**School/District Logo**

Continuity of Operations Plan Annex

[Date]

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# SECURITY AND PRIVACY STATEMENT

The information presented in this Annex is classified as For Official Use Only and is exempted from disclosure. This document should be handled, transmitted, and stored in accordance with appropriate       security directives to prevent theft, compromise, inadvertent access, and unauthorized disclosure. The electronic version of this document should be safeguarded, handled, transmitted, and stored in accordance with appropriate security directives.

The information contained in this document is for emergency preparedness and response measures only. Copies of this Annex may be distributed to other organizations as necessary to promote information sharing and facilitate a coordinated interagency effort. Further distribution of this Annex and/or reproduction of this document, in whole or in part, is not permitted without prior approval of the [insert appropriate leadership position within the school/district].

# PROMULGATION STATEMENT

Promulgated herewith is the       Continuity of Operations (COOP) Annex which is an Annex to the       Emergency Operations Plan (EOP).      ’s mission is to [school/district mission statement]. To accomplish this mission,       must ensure its operations are performed efficiently with minimal disruption, especially during an emergency. The       COOP Annex provides planning and program guidance for implementing the plan and helps to ensure       can conduct its mission and essential processes under all threats and conditions.

This Annex applies to all       students, faculty, staff, visitors, and others who play a role in COOP. This Annex is flexible in that part of or the entire Annex may be activated based on the specific infectious disease emergency and decision by       leadership.

This Annex and its supporting contents are hereby approved, supersede all previous versions, and is effective immediately upon the signatures noted below.

      Superintendent or Principal

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature

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# Record of Changes

All updates and revisions to the plan will be tracked and recorded in the following table. This process will ensure that the most recent version of the plan is disseminated and implemented by       personnel.

**Table 1 – Record of Changes**

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| **Date of Change** | **Change Number** | **Location**  **(Section/Page numbers)** | **Summary of Changes** |
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**RECORD OF DISTRIBUTION**

The       is responsible for the distribution, tracking, and revision of this plan. The table below contains a record of all offices, departments, and agencies that receive copies of the approved Annex.

**Table 2 – Record of Distribution**

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**TRAINING, EXERCISE, AND ENGAGEMENT ACTIVITY**

The       is committed to ongoing training, exercise, and engagement for this Annex to validate infectious disease/pandemic preparedness and response capabilities.       will ensure organizations that represent people with disabilities and other access and functional needs (DAFN) will be integrated into training, exercises, and other engagement activities.

**Table 3 – Training, Exercise, and Engagement Activity**

| **Date** | **Summary of Activity** | **Partners Involved** | **Entry Made By** |
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# introduction

A COOP plan is an effort within       to ensure that essential functions continue to be performed during a wide range of disruptions to routine operations, including localized infrastructure outages and natural, technological, or human-caused disasters. This COOP plan provides a basic outline for COOP program development. This plan and documentation herein are reflective of and supports      ’s EOP.

As a document developed in close collaboration with      ’s EOP, the COOP uses an “all-hazards” approach to program development and an integrated approach to continuity incident management.       is committed to maintaining and rapidly restoring essential services to students, faculty, and staff in the event of an emergency or disaster. In the event of facility damage or if essential functions are disrupted, it is imperative that functions and services be resumed as quickly as possible. Support for resuming essential functions and services includes consideration for staffing, educational programs, student support, alternate facilities, virtual/telework, records, equipment/supplies, and vendors/contracts.

# PURPOSE

The purpose of the       COOP Annex is to describe the specific strategies and procedures that a district or school will follow in response to disruptions to standard operations. The overall goal is to continue [school/district] essential functions. The COOP Annex (hereinafter referred to as the Annex) is a functional annex to the      ’s EOP (i.e., basic plan).

# SCOPE

This annex applies to any disruption to standard operations, whether caused by a natural, technological, or human-caused incident, that negatively impacts or threatens to impact operations at      , located in [municipality] Arizona. This annex applies to all facilities, locations, programs, staff, teachers, students, and contractors associated with the [school/district].

# Business impact analysis AND ESSENTIAL FUNCTIONS

## Business Impact Analysis

As part of their continuity planning,       conducted a Business Impact Analysis (BIA) using the *ADE BIA Tool* (see [Appendix B](#_APPENDIX_B:_Business)). The BIA tool uses four different recovery time objectives (RTOs) to categorize the timeframe in which an essential function’s outage becomes unacceptable to the [school/district]:

* 0-24 hours
* 2-3 business days
* 4-7 business days
* 8-30 days

In addition, the tool assesses the level of impact (i.e., no, low, medium, or high) across seven categories if the function was unable to be performed. [School/District] leadership and continuity personnel will use the BIA data (e.g., prioritized list of functions) during disruptions when evaluating essential functions and determining alternate operations strategies.

