



# Pandemic Contagious Virus Plan



**Office of Facilities & Operations**  
HAWAII STATE DEPARTMENT OF EDUCATION

## **EXECUTIVE SUMMARY**

The Hawai'i State 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.

This plan prescribes the Department's participation in state efforts coordinated by the Hawai'i State Department of Health (DOH) and the Hawai'i State Department of Defense (HIDOD) to support affected jurisdictions. It is consistent with both the State of Hawai'i Emergency Operations Plan (HI-EOP), and the HIDOE Emergency Operations Plan (EOP).

Furthermore, this plan addresses roles and responsibilities assigned within the Department, along with anticipated support HIDOE is expected to provide during state emergency operations.

**Questions regarding the Hawai'i State Department of Education Pandemic Contagious Virus Plan should be directed to:**

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## **Message from the Superintendent**

The State of Hawai'i 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, and the HIDOE EOP.

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. Our students' social-emotional health and physical well-being is of utmost importance.

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

Dr. Christina M. Kishimoto  
Superintendent  
Hawai'i State Department of Education

## 1. KEY TERMS & ACRONYMS

In education and emergency response organizations, there is an abundance of terms and acronyms that are not used in everyday conversation. The following are a list of commonly used terms in this Pandemic Contagious Virus Plan to assist with your understanding of the response procedures outlined below. These are starting definitions and are subject to change or adjustment, as necessary.

**Continuity of Operations Plan (COOP):** Summary of procedures in place to maintain or rapidly resume essential operations of that complex area.

**Emergency Operations Plan (EOP):** HIDOE's EOP provides an overview of the emergency management systems used by the Department to coordinate small scale emergencies affecting the Department's operations and larger scale emergency and disasters requiring the Department's participation in state efforts, coordinated by HI-EMA, to support affected jurisdictions.

**Hawai'i Emergency Management Agency (HI-EMA):** The emergency management agency for the State of Hawai'i. Headquartered at Diamond Head Crater, HI-EMA serves as the coordinating agency between the four county emergency management agencies (Hawai'i County Civil Defense, Maui County Emergency Management Agency (MEMA), City and County of Honolulu Department of Emergency Management, and Kauai Emergency Management Agency), as well as State Warning Point.

**Infectious Disease:** An infectious disease, or communicable disease, is caused by the entrance of organisms (e.g., viruses, bacteria, fungi) into the body, which grow, multiply, and cause illness. Infectious diseases can be transmitted, or passed, by direct and/or indirect contact with an infected individual in addition to their discharges (e.g., breath).

**Isolation:** The act of separating an individual or group with a contagious or infectious disease to prevent further transmission to the general public.

**Outbreak:** A sudden rise in the incidence of a disease.

**Pandemic:** A worldwide outbreak of a disease or illness in which the number of cases affecting people within a community, region, or country exceeds that of 'normal.'

**Personal Protective Equipment (PPE):** Items designed to protect the wearer's body from injury from infection or other occupational safety and health concerns. PPE may have to be worn in the case of an emergent situation. Main types of PPE include respiratory and hand protection. Regulations within the workplace are set forth by the Occupational Safety and Health Administration (OSHA).

**Quarantine:** The act of separating an individual or group that may have been in contact with a contagious or infectious disease from the general public.

## **2. SITUATION OVERVIEW, PURPOSE & PLANNING ASSUMPTIONS**

### **A. Situation Overview**

A pandemic is a worldwide outbreak of a disease or illness in which the number of cases affecting people within a community, region, or country exceeds that of 'normal.' Pandemic outbreaks are expected to occur simultaneously throughout the nation in inevitable and unpredictable intervals.

Hawai'i is a major tourist destination and operates as an international hub located in the central pacific therefore, pandemic contagious viruses are a significant threat. HIDOE houses one of the state's most vulnerable populations – children – as well as teachers and staff responsible for the education and welfare of Hawai'i's public school system. Additionally, HIDOE facilities play a critical role in providing shelters for communities affected by emergencies.

HIDOE's role in an emergency event is multifaceted. It is of highest priority to protect our school populations following emergency events. Schools may play a unique role in serving the broader community by preparing for or responding to emergencies over a longer period of time. Accordingly, in an emergency event it is likely that additional support will be required to ensure children, teachers, and staff receive adequate care while continuing to provide educational supports for public school students.

### **B. Purpose**

The purpose of the HIDOE Pandemic Contagious Virus Plan is to provide guidance in ensuring the Department's educational mission continues to mitigate and prevent further spread of infectious diseases during a pandemic. This is achieved through the following goals:

- Maximize the protection of health and lives while minimizing education and social disruption.
- Enable schools to continue operations and provide services as normally and effectively as possible in the event of a highly infectious disease outbreak, with minimal academic and economic losses.
- In partnership with DOH, federal, state, and local agencies, HIDOE will communicate schools' responses.
- 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 Safety, Security, and Emergency Preparedness Branch (SSEPB), School Health Section (SHS), and the Communications Branch.

- Maintain effective, timely, and sensitive decision-making regarding continuity of student learning needs; the core value remains the 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 vaccination sites, temporary clinics/health areas, or other needs when appropriate.
- Coordinate with HI-EMA and DOH the Points of Distribution (PODs) for any antibiotics or other treatments for staff, families, and other Hawai'i state community members.
- Protect students and staff from social stigma and discrimination.
- Prepare and provide mental health/crisis service needs to staff, students, and families.
- Prevent community spread.
- Prepare for the possibility of a student, family member or employee contracting the disease.
- Respond to case(s) at a school - sick student, family member, or employee.
- Respond to the spread of case(s) in Hawai'i, including schools.

### **C. Planning Assumptions**

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

1. HIDOD will take the role of Lead State Agency for emergency support and will coordinate with 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. Nonpharmaceutical Interventions (NPI) may be required to slow the spread of an outbreak.
4. Secondary bacterial infections following the outbreak may result in shortages of antibiotic supplies.
5. DOH will work with health care providers to coordinate the distribution of vaccines, antivirals, and/or medical supplies. HIDOE health assistants/nurses may be used for this.
6. There may be a need for alternate care sites, including HIDOE facilities.
7. 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 HIDOE school.
8. 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 HIDOE employees. Impact may include instructional services, student programs, and expected statewide response support.

9. Expansion of mortuary service capacity, including Disaster Mortuary Operational Response Teams (DMORT) through the DOH, may be necessary.
10. Pandemics may occur in waves – up to 2 months with little or no activity – and last as long as 18 months where there is risk associated with the public.

While this pandemic emergency operations plan serves HIDOE at the state level, each complex area has an associated Continuity of Operations Plan (COOP). This plan assigns complex area district operations as well as establishes lines of authority in the event that critical staff are missing or unable to report to work. An effective COOP will also detail what will happen if schools and complex area districts are unable to perform their mission immediately following a disaster. Complex area COOPs were developed between August through December 2019 pursuant to workshops on Kauai, Maui, Hawai'i Island, and Honolulu County complex area district offices.

Additionally, each school within the HIDOE system has its own Emergency Action Plan (EAP) developed through their local school safety committee using the HIDOE EOP and complex area COOP as resources. School-level responses are guided by their respective EAP, which is reviewed and revised as necessary on an annual basis. This is done by the conduct of after-action reviews or debriefs following the conduct of exercise drills and occurrence of real-world emergency incidents.

