   3. During meal times, individually plated meals are to be consumed in classrooms, at designated outdoor locations, or in the dining hall/cafeteria with distancing precautions.

v. Wear a Face Covering or Mask:
   1. Face coverings must be worn when outside the classroom, especially when physical distancing is difficult.
   2. Exceptions for face coverings apply to those for whom it is not safe to do so due to age, medical condition, or other considerations.
   3. Staff are responsible to bring and properly maintain their own masks.
   4. Parents/legal guardians will be responsible for providing students with face coverings or masks.
   5. Have backup disposable masks available for staff and students who need them.

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

vii. Cleaning, Disinfection, and Waste Disposal:
   1. Clean and disinfect all frequently touched surfaces, before and after all classes and meetings.
   2. Use FDA-registered products or diluted bleach against the virus that causes COVID-19. Follow the manufacturer’s instructions for safe, effective use.
   3. Provide touch free waste-disposal containers.
4. Ensure that facilities are regularly cleaned, sanitized, and disinfected, and that hazardous materials are disposed of properly.

e. When a Student Becomes Sick:
   i. When a student becomes sick at school, send the student to the Health Room.
   ii. Call the student’s parent/legal guardian to pick up the student.
   iii. Isolate the sick student from those who are well. If possible, in a supervised area outside the health room.
   iv. Do not have the student wait at the main office or any other high traffic area(s).
   v. Any student sent home due to illness should be excluded from school until symptom-free for at least 24 hours (ideally 72 hours) without the use of medication.

f. Visitors: Restrict nonessential visitors, volunteers, and activities involving other groups at the same time.

g. Travel: No off-site field trips; pursue virtual activities and events.

h. COVID-19 Point of Contact: Designate a staff person (e.g., administrator or office staff) to be responsible for responding to COVID-19 concerns. All staff, students and families should know who this person is and how to contact him/her.

i. Cases of COVID-19: When a student or employee either tests positive for COVID-19 or has been identified as a close contact or household member to someone who has tested positive:
   i. The DOH will conduct an investigation, and those individuals involved will be directed to a 14-day home quarantine or isolation.
   ii. The DOH will work with the school principal if it is identified that someone (student or staff) at the school is affected.
   iii. The DOH will send a letter to the principal with start and end dates of an individual’s quarantine or isolation. The affected individuals will also receive a letter from the DOH notifying them once they have completed their quarantine or isolation.
   iv. It is the employee’s responsibility to notify his/her supervisor if not working at a school site.
   v. The principal (or designee) will contact the Communications Branch to assist with communication to the school community if COVID-19 affects the school, as they have a template letter to ensure consistency of messaging.

j. Health Rooms: The School Health Assistants (SHAs) perform these essential functions:
   i. Serve as point of contact for student health matters.
   ii. Perform emergency first aid.
   iii. Administer approved routine prescribed medication.
iv. Maintain health records using HealthOffice Anywhere.
v. Report unusual absenteeism to the DOH.
vi. Coordinate with school staff/students’ families.
vii. Oversee the school health room.
viii. Screen students for illness.
ix. Practices to Prevent COVID-19 in the Health Room:
   1. Develop a route to the health room that minimizes interactions.
   2. Avoid and prevent close contact (6+ feet).
   3. SHA wears a face mask, eye protection, and gloves.
   4. Wash hands (SHA and student before and after each encounter).
   5. Screen and send home any students who are ill.
   6. Isolate those who are ill from others.
   7. Clean and disinfect surfaces after each use.
   8. Promote good airflow while maintaining privacy.

x. Items for use in the health room during COVID-19:
   1. Cloth face masks (with ear loops, not ties)
   2. Disposable face masks
   3. Eye protection (e.g. face shield or goggles)
   4. Disposable nitrile (non-latex) gloves
   5. Disinfection wipes
   6. Hand sanitizer (60%+ alcohol)
   7. Facial tissue
   8. Non-contact infrared thermometer
   9. Disposable gown/apron

xi. Caring for a Student Who is Sick:
   1. Show empathy.
   2. Avoid close contact.
   3. Wash hands.
   4. Apply face covering (SHA and student).
   5. Screen the student for symptoms.
   6. Contact the parent/legal guardian for pick up.
   7. Isolate the sick student away from those who are well.
   8. Advise parents to contact their health care provider.
   9. Clean and disinfect.
   10. Notify school administration.
   11. Record the visit in HealthOffice Anywhere

xii. When to Report Illness: If 10% of the entire school or 20% of one grade or classroom are sent home with common flu-like or gastrointestinal symptoms, call the Hawaii State Department of Health Disease Investigation Branch or your local District Health Office.

9. Centers for Disease Control and Prevention (CDC): COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the
virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles to follow as schools begin to reopen. Fortunately, there are a number of actions school administrators can take to help lower the risk of COVID-19 exposure and spread during school sessions and activities. These actions, under Child Care, Schools and Youth Programs, are covered on the CDC website. The CDC recently released the infographic below as guidance for schools considering to reopen. It also contains several hyperlinks for additional reference.

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

c. **Additional resources to print, post, and/or distribute on campus to reinforce good personal hygiene:**  
i. **DOH COVID-19 Home Care Guide**  
ii. **DOH COVID-19 What You Need to Know**  
iii. **CDC Take 3 Actions to Fight Flu**  
iv. **CDC A Healthy Future Is In Your Hands!**  
v. **CDC Germs Are Everywhere**  
vi. **CDC How to Protect Yourself**  
vii. **CDC 10 Things You Can Do To Manage Your Health At Home**  
viii. **CDC How to Protect Yourself and Others**  
x. **Help your Child Feel Good about Using and Seeing Others Wearing Face Masks**  
xi. **I Can Stay Healthy by Wearing a Face Mask (PPT)**
7. PLAN DEVELOPMENT AND MAINTENANCE

The Director of the Safety, Security, and Emergency Preparedness Branch is responsible for coordinating the development and maintenance of the HIDOE Pandemic Contagious Virus Plan.

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).
- School Health Section representative.
- Learning and Technology Section representative.
- Communications Branch representative.

Other staff may be invited to serve on the planning committee as required.

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.

7.1 Plan Updates

Plan updates are coordinated and conducted annually and require input from each office and branch listed within the Pandemic Contagious Virus Plan. 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 or Hawaii State DOH Pandemic Flu Preparation and Response Plan.

#### 7.1.1 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.

#### 7.2 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.

#### 7.2.1 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.
8. AUTHORITIES AND REFERENCES

8.1 Authorities

29 CFR 1910.38 -- Emergency Actions Plans

§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

8.2 References

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

Centers for Disease Control (https://www.cdc.gov/)

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

Hawaii State Department of Health (https://health.hawaii.gov/)

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

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

Interim Guidance for Administrators of US Childcare Programs and K-12 Schools to Plan, Prepare, and Respond to Coronavirus Disease 2019 (COVID-19)

National Planning Frameworks (https://www.fema.gov/national-planning-frameworks)
Pandemic Flu Checklist: K-12 School Administrators
(https://www.cdc.gov/nonpharmaceutical-interventions/pdf/pan-flu-checklist-k-12-school-administrators-item2.pdf)

Robert T. Stafford Disaster Relief and Emergency Assistance Act

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

Draft 2018 State of Hawaii Hazard Mitigation Plan

School District (K-12) Pandemic Influenza Planning Checklist
(https://www.cdc.gov/flu/pandemic-resources/pdf/schoolchecklist.pdf)

State of Hawaii EOP Basic Plan

State of Hawaii Hurricane Evacuation Shelter Planning and Operations Guidelines

United States Department of Education (https://www.ed.gov/)

United States Department of Health and Human Services (https://www.hhs.gov/)

United States Department of State (https://www.state.gov/)