## Essential Functions

A BIA identifies and documents the processes, personnel, systems, records, resources, and internal and external interdependencies to support the operation of essential functions.       has used the Essential Function Tracker Spreadsheet (EFTS) for this purpose. The EFTS documents the staff (including traveling and contracted staff), space, supplies, information technology (IT) and communication systems, records, and internal and external interdependencies required to carry out each essential function. In addition, the spreadsheet documents whether any processes within a function can be carried out remotely or virtually. [School/District] leadership and continuity personnel will use the EFTS to prioritize resources for essential functions during continuity operations. See the School/District EFTS in [Appendix C](#_APPENDIX_C:_Essential) for a complete list of essential functions and resources needed to continue them. (See [Appendix B](#_APPENDIX_B:_Business) for a complete prioritized list of essential functions by business impact score (BIS).)

# CONTINUITY PERSONNEL

Key personnel who are relocated under this plan are collectively known as continuity personnel and may or may not also have a role on the [school/district] Incident Command System (ICS) team. The       ICS team is known as [insert ICS team name, school or district Emergency Operations Team, or other title]. The [school/district] Emergency Operations Team and continuity personnel will establish an operational capability and perform essential functions within 12 hours from the time of the activation of the COOP, for up to a 30 day period or until normal operations can be resumed.

[School Administrators/District Directors] are responsible for [school/district department] continuity programs including collaborating in the development of operating guidelines and job aids to support essential functions, developing and maintaining staff contact lists, coordinating continuity operations when the COOP is activated, and completing training and testing as appropriate.

Immediately following an incident, the [school’s/district’s] ICS Team [insert team name, school/district Emergency Operations Team, or other title] will deploy and discuss response and recovery. Department and site specific plans are developed to facilitate the continuity and recovery process for the following [school/district] departments:

**Table 4 – List of [School/District] Departments**

|  |  |  |
| --- | --- | --- |
| **[School/District] Departments** | | |
| Administration/Superintendent’s Office | Assessments | Athletics |
| Communications/Public Relations | Community Education | Curriculum and Instruction |
| Facilities/Custodial | Financial/Business Services | Food Service/Child Nutrition |
| Grant Management | Homeless/Foster Care/Group Homes | Human Resources |
| Information Technology | Legal/Risk Management | School-Based Law Enforcement |
| School Nursing Services | Special Education | Student Services/Behavioral Health |
| Transportation | Warehouse |  |
| Elementary/Primary School Office | Middle School Office | High School Office |

During an event requiring activation of the COOP, essential emergency employees and other special categories of employees will be activated by the [Principal/Superintendent] or designee to perform assigned response duties. One of these categories is continuity personnel, which can include Continuity Incident Command Team Members, workers responsible for essential function continuity operations, curriculum coordinators, and support staff.

Another category of staff that plays a key role in continuity of essential functions is traveling or contracted staff (e.g., psychologists, speech therapy, occupational therapy, physical therapy, staff that provide Individualized Education Program (IEP) services). Continuity personnel are identified and assigned from this category of staff to support relevant essential functions during a disruption.

In order to support COOP, individuals assigned to support these operations must be knowledgeable about their roles and responsibilities and have proper access, equipment, and skills. The EFTS identifies key continuity staffing needs (see [Appendix B](#_APPENDIX_B:_Business)). Contact information for each staff member filling these roles is critical and should be kept updated under separate cover for privacy purposes. The contact list is maintained at [enter electronic and/or hard copy location(s)].

The [school/district] continuity program, annexes, and procedures incorporate existing [school/district] specific guidance and direction for human resource management. Human Resources is responsible for providing guidance on pay, leave/time off, work scheduling, benefits, telework, hiring and termination, authorities, and flexibilities. The Human Resources Director has the responsibility for district human resource related issues.

# ORDERS OF SUCCESSION

Identifying successors is critical in the event leadership is debilitated or incapable of performing their legally authorized duties, roles, and responsibilities. The following predetermined orders of succession is designed to allow for an orderly transition of leadership within the [school/district]. Successors serve until formally appointed by the appropriate authority, replaced, or relieved.

**Table 5 – [Principal/Superintendent] Orders of Succession**

| **[Principal/Superintendent] Order of Successors** |
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**Table 6 – Director Orders of Succession**

| **[Vice Principal/Director] Order of Successors** |
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# DELEGATION OF AUTHORITIES

Delegation of authority denotes a pre-determined transfer of authorities that are assigned to specific positions, ideally before an emergency. A delegation of authority would be implemented if the person normally authorized is unavailable or unable to perform their regular responsibilities. These delegated authorities will lapse when normal channels have been reestablished. This provides successors with the legal or organizational authority to act on behalf of another person for a specific purpose.