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.

### **3. HIDOE Actions & Role in State Response**

#### **A. Response Levels and Actions**

The following chart describes actions, responses, and collaboration between the HIDOE, DOH, HIDOD, and other state and county departments. The HIDOD assigns five planning phases for pandemic emergencies. All HIDOE actions are dependent upon specific situations and are subject to change.

Response Level	Actions
<p><b>Level 1: Prevention &amp; Sanitation</b></p> <p><i>Risk of limited community transmission</i></p> <p><i>Goal: Prevention of community spread; confirmed cases in the U.S., no confirmed cases in Hawai'i.</i></p>	<p><b>Overall</b></p> <ul style="list-style-type: none"> <li>• Establish a Strategic Planning Committee and Response Team.</li> <li>• Assign a lead and group to draft a response plan and guidance handbook specific to the pandemic situation that will be distributed to Department tri-levels.</li> <li>• Establish communication protocols with key agencies, such as DOH.</li> <li>• Review Governor's Proclamation and determine actions.</li> <li>• Work with Hawai'i State Public Charter School Commission to establish protocols and decision-making authority.</li> <li>• Establish agreements with private schools for communication and resource sharing.</li> <li>• Establish a communication routine with union leadership.</li> <li>• Develop a system to organize guidance documents and ensure they remain confidential, if needed.</li> </ul> <p><b>Communications</b></p> <ul style="list-style-type: none"> <li>• Establish a communication system and routine with internal and external stakeholders for updates about the evolving situation.</li> <li>• Establish statewide communications protocols and frequency with all public schools, complex areas, state offices, the Hawai'i State Public Charter School Commission, and the Hawai'i State Board of Education (BOE).</li> </ul> <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Remind schools to practice preventive measures, in accordance with state and national guidelines, to avoid spread of the infectious disease.</li> <li>• Develop and distribute protocols, based on guidance from healthcare experts, to the Department tri-levels.</li> </ul> <p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>• Provide cleaning guidelines for facilities after public use.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide detailed training to school and state office custodial staff.</li> <li>• Provide inventory of supplies and equipment needed should specialized sanitation procedures be necessary.</li> <li>• Identify professional sanitation services for regional support.</li> </ul> <p><b>Operations</b></p> <ul style="list-style-type: none"> <li>• Determine types of leave needed and who will serve as essential workers.</li> <li>• Institute spending policies.</li> <li>• Prepare HI-EMA expense summary sheets and compile guidelines on internal submission procedures.</li> <li>• Validate resilience of technology systems and assess technology readiness across the tri-level to support alternate work and teaching configurations (e.g., telework, remote).</li> <li>• Develop telework procedures in the event of a widespread closure of school facilities.</li> </ul> <p><b>Curriculum and Instructional Programming</b></p> <ul style="list-style-type: none"> <li>• Evaluate travel risks and issue guidance on school and work-related travel.</li> <li>• Develop continuation of education contingency plans.</li> <li>• Determine potential disruption to the school year calendar: <ul style="list-style-type: none"> <li>○ Identify gatherings and events (e.g., student leadership conferences, state tournament competition, professional development).</li> <li>○ Inventory dual credit programs by school sites and points of contact with Institutes of Higher Education.</li> <li>○ Notify consultants, Western Association of Schools and Colleges (WASC) Commission, and any similar parties visiting or working with HIDOE.</li> </ul> </li> </ul>
<p><b>Level 2: Targeted Social Distancing</b></p> <p><i>Sustained (ongoing) community</i></p>	<p><b>Overall</b></p> <ul style="list-style-type: none"> <li>• Establish decision-making protocols and communicate to the schools, complex areas, state offices, and the Hawai'i State Public Charter School Commission.</li> </ul>

*transmission.  
Confirmed case(s) in  
Hawai'i.*

*Goal: Prepare for the  
possibility of a  
student, family  
member or employee  
contracting the  
disease.*

- Identify programs and services that will be disrupted, support needed, and lead personnel and offices to oversee the continuity of services to the extent possible.
- Begin weekly Response Team meetings and monthly Strategic Planning Committee meetings.
- Request Board of Education to consider alternative ways of convening for decision-making should there be a statewide shutdown; discuss emergency considerations for graduation requirements.

**Communications**

- Update staff contact information to ensure timely notification for changes in schools, complex areas, state offices, and the Hawai'i State Public Charter School Commission operations.
- Create procedures for collecting updates from different offices; consolidate into a weekly memo for state offices, complex areas, schools, and the Hawai'i State Public Charter School Commission.
- Establish communication procedures for engaging and informing members of the Hawai'i State Board of Education (BOE) and lawmakers.

**Health and Safety**

- Modify school health room procedures in accordance with state and federal guidelines.
- Secure agreements with school-based health care providers to enhance specialized supports for school staff and students.

**Facilities**

- Limit points of entry into schools and offices.
- Limit non-essential visitors on campus.
- Monitor cleaning and sanitization guidance from state and federal agencies; update guidance and training as needed to Department tri-levels.

**Operations**

- Determine modifications to the attendance policy with considerations for an exceptions process.

	<ul style="list-style-type: none"> <li>• Identify room and restroom (if possible) at school for ill students and staff to use until they are able to leave campus.</li> </ul> <p><b>Curriculum and Instruction Programming</b></p> <ul style="list-style-type: none"> <li>• Cancel or modify large gatherings such as after-school programs, ceremonies, athletic events, proms, etc.</li> <li>• Offer technology resources to continue engagement in the learning process; develop Continuity of Education resources.</li> <li>• Develop learning packets for students requiring quarantine.</li> <li>• Coordinate with University of Hawai'i (UH) Systems on supports for transitioning seniors and dual credit students.</li> <li>• Increase classroom teacher capacity to deliver instruction virtually.</li> </ul>
<p><b>Level 3: School or Neighborhood Social Distancing</b></p> <p><i>Widespread sustained (ongoing) transmission.</i></p> <p><i>Goal: Respond to case(s) at a school - sick student, family member, or employee.</i></p>	<p><b>Overall</b></p> <ul style="list-style-type: none"> <li>• Establish and communicate authority to initiate actions in case of Response Level 4.</li> <li>• Determine protocols for continued situational awareness and reopening of schools.</li> <li>• Coordinate with HI-EMA on the announcements and decision-making for school and neighboring communities.</li> </ul> <p><b>Health and Safety</b></p> <ul style="list-style-type: none"> <li>• Utilize school-based health providers to provide enhanced services to school administration and staff in responding to confirmed case(s) and potential outbreak.</li> <li>• Establish mechanisms to monitor and support student and staff health.</li> <li>• Identify siblings and household members enrolled or working at schools in order to alert school principals of potential health risk.</li> <li>• Remind cafeteria managers and bus companies about sanitation policies regarding common touch points (e.g., railings, windows, seats, bars).</li> <li>• Ensure that common areas (e.g., offices, library, etc.) are frequently cleaned.</li> </ul>