World Health Organization (https://www.who.int/)
## 9. APPENDICES

### 9.1 Emergency Contacts

#### 9.1.1 State-Level: State Emergency Response Team (SERT)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>OFFICE Number</th>
<th>E-mail</th>
<th>Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>Dr. Christina M. Kishimoto</td>
<td>808-784-6161</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy Superintendent</td>
<td>Phyllis Unebasami</td>
<td>808-784-6161</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent, Office of Student Support Services</td>
<td>Heidi Armstrong</td>
<td>808-305-9750</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent, Office of Facilities and Operations</td>
<td>Randall Tanaka</td>
<td>808-784-5000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent &amp; Chief Information Officer, Office of Information Technology Services</td>
<td>David Brookshire &quot;Brook&quot; Conner</td>
<td>808-586-3307</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent, Office of Talent Management</td>
<td>Cynthia &quot;Cindy&quot; Covell</td>
<td>808-441-8300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent and Chief Financial Officer, Office of Fiscal Services</td>
<td>Brian Hallett</td>
<td>808-586-3737</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent, Office of Strategy, Innovation and Performance</td>
<td>Rodney Luke</td>
<td>808-586-3800</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Superintendent, Office of Curriculum and Instructional Design</td>
<td>Alisa Bender</td>
<td>808-305-9610</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilities Development Branch</td>
<td>Vacant</td>
<td>808-784-5040</td>
<td></td>
<td>State Emergency Support Function 3</td>
</tr>
<tr>
<td>Facilities Maintenance Branch</td>
<td>Benjamin Miura (TA)</td>
<td>808-831-7952</td>
<td></td>
<td>State Emergency Support Function 3</td>
</tr>
<tr>
<td>School Food Services Branch (SFSB)</td>
<td>Albert Scales</td>
<td>808-733-8403</td>
<td></td>
<td>State Emergency Support Function 6</td>
</tr>
<tr>
<td>Communications Office</td>
<td>Lindsay Chambers</td>
<td>808-784-6207</td>
<td></td>
<td>State Emergency Support Function 15</td>
</tr>
</tbody>
</table>
### 9.1.2 County-Level: Department Emergency Coordinator (DEC) / Alternate Emergency Coordinator (AEC)

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Phone Number</th>
<th>E-mail</th>
<th>Role(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complex Area Superintendent, Kaimuki-McKinley-Roosevelt</td>
<td>Linell Dilwith</td>
<td>808-733-4950</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Farrington-Kaiser-Kalani</td>
<td>Rochelle Mahoe</td>
<td>808-733-4952</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Leilehua-Milibani-Waialua</td>
<td>Bob Davis</td>
<td>808-307-3901</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Aiea-Moanalua-Radford</td>
<td>John Erickson</td>
<td>808-307-3902</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Pearl City-Waiapu</td>
<td>Keith Hui</td>
<td>808-692-8000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Nanakuli-Waianae</td>
<td>Sione Thompson</td>
<td>808-692-8000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Campbell-Kapolei</td>
<td>Sean Tajima</td>
<td>808-692-8000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Castle-Kahuku</td>
<td>Matt Ho</td>
<td>808-784-5900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Kailua-Kalahoe</td>
<td>Lanelle Hibbs</td>
<td>808-784-5900</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Kau-Keaau-Pahoa</td>
<td>Chad “Keone” Farias</td>
<td>808-982-4719</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Hilo-Waiaka</td>
<td>Esther Kanehailua</td>
<td>808-974-6600</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Honokaa-Kealakehe-Kohala-Konaawaena</td>
<td>Janette Snelling</td>
<td>808-327-4991</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Baldwin-Kekaulike-Maui</td>
<td>Kathleen Dimino</td>
<td>808-984-8000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Hana-Lahainaluna-Lanai-Molokai</td>
<td>Lindsay Ball</td>
<td>808-984-8000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complex Area Superintendent, Kapaa-Kauai-Waimea</td>
<td>Paul Zina</td>
<td>808-274-3502</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

HIDOE Emergency Call List is posted at https://intranet.hawaiipublicschools.org/offices/osfss
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yvonne Lau</td>
<td>Interim Executive Director</td>
<td>808-586-3799</td>
</tr>
<tr>
<td>Sheryl Turbeville</td>
<td>Communications Director</td>
<td>808-586-3784</td>
</tr>
<tr>
<td>Vacant</td>
<td>Chief Operations Officer</td>
<td>808-586-3777</td>
</tr>
<tr>
<td>Danny Vasconcellos</td>
<td>Finance Operations Director</td>
<td>808-586-5228</td>
</tr>
<tr>
<td>Christian Doyle</td>
<td>Team Chair, Services Systems Specialist</td>
<td>808-586-3883</td>
</tr>
<tr>
<td>Sylvia Silva</td>
<td>Systems Specialist</td>
<td>808-586-3781</td>
</tr>
</tbody>
</table>
9.2 HIDOE Assets