The following list of authorities may apply as a framework when implementing a delegation of authority; however, may be superseded by board-designated positions who have the authority to perform any other act on behalf of the district except those acts that require authority specifically reserved for the School Board.

* Expenditure approval:
  + Spending approval as described above includes:
    - Consulting Agreements
    - Vendor Contracts
    - Leases
    - Capital Purchases
    - Other agreements with a financial agreement
  + Signature Authority (what types of spending requires signature)
* Release of financial information
* Hiring and firing staff
* Information technology – adding new users or adding new software
* Supervisory/management duties – assigning work, scheduling, leave authorization, etc.
* Closing and reopening schools
* Alert and notifications - who can notify which audiences
* Emergency authorization - activating emergency plans, evacuation, relocation, staff recall
* Release of public information

The following table summarizes the authorities and any exceptions for each key position in the succession tables. “Yes” refers to a position having all the authorities in that category. “No” refers to the position not having any authorities in that category. “E” stands for exceptions and refers to the position having authorities in that category, but with certain exceptions.

**Table 7 – Delegation of Authorities Planning**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Position** | **Authorities** | | | | | | |
| **Expenditure Approval** | **Release of Financial Information** | **Hiring and Firing** | **Information Technology** | **Management and Supervisory Duties** | **Alerts and Notifications** | **Release of Public Information** |
| **[Principal/**  **Superintendent]** |  |  |  |  |  |  |  |
| **Director of**  **[enter department]** |  |  |  |  |  |  |  |
| **Director of**  **[enter department]** |  |  |  |  |  |  |  |
| **Director of**  **[enter department]** |  |  |  |  |  |  |  |

# CONTINUITY COMMUNICATIONS

      recognizes communication as a critical component of successful management of a COOP response. The [school/district] has identified primary and alternate modes of communication in the district Multi-Hazard EOP and will use those capabilities in support of internal and external communication for COOP. All necessary and required [school/district] communications should be operational within 12 hours of activation of the continuity plan.

It is important that all staff stay informed and accounted for during a continuity event.       has established procedures for contacting and accounting for employees, including their operating status, in the event of an emergency. [School/District] employees are expected to remain in contact with their direct supervisor during any facility closure or relocation situation, including virtual or telework.

      will provide staff with guidance to continue essential functions during an emergency. The [school/district] may use any of the following methods to communicate with staff during a continuity event:

* Email
* Website or social media
* Live employee briefings
* Telephonic contact (voice, text)
* Local television, radio, or print media
* Other forms of communication as necessary
* [add any addition communication methods]

It is the responsibility of [school/district] departments to maintain a list of external contacts that must be notified when the continuity plan is activated.

# CONTINUITY PHASES

This Concept of Operations section explains how       will implement its continuity plan, and specifically, how it will address each continuity phase or element. The [school’s/district’s] continuity process includes the following four phases: readiness and preparedness, activation, alternate operations, and reconstitution.

## Readiness and Preparedness Phase

      will participate in readiness and preparedness activities to ensure personnel can continue essential [school/district] functions in a multi-hazard environment. Readiness activities are divided into two key areas:

**District Readiness and Preparedness**

The       Superintendent or designee is the lead entity for developing and maintaining overarching district disaster readiness and preparedness plans, training, and risk management including (but not limited to):

* Hazard Identification and Risk Assessment
* District EOP, including hazard-specific and functional annexes
* District COOP plan, which may be an annex to the EOP
* Assisting district departments and schools to develop and maintain their site-specific EOPs and procedures
* Coordinating COOP training for personnel

**School Readiness and Preparedness**

      School District personnel will prepare for a continuity event and plan in advance for what to do in an emergency. This may include (but is not limited to):

* Developing school continuity plans and procedures as required by the district
* Maintaining awareness of [school/district] EOPs and COOPs
* Participating in COOP training provided by the [school/district]
* Ensuring relevant school staff are trained on school continuity plans and procedures

## Activation Phase

To ensure the ability to respond to a disruption of operations with minimal disruption to essential functions,       will execute activation of the COOP, as described in the following sections. Activation of the COOP includes the following steps:

**Step 1: There is a threat of or actual incident that disrupts essential functions.**

When there is a potential for or an actual event that disrupts essential functions, the [school/district] will assess the impact or expected impact to essential functions.