	<p><b>Communications</b></p> <ul style="list-style-type: none"> <li>• Remind all employees about the Federal Educational Rights and Privacy Act (FERPA) and penalties for infringing on student privacy.</li> <li>• Communicate with the school community and public about known cases and next steps.</li> </ul> <p><b>Facilities</b></p> <ul style="list-style-type: none"> <li>• Request deep cleaning by professional organizations of potentially infected sites.</li> <li>• Continue to monitor distribution of emergency supply such as PPE.</li> <li>• Update training for cleaning protocol and guidance as it is released from state and national organizations.</li> </ul> <p><b>Curriculum and Instruction Programming</b></p> <ul style="list-style-type: none"> <li>• Analyze changes from community businesses and partners; determine a course of action for associated events.</li> <li>• Activate continuation of learning resources for school and/or students.</li> <li>• Assess co-curricular and extracurricular activities (e.g., afterschool programming, athletic events).</li> </ul> <p><b>Operations</b></p> <ul style="list-style-type: none"> <li>• Cancel school and feeder schools (due to disease transmission through siblings), if appropriate.</li> <li>• Consider waiver for school schedule and school year, if appropriate.</li> <li>• Review and approve inter-island travel on an as-needed basis.</li> </ul>
<p><b>Level 4: Increasing Regional, Island-wide or Statewide Threat</b></p> <p><i>Widespread sustained (ongoing) transmission and restrictions on entry to the U.S.</i></p>	<p><b>Regional or Island-Wide Threat</b></p> <ul style="list-style-type: none"> <li>• Close schools within the region.</li> <li>• Conduct deep cleaning of schools, complex areas, state office facilities, and Hawai'i State Public Charter School Commission.</li> <li>• Send non-essential employees home on paid status.</li> <li>• Establish protocols for public and family communications for updates and the reopening of schools.</li> </ul>

<p><i>Goal: Respond to the spread of case(s) in Hawai'i, including schools.</i></p>	<ul style="list-style-type: none"> <li>● Implement Continuity of Education plan and distribute necessary materials to schools, students, and families.</li> <li>● Revise summer school schedules and offerings to make up for the loss of school days, if necessary.</li> <li>● Submit waiver to U.S. Department of Education requesting state-specific accountability modifications for federal requirements such as the Every Student Succeeds Act.</li> <li>● Notify BOE about recommended accountability modifications for the Every Student Succeeds Act.</li> <li>● Notify BOE about possible revised Strive HI results.</li> <li>● Discontinue all athletic events on the island including state tournaments.</li> </ul> <p><b>Statewide Threat</b></p> <ul style="list-style-type: none"> <li>● Cancel all schools statewide at the direction of the governor and/or lead agency depending on the crisis (e.g., HIDOD, DOH).</li> <li>● Conduct deep cleaning of school or office facilities.</li> <li>● Revise HIDOE official school calendar and extend the school year, if appropriate.</li> </ul>
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**B. Key State Emergency Support Functions (ESF)**

HIDOE plays a key role in the state’s overall response to an emergency situation, including pandemics. Department employees may fall into the following HI-EMA categories and therefore could be called on to offer assistance with the overall response and recovery efforts.

HIDOE representatives to State Emergency Support Functions (SESF) 3 (Public Works & Engineering) will follow instructions from the Department of Accounting and General Services (DAGS), the Primary and Coordinator for SESF 3.

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 HI-EMA, the Primary and Coordinator for SESF 6. 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 HI-EMA, the Primary and Coordinator for SESF 7. Representatives will come from:

- Office of Facilities and Operation (OFO)

HIDOE representatives to SESF 15 (External Affairs) will follow instructions from HI-EMA, the Primary and Coordinator for SESF 15. Representatives will come from:

- Communications Branch

The Primary and Coordinator Section Chiefs will contact HIDOE representatives with their respective SESF. DAGS is the Primary and Coordinator for SESF 3, and HI-EMA is the Primary and Coordinator for SESF 6, 7, and 15. Personnel serving on State Emergency Response Function teams are required to complete specific training. These requirements are posted by HI-EMA at:

<https://dod.hawaii.gov/hiema/ser-resources/training-exercise/>

### **C. Essential Employee Expectations**

HIDOE and its facilities may be requested to assist the community as a support center. Support may include:

- School facilities being used as medication distribution sites. DOH will work with HIDOE and other agencies to identify possible sites.
- School facilities serving as temporary medical facilities.
- School facilities being utilized as mass feeding centers for the community.
- HIDOE employees may participate in large-scale community pandemic response exercises.

Designated HIDOE employees are declared as essential workers to assist the community and school in responding to a pandemic, as requested. The superintendent, deputy superintendent, assistant superintendents, complex area superintendents, and their designees, are tasked with identifying essential functions for employees to accomplish.

Per HRS 127A-12, the governor or mayor, as applicable, may exercise the following powers for 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 leave status.
3. Institute training, preparedness, and public information programs in

coordination with the state, counties, federal government, other states, and private sector and nonprofit organizations. Schools will identify emergency workers based on the situation or scenario.

As the current pandemic situation advances and changes, circumstances may require new essential functions and additional employees to be identified.

## **4. HDOE Role Groups**

### **A. Superintendent and Deputy Superintendent's Office**

#### **Mission**

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations, from early learning through college, career, and citizenship.

#### **Vision**

Hawai'i's public schools are a diverse portfolio of high-quality school models aligned with local school community context, values, history, and economic growth opportunities through leadership empowerment, student voice, and teacher collaboration.

#### **Areas of Responsibility**

- Mobilize the pandemic response team and work groups to support schools and offices impacted; facilitate support at the tri-levels.
- Assess the situation and provide guidance to schools and offices.
- Ensure open communication with the Hawai'i Congressional delegation, governor, Hawai'i State Legislature, BOE, DOH, HI-EMA, and mayors.
- Initiate pandemic response plan.
- Ensure communication with schools, families, school communities, and the public.
- Protect our students, staff, and communities by implementing protocols and procedures to ensure the health and safety of all in Department facilities or at Department-sponsored events.
- Monitor workload and projects; adjust accordingly to ensure that offices are overseeing the correct response.
- Seek legal guidance from the Attorney General as needed, including around issues of information disclosure to stakeholders.

## **B. Office of Facilities and Operations (OFO)**

### **Mission**

We allocate and manage the resources necessary for facility maintenance and operations, provide efficient and safe transportation, and ensure that students have access to a nutritional breakfast and lunch.

### **Branches**

- Auxiliary Services Branch
- Facilities Development Branch
- Facilities Maintenance Branch
- Safety, Security, and Emergency Preparedness Branch
- School Food Services Branch
- Student Transportation Services Branch

### **Areas of Responsibility**

- All employees responsible for the cleaning and sanitation of facilities will be trained on proper procedures, supplies, and frequency of cleaning by OFO.
- Periodic quality assurance reviews of facilities will be required by the administration to ensure the safety of the students and staff. Procedures will be drafted and distributed in response to the specific pandemic situation.
- OFO will communicate with the contracted service providers to ensure their employees are properly trained in sanitation procedures.
- HIDEOE facility usage will be evaluated and limited based on the situation and recommendations from the county, state, and national officials.
- If needed, personal protective equipment (PPE) purchases and distribution will be led by OFO to ensure adequate supplies are provided to the tri-levels of the Department.
- Continued repair, maintenance, and construction of school facilities to ensure buildings and grounds are ready to support students, teachers, and school staff when return to school occurs.
- Provide environmental and safety guidance for initiatives and measures addressing the pandemic.
- Continued nutritional and transportation services.
- Continued security guidance and service as schools may experience increased incidents during a pandemic.
- Designate point of contact to HI-EMA, county emergency departments, and other emergency agencies.