9.2.1 Assets - Property: Island of Hawaii

<table>
<thead>
<tr>
<th>Facility</th>
<th>Address</th>
<th>City</th>
<th>Zip</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. E.B. deSilva Elementary</td>
<td>278 Alihakio Avenue</td>
<td>Hilo</td>
<td>96720</td>
<td>974-4855</td>
</tr>
<tr>
<td>2. Haapai Elementary</td>
<td>121 Haapai Road</td>
<td>Hilo</td>
<td>96720</td>
<td>974-4111</td>
</tr>
<tr>
<td>3. Hilo High</td>
<td>555 Waiulu Avenue</td>
<td>Hilo</td>
<td>96720</td>
<td>313-5500</td>
</tr>
<tr>
<td>4. Hilo Intermediate</td>
<td>587 Waiulu Avenue</td>
<td>Hilo</td>
<td>96720</td>
<td>974-4955</td>
</tr>
<tr>
<td>5. Hilo Union Elementary</td>
<td>506 Waiulu Avenue</td>
<td>Hilo</td>
<td>96720</td>
<td>933-9060</td>
</tr>
<tr>
<td>6. Holualoa Elementary</td>
<td>76-5557 Mamalahoa Hwy</td>
<td>Holualoa</td>
<td>96725</td>
<td>813-3800</td>
</tr>
<tr>
<td>7. Homeo Elementary</td>
<td>53-560 Mamalahoa Hwy</td>
<td>Captain Cook</td>
<td>96704</td>
<td>328-2727</td>
</tr>
<tr>
<td>8. Honohoa Elementary</td>
<td>45-534 Pakalana Street</td>
<td>Honokaa</td>
<td>96727</td>
<td>772-8820</td>
</tr>
<tr>
<td>9. Honohoa High &amp; Intermediate</td>
<td>45-537 Pakalana St</td>
<td>Honokaa</td>
<td>96727</td>
<td>772-8820</td>
</tr>
<tr>
<td>10. Hoolei Elementary</td>
<td>86-4355 Mamalahoa Hwy</td>
<td>Captain Cook</td>
<td>96704</td>
<td>328-2710</td>
</tr>
<tr>
<td>11. Kahalii Elementary</td>
<td>76-147 Royal Poinciana Drive</td>
<td>Kailua-Kona</td>
<td>96740</td>
<td>313-6200</td>
</tr>
<tr>
<td>12. Kalihi Elementary</td>
<td>27-330 Old Mamalahoa Hwy</td>
<td>Papakolu</td>
<td>96781</td>
<td>964-9700</td>
</tr>
<tr>
<td>13. Kapolei Elementary</td>
<td>9660 Keala Avenue</td>
<td>Hilo</td>
<td>96720</td>
<td>974-4360</td>
</tr>
<tr>
<td>14. Ka'u High &amp; Pahala Elementary</td>
<td>96-3150 Pahala St</td>
<td>Pahala</td>
<td>96777</td>
<td>313-4100</td>
</tr>
<tr>
<td>15. Kaunana Elementary</td>
<td>1710 Kekamano Drive</td>
<td>Hilo</td>
<td>96720</td>
<td>974-4192</td>
</tr>
<tr>
<td>16. Kealakehe Elementary</td>
<td>81-1041 Konawaena School Road</td>
<td>Kealakekua</td>
<td>96750</td>
<td>313-3131</td>
</tr>
<tr>
<td>17. Keau Elementary</td>
<td>16-830 Keau-Pahoa Road</td>
<td>Keau</td>
<td>96749</td>
<td>313-4600</td>
</tr>
<tr>
<td>18. Keau High</td>
<td>16-725 Keau-Pahoa Road</td>
<td>Keau</td>
<td>96749</td>
<td>313-8300</td>
</tr>
<tr>
<td>19. Keau Middie</td>
<td>16-565 Keau-Pahoa Road</td>
<td>Keau</td>
<td>96749</td>
<td>313-4800</td>
</tr>
<tr>
<td>20. Kealakehe Elementary</td>
<td>74-518 Kealakehe St</td>
<td>Kailua-Kona</td>
<td>96740</td>
<td>313-7900</td>
</tr>
<tr>
<td>21. Kealakehe High</td>
<td>74-5000 Pukohuhuli St</td>
<td>Kailua-Kona</td>
<td>96740</td>
<td>313-3600</td>
</tr>
<tr>
<td>22. Kealakehe Intermediate</td>
<td>74-5062 Onipaa St</td>
<td>Kailua-Kona</td>
<td>96740</td>
<td>313-3000</td>
</tr>
<tr>
<td>23. Kealakehe Elementary</td>
<td>2400 Ohe Avenue</td>
<td>Hilo</td>
<td>96720</td>
<td>974-4181</td>
</tr>
<tr>
<td>24. Keonepoko Elementary</td>
<td>13-890 Kahului Boulevard</td>
<td>Pahoa</td>
<td>96778</td>
<td>313-4500</td>
</tr>
<tr>
<td>25. Kahalea Elementary</td>
<td>54-3609 Alapai Pule Highway</td>
<td>Kapaa</td>
<td>96755</td>
<td>889-7100</td>
</tr>
<tr>
<td>26. Kahalea High</td>
<td>54-3611 Alapai Pule Hwy</td>
<td>Kapaa</td>
<td>96755</td>
<td>889-7117</td>
</tr>
<tr>
<td>27. Kahalea Middie</td>
<td>53-4515 Alapai Pule Hwy</td>
<td>Kapaa</td>
<td>96755</td>
<td>889-7119</td>
</tr>
<tr>
<td>28. Kanawaiwa Elementary</td>
<td>81-901 Ono Road</td>
<td>Kealakekua</td>
<td>96750</td>
<td>323-4355</td>
</tr>
<tr>
<td>29. Kanawaiwa High</td>
<td>81-1043 Konawaena School Road</td>
<td>Kealakekua</td>
<td>96750</td>
<td>323-4350</td>
</tr>
<tr>
<td>30. Kanawaiwa Middie</td>
<td>81-1045 Konawaena School Road</td>
<td>Kealakekua</td>
<td>96750</td>
<td>323-4566</td>
</tr>
<tr>
<td>31. Mountain View Elementary</td>
<td>18-1335 Volcano Road</td>
<td>Mt. View</td>
<td>96771</td>
<td>313-3200</td>
</tr>
<tr>
<td>32. Naalehu Elementary</td>
<td>95-5545 Mamalahoa Highway</td>
<td>Naalehu</td>
<td>96772</td>
<td>313-4000</td>
</tr>
<tr>
<td>33. Paauilo Elementary &amp; Intermediate</td>
<td>43-1492 Paauilo Rd</td>
<td>Paauilo</td>
<td>96776</td>
<td>776-7710</td>
</tr>
<tr>
<td>34. Paho Elementary</td>
<td>15-3030 Pahoa Village Road</td>
<td>Pahoa</td>
<td>96778</td>
<td>313-4400</td>
</tr>
<tr>
<td>35. Pahoa High &amp; Intermediate</td>
<td>15-3038 Pahoa Village Road</td>
<td>Pahoa</td>
<td>96778</td>
<td>313-4300</td>
</tr>
<tr>
<td>36. Waialua Elementary</td>
<td>180 W. Puunakai St</td>
<td>Hilo</td>
<td>96720</td>
<td>981-7215</td>
</tr>
<tr>
<td>37. Waialua High</td>
<td>155 W. Kawili St</td>
<td>Hilo</td>
<td>96720</td>
<td>974-4888</td>
</tr>
<tr>
<td>38. Waialua Intermediate</td>
<td>200 W. Puunakai St</td>
<td>Hilo</td>
<td>96720</td>
<td>981-7231</td>
</tr>
<tr>
<td>39. Waikoloa Elementary &amp; Middle</td>
<td>2420 Kiliu Avenue</td>
<td>Hilo</td>
<td>96720</td>
<td>981-7200</td>
</tr>
<tr>
<td>40. Waikoloa Elementary &amp; Middle</td>
<td>68-1730 Hoolo St</td>
<td>Waikoloa</td>
<td>96738</td>
<td>883-6808</td>
</tr>
<tr>
<td>41. Waimea Elementary</td>
<td>67-1225 Mamalahoa Hwy</td>
<td>Kamuela</td>
<td>96743</td>
<td>887-7635</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Address</th>
<th>City</th>
<th>Zip</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Elelele Elementary</td>
<td>4750 Uliuli Road</td>
<td>Elele</td>
<td>96705</td>
<td>335-2101</td>
</tr>
<tr>
<td>2 Hanalei Elementary</td>