**Step 2: COOP Annex activation when normal operations and necessary resources are impacted or expected to be impacted.**

* The       COOP will be activated by the [Principal or Superintendent], or designee.
* The activation of the COOP is a situation-driven process that allows flexible and scalable responses to all-hazard incidents that could disrupt operations with or without warning and during work or non-work hours. Activation of the COOP will not be required for all emergencies or disruptions.
* The decision to activate the       COOP and related actions will be tailored for the situation and based on projected or actual impacts. There may or may not be advanced warning, depending on the disaster. To support the decision-making process regarding plan activation, key organization leadership and continuity personnel may use the guided questions below in Table 8.

**Table 8 – Guided Questions for Continuity Plan Activation**

|  |  |  |
| --- | --- | --- |
| **Event With or Without Warning** | **Business Hours** | **Non-Business Hours** |
| **Event with Warning** | * Is the hazard aimed at the [school/district] area? * Is the hazard aimed at [school/district] employees or students? * Are employees or students unsafe remaining in the [school/district] area? * How long is [school/district] expected to be impacted? | * Is the hazard aimed at the [school/district] area? * Is the hazard aimed at [school/district] personnel? * Who should be notified of the hazard? * Is it safe for employees to come to work or students to come to school the next day? * How long is the [school/district] expected to be impacted? |
| **Event without Warning** | * Is the [school/district] affected? * Are employees and/or students affected? * Have personnel and/or students safely evacuated or are they sheltering-in-place? * What are the instructions from first responders? * How soon must the [school/district] be operational? | * Is the [school/district] affected? * What are the instructions from first responders? * How soon must the [school/district] be operational? |

As the decision authority, the       [Principal/Superintendent] (or their designee) will be kept informed of the situation and will evaluate all available information relating to:

* Direction and guidance from local/state/federal emergency authorities.
* Status of [school/district] sites.
* The health and safety of employees, including continuity personnel.
* The health and safety of students.
* The ability to execute essential functions.
* Changes in hazard advisories.
* Intelligence reports.
* The potential or actual effects on [school/district] power infrastructure, communications/information systems, office facilities, and other vital equipment.
* The expected duration of the emergency situation.

**Step 3: Alert and Notify Personnel**

      maintains plans and procedures for communicating and coordinating activities with personnel before, during, and after a continuity event. Before an event, personnel in       will monitor potential hazard information, including (but not limited to):

* Relevant social media and news outlets
* Weather reports
* Intelligence provided by local/state/federal public safety agencies
* [School/District] email notifications
* Onsite emergency alarms and notification systems

In the event normal operations are interrupted or an incident appears to be imminent,       will communicate the [school’s/district’s] operating status with all stakeholders (e.g., employees, key partners, students, families) per the provisions of the       Communications Plan.

Upon the decision to activate the COOP,       will notify all affected and interdependent [school/district] entities with information regarding continuity activation status, operational and communications status, and the anticipated duration of the incident or disruption.

**Step 4: Determine Continuity Strategies (i.e., Alternate Operations)**

Once the COOP is activated and personnel are notified, [insert continuity of operations team name, ICS team name, school or district Emergency Operations Team, or other team] will evaluate the situation and determine the continuity strategy for continuing essential operational functions. Continuity strategies or alternate operation may include the use of alternate locations, telework, devolution, or mutual aid agreements.       critical continuity personnel will develop the continuity strategy taking into consideration the RTOs of essential functions from the EFTS (i.e., “Restoration Needed Within”) and the BIS from the BIA Tool.

## Alternate Operations Phase

Upon activation of the COOP, all       [personnel/departments] will continue to operate at their standard operating facilities (if safely possible) until ordered to cease operations by the [Principal/Superintendent’s Office] through the heads of each department. At that time, affected departments’ essential functions will transfer to an alternate location, which may include virtual settings or telework.       should ensure that the COOP can be operational within 12 hours of plan activation.

During the continuity phases there are three strategies that may be used to continue operations of essential functions.       [insert continuity of operations team name, ICS team name, school or district Emergency Operations Team, or other team] and continuity personnel may implement one of these strategies or a hybrid strategy may be used, where more than one strategy is needed to continue operations during an emergency. An example of a hybrid strategy would be having specific essential functions relocated to an alternate location, while other essential functions are assigned to a telework or virtual strategy. The following table lists the three strategies with key considerations for each.