## **C. Office of Curriculum and Instructional Design (OCID)**

### **Mission**

Our mission embraces a shared responsibility to ensure high-quality outcomes through authentic learning opportunities and evidence-based supports.

### **Branches**

- Extended Learning Branch
- Curriculum Innovation Branch

### **Areas of Responsibility**

- Provide consultation and guidance to complex areas and schools on state and federal program implementation; alternate instructional delivery methods; and equitable learning opportunities for all students.
- Provide guidance and support around digital learning through the Continuity of Learning website.
- Support distance teaching and assessment issues; guide teaching and learning in different distance learning scenarios.
- Coordinate with other offices to ensure teachers, students, and families have access to high quality and secure learning platforms and materials. Provide learning opportunities, as needed.
- Provide guidance on continuation of activities (e.g., athletics, Driver Education) and provide opportunities for virtual activities when activities cannot be conducted in-person.

## **D. Office of Student Support Services (OSSS)**

### **Mission**

The Office of Student Support Services guides the tri-level system in implementing engaging instruction for each student using quality support services in a dynamic and vigorous learning environment.

### **Branches**

- Alternative Learning Programs
- Student Services Branch
- Exceptional Support Branch

### **Areas of Responsibility**

- Provide updated Chapter 19 guidance for schools to follow if operating in non-traditional ways.
- Provide guidance on services and supports for special education, English Learners, and homeless students.
- Provide resources and support on social, emotional, and mental health for students.
- Provide a foundation for developing, implementing, and evaluating school-based health policies and practices for students.
- Engage students in their learning by offering opportunities to continue with their alternative path to success.

## **E. Office of Information Technology Services (OITS)**

### **Mission**

To provide flexible, capable, and continuous technological improvements to enable the success of our learners, teachers, and staff.

### **Branches**

- Information Technology Project Management Branch
- Enterprise Architecture Branch
- Enterprise Infrastructure Services Branch
- Enterprise Systems Branch
- School Process and Analysis Branch
- School Technology Services and Support Branch

### **Areas of Responsibility**

- Assess technology readiness across the tri-level for remote work and teaching.
- Validate resilience of technology systems.
- Assist with and provide input for plans, documents, funding requests/applications, and inquiries relating to technology during pandemic situations (e.g., connectivity, data requests, devices, security and content filtering, technology support).
- Develop and update guidance for technology solutions and best practices for remote work and teaching.
- Respond to technology security incidents and concerns that occur during remote work and teaching; provide best practices appropriate to the specific incidents (e.g., phishing attempts, eConferencing incidents).
- Secure, configure, and manage new devices distributed to the students.
- Monitor bandwidth usage at sites and schools; address and resolve issues, as necessary.
- Review and fulfill VPN requests for remote teaching and learning.
- Provide guidance and instructions on remote access to systems and applications (e.g., FMS, Budget, eHR).
- Provide guidance and instruction to schools on enrollment, registration, attendance, and student information data entry procedures.
- Provide support to schools and centralize processes for the student information system.
- Provide technology support via the IT Help Desk and designate technology support to students and families.
- Review, vet, and manage inquiries and offers for technology resources from partners.
- Provide academic technology expertise and input on remote teaching and distance learning issues and initiatives.

## **F. Office of Fiscal Services (OFS)**

### **Mission**

To manage the Department's financial systems and support fiscal decision making at all levels.

### **Branches**

- Budget Branch
- Procurement and Contracts Branch
- Accounting Services Branch
- Hawai'i Child Nutrition Programs

### **Areas of Responsibility**

- Communicate and work with the Department of Budget and Finance on pandemic-related impacts to Departments' budgets, including accessing and allocating emergency educational federal funds.
- Assist in answering and providing information to the Board of Education, B&F, and the legislature.
- Provide fiscal guidance to HIDOE leadership, schools, and offices.
- Work with OFO to submit reimbursable expense claims to FEMA.
- Maintain tri-level support of procurement activities, as needed.
- Answer questions and provide information on pandemic-related impacts related to procurement (e.g., Governor's Emergency Proclamations, State Procurement Office)
- Provide centralized business operations support to ensure employees and vendors continue to get paid.
- Maintain accounting support to ensure uninterrupted fiscal processing for the Department.
- Monitor meal participation to ensure children are receiving meals.
- Apply for waivers from the United States Department of Agriculture to provide School Food Authorities with flexibility in implementing and maintaining meal pick-up sites; provide technical assistance to schools to implement approved waivers; and audit schools for compliance with waivers.
- Work with Hawai'i's Congressional delegation, Department of Human Services, and local businesses to secure funding, increase families EBT benefits, and support innovative programs to expand access to meals.

## **G. Office of Talent Management (OTM)**

### **Mission**

Acquire, develop, and retain talented employees to ensure every student has an opportunity to succeed. Every position in the Hawai'i Department of Education is filled with a high performing, talented, and valued employee.

### **Branches**

- Personnel Management Branch

- Personnel Assistance Branch
- Personnel Development Branch
- Leadership Institute
- Civil Rights Compliance Branch
- Employee Relations Branch

#### **Areas of Responsibility**

- Consult on matters that affect employee relations.
- Determine what types of leaves may be used by employees in accordance with current state and/or federal law, state and/or federal directives, collective bargaining agreements, and policies and procedures.
- Consider individualized emergency plans for the needs of employees and students with disabilities.
- Provide a list of current resources for language interpretation and translation.

### **H. Office of Strategy Innovation and Performance (OSIP)**

#### **Mission**

Cultivate strategic initiatives and goals with internal and external stakeholders. We are in the business of education and information exchanges and are committed to the effective and sustainable access to high-quality education.

#### **Branches**

- School Transformation Branch
- Data Governance and Analysis Branch
- Policy, Innovation, Planning and Evaluation Branch
- Assessment and Accountability Branch
- Communications Branch
- Community Engagement Branch

#### **Areas of Responsibility**

- Develop communication routines and tools to ensure timely and accurate information is delivered to Department's stakeholders, including but not limited to:
  - Employees
  - Students and families
  - BOE members
  - Government leaders (governor, mayors, department heads, policymakers (congressional, state legislature, county councils)
  - Partner organizations and service providers
  - Media
  - General public
- Review student engagement and development metrics; determine if modifications are needed to adjust to potential changes in school models.

- Monitor the pandemic response of policymakers and provide updates to Department leadership on requests, hearings, and other action items.
- Review guidelines and coordinate offers of support (e.g., donations, volunteers) from businesses to ensure they reach the desired complex areas and schools.
- Monitor federal guidelines around accountability and provide recommendations to Department leadership for implementation.
- Review federal funds guidance and allocations issued in response to the pandemic; provide recommendations.
- Engage with military partners; monitor activity that will impact on-base and military-impacted schools. Ensure that Department leadership is updated on changes that will impact HIDOE students and personnel.