<td>5-5415 Kuhio Highway</td>
<td>Hanalei</td>
<td>96714</td>
<td>826-4300</td>
</tr>
<tr>
<td>3 Kahalaeo Elementary</td>
<td>4400 Maka Road</td>
<td>Kahalaeo</td>
<td>96741</td>
<td>332-6801</td>
</tr>
<tr>
<td>4 Kamakaheleai Middle</td>
<td>4431 Nuhou St</td>
<td>Lihue</td>
<td>96766</td>
<td>241-3200</td>
</tr>
<tr>
<td>5 Kapaa Elementary</td>
<td>4886 Kawaihau Road</td>
<td>Kapaa</td>
<td>96746</td>
<td>821-4424</td>
</tr>
<tr>
<td>6 Kapaa High</td>
<td>4695 Mailihuna Road</td>
<td>Kapaa</td>
<td>96746</td>
<td>821-4400</td>
</tr>
<tr>
<td>7 Kapaa Middle</td>
<td>4867 Olohena Road</td>
<td>Kapaa</td>
<td>96746</td>
<td>821-4460</td>
</tr>
<tr>
<td>8 Kauai High</td>
<td>3577 Lala Road</td>
<td>Lihue</td>
<td>96766</td>
<td>274-3160</td>
</tr>
<tr>
<td>9 King Kaumualii Elementary</td>
<td>4380 Hanamaulu Road</td>
<td>Lihue</td>
<td>96766</td>
<td>241-3150</td>
</tr>
<tr>
<td>10 Kekaha Elementary</td>
<td>8140 Kekaha Road</td>
<td>Kekaha</td>
<td>96752</td>
<td>337-7655</td>
</tr>
<tr>
<td>11 Kilauea Elementary</td>
<td>2440 Kolo Road</td>
<td>Kilauea</td>
<td>96754</td>
<td>828-1212</td>
</tr>
<tr>
<td>12 Kolaa Elementary</td>
<td>3223 Poipu Road</td>
<td>Kolaa</td>
<td>96756</td>
<td>742-8460</td>
</tr>
<tr>
<td>13 Niilhau Elementary</td>
<td>C/O P.O. Box 339</td>
<td>Waimea</td>
<td>96796</td>
<td>274-3502</td>
</tr>
<tr>
<td>14 Waimea Canyon Middle</td>
<td>9555 Huakai Road</td>
<td>Waimea</td>
<td>96796</td>
<td>338-6830</td>
</tr>
<tr>
<td>15 Waimea High</td>
<td>9707 Tsuchiya Road</td>
<td>Waimea</td>
<td>96796</td>
<td>338-6800</td>
</tr>
<tr>
<td>16 Wilcox Elementary</td>
<td>4319 Hardy St</td>
<td>Lihue</td>
<td>96766</td>
<td>274-3150</td>
</tr>
</tbody>
</table>
### 9.2.3 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.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Address</th>
<th>City</th>
<th>Zip</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Baldwin High</td>
<td>1650 Kaahumanu Ave</td>
<td>Wailuku</td>
<td>96793</td>
<td>727-3200</td>
</tr>
<tr>
<td>2. Haiku Elementary</td>
<td>105 Pauwela Road</td>
<td>Haiku</td>
<td>96708</td>
<td>575-3000</td>
</tr>
<tr>
<td>3. Hana High &amp; Elementary</td>
<td>P.O. Box 128</td>
<td>Hana</td>
<td>96713</td>
<td>248-4815</td>
</tr>
<tr>
<td>4. Iao Intermediate</td>
<td>260 S. Market St</td>
<td>Wailuku</td>
<td>96793</td>
<td>727-5200</td>
</tr>
<tr>
<td>5. Kahului Elementary</td>
<td>410 Hina Ave</td>
<td>Kahului</td>
<td>96732</td>
<td>727-4700</td>
</tr>
<tr>
<td>6. Kalama Intermediate</td>
<td>120 Makani Road</td>
<td>Makawao</td>
<td>96768</td>
<td>575-8735</td>
</tr>
<tr>
<td>7. Kamalii Elementary</td>
<td>180 Alanui Kealii Drive</td>
<td>Kihei</td>
<td>96753</td>
<td>875-6840</td>
</tr>
<tr>
<td>8. King Kamehameha III Elementary</td>
<td>611 Front Street</td>
<td>Lahaina</td>
<td>96761</td>
<td>662-3955</td>
</tr>
<tr>
<td>9. Kaunakakai Elementary</td>
<td>30 Alaka St</td>
<td>Kaunakakai</td>
<td>96748</td>
<td>535-1750</td>
</tr>
<tr>
<td>10. King Kekaulike High</td>
<td>121 Kula Highway</td>
<td>Pukalani</td>
<td>96768</td>
<td>727-3500</td>
</tr>
<tr>
<td>11. Kiihi Elementary</td>
<td>256 E. Lipoa</td>
<td>Kihei</td>
<td>96753</td>
<td>727-4400</td>
</tr>
<tr>
<td>12. Kiholoana Elementary</td>
<td>HC 01, Box 334</td>
<td>Kaunakakai</td>
<td>96748</td>
<td>538-2200</td>
</tr>
<tr>
<td>13. Kula Elementary</td>
<td>5000 Kula Highway</td>
<td>Kula</td>
<td>96790</td>
<td>876-7610</td>
</tr>
<tr>
<td>14. Lahainalua Intermediate</td>
<td>871 Lahainalua Road</td>
<td>Lahaina</td>
<td>96761</td>
<td>662-3965</td>
</tr>
<tr>
<td>15. Lahainalua High</td>
<td>980 Lahainalua Road</td>
<td>Lahaina</td>
<td>96761</td>
<td>662-4000</td>
</tr>
<tr>
<td>16. Lanai High &amp; Elementary</td>
<td>P.O. Box 636630</td>
<td>Lanai City</td>
<td>96763</td>
<td>565-7990</td>
</tr>
<tr>
<td>17. Lihikai Elementary</td>
<td>335 S. Papia Ave</td>
<td>Kahului</td>
<td>96732</td>
<td>727-4500</td>
</tr>
<tr>
<td>18. Lokelani Intermediate</td>
<td>1401 Liloa Drive</td>
<td>Kihei</td>
<td>96753</td>
<td>875-6800</td>
</tr>
<tr>
<td>19. Makawao Elementary</td>
<td>3542 Baldwin Ave</td>
<td>Makawao</td>
<td>96768</td>
<td>573-8770</td>
</tr>
<tr>
<td>20. Maui High</td>
<td>660 South Lono Ave</td>
<td>Kahului</td>
<td>96732</td>
<td>727-4000</td>
</tr>
<tr>
<td>21. Maui Waena Intermediate</td>
<td>795 Onehee St</td>
<td>Kahului</td>
<td>96732</td>
<td>727-4200</td>
</tr>
<tr>
<td>23. Molokai High</td>
<td>2146 Farrington Ave</td>
<td>Hooehua</td>
<td>96729</td>
<td>567-6950</td>
</tr>
<tr>
<td>24. Molokai Middle</td>
<td>2175 Lihialani Avenue</td>
<td>Hooehua</td>
<td>96729</td>
<td>567-6940</td>
</tr>
<tr>
<td>25. Paia Elementary</td>
<td>955 Baldwin Ave</td>
<td>Paia</td>
<td>96779</td>
<td>727-3800</td>
</tr>
<tr>
<td>26. Pohakaleki Elementary</td>
<td>4650 South Kamehameha Avenue</td>
<td>Kahului</td>
<td>96732</td>
<td>727-4800</td>
</tr>
<tr>
<td>27. Prince Kuhia Elementary</td>
<td>816 Nihau St</td>
<td>Lahaina</td>
<td>96761</td>
<td>662-4020</td>
</tr>
<tr>
<td>28. Puukalani Elementary</td>
<td>2945 Iolani St</td>
<td>Puukalani</td>
<td>96768</td>
<td>573-8760</td>
</tr>
<tr>
<td>29. Puu Kukui Elementary</td>
<td>3700 Keauhola Maunaka Parkway</td>
<td>Wailuku</td>
<td>96793</td>
<td>727-3000</td>
</tr>
<tr>
<td>30. Wainihe Elementary</td>
<td>2125 Kakekilo Highway</td>
<td>Wailuku</td>
<td>96793</td>
<td>727-5300</td>
</tr>
<tr>
<td>31. Wailuku Elementary</td>
<td>355 South High St</td>
<td>Wailuku</td>
<td>96793</td>
<td>727-5500</td>
</tr>
</tbody>
</table>
### 9.2.4 Assets - Property: Island of Oahu