**Table 9 – Continuity Strategies**

|  |  |  |
| --- | --- | --- |
| **Alternate Sites** | **Telework/Virtual** | **Devolution** |
| * Site(s) away from the primary site, where the [school/district] can resume essential functions. * Should be in a safe location, not impacted by the emergency affecting the primary site(s). * Accessible to individuals with DAFN. * Consider availability of existing infrastructure and the operational needs of essential functions. | * Effective for functions (or processes) identified in the BIA as able to be done via telework or virtually. * Plan for access to necessary systems, equipment/supplies, and records necessary to continue essential function(s). * Consider during infectious disease outbreak, pandemic, or when the primary site is closed. * Identify necessary accessible methods for individuals with DAFN. | * Transfer of authority and responsibility for essential functions from primary site/staff to other site/staff or a partner organization not affected by the emergency. * Plan for the transfer of command, control, and responsibility of essential functions. * Consider during emergencies with a major impact on leadership personnel, facilities, systems, equipment/ supplies, and records. * Consider devolving certain essential functions to alleviate workload and free personnel for other assignments. * If deployment of continuity personnel is not feasible due to unavailability of personnel, consult with district attorney for guidance. |

      operates within a whole community preparedness approach and understands the external interdependencies required to continue essential functions. Therefore, the [school/district] considers the need for mutual aid agreements (MAAs) with community partners and key vendors in preparation for disruptions in operations. When applicable, the [school/district] considers resources and capabilities across partners and stakeholders and develops MAAs to facilitate access to resources during emergencies.

The following describes the four steps within Alternate Operations:

**Step 1: Account for Personnel**

A critical requirement of each department head is to account for all personnel under their authority. Each [school/district] department will outline a process of personnel accountability in their department continuity procedures. This process may include using call-down telephone trees, email, or text verification. The accountability process should also include what to do about department personnel who are unaccounted for. During this process, available leadership should be identified. When key leadership is not available due to the circumstances of the emergency, their pre-identified successor should be contacted.

**Step 2: Implement Continuity Strategies**

Department critical continuity personnel will prepare for alternate operations.

For the use of an alternate physical location, critical continuity personnel will:

* Ensure infrastructure systems, such as lighting, power, water, sanitation (bathrooms), and climate control (if applicable) are functional.
* Ensure communications and network connections are in place and functional.
* Verify all department critical personnel are on-duty, or enroute, and are aware of the move to the alternate location.
  + The current supervisor on site at the alternate location will be responsible for verifying department personnel accountability (e.g., critical and support personnel), and ensuring they are updated on current communications (e.g., department radio channels and phone numbers), and department leadership (i.e., who is in charge of the department operations at that time).
* Notify the [Principal/Superintendent’s Office] (through the department head) when said department has resumed essential functions at the alternate location.
  + If resumption of department essential functions will be delayed at the alternate location, notify the [Principal/Superintendent’s Office] immediately to give a status report and request additional resources as needed to restore department essential functions.

To implement a virtual/telework strategy, department critical continuity personnel will:

* Ensure that IT systems, programs, applications, platforms, etc. are available and functional.
* Ensure communications and network connections are in place and functional.
* Ensure that virtual/telework procedures are developed and communicated to relevant stakeholders.
* Verify that critical personnel are on duty, aware of the virtual/telework strategy, and have equipment and supplies needed.
* Notify the [Principal/Superintendent’s Office] (through the department head) when said department has resumed essential functions via virtual/telework.
  + If resumption of department essential functions will be delayed through virtual/telework, notify the [Principal/Superintendent’s Office] immediately to give a status report and request additional resources needed to restore department essential functions.

During continuity operations,       may need to acquire necessary personnel, equipment, and supplies that are not already in place for continuity operations on an emergency basis and/or to sustain operations for up to 30 days or until normal operations can be resumed. The [Principal/Superintendent’s Office] maintains the authority for emergency procurement.

**Step 3: Maintain Communications**

      will maintain communication with both internal and external partners and stakeholders, including the media and the public. Communications will focus on operational updates related to implementation of continuity strategies and continuation of essential functions. The [school/district] will continue to provide guidance to employees throughout the COOP phases.

**Step 4: Prepare for Reconstitution/Recovery**

As soon as safely possible after a business disruption occurs,       critical continuity personnel should begin to prepare for reconstitution or recovery. The continuity phases are not mutually exclusive and planning for reconstitution will begin as soon as possible. The [school/district] will identify a reconstitution manager that will oversee and facilitate the [school/district] reconstitution or recovery process. During continuity operations, the reconstitution manager should determine the status of the department/facility(s), systems, equipment/supplies, and essential records affected by the incident as soon as practical (once all essential district functions have been restored).

## Reconstitution Phase

Within 48 business hours after receiving approval from the appropriate emergency services and health and safety authorities that the incident has ended and is unlikely to immediately reoccur, reconstitution will begin.       will initiate a reconstitution plan, and begin to coordinate operations to salvage, restore, and recover the district’s primary operating functions (i.e., both essential and deferred functions) and standard operating facilities, systems, equipment/supplies, and essential records. The [school/district] will transition between alternate operations and reconstitution using a priority-based approach, ensuring that essential functions remain operational, to the greatest extent possible, during the transition.