## **I. Complex Areas**

### **Mission**

We serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations, from early learning through college, career, and citizenship.

### **Complex Areas**

- Kaimuki-McKinley-Roosevelt Complex Area
- Farrington-Kaiser-Kalani Complex Area
- Leilehua-Mililani-Waialua Complex Area
- Aiea-Moanalua-Waialua Complex Area
- Pearl City-Waipahu Complex Area
- Nanakuli-Waianae Complex Area
- Campbell-Kapolei Complex Area
- Castle-Kahuku Complex Area
- Kailua-Kalaheo Complex Area
- Kau-Keaau-Pahoa Complex Area
- Hilo-Waiakea Complex Area
- Honokaa-Kealakehe-Kohala-Konawaena Complex Area
- Baldwin-Kekaulike-Maui Complex Area
- Hana-Lahainaluna-Lanai-Molokai Complex Area
- Kapaa-Kauai-Waimea Complex Area

### **Areas of Responsibility**

- Ensure timely and accurate information and updates are provided between schools and complex and state offices; provide needed resources.
- Monitor the morale and social-emotional state of employees within the complex area; report to leadership on resources needed to support the mental health of HIDOE employees.
- Mobilize the pandemic response team and work groups to support schools.

- Ensure communication with families, school communities, and the public.
- Protect students, staff, and communities by implementing protocols and procedures provided by the state office in the forms of guidance documents and handbooks specific to the pandemic situation.
- Monitor workload and projects; adjust accordingly to ensure that schools are implementing the appropriate response support levels.
- Ensure open communication with area lawmakers and leaders, stakeholders, partners, and district-specific emergency management teams (e.g., mayors, DOH).
- Engage with military partners; monitor activity that will impact on-base and military-impacted schools. Ensure that Department leadership is updated on changes that will impact HIDOE students and personnel.
- Seek guidance from state offices on issues and situations where there could be potential legal implications or if expectations are not clear.
- Assist schools with facilitating partnerships where support is being offered by businesses and stakeholders to assist with the continuity of operations (e.g., device donations, PPE).

## **J. Schools**

### **Mission**

Schools serve our community by developing the academic achievement, character, and social-emotional well-being of our students to the fullest potential. We work with partners, families and communities to ensure that all students reach their aspirations, from early learning through college, career, and citizenship.

### **Areas of Responsibility**

- Collaborate with complex area leadership to review guidance from the BOE, state office, and health officials and communicate updates with staff, parents and students.
- Provide feedback to complex and state leadership teams when guidance is unclear or if protocols need to be created or adjusted.
- Provide professional development and ongoing training for staff to reinforce safe practices and ensure understanding around new guidance issued about the specific pandemic.
- Monitor staff workload and adjust accordingly to ensure that the appropriate support is being provided.
- Mobilize the pandemic response team and work groups.
- Protect students, staff, and communities by implementing protocols and procedures provided by state and complex teams in the form of guidance documents and handbooks specific to the pandemic situation.
- Assist with data collection and submission as requested by state offices, BOE, legislature, and stakeholders to monitor the status of student learning and engagement.

- Provide support for school staff to implement the type of learning models needed to respond to the specific pandemic response measures.

## 5. Post-Pandemic Recovery

Recovery from a pandemic will begin when it is determined that adequate supplies, resources, and response systems exist to manage standard ongoing activities without continued assistance from pandemic response systems.

There are three areas to consider during the post-pandemic recovery phase:

- **Operations**
  - *Assess operations:* Assess the impact of the pandemic on HIDOE's operations, personnel, clients, partners, and vendors.
  - *Normal operations:* Manage the return to routine operations based on human and material resources.
  - *Community recovery:* Identify community recovery needs and provide assistance.
- **Process Assessment**
  - *Conduct evaluation:* Conduct an internal after action evaluation of the HIDOE's pandemic response, to be led by SSEPB.
  - *Update plans:* Update the Department's Pandemic Contagious Virus Plan and other emergency response plans, as appropriate.
- **Communication**
  - *Employee communications:* Notify employees about change in pandemic status and its effect on operational and policy changes.
  - *Policymaker communications:* Notify BOE and appropriate government leaders of operational changes.
  - *Product and service vendor communication:* Notify product and service vendors of operational changes.
  - *Client communication:* Notify staff, families, and the general public of the resumption of services that may have been suspended.

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

### A. Four Components of Recovery

Depending on the widespread nature of the situation, recovery efforts will need to be tailored, possibly down to a per school basis. The foundation of these efforts are based on 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 community, which is important to the psychological and emotional health of students, teachers, staff, and families. The HIDOE may consider the following:

- a. Share classrooms or use other school facilities (e.g., gymnasium) for instruction.
- b. Adjust the class schedule so that, for example, students attend classes either earlier in the morning or later in the afternoon.
- 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 school buildings, equipment, and supplies. HIDOE may consider the following:

- a. Access and repair structural and physical damage.
- b. Clean and sanitize 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**

Restore business operations (e.g., payroll, contracts) for schools, districts, and state offices that serve as a support function to education.

- 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**

Students, teachers, and staff may experience prolonged recovery after a pandemic or emergency. Lack of engagement, poor attendance, incomplete coursework, antisocial behavior, and withdrawal are common for students following such an event.

### **B. Health and Safety Guidance for Reopening Schools**

The primary goal when reopening school facilities is to minimize the risk of disease transmission. The following assumptions should be kept in mind when planning for a return to in-person services:

- a. Contagious diseases will not be totally eliminated, there will always be cases in our communities.
- b. Every contagious disease case cannot be prevented; need to manage spreading of disease.
- c. Development of a vaccine would greatly reduce disease incidence.

#### *Infection Prevention Instructions*

To prevent the spread of disease, personal hygiene practices must be taught, observed, and practiced by students and staff. Hygiene protocol instructions are delivered through a health education curriculum. Such standards are in alignment with the Hawai'i Health Education standards and is a 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.

#### *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 disposable hands-free receptacles. While schools and offices should have infection prevention supplies in stock for emergencies, the Office of Facilities and Operations will assist in obtaining supplies.

## 6. PLAN DEVELOPMENT AND MAINTENANCE

The Director of SSEPB is responsible for coordinating the development and maintenance of the HIDEOE Pandemic Contagious Virus Plan. The plan will be reviewed on an annual basis. During an active pandemic contagious virus situation, the plan will be reviewed on a monthly basis to ensure the Department is compliant and to update information such as contacts and HIDEOE assets in the Appendices section.

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

- The Department's Emergency Management Officer
- The Department's State Emergency Support Function (SESF) representative(s)
- Safety, Security and Emergency Preparedness Branch representative
- School Health Section representative
- Learning and Technology Section representative
- Communications Branch representative.

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

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.