<table>
<thead>
<tr>
<th>Facility</th>
<th>Address</th>
<th>City</th>
<th>Zip</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahuimanu Elementary School</td>
<td>47-470 Hui Aikep Place</td>
<td>Kaneohe</td>
<td>96744</td>
<td>305-4800</td>
</tr>
<tr>
<td>Aiea Elementary School</td>
<td>99-370 Moanalua Road</td>
<td>Aiea</td>
<td>96701</td>
<td>305-4400</td>
</tr>
<tr>
<td>Aiea High School</td>
<td>98-1276 Ulunue St</td>
<td>Aiea</td>
<td>96701</td>
<td>305-6500</td>
</tr>
<tr>
<td>Aiea Intermediate School</td>
<td>99-600 Kulamoa St</td>
<td>Aiea</td>
<td>96701</td>
<td>305-9200</td>
</tr>
<tr>
<td>Aliki Elementary School</td>
<td>281 Illi hull Street</td>
<td>Kailua</td>
<td>96734</td>
<td>305-6700</td>
</tr>
<tr>
<td>Aina Heina Elementary School</td>
<td>801 W. Hind Drive</td>
<td>Honolulu</td>
<td>96821</td>
<td>377-2419 x 223</td>
</tr>
<tr>
<td>Ala Wai Elementary School</td>
<td>503 Kamoku Street</td>
<td>Honolulu</td>
<td>96826</td>
<td>973-0070</td>
</tr>
<tr>
<td>Aliamanu Middle School</td>
<td>3271 Salt Lake Boulevard</td>
<td>Honolulu</td>
<td>96818</td>
<td>421-4100</td>
</tr>
<tr>
<td>Aliamanu Elementary School</td>
<td>3265 Salt Lake Boulevard</td>
<td>Honolulu</td>
<td>96818</td>
<td>421-4280</td>
</tr>
<tr>
<td>Aliiolani Elementary School</td>
<td>1240 7th Avenue</td>
<td>Honolulu</td>
<td>96816</td>
<td>733-4750</td>
</tr>
<tr>
<td>Alvah A. Scott Elementary School</td>
<td>98-1230 Moanalua Road</td>
<td>Aiea</td>
<td>96701</td>
<td>483-7220</td>
</tr>
<tr>
<td>Aunueue Elementary &amp; High</td>
<td>2528 10th Avenue</td>
<td>Honolulu</td>
<td>96816</td>
<td>733-4645</td>
</tr>
<tr>
<td>August Ahrens Elementary School</td>
<td>94-1170 Waipio St</td>
<td>Waipio</td>
<td>96797</td>
<td>673-0202</td>
</tr>
<tr>
<td>Barber Point Elementary School</td>
<td>3001 Boxer Road</td>
<td>Kapolei</td>
<td>96707</td>
<td>305-4400</td>
</tr>
<tr>
<td>Benjamin Parker Elementary School</td>
<td>45-259 Waikalua Road</td>
<td>Kaneohe</td>
<td>96744</td>
<td>233-5065</td>
</tr>
<tr>
<td>Castle High School</td>
<td>45-386 Kaneohe Bay Drive</td>
<td>Kaneohe</td>
<td>96744</td>
<td>305-0700</td>
</tr>
<tr>
<td>Central Middle School</td>
<td>1302 Queen Emma St</td>
<td>Honolulu</td>
<td>96813</td>
<td>587-4400 x 224</td>
</tr>
<tr>
<td>Dole Middle School</td>
<td>1803 Kam IV Road</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-5320</td>
</tr>
<tr>
<td>Enchanted Lake Elementary School</td>
<td>770 Keolu Drive</td>
<td>Kailua</td>
<td>96734</td>
<td>266-7800</td>
</tr>
<tr>
<td>Ewa Beach Elementary School</td>
<td>91-740 Papihi Road</td>
<td>Ewa Beach</td>
<td>96706</td>
<td>689-1271</td>
</tr>
<tr>
<td>Ewa Elementary School</td>
<td>91-1280 Renton Road</td>
<td>Ewa Beach</td>
<td>96706</td>
<td>681-8202</td>
</tr>
<tr>
<td>Ewa Makai Middle School</td>
<td>91-6291 Kapolei Parkway</td>
<td>Ewa Beach</td>
<td>96706</td>
<td>687-9500</td>
</tr>
<tr>
<td>Farrington High School</td>
<td>1564 North King St</td>
<td>Honolulu</td>
<td>96817</td>
<td>305-5013</td>
</tr>
<tr>
<td>Fern Elementary School</td>
<td>1121 Middle St</td>
<td>Honolulu</td>
<td>96819</td>
<td>832-5050</td>
</tr>
<tr>
<td>Hahalione Elementary School</td>
<td>555 Pepeekeo St</td>
<td>Honolulu</td>
<td>96825</td>
<td>394-1255</td>
</tr>
<tr>
<td>Haleiwa Elementary School</td>
<td>66-505 Haleiwa Road</td>
<td>Haleiwa</td>
<td>96712</td>
<td>637-8127</td>
</tr>
<tr>
<td>Hauula Elementary School</td>
<td>54-046 Kamehameha Highway</td>
<td>Hauula</td>
<td>96717</td>
<td>305-2100</td>
</tr>
<tr>
<td>Hawaii School for the Deaf &amp; the Blind</td>
<td>3440 Leahi Avenue</td>
<td>Honolulu</td>
<td>96815</td>
<td>733-4999</td>
</tr>
<tr>
<td>Heeia Elementary School</td>
<td>46-202 Hakul Road</td>
<td>Kaneohe</td>
<td>96744</td>
<td>233-5677</td>
</tr>
<tr>
<td>Helemano Elementary School</td>
<td>1001 Ihi Avenue</td>
<td>Wahiawa</td>
<td>96786</td>
<td>622-6336</td>
</tr>
<tr>
<td>Hickam Elementary School</td>
<td>Manzeles Circle</td>
<td>Honolulu</td>
<td>96818</td>
<td>421-4148</td>
</tr>
<tr>
<td>Highlands Intermediate School</td>
<td>1460 Hoialaue St</td>
<td>Pearl City</td>
<td>96822</td>
<td>307-5000</td>
</tr>
<tr>
<td>Holokuli Elementary School</td>
<td>2540 Kamakiki Street</td>
<td>Honolulu</td>
<td>96816</td>
<td>733-4789</td>
</tr>
<tr>
<td>Holonwai Elementary School</td>
<td>91-1561 Keauuhi Drive</td>
<td>Ewa Beach</td>
<td>96706</td>
<td>685-9100</td>
</tr>
<tr>
<td>Honowai Elementary School</td>
<td>94-600 Honowai St</td>
<td>Waipahu</td>
<td>96797</td>
<td>675-0165</td>
</tr>
<tr>
<td>Hookulel Elementary School</td>
<td>511 Kuneh Street</td>
<td>Kapolei</td>
<td>96707</td>
<td>305-8500</td>
</tr>
<tr>
<td>Iilahi Elementary School</td>
<td>2035 California Avenue</td>
<td>Wahiawa</td>
<td>96786</td>
<td>622-6411</td>
</tr>
<tr>
<td>Ilii Intermediate School</td>
<td>91-884 Fort Weaver Road</td>
<td>Ewa Beach</td>
<td>96706</td>
<td>687-9300</td>
</tr>
<tr>
<td>Inouye Elementary School</td>
<td>Waiansae &amp; Ayers Avenue</td>
<td>Wahiawa</td>
<td>96866</td>
<td>305-3400</td>
</tr>
<tr>
<td>Iroquois Point Elementary School</td>
<td>5553 Cormorant Avenue</td>
<td>Ewa Beach</td>
<td>96706</td>
<td>499-6500</td>
</tr>
<tr>
<td>James Campbell High School</td>
<td>91-980 North Road</td>
<td>Ewa Beach</td>
<td>96706</td>
<td>687-3000</td>
</tr>
<tr>
<td>Jarrett Middle School</td>
<td>1903 Palolo Avenue</td>
<td>Honolulu</td>
<td>96816</td>
<td>733-4888 x 225</td>
</tr>
<tr>
<td>Jefferson Elementary School</td>
<td>324 Kapalolu Avenue</td>
<td>Honolulu</td>
<td>96815</td>
<td>971-6922</td>
</tr>
<tr>
<td>Kaaawa Elementary School</td>
<td>51-296 Kamehameha Highway</td>
<td>Kaaawa</td>
<td>96730</td>
<td>305-6650</td>
</tr>
<tr>
<td>Kaahumanu Elementary School</td>
<td>1141 Kinaw St</td>
<td>Honolulu</td>
<td>96814</td>
<td>587-4414 x 230</td>
</tr>
<tr>
<td>Kaia Elementary School</td>
<td>130 California Avenue</td>
<td>Wahiawa</td>
<td>96786</td>
<td>305-3900</td>
</tr>
<tr>
<td>Kaelepuu Elementary School</td>
<td>530 Keolu Drive</td>
<td>Kailua</td>
<td>96734</td>
<td>266-7811</td>
</tr>
<tr>
<td>Facility</td>
<td>Address</td>
<td>City</td>
<td>Zip</td>
<td>Phone Number</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>--------------</td>
</tr>
<tr>
<td>Kaewai Elementary School</td>
<td>1829 Kamehameha Road</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-4311</td>
</tr>
<tr>
<td>Kahala Elementary School</td>
<td>4559 Kilauea Avenue</td>
<td>Honolulu</td>
<td>96816</td>
<td>733-4855</td>
</tr>
<tr>
<td>Kahaluu Elementary School</td>
<td>47-280 Waiau Road</td>
<td>Kaneohe</td>
<td>96744</td>
<td>305-6300</td>
</tr>
<tr>
<td>Kahuku Elementary School</td>
<td>56-170 Pualae Street</td>
<td>Kahuku</td>
<td>96731</td>
<td>305-9401</td>
</tr>
<tr>
<td>Kahuku High &amp; Intermediate School</td>
<td>56-490 Kamehameha Highway</td>
<td>Kahuku</td>
<td>96731</td>
<td>305-7300</td>
</tr>
<tr>
<td>Kailua Elementary School</td>
<td>315 Kualii Road</td>
<td>Kailua</td>
<td>96734</td>
<td>266-7878</td>
</tr>
<tr>
<td>Kailua High School</td>
<td>451 Ulumanu Drive</td>
<td>Kailua</td>
<td>96734</td>
<td>266-7900</td>
</tr>
<tr>
<td>Kailua Intermediate School</td>
<td>145 S. Kainalu Drive</td>
<td>Kailua</td>
<td>96734</td>
<td>263-1500</td>
</tr>
<tr>
<td>Kaimiloa Elementary School</td>
<td>91-1028 Kaunolu St</td>
<td>Ewa Beach</td>
<td>96706</td>
<td>689-1280</td>