The [school/district] reconstitution manager, who will be activated as soon as possible after the incident,will oversee and facilitate all phases of the [school/district] reconstitution process. Each [school/district] department will designate a reconstitution point of contact to work with the reconstitution managerand to coordinate and communicate developments regarding department reconstitution statuses.

Upon obtaining the status of the facility(s), the reconstitution managerwill determine how much time is needed to repair departments’ standard operating facility(s) and/or acquire a new facility(s). The reconstitution manager will also consider the time required to restore, repair, and/or procure systems, equipment/supplies, and essential records for the return to standard operations. The reconstitution manager or designee has the responsibility of supervising the repair process and should notify the [Principal/Superintendent] of the status of repairs, including estimates of when the repairs will be completed.

During reconstitution,       will communicate with and assess employees to determine availability to return to work following the emergency incident. The [school/district] will keep internal and external stakeholders informed of the reconstitution process and timeline and prepare employees, students, families, and partners for the return to standard operations.

These reconstitution plans are viable regardless of the level of disruption that originally prompted implementation of the COOP. Once the appropriate [school/district] authority has made this determination, one or a combination of the following options may be implemented, depending on the situation:

* The affected department(s) continues to operate from its alternate location(s).
* Reconstitute the affected department(s) standard operating location(s) and begin an orderly return to said location(s).
* Begin to establish reconstituted department(s) in a new facility or another designated location.

The following describes the two phases within Reconstitution:

**Reconstitution Phase 1: Evaluate and Plan for Reconstitution**

Reconstitution planning levels have been created to focus and support the reconstitution planning process. A description of the levels is provided in the table below.

**Table 10 – Reconstitution Levels**

|  |  |
| --- | --- |
| **Reconstitution Level** | **Description** |
| **Level 1:**  **Operational Planning** | **The primary operating facility, systems, or equipment/supplies have suffered no damage or have been minimally damaged.** |
| Planning for this level of disruption focuses on returning operations to the primary operating facilities, which includes restoring normal operations with personnel, systems, records, and equipment/supplies at the primary operating facility once the incident or disruption has ended. This level generally would last less than 30 days. |
| **Level 2:**  **Short-Term Planning** | **The primary operating facility, systems, or equipment/supplies have been moderately damaged.** |
| Planning for this level of disruption focuses on moving operations to a temporary operating facility, which includes restoring normal operations with personnel, systems, records, and equipment/supplies at a temporary operating facility. This level generally would last from one-to-six months. |
| **Level 3:**  **Long-Term Planning** | **The primary operating facility, systems, or equipment/supplies have been severely damaged or damaged beyond repair.** |
| Planning for this level of disruption focuses on moving operations to a new or temporary primary operating facility, which includes restoring normal operations with personnel, systems, records, and equipment/supplies at a new or rebuilt operating facility. This level generally will last six months or longer. |

**Reconstitution Phase 2: Return to Full (i.e., Standard) Operations**

Before relocating back to the primary operating facility, the local or [school/district] law enforcement agency, environmental and safety, and facility services will conduct appropriate security, safety, and health assessments to determine building and/or workspace suitability. In addition, [school/district] IT will verify that all systems, communications, and other required capabilities are available and operational and that the affected [school/district department(s)] is fully capable of accomplishing its normal functions and operations at the new or restored standard operating facility.

Upon a decision by the [Principal/Superintendent] or designee that the standard operating facility can be reoccupied or that the [school/district] will be re-established in a different facility:

* The reconstitution coordinator and the head(s) of the affected department(s) or [school/district] will develop space allocation and facility requirements for their affected department(s).
* The head(s) of the affected department(s) or [school/district] will notify their personnel that the emergency has passed, and will develop procedures, as necessary, for restructuring/reassigning their staff in support of the reconstitution process.

Upon verification that the required capabilities are available and operational and that the affected [school/district] is fully capable of accomplishing all normal functions and operations at the new or restored facility, the head(s) of the affected department(s) or [school/district] will begin supervising a return of personnel, systems, equipment/supplies, and records to the department’s or [school’s/district’s] permanent operating facility.

Designated departments will develop processes for receiving and processing employee claims during the continuity event, including personnel claims (such as workers’ compensation, compensation for injuries, overtime pay, etc.).

      will conduct an after action review once back in standard operations. The [Principal/Superintendent’s Office] or designee is responsible for initiating and completing the review, and all affected departments within       will have the opportunity to provide input to the report. The report will address the effectiveness of the response, including identifying strengths and areas for improvement. Following the development of the report,       will develop an improvement plan as soon as possible after the reconstitution phase.

# BUDGETING AND ACQUISITION OF RESOURCES

The [school/district] should consider budgeting for resources and capabilities essential to continuity operations. As part of the budget process, the [school/district] may utilize a risk management methodology to identify, prioritize, and justify the allocation of budgetary resources. The [school/district] integrates the continuity budget with its long-term strategic plan and links the budget directly to objectives and metrics set forth in that plan.