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

### *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.

### *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.

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

## **7. AUTHORITIES AND REFERENCES**

### **Authorities**

- 29 CFR 1910.38 -- Emergency Actions Plans:  
[https://www.osha.gov/pls/oshaweb/owadisp.show\\_document?p\\_id=9726&p\\_tabl e=standards](https://www.osha.gov/pls/oshaweb/owadisp.show_document?p_id=9726&p_tabl e=standards)
- §127A – Emergency Management, Hawai'i Revised Statutes:  
[https://www.capitol.Hawai'i.gov/hrscurrent/Vol03\\_Ch0121-0200D/HRS0127A/HR S\\_0127A-.htm](https://www.capitol.Hawai'i.gov/hrscurrent/Vol03_Ch0121-0200D/HRS0127A/HR S_0127A-.htm)
- §128A – Homeland Security, Hawai'i Revised Statutes:  
[https://www.capitol.Hawai'i.gov/hrscurrent/Vol03\\_Ch0121-0200D/HRS0128A/HR S\\_0128A-.htm](https://www.capitol.Hawai'i.gov/hrscurrent/Vol03_Ch0121-0200D/HRS0128A/HR S_0128A-.htm)
- Administrative Directive No. 15-01:  
<https://dod.Hawai'i.gov/hiema/files/2017/08/AD-15-01-Emergency-Management-Preparedness-Requirements-for-Departments.pdf>

### **References**

- American Red Cross: <https://www.redcross.org/>
- American Academy of Pediatrics:  
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/covid-19-planning-considerations-return-to-in-person-education-in-schools/>
- Centers for Disease Control: <https://www.cdc.gov/>
- City and County of Honolulu Department of Emergency Management:  
<http://www.honolulu.gov/dem>

- County of Hawai'i Civil Defense: <http://www.Hawai'icounty.gov/civil-defense/>
- County of Kauai Emergency Management Agency: <https://www.kauai.gov/KEMA>
- County of Maui Emergency Management Agency:  
<https://www.mauicounty.gov/70/Emergency-Management-Agency>
- Governor's Emergency Proclamations:  
<https://governor.Hawai'i.gov/emergency-proclamations/>
- Hawai'i State Department of Health: <https://health.Hawai'i.gov/>
- Hawai'i Emergency Management Agency: <http://dod.Hawai'i.gov/hiema/>
- Hawai'i WebEOC: <https://webeoc.dod.Hawai'i.gov/>
- 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:  
<https://www.fema.gov/robert-t-stafford-disaster-relief-and-emergency-assistance-act-public-law-93-288-amended>
- National Incident Management System:  
<https://www.fema.gov/national-incident-management-system>
- State of Hawai'i Hazard Mitigation Plan 2018 (DRAFT):  
<https://dod.Hawai'i.gov/hiema/files/2018/06/Draft-2018-State-of-Hawai%E2%80%99i-Hazard-Mitigation-Plan.pdf>
- School District (K-12) Pandemic Influenza Planning Checklist:  
<https://www.cdc.gov/flu/pandemic-resources/pdf/schoolchecklist.pdf>
- State of Hawai'i EOP Basic Plan:  
[https://dod.Hawai'i.gov/hiema/files/2017/08/Hi-EOP.FINAL\\_.Version-May-2017.pdf](https://dod.Hawai'i.gov/hiema/files/2017/08/Hi-EOP.FINAL_.Version-May-2017.pdf)
- State of Hawai'i Hurricane Evacuation Shelter Planning and Operations Guidelines:  
[https://dod.Hawai'i.gov/hiema/files/2018/02/State-Guidelines-for-Hurricane-Evacuation-Shelters.FINAL\\_.December-2017.pdf](https://dod.Hawai'i.gov/hiema/files/2018/02/State-Guidelines-for-Hurricane-Evacuation-Shelters.FINAL_.December-2017.pdf)

- 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/>
- United States Equal Employment Opportunity Commission: <https://www.eeoc.gov/coronavirus>
- World Health Organization: <https://www.who.int/>

## 8. APPENDICES

### A. HIDOE Assets

Hawai'i Island, map available here:

<http://www.Hawai'ipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/Hawai'i-Island-Map.aspx>

Maui, Lanai and Molokai, map available here:

<http://www.Hawai'ipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/Maui-County-Map.aspx>

Oahu, map available here:

<http://www.Hawai'ipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/Oahu-Map.aspx>

Kauai, map available here:

<http://www.Hawai'ipublicschools.org/ParentsAndStudents/EnrollingInSchool/SchoolFinder/Pages/Kauai-Map.aspx>

A list of HIDOE schools is available for download here:

<http://www.Hawai'ipublicschools.org/DOE%20Forms/SchoolList.xlsx>

A list of public charter schools is available here:

<http://www.Hawai'ipublicschools.org/TeachingAndLearning/EducationInnovation/CharterSchools/Pages/home.aspx>

### B. HIDOE Military Impacted Operations

The following chart describes actions, responses, and collaborations between Hawai'i military on-base and military-impacted schools, students, personnel, and HIDOE.

The Department of Defense Public Health Emergency Management Policy assigns Health Protection Condition (HPCON) Levels to disease outbreaks. All military actions are dependent upon specific situations and are subject to change.

### HPCON Level Responses

<b>Alpha Level Response Measures</b>	
Limited community transmission <ul style="list-style-type: none"> <li>● Report of unusual health risk and disease</li> <li>● Instances of infection</li> <li>● Limited exposure risk</li> </ul>	
<b>Military</b>	<b>HIDOE</b>
Actions: <ul style="list-style-type: none"> <li>● No delays at gates and/or access points.</li> <li>● No restriction for students and school staff.</li> <li>● No disruption of school bus access.</li> <li>● Facilitate communication between HIDOE and base command (continual basis).</li> <li>● No interruption of operations at on-base schools.</li> <li>● Heightened awareness and alert status.</li> <li>● Enforce strict hygiene with personal distancing. Restrict handshaking.</li> <li>● Routinely clean and disinfect frequently touched objects and surfaces.</li> </ul>	Actions: <ul style="list-style-type: none"> <li>● Increase communication for awareness and planning.</li> <li>● Identify personnel and offices for collaboration.</li> <li>● Update contact information for faculty and staff.</li> <li>● Update student emergency contact and health record information.</li> <li>● Share HIDOE website link for press releases, memos, guidance, and additional information.</li> <li>● Share HIDOE social media sites.</li> <li>● Collaborate between school health assistant, complex area Hawai'i Keiki nurse, and military health care on healthcare plans.</li> <li>● Identify room and restroom (if possible) at school for ill students and staff to use until they are able to leave campus.</li> <li>● Remind cafeteria managers and bus companies about common area sanitation procedures (e.g., railings, windows, seats, bars).</li> <li>● Ensure that common areas (e.g., offices, library, etc.) are frequently cleaned.</li> <li>● Conduct inventory of cleaning supplies and personal protective equipment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Validate resilience of technology systems to support remote working and teaching.</li> </ul>
<b>Contact information</b>	<b>Contact information</b>
<ul style="list-style-type: none"> <li>• Army School Liaison Officer</li> <li>• Joint Base Pearl Harbor-Hickam School Liaison Officer</li> <li>• Marine Corps School Liaison Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Superintendent</li> <li>• Aiea-Moanalua-Radford Complex Area Superintendent</li> <li>• Campbell-Kapolei Complex Area Superintendent</li> <li>• Kailua-Kalaheo Complex Area Superintendent</li> <li>• Leilehua-Mililani-Waialua Complex Area Superintendent</li> <li>• HIDOE Communications Director</li> <li>• HIDOE Safety &amp; Security Director</li> <li>• HIDOE Military Liaison</li> </ul>