</tr>
<tr>
<td>Kaimuki High School</td>
<td>2705 Kaimuki Avenue</td>
<td>Honolulu</td>
<td>96816</td>
<td>733-4900</td>
</tr>
<tr>
<td>Kaimuki Middle School</td>
<td>631 18th Avenue</td>
<td>Honolulu</td>
<td>96816</td>
<td>733-4800 x232</td>
</tr>
<tr>
<td>Kainalu Elementary School</td>
<td>165 Kailolu St</td>
<td>Kailua</td>
<td>96734</td>
<td>266-7835</td>
</tr>
<tr>
<td>Kaiser High School</td>
<td>511 Lunalilo Home Road</td>
<td>Honolulu</td>
<td>96825</td>
<td>394-1200 x2225</td>
</tr>
<tr>
<td>Kailua Elementary School</td>
<td>783 North King St</td>
<td>Honolulu</td>
<td>96817</td>
<td>832-3162</td>
</tr>
<tr>
<td>Lalana High School</td>
<td>730 Illaia St</td>
<td>Kailua</td>
<td>96734</td>
<td>305-0200</td>
</tr>
<tr>
<td>Kalakaua Middle School</td>
<td>821 Kalihi St</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-4520</td>
</tr>
<tr>
<td>Kalani High School</td>
<td>4680 Kalanianaole Highway</td>
<td>Honolulu</td>
<td>96821</td>
<td>305-0500</td>
</tr>
<tr>
<td>Kaleipoupu Elementary School</td>
<td>94-665 Kaaholol St</td>
<td>Waipahu</td>
<td>96797</td>
<td>675-0266</td>
</tr>
<tr>
<td>Kaliki Elementary School</td>
<td>2471 Kula Kolea Drive</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-2411</td>
</tr>
<tr>
<td>Kaliki Kai Elementary School</td>
<td>625 McNall St</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-4111</td>
</tr>
<tr>
<td>Kaliki Uk Elementary School</td>
<td>2411 Kalihi St</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-6211</td>
</tr>
<tr>
<td>Kaliki Waena Elementary School</td>
<td>1240 Gulick Avenue</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-2323</td>
</tr>
<tr>
<td>Kamiloiki Elementary School</td>
<td>7788 Hawai Kai Drive</td>
<td>Honolulu</td>
<td>96825</td>
<td>397-8000 x225</td>
</tr>
<tr>
<td>Kanehoe Elementary School</td>
<td>45-495 Kamehameha Highway</td>
<td>Kaneohe</td>
<td>96744</td>
<td>305-0000</td>
</tr>
<tr>
<td>Kanoelani Elementary School</td>
<td>94-1091 Oli Loop</td>
<td>Waipahu</td>
<td>96797</td>
<td>675-0195</td>
</tr>
<tr>
<td>Kapalama Elementary School</td>
<td>1601 North School St</td>
<td>Honolulu</td>
<td>96817</td>
<td>305-5513</td>
</tr>
<tr>
<td>Kapolei Elementary School</td>
<td>91-1119 Kamaahia Loop</td>
<td>Kapolei</td>
<td>96707</td>
<td>693-7000</td>
</tr>
<tr>
<td>Kapolei High School</td>
<td>91-5007 Kapolei Parkway</td>
<td>Kapolei</td>
<td>96707</td>
<td>305-8000</td>
</tr>
<tr>
<td>Kapolei Middle School</td>
<td>91-5335 Kapolei Parkway</td>
<td>Kapolei</td>
<td>96707</td>
<td>693-7025</td>
</tr>
<tr>
<td>Kapunahaia Elementary School</td>
<td>45-828 Aoi Road</td>
<td>Kaneohe</td>
<td>96744</td>
<td>233-5650</td>
</tr>
<tr>
<td>Kauulua Elementary School</td>
<td>1486 Aala St</td>
<td>Honolulu</td>
<td>96817</td>
<td>587-4447</td>
</tr>
<tr>
<td>Kawananakoa Middle School</td>
<td>49 Funchal St</td>
<td>Honolulu</td>
<td>96813</td>
<td>587-4430 x228</td>
</tr>
<tr>
<td>Keolu Elementary School</td>
<td>1416 Keolu Drive</td>
<td>Kailua</td>
<td>96734</td>
<td>266-7818</td>
</tr>
<tr>
<td>Keoneula Elementary School</td>
<td>91-970 Kailolea Drive</td>
<td>Ewa Beach</td>
<td>96706</td>
<td>307-2100</td>
</tr>
<tr>
<td>King Intermediate School</td>
<td>46-155 Kamehameha Highway</td>
<td>Kaneohe</td>
<td>96744</td>
<td>233-5727</td>
</tr>
<tr>
<td>Kipapa Elementary School</td>
<td>95-076 Kipapa Drive</td>
<td>Mililani</td>
<td>96789</td>
<td>627-7322</td>
</tr>
<tr>
<td>Koko Head Elementary School</td>
<td>189 Lunalilo Home Road</td>
<td>Honolulu</td>
<td>96825</td>
<td>397-5811 x224</td>
</tr>
<tr>
<td>Kuhio Elementary School</td>
<td>2759 South King St</td>
<td>Honolulu</td>
<td>96826</td>
<td>973-0085</td>
</tr>
<tr>
<td>Laie Elementary School</td>
<td>55-109 Kulaniu Street</td>
<td>Laie</td>
<td>96762</td>
<td>305-0400</td>
</tr>
<tr>
<td>Lanakila Elementary School</td>
<td>717 North Kuakini St</td>
<td>Honolulu</td>
<td>96817</td>
<td>587-4466 x225</td>
</tr>
<tr>
<td>Lehua Elementary School</td>
<td>791 Lehua Avenue</td>
<td>Pearl City</td>
<td>96782</td>
<td>454-5700</td>
</tr>
<tr>
<td>Lehoku Elementary School</td>
<td>86-285 Lehoku St</td>
<td>Waianae</td>
<td>96792</td>
<td>697-7100</td>
</tr>
<tr>
<td>Leilehua High School</td>
<td>1515 California Avenue</td>
<td>Wahiawa</td>
<td>96786</td>
<td>305-3000</td>
</tr>
<tr>
<td>Liholiho Elementary School</td>
<td>3430 Maunaloa Avenue</td>
<td>Honolulu</td>
<td>96816</td>
<td>733-4854</td>
</tr>
<tr>
<td>Likelike Elementary School</td>
<td>1618 Palama St</td>
<td>Honolulu</td>
<td>96817</td>
<td>832-3370</td>
</tr>
<tr>
<td>Linapuni Elementary School</td>
<td>1434 Linapuni St</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-2151</td>
</tr>
<tr>
<td>Lincoln Elementary School</td>
<td>615 Waialoi mu Street</td>
<td>Honolulu</td>
<td>96813</td>
<td>587-4480</td>
</tr>
<tr>
<td>Lunamlo Elementary School</td>
<td>810 Pumehana Street</td>
<td>Honolulu</td>
<td>96826</td>
<td>973-0270</td>
</tr>
<tr>
<td>Maemae Elementary School</td>
<td>319 Wylie St</td>
<td>Honolulu</td>
<td>96817</td>
<td>595-5400 x225</td>
</tr>
<tr>
<td>Makaha Elementary School</td>
<td>87-360 Kulaapuni Street</td>
<td>Waianae</td>
<td>96792</td>
<td>697-7150</td>
</tr>
<tr>
<td>Makalapa Elementary School</td>
<td>84-200 Ali Naauo Place</td>
<td>Waianae</td>
<td>96792</td>
<td>695-7900</td>
</tr>
<tr>
<td>Makalapa Elementary School</td>
<td>92-675 Anipahi St</td>
<td>Kapolei</td>
<td>96707</td>
<td>672-1122</td>
</tr>
<tr>
<td>Makalapa Elementary School</td>
<td>4435Salt Lake Boulevard</td>
<td>Honolulu</td>
<td>96818</td>
<td>421-4110</td>
</tr>
<tr>
<td>Manana Elementary School</td>
<td>1147 Kumano Street</td>
<td>Pearl City</td>
<td>96782</td>
<td>307-5300</td>
</tr>
<tr>
<td>Manoa Elementary School</td>
<td>3155 Manoa Road</td>
<td>Honolulu</td>
<td>96822</td>
<td>988-1868 x603</td>
</tr>
<tr>
<td>Mauka Lani Elementary School</td>
<td>92-1300 Fanana Street</td>
<td>Kapolei</td>
<td>96707</td>
<td>305-8800</td>
</tr>
<tr>
<td>Facility</td>
<td>Address</td>
<td>City</td>
<td>Zip</td>
<td>Phone Number</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>-----------------------</td>
<td>----------</td>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>Maunawili Elementary School</td>
<td>1465 Ulupii Street</td>
<td>Kailua</td>
<td>96734</td>
<td>266-7822</td>
</tr>
<tr>
<td>McKinley High School</td>
<td>1039 South King St</td>
<td>Honolulu</td>
<td>96814</td>
<td>594-0911</td>
</tr>
<tr>
<td>Millilani High School</td>
<td>95-1200 Meheula Parkway</td>
<td>Millilani</td>
<td>96789</td>
<td>307-4200</td>
</tr>
<tr>
<td>Mililani Ika Elementary School</td>
<td>95-1330 Lehua Drive</td>
<td>Millilani</td>
<td>96789</td>
<td>686-2980</td>
</tr>
<tr>
<td>Mililani Mauka School</td>
<td>95-1111 Makakai Street</td>
<td>Millilani</td>
<td>96789</td>
<td>626-3350</td>
</tr>
<tr>
<td>Mililani Middle School</td>
<td>95-1140 Lehua Drive</td>
<td>Millilani</td>
<td>96789</td>
<td>627-9000</td>
</tr>
<tr>
<td>Mililani Uka Elementary School</td>
<td>94-380 Kuahahalani Avenue</td>
<td>Millilani</td>
<td>96789</td>
<td>627-7303</td>
</tr>
<tr>
<td>Mililani Waena Elementary School</td>
<td>95-502 Kipapa Drive</td>
<td>Millilani</td>
<td>96789</td>
<td>627-7300</td>
</tr>
<tr>
<td>Moanalua Elementary School</td>
<td>1337 Mahiole Street</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-1200</td>
</tr>
<tr>