For those contracts vital to the support of       essential functions, the [school/district] may want to ensure contractor statements of work (e.g., MAAs, memoranda of understanding (MOUs)) to include the provision to provide staffing, services, and resources during emergency conditions.

The [school/district] will keep thorough documentation of all expenses related to an emergency that causes a disruption to operations. The [school/district] must consider documentation of expenses that are in excess of standard operations. Specific documentation on forms provided by the State of Arizona and/or the Federal Emergency Management Agency (FEMA) may be required to be eligible for reimbursement in a declared disaster.

# ESSENTIAL RECORDS AND INFORMATION SYSTEMS

Planning for resumption of vital IT applications, data, hardware, communications (e.g., networking), and other IT infrastructure is an important part of the [school’s/district’s] comprehensive planning process. This component of the [school’s/district’s] plan is located in the       IT Disaster Recovery Plan and supporting documentation. The IT Disaster Recovery Plan, maintained under separate cover, includes RTOs, Recovery Point Objectives, and Technical Recovery Guidance for each IT system that supports [school/district] essential functions. It is the responsibility of IT to support the operational needs of the [school’s/district’s] essential functions. As such, the IT Disaster Recovery Plan and processes focus on supporting these needs rather than identifying limitations.

Essential records refer to information systems and applications, electronic and hard copy documents, references and records, including sensitive data, needed to support essential functions during a continuity incident. These records include emergency operations and continuity plans, personnel and payroll records, contracts, MAAs/MOUs or other vendor and partners agreements, orders of succession and delegations of authority, and information needed to protect the legal and financial rights of the [school/district] and its staff. The [school/district] should incorporate its essential records retention/management program into the overall continuity program, plans, and procedures. Each department is responsible for ensuring that the essential records necessary to continue operations are maintained and accessible.

The back-up and off-site storage of vital data and essential records listed in the IT Disaster Recovery Plan and Records Management Retention Schedule are coordinated between the IT department and records management staff in conjunction with input by each [school/district] department. When needed, vital data and essential records can be retrieved from off-site storage for duplication and distribution. The [School/District] IT Disaster Recovery Plan and Record Management Retention Schedule can be found in [enter electronic and hardcopy locations of the documents].

# TESTING, TRAINING, AND EXERCISING

      follows FEMA suggestions for testing, training, and exercising (TT&E) to support the [school’s/district’s] preparedness and validate the continuity capabilities, policies, procedures, systems, and ability to perform essential functions during an emergency. The TT&E of continuity capabilities is critical to demonstrating, assessing, and improving the [school’s/district’s] ability to execute the continuity program, plans, and procedures.

* **Testing** demonstrates the correct operation of all equipment, procedures, processes, and systems that support the [school’s/district’s] continuity program. Testing ensures that preparedness resources are always ready.
* **Training** familiarizes continuity personnel with their roles and responsibilities in support of the performance of essential functions during a continuity event. Training also increases knowledge of continuity plans, policies, and procedures of all [school/district] staff.
* **Exercising** serves to test and assess continuity plans, validate procedures, and identify gaps for subsequent correction. Exercises provide a low-risk environment to test capabilities, create an environment of collaboration and learning, and may include both internal and external interdependencies.
* **Continuous Improvement Planning** documents strengths, areas for improvement, and corrective actions to strengthen the continuity program through process improvement activities. As part of TT&E, the [school/district] will incorporate evaluations, after action reports, and lessons learned into future iterations of continuity plans, policies, and procedures.

Departments may perform testing, training, and exercise events on their essential functions. Suggested courses of actions for testing and evaluating are identified below:

* Test and validate equipment to ensure internal and external interoperability and viability of communications systems.
* Test alert, notification, and activation procedures for all continuity personnel.
* Test primary and back-up infrastructure systems and services at continuity facilities.
* Test capabilities to perform essential functions.
* Test capabilities for recovering essential records, critical information systems, services, and data.
* Test and exercise of required physical security capabilities at continuity facilities.
* Test internal and external interdependencies with respect to performance of essential functions.
* Train continuity personnel on roles and responsibilities.
* Conduct continuity awareness briefings or orientation for the department.
* Train [school/district] leadership on essential functions.
* Train personnel on all reconstitution procedures.
* Train traveling and contracted staff.
* Allow opportunity for continuity personnel to demonstrate familiarity with continuity plans and procedures and demonstrate [school/district] capability to continue essential functions.
* Conduct successor training for all [school/district] personnel who assume the authority and responsibility of the [school/district] leadership if that leadership is incapacitated or becomes otherwise unavailable during a continuity situation.
* Train on the identification, protection, and availability of electronic and hard copy documents, references, records, information systems, and data management software and equipment needed to support essential functions during a continuity situation for all staff involved in the management of essential records.
* Test capabilities for protecting classified and unclassified essential records and for providing access to them from the continuity facility or for telework/virtual relocation.
* Train on delegation of authority for continuity, addressing how the [school/district] will identify and conduct its essential functions during a disaster or in the aftermath of a catastrophic emergency.
* Conduct personnel briefings on continuity plans that involve using or relocating to continuity facilities, existing facilities, or telework/virtual offices.
* Allow opportunity to demonstrate intra- and interagency continuity communications capability.
* Allow opportunity to demonstrate back-up data and records required for supporting essential functions at continuity facilities or for telework/virtual offices are sufficient, complete, and current.
* Allow opportunity for continuity personnel to demonstrate their familiarity with the reconstitution procedures to transition from a continuity environment to normal operations.
* Allow opportunity for continuity personnel to demonstrate their familiarity with agency devolution procedures.

The[school/district] formally documents all conducted continuity TT&E, including the event date, type, and participants. Continuity testing, training, exercise documentation, and debriefing documentation for the [school/district] is managed by [insert title/role]. Further, the [school/district]conducts a comprehensive debriefing after each exercise, which allows participants to identify systemic weaknesses and gaps in plans and procedures and recommend revisions to the [school/district] continuity annex.

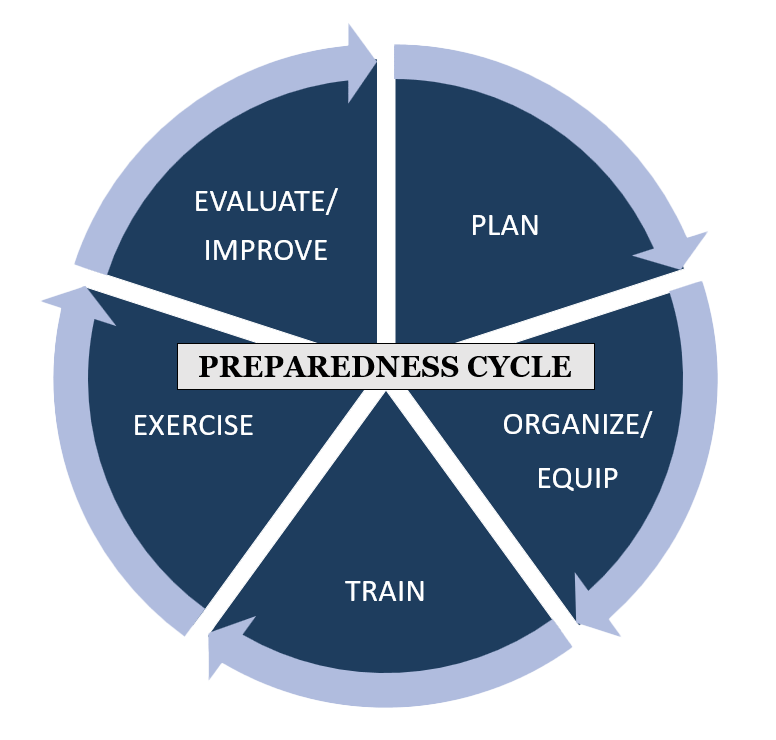
# PLAN AND PROGRAM MAINTENANCE

      engages in a periodic review and revision of the COOP plan and related documents every two years. Scheduled updates include a review of the plan and updates to reflect [school/district] changes, procedural changes, new system capabilities, equipment upgrades, new hazards, and other relevant changes to the district’s operating environment.

In addition to the scheduled reviews and revisions, any major organizational changes, environmental changes, and changes in COOP strategies or policies will trigger a plan review and update when they occur between regularly scheduled bi-annual plan updates.

Continuity planning is an ongoing process. An effective and successful continuity program requires a continuous cycle of planning, organizing and equipping, training, exercising, evaluating and improving in an effort to ensure effective coordination during an incident response (see Figure 1).

**Figure 1 – FEMA Preparedness Cycle**



Source: <https://coordinatedconsulting.com/emergency-planning/>

      facilitates the continuity program by engaging in the following activities:

* **Planning** – Documenting procedures and strategies for resuming operations after a disruption.
* **Organizing and Equipping** - Identifying employees required for COOP and documenting that employees have the training required to execute their functions during an emergency or disaster. Identifying, maintaining, and procuring supplies, equipment, and systems required to perform functions during a disruption.
* **Training** – Educating and re-educating all staff on COOP and providing additional training for key continuity personnel.
* **Exercising** - Providing opportunity for staff to