<b>Bravo Level Response Measures</b>	
Moderately increased community transmission	
<ul style="list-style-type: none"> <li>• Recognized outbreaks</li> <li>• Increased community transmission rate</li> <li>• Moderate exposure risk</li> </ul>	
<b>Military</b>	<b>HIDOE</b>
<p><i>Continue taking all previous actions.</i></p> <p>Actions:</p> <ul style="list-style-type: none"> <li>• Anticipate delays at gates and access points.</li> <li>• Advise gate guards to look at identification cards but avoid handling.</li> <li>• No restrictions for essential personnel to include students and school staff.</li> <li>• No disruption of school bus access.</li> <li>• Facilitate communication between all levels and base command to include continual communication between base Public Affairs</li> </ul>	<p>Actions:</p> <ul style="list-style-type: none"> <li>• Increase communication between base and school offices.</li> <li>• Collaborate between offices to communicate and institute preventative measures consistent with military and HIDOE directives.</li> <li>• Provide personnel contacts to the military.</li> <li>• Limit points of entry into schools.</li> <li>• Limit non-essential visitors on campus.</li> <li>• Provide cleaning guidelines for facilities after public use (determine if additional staff is needed from other schools).</li> </ul>

<p>Offices and HIDOE Communications Branch.</p> <ul style="list-style-type: none"> <li>● Request mission essential personnel list for anticipated HPCON Level Charlie (including HIDOE).</li> <li>● Limited operations at on-base schools with HIDOE guidance.</li> <li>● Potential for Department of Defense Stop Movement Travel Order to be issued. Permanent Change of Station and Temporary Duty not authorized.</li> <li>● Specific preventative measures for reducing risks of infections: <ul style="list-style-type: none"> <li>○ <b>Isolation:</b> Separation of an individual confirmed positive by medical personnel.</li> <li>○ <b>Quarantine:</b> Separation of an individual that has been exposed to an individual confirmed positive.</li> <li>○ <b>Restriction of Movement:</b> For personnel returning from travel, a period of restriction to their residence and limited close contact with others.</li> </ul> </li> <li>● Issue PPE to appropriate personnel (e.g., fire station, gate guards).</li> <li>● Implement telework and staggered shift options at supervisor's discretion.</li> <li>● Re-emphasize strict hygiene – no handshaking, personal distancing.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate travel risks and issue HIDOE guidance on school and work-related travel.</li> <li>● Cancel Use of Facilities agreements.</li> <li>● Cancel or modify large gatherings (e.g., ceremonies, athletic events, proms).</li> <li>● Hold virtual competitions or cancel events.</li> <li>● Assess co-curricular and extracurricular activities (e.g., afterschool programming, athletic events) related to that school.</li> <li>● Identify large student and staff events that may present a potential disruption to the school year calendar (e.g., student leadership conferences, state tournament competition, professional development).</li> <li>● Notify consultants, Western Association of Schools and Colleges (WASC) Commission and all who may be visiting or working with HIDOE.</li> <li>● Coordinate with UH Systems on how Dual Credit programs on UH campuses or on HIDOE campuses will operate.</li> <li>● Conduct school level assessments for technology readiness.</li> </ul>
<p><b>Contact information</b></p>	<p><b>Contact information</b></p>
<ul style="list-style-type: none"> <li>● Army School Liaison Officer</li> <li>● Joint Base Pearl Harbor-Hickam School Liaison Officer</li> <li>● Marine Corps School Liaison Officer</li> </ul>	<ul style="list-style-type: none"> <li>● Deputy Superintendent</li> <li>● Aiea-Moanalua-Radford Complex Area Superintendent</li> <li>● Campbell-Kapolei Complex Area Superintendent</li> <li>● Kailua-Kalaheo Complex Area Superintendent</li> </ul>

	<ul style="list-style-type: none"> <li>● Leilehua-Mililani-Waiialua Complex Area Superintendent</li> </ul>
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**Charlie Level Response Measures**

Substantial sustained community transmission

- Wider spread outbreak
- Sustained person-to-person transmission
- High or increased exposure risk
- Increased morbidity rate

Military	HIDOE
<p><i>Continue taking all previous actions.</i></p> <p>Actions:</p> <ul style="list-style-type: none"> <li>● Anticipate delays at main gates and access points due to closure of secondary gates.</li> <li>● 100% ID check at gates and access points.</li> <li>● Access limited to base ID card holders only.</li> <li>● Implementation of abbreviated medical screening upon base access. *</li> <li>● Disruption of school bus access. *</li> <li>● Increased frequency of communication between all HIDOE levels and base command to include continual communication between base Public Affairs Offices and HIDOE Communications Branch.</li> <li>● Limit or cancel in-person meetings.</li> <li>● Limit gatherings.</li> <li>● Limited movement on base, in compliance with state-ordered governance regarding Stay-at-Home Orders.</li> <li>● Social distancing.</li> <li>● Closures of facilities and programs. Childcare limited to mission-essential only.</li> <li>● Implementation of PPE</li> </ul>	<p>Actions:</p> <ul style="list-style-type: none"> <li>● Continuous communications between HIDOE and base command.</li> <li>● Collaborate between offices to communicate and institute preventative measures consistent with military and HIDOE directives.</li> <li>● Collaborate to allow continued education for students restricted to bases.</li> <li>● Collaborate to allow continued employment options for HIDOE employees restricted to bases.</li> <li>● Notify the military of essential workers to allow access for non-base HIDOE personnel to access base school campuses.</li> <li>● Clean and disinfect school facilities with school custodial staff only.</li> <li>● Develop continuation of education contingency plans.</li> </ul>

<p>requirements.</p> <ul style="list-style-type: none"> <li>● Maximize telework or staggered work schedules.</li> </ul> <p>* NOTE: Actions may vary across military branches.</p>	
<b>Contact information</b>	<b>Contact information</b>
<ul style="list-style-type: none"> <li>● Army School Liaison Officer</li> <li>● Joint Base Pearl Harbor-Hickam School Liaison Officer</li> <li>● Marine Corps School Liaison Officer</li> </ul>	<ul style="list-style-type: none"> <li>● Deputy Superintendent</li> <li>● Aiea-Moanalua-Radford Complex Area Superintendent</li> <li>● Campbell-Kapolei Complex Area Superintendent</li> <li>● Kailua-Kalaheo Complex Area Superintendent</li> <li>● Leilehua-Mililani-Waialua Complex Area Superintendent</li> </ul>