<td>Moanalua High School</td>
<td>2825 Ala Ilima St</td>
<td>Honolulu</td>
<td>96818</td>
<td>305-1000</td>
</tr>
<tr>
<td>Moanalua Middle School</td>
<td>1289 Mahiole Street</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-1289</td>
</tr>
<tr>
<td>Mokapu Elementary School</td>
<td>1193 Mokapu Road</td>
<td>Kailua</td>
<td>96734</td>
<td>254-7964</td>
</tr>
<tr>
<td>Mokule Elementary School</td>
<td>250 Aupaka St</td>
<td>Honolulu</td>
<td>96818</td>
<td>421-4180</td>
</tr>
<tr>
<td>Molimili Elementary School</td>
<td>2130 Hooikiie St</td>
<td>Pearl City</td>
<td>96782</td>
<td>307-5800</td>
</tr>
<tr>
<td>Naikapono Elementary School</td>
<td>89-153 Mano Avenue</td>
<td>Waianae</td>
<td>96792</td>
<td>305-7800</td>
</tr>
<tr>
<td>Nanakuli Elementary School</td>
<td>89-778 Haleiwalu Ave</td>
<td>Waianae</td>
<td>96792</td>
<td>688-5813</td>
</tr>
<tr>
<td>Nanakuli High &amp; Intermediate School</td>
<td>89-980 Nanakuli Ave</td>
<td>Waianae</td>
<td>96792</td>
<td>305-7600</td>
</tr>
<tr>
<td>Nimritz Elementary School</td>
<td>520 Main Street</td>
<td>Honolulu</td>
<td>96818</td>
<td>307-4400</td>
</tr>
<tr>
<td>Niu Valley Middle School</td>
<td>310 Halemaumau St</td>
<td>Honolulu</td>
<td>96821</td>
<td>377-2440 x234</td>
</tr>
<tr>
<td>Noelani Elementary School</td>
<td>2655 Woodlawn Drive</td>
<td>Honolulu</td>
<td>96822</td>
<td>988-1858 x226</td>
</tr>
<tr>
<td>Nuuanu Elementary School</td>
<td>3055 Pulua Lane</td>
<td>Honolulu</td>
<td>96817</td>
<td>595-5422</td>
</tr>
<tr>
<td>Olomana School</td>
<td>42-522 Kalanianaole Highway</td>
<td>Kailua</td>
<td>96734</td>
<td>266-7866</td>
</tr>
<tr>
<td>Palisades Elementary School</td>
<td>2306 Aauhulu St</td>
<td>Pearl City</td>
<td>96782</td>
<td>307-4700</td>
</tr>
<tr>
<td>Palolo Elementary School</td>
<td>2106 10th Avenue</td>
<td>Honolulu</td>
<td>96816</td>
<td>733-4700 x222</td>
</tr>
<tr>
<td>Paoua Elementary School</td>
<td>2301 Paoua Road</td>
<td>Honolulu</td>
<td>96813</td>
<td>587-4500 x226</td>
</tr>
<tr>
<td>Pearl City Elementary School</td>
<td>1090 Waimano Home Road</td>
<td>Pearl City</td>
<td>96782</td>
<td>307-5400</td>
</tr>
<tr>
<td>Pearl City High School</td>
<td>2100 Hooikiie St</td>
<td>Pearl City</td>
<td>96782</td>
<td>307-5500</td>
</tr>
<tr>
<td>Pearl City Highlands Elementary School</td>
<td>1419 Waimano Home Road</td>
<td>Pearl City</td>
<td>96782</td>
<td>307-4800</td>
</tr>
<tr>
<td>Pearl Harbor Elementary School</td>
<td>1 Moanalua Ridge</td>
<td>Honolulu</td>
<td>96818</td>
<td>421-4130</td>
</tr>
<tr>
<td>Pearl Harbor Kai Elementary School</td>
<td>1C Avenue</td>
<td>Honolulu</td>
<td>96818</td>
<td>421-4245</td>
</tr>
<tr>
<td>Pearl Ridge Elementary School</td>
<td>98-940 Moanalua Road</td>
<td>Aiea</td>
<td>96701</td>
<td>305-9300</td>
</tr>
<tr>
<td>Pohakua Elementary School</td>
<td>91-750 Fort Weaver Road</td>
<td>Ewa Beach</td>
<td>96706</td>
<td>689-1290</td>
</tr>
<tr>
<td>Pope Elementary School</td>
<td>41-133 Hui St</td>
<td>Waimanalo</td>
<td>96795</td>
<td>259-0450</td>
</tr>
<tr>
<td>Puuahila Elementary School</td>
<td>45-233 Kulaui St</td>
<td>Kaneohe</td>
<td>96744</td>
<td>305-5900</td>
</tr>
<tr>
<td>Puuahale Elementary School</td>
<td>345 Puuahale Road</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-2510</td>
</tr>
<tr>
<td>Radford High School</td>
<td>4361 Salt Lake Boulevard</td>
<td>Honolulu</td>
<td>96818</td>
<td>421-4200</td>
</tr>
<tr>
<td>Red Hill Elementary School</td>
<td>1265 Ala Kula Place</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-1530</td>
</tr>
<tr>
<td>Roosevelt High School</td>
<td>1120 Nehoa St</td>
<td>Honolulu</td>
<td>96822</td>
<td>307-0590</td>
</tr>
<tr>
<td>Royal Elementary School</td>
<td>1519 Queen Emma St</td>
<td>Honolulu</td>
<td>96813</td>
<td>587-4510</td>
</tr>
<tr>
<td>Salt Lake Elementary School</td>
<td>1131 Ala Ulikoi St</td>
<td>Honolulu</td>
<td>96818</td>
<td>305-1600</td>
</tr>
<tr>
<td>Shafter Elementary School</td>
<td>2 Fort Shafter</td>
<td>Honolulu</td>
<td>96819</td>
<td>305-1500</td>
</tr>
<tr>
<td>Solomon Elementary School</td>
<td>2875 Waianae Uka Avenue</td>
<td>Wahiawa</td>
<td>96786</td>
<td>305-1800</td>
</tr>
<tr>
<td>Stevenson Middle School</td>
<td>1202 Prospect St</td>
<td>Honolulu</td>
<td>96822</td>
<td>587-4520 x225</td>
</tr>
<tr>
<td>Sunset Beach Elementary School</td>
<td>59-360 Kemahameha Highway</td>
<td>Haleiwa</td>
<td>96712</td>
<td>307-1000</td>
</tr>
<tr>
<td>Wahiaha Elementary School</td>
<td>1402 Glen Avenue</td>
<td>Wahiawa</td>
<td>96786</td>
<td>622-6393</td>
</tr>
<tr>
<td>Wahiaha Middle School</td>
<td>275 Rose St</td>
<td>Wahiawa</td>
<td>96786</td>
<td>305-3300</td>
</tr>
<tr>
<td>Waianae Elementary School</td>
<td>48-215 Waiahole Valley Road</td>
<td>Kaneohe</td>
<td>96744</td>
<td>239-3111</td>
</tr>
<tr>
<td>Waialua Elementary School</td>
<td>67-020 Waialua Beach Road</td>
<td>Waialua</td>
<td>96791</td>
<td>637-8228</td>
</tr>
<tr>
<td>Waialua High &amp; Intermediate School</td>
<td>67-160 Farrington Highway</td>
<td>Waialua</td>
<td>96791</td>
<td>637-8200</td>
</tr>
<tr>
<td>Waianae Elementary School</td>
<td>85-220 McArthur St</td>
<td>Waianae</td>
<td>96792</td>
<td>697-7083</td>
</tr>
<tr>
<td>Waianae High School</td>
<td>85-251 Farrington Highway</td>
<td>Waianae</td>
<td>96792</td>
<td>697-9400</td>
</tr>
<tr>
<td>Waianae Intermediate School</td>
<td>85-626 Farrington Highway</td>
<td>Waianae</td>
<td>96792</td>
<td>697-7121</td>
</tr>
<tr>
<td>Waikiki Elementary School</td>
<td>98-4500 Hookaniki St</td>
<td>Pearl City</td>
<td>96782</td>
<td>307-5200</td>
</tr>
<tr>
<td>Waikele Elementary School</td>
<td>94-1035 Kukui St</td>
<td>Waipahu</td>
<td>96797</td>
<td>677-6100</td>
</tr>
<tr>
<td>Waipahu Elementary School</td>
<td>3710 Leahi Avenue</td>
<td>Honolulu</td>
<td>96815</td>
<td>971-6900 x225</td>
</tr>
<tr>
<td>Waimalu Elementary School</td>
<td>98-825 Moanalua Rd</td>
<td>Area</td>
<td>96701</td>
<td>307-4500</td>
</tr>
<tr>
<td>Facility</td>
<td>Address</td>
<td>City</td>
<td>Zip</td>
<td>Phone Number</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>--------------</td>
</tr>
<tr>
<td>160 Waimanalo Elementary &amp; Intermediate School</td>
<td>41-1330 Kalanianaole Highway</td>
<td>Waimanalo</td>
<td>96795</td>
<td>259-0460</td>
</tr>
<tr>
<td>161 Waipahu Elementary School</td>
<td>94-465 Waipahu St</td>
<td>Waipahu</td>
<td>96797</td>
<td>675-0150</td>
</tr>
<tr>
<td>162 Waipahu High School</td>
<td>94-1211 Farrington Highway</td>
<td>Waipahu</td>
<td>96797</td>
<td>307-9555</td>
</tr>
<tr>
<td>163 Waipahu Intermediate School</td>
<td>94-455 Farrington Highway</td>
<td>Waipahu</td>
<td>96797</td>
<td>307-9000</td>
</tr>
<tr>
<td>164 Washington Middle School</td>
<td>1633 South King Street</td>
<td>Honolulu</td>
<td>96826</td>
<td>973-0177</td>
</tr>
<tr>
<td>165 Webling Elementary School</td>
<td>99-370 Paahi St</td>
<td>Area</td>
<td>96701</td>
<td>483-7240</td>
</tr>
<tr>
<td>166 Wheeler Elementary School</td>
<td>1 Wheeler Army Airfield</td>
<td>Wahiawa</td>
<td>96786</td>
<td>305-9500</td>
</tr>
<tr>
<td>167 Wheeler Middle School</td>
<td>2 Wheeler Army Airfield</td>
<td>Wahiawa</td>
<td>96786</td>
<td>305-9000</td>
</tr>
<tr>
<td>168 Wilson Elementary School</td>
<td>4945 Kilauea Avenue</td>
<td>Honolulu</td>
<td>96816</td>
<td>305-0911</td>
</tr>
</tbody>
</table>
9.2.5 Map of Hawaiian Islands

9.2.5.1 Island of Hawaii
9.2.5.4 Island of Oahu
### 9.2.6 Charter Schools

<table>
<thead>
<tr>
<th>School Name</th>
<th>Address</th>
<th>City</th>
<th>Zip</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ala'ia O Kauai Public Charter School</td>
<td>2-4035 Kaumualii Highway</td>
<td>Koloa</td>
<td>96756</td>
<td>808-635-5110</td>
</tr>
<tr>
<td>Connections Public Charter School</td>
<td>174 Kamahameha Ave.</td>
<td>Hilo</td>
<td>96720</td>
<td>808-961-3664</td>
</tr>
<tr>
<td>Hakipu'u Learning Center</td>
<td>45-720 Kealahala Road</td>
<td>Kane'ohe</td>
<td>96744</td>
<td>808-235-9195</td>
</tr>
<tr>
<td>Hālau Kī Māna Public Charter School</td>
<td>2101 Makiki Heights Drive</td>
<td>Honolulu</td>
<td>96822</td>
<td>808-945-1600</td>
</tr>
<tr>
<td>Hawaii Academy of Arts &amp; Science/Public Charter School (HASS)</td>
<td>15-1397 Homestead Rd</td>
<td>Pahoa</td>
<td>96778</td>
<td>808-965-3730</td>
</tr>
<tr>
<td>Hawaii Technology Academy</td>
<td>94-450 Mokuola Street</td>
<td>Waipahu</td>
<td>96797</td>
<td>808-676-5444</td>
</tr>
<tr>
<td>Innovations Public Charter School</td>
<td>75-5815 Queen Kāhuanu Highway</td>
<td>Kailua-Kona</td>
<td>96740</td>
<td>808-331-5130</td>
</tr>
<tr>
<td>Kā'ū Umele Ke'ea</td>
<td>1500 Kahaniamoe Avenue</td>
<td>Hilo</td>
<td>96720</td>
<td>808-961-0470</td>
</tr>
<tr>
<td>Ka Waikoloa o ka Na'auo Public Charter School</td>
<td>89-195 Farrington Hwy</td>
<td>Wa'ianae</td>
<td>96792</td>
<td>808-620-9030</td>
</tr>
<tr>
<td>Ke Ali'ikai School (formerly Leilani Elementary Public Charter School)</td>
<td>140 Ala Drive</td>
<td>Kailua</td>
<td>96734</td>
<td>808-266-7844</td>
</tr>
<tr>
<td>Kamehameha Academy, PCS</td>
<td>85-180 Ala Aka Street</td>
<td>Wa'ianae</td>
<td>96792</td>
<td>808-697-7110</td>
</tr>
<tr>
<td>Kamalani Academy</td>
<td>1403 A California Avenue</td>
<td>Wahiawa</td>
<td>96786</td>
<td>808-202-2993</td>
</tr>
<tr>
<td>Ke Kula o ka 'aina New Century Public Charter School</td>
<td>64-1043 Hi'ilani Street</td>
<td>Kaneohe</td>
<td>96743</td>
<td>808-890-8144</td>
</tr>
<tr>
<td>Kanikapono Public Charter School</td>
<td>4333 Kukui Hale Road</td>
<td>Anahola</td>
<td>96703</td>
<td>808-823-9160</td>
</tr>
<tr>
<td>Kapolei Charter School by Goodwill Hawai‘i</td>
<td>2140 Lua'iwili Street</td>
<td>Kapolei</td>
<td>96707</td>
<td>808-690-9999</td>
</tr>
<tr>
<td>Kawaihuku New Century Public Charter School</td>
<td>3-1821 I Kaumuali'i Hwy</td>
<td>Ulu'ue</td>
<td>96766</td>
<td>808-652-2032</td>
</tr>
<tr>
<td>Ke Analea School (PSC)</td>
<td>160 Baker Ave.</td>
<td>Hilo</td>
<td>96720</td>
<td>808-961-6228</td>
</tr>
<tr>
<td>Ke Kula o Na'alehuokalani Opu'u Iki, LPCS</td>
<td>16-120 'Opukaha'i Street, Suite 2</td>
<td>Kekaha</td>
<td>96749</td>
<td>808-982-4260</td>
</tr>
<tr>
<td>Ke Kula o Samuel M. Kamakau, LPCS</td>
<td>46-500 Kuniki Street</td>
<td>Kaneohe</td>
<td>96744</td>
<td>808-235-8175</td>
</tr>
<tr>
<td>Ke Kula Niha O Keahiko Learning Center</td>
<td>8133 Kealoha Road</td>
<td>Kekaha</td>
<td>96752</td>
<td>808-337-0481</td>
</tr>
<tr>
<td>Kehei Charter School</td>
<td>650 Lipa Parkwy</td>
<td>Kihai</td>
<td>96753</td>
<td>808-875-0700</td>
</tr>
<tr>
<td>Kona Pacific Public Charter School</td>
<td>79-7595 Malaaloha Highway</td>
<td>Kealakekua</td>
<td>96750</td>
<td>808-322-4900</td>
</tr>
<tr>
<td>Kualapuu High School A Public Conversion Charter</td>
<td>42 Kino'ole St</td>
<td>Hilo</td>
<td>96720</td>
<td>808-981-5866</td>
</tr>
<tr>
<td>Kula Aupuni Niihau A Kaha'elani Aloha (KANAKA) A New Century Public Charter School, PCS</td>
<td>8315 Kealoha Road</td>
<td>Kekaha</td>
<td>96752</td>
<td>808-337-2022</td>
</tr>
<tr>
<td>Laupaho'ehoe Community Public Charter School</td>
<td>33-2055 Old Mamalahoa Hwy</td>
<td>Laupaho'heho</td>
<td>96764</td>
<td>808-962-2200</td>
</tr>
<tr>
<td>Mālama Honua Public Charter School</td>
<td>41-054 Elukai Street</td>
<td>Waimanalo</td>
<td>96785</td>
<td>808-259-5522</td>
</tr>
<tr>
<td>Myron E. Thompson Academy</td>
<td>1040 Richards St. Ste. 210</td>
<td>Honolulu</td>
<td>96813</td>
<td>808-441-8000</td>
</tr>
<tr>
<td>Nā Wai Ola Public Charter School</td>
<td>18-1335 Volcano Hwy</td>
<td>Mountain View</td>
<td>96771</td>
<td>808-986-2318</td>
</tr>
<tr>
<td>SEEDS: the School for Examining Essential Questions of Sustainability</td>
<td>2705 Kamehameha Avenue</td>
<td>Honolulu</td>
<td>96818</td>
<td>808-677-3377</td>
</tr>
<tr>
<td>University Laboratory School</td>
<td>1776 University Avenue, UHS Bldg 2, Room 121</td>
<td>Honolulu</td>
<td>96822</td>
<td>808-956-7833</td>
</tr>
<tr>
<td>Voyager: A Public Charter School - Kea'akalani Campus</td>
<td>19-4024 Haunani Road</td>
<td>Waikoloa</td>
<td>96785</td>
<td>808-885-9901</td>
</tr>
<tr>
<td>Voyager: A Public Charter School - Old Volcano Road Campus</td>
<td>99-128 Old Volcano Road Campus</td>
<td>Volcano</td>
<td>96785</td>
<td>808-985-9800</td>
</tr>
<tr>
<td>Wai'alea Elementary Public Charter School</td>
<td>1045 19th Avenue</td>
<td>Honolulu</td>
<td>96818</td>
<td>808-753-4880</td>
</tr>
<tr>
<td>Wai'ake Mālolo Public Charter School</td>
<td>67-1229 Mamalahoa Hwy</td>
<td>Kailua-Kona</td>
<td>96740</td>
<td>808-327-4751</td>
</tr>
<tr>
<td>West Hawai‘i Explorations Academy</td>
<td>73-4460 Queen Kāhuanu Highway 1205</td>
<td>Kailua-Kona</td>
<td>96740</td>
<td>808-327-4751</td>
</tr>
</tbody>
</table>