<p><b>Delta Level Response Measures</b></p> <p>Severe widespread community transmission</p> <ul style="list-style-type: none"> <li>● Disease incident very widespread</li> <li>● High mortality rate</li> </ul>	
<b>Military</b>	<b>HIDOE</b>
<p><i>Continue taking all previous actions.</i></p> <p>Actions:</p> <ul style="list-style-type: none"> <li>● Restricted base access.</li> <li>● Only essential personnel allowed base access, including those listed on HIDOE mission-essential personnel list.</li> </ul>	<p>Actions:</p> <ul style="list-style-type: none"> <li>● Continuous communications between HIDOE and base command.</li> <li>● Collaborate between offices to communicate and institute preventative measures consistent with military and HIDOE directives.</li> <li>● Collaborate to allow continued education for students restricted to bases.</li> <li>● Collaborate to allow continued employment options for HIDOE employees restricted to bases.</li> <li>● Assess and validate resilience of Department wide systems to</li> </ul>

	support remote working and teaching.
<b>Contact information</b>	<b>Contact information</b>
<ul style="list-style-type: none"> <li>● Army School Liaison Officer</li> <li>● Joint Base Pearl Harbor-Hickam School Liaison Officer</li> <li>● Marine Corps School Liaison Officer</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent</li> <li>● Office of Talent Management Assistant Superintendent</li> <li>● Aiea-Moanalua-Radford Complex Area Superintendent</li> <li>● Campbell-Kapolei Complex Area Superintendent</li> <li>● Kailua-Kalaheo Complex Area Superintendent</li> <li>● Leilehua-Mililani-Waiialua Complex Area Superintendent</li> </ul>

<b>Confirmed Contagious Disease</b>	
<b>Military</b>	<b>HIDOE</b>
<p>Actions:</p> <ul style="list-style-type: none"> <li>● Upon notification from on-base and military-impacted schools, School Liaison Officers will communicate with base leadership.</li> <li>● Support, to the greatest extent possible and in accordance with direction from base leadership, HIDOE's guidance and plans for reopening.</li> <li>● Engage appropriate base-supporting departments and agencies.</li> </ul>	<p>Actions:</p> <ul style="list-style-type: none"> <li>● Communicate with the school community and public about known cases and next steps.</li> <li>● Request deep cleaning by professional organizations of potential infected sites of affected schools.</li> </ul>
<b>Contact information</b>	<b>Contact information</b>
<ul style="list-style-type: none"> <li>● Army School Liaison Officer</li> <li>● Joint Base Pearl Harbor-Hickam School Liaison Officer</li> <li>● Marine Corps School Liaison Officer</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent</li> <li>● Office of Talent Management Assistant Superintendent</li> <li>● Aiea-Moanalua-Radford Complex Area Superintendent</li> <li>● Campbell-Kapolei Complex Area</li> </ul>

	<ul style="list-style-type: none"> <li>Superintendent</li> <li>● Kailua-Kalaheo Complex Area Superintendent</li> <li>● Leilehua-Mililani-Waiialua Complex Area Superintendent</li> </ul>
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<p><b>Long-Term Closure</b></p> <p>In the event that the HPCON crisis declares “stay home/work from home” (shelter-in-place) conditions, printed materials, distance learning, and correspondence style coursework may not be an adequate solution for an extended time.</p>	
<b>Military</b>	<b>HIDOE</b>
<p>Actions:</p> <ul style="list-style-type: none"> <li>● Upon notification from on-base and military-impacted schools, School Liaison Officers will communicate with base leadership.</li> <li>● Support, to the greatest extent possible and in accordance with direction from base leadership, HIDOE’s guidance and plans for reopening.</li> <li>● Engage appropriate base-supporting departments and agencies.</li> <li>● Maintain open lines of communication between School Liaison Officers and schools.</li> <li>● School Liaison Officers will serve as the conduit for sharing information with base leadership and the community.</li> </ul>	<p>Actions:</p> <ul style="list-style-type: none"> <li>● Increase classroom teacher capacity to deliver instruction virtually; provide online professional development.</li> <li>● Offer use of technology to stay engaged in the learning process.</li> <li>● Develop learning packets for students required to be quarantined during this pandemic.</li> <li>● Create and manage grab and go meals.</li> </ul>
<b>Contact information</b>	<b>Contact information</b>
<ul style="list-style-type: none"> <li>● Army School Liaison Officer</li> <li>● Joint Base Pearl Harbor-Hickam School Liaison Officer</li> <li>● Marine Corps School Liaison Officer</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent</li> <li>● Office of Talent Management Assistant Superintendent</li> <li>● Aiea-Moanalua-Radford Complex Area Superintendent</li> </ul>

	<ul style="list-style-type: none"> <li>● Campbell-Kapolei Complex Area Superintendent</li> <li>● Kailua-Kalaheo Complex Area Superintendent</li> <li>● Leilehua-Mililani-Waialua Complex Area Superintendent</li> </ul>
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<b>Reopening of Schools</b>	
<b>Military</b>	<b>HIDOE</b>
<p>Actions:</p> <ul style="list-style-type: none"> <li>● Upon notification from on-base and military-impacted schools, School Liaison Officers will communicate with base leadership.</li> <li>● Support, to the greatest extent possible and in accordance with direction from base leadership, HIDOE’s guidance and plans for reopening.</li> <li>● Engage appropriate base-supporting departments and agencies.</li> <li>● Maintain open lines of communication between School Liaison Officers and schools.</li> <li>● School Liaison Officers will serve as the conduit for sharing information with base leadership and the community.</li> <li>● Ensure access points are open to support the bus routes.</li> </ul>	<p>Actions:</p> <ul style="list-style-type: none"> <li>● Determine protocols for continued situational awareness and initiating the reopening of schools with the military.</li> <li>● Establish protocols for public and family communications for updates and the reopening of schools.</li> <li>● Implement social distancing considerations.</li> <li>● Coordinate with HI-EMA and the military on announcements and decision-making for public and school communities.</li> </ul>
<b>Contact information</b>	<b>Contact information</b>
<ul style="list-style-type: none"> <li>● Army School Liaison Officer</li> <li>● Joint Base Pearl Harbor-Hickam School Liaison Officer</li> <li>● Marine Corps School Liaison Officer</li> </ul>	<ul style="list-style-type: none"> <li>● Superintendent</li> <li>● Deputy Superintendent</li> <li>● Office of Talent Management Assistant Superintendent</li> <li>● Aiea-Moanalua-Radford Complex Area Superintendent</li> <li>● Campbell-Kapolei Complex Area Superintendent</li> </ul>

	<ul style="list-style-type: none"> <li>• Kailua-Kalaheo Complex Area Superintendent</li> <li>• Leilehua-Mililani-Waiialua Complex Area Superintendent</li> </ul>
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**Military Installation Schools and Point of Contact (POC) Information**

<b>Branch</b>	<b>Installation</b>	<b>On-Base Schools</b>	<b>Military POC</b>
Army	Schofield Barracks Wheeler Army Airfield Ft. Shafter (including Flats) Aliamanu Military Reservation (AMR) Helemano Military Reservation (HMR) Mendonca Park Tripler Army Medical Center Red Hill Mauka	Daniel K. Inouye EI Solomon EI Wheeler EI Wheeler Middle Shafter EI	Army School Liaison Officer  (808) 655-8326  Cell: (808) 397-3981
Air Force/Navy	Joint Base Pearl Harbor-Hickam Ford Island NCTAMS COMPACFLT Pearl City Peninsula	Hickam EI Mokulele EI  Housing Areas: Nimitz EI Pearl Harbor Kai EI	Joint Base Pearl Harbor – Hickam School Liaison Officer  (808) 306-9247
Marine Corps	Kaneohe Bay Camp Smith Manana Housing	Mokapu EI	Marine Corps Base School Liaison Officer  (808) 257-2019  Cell: (808) 294-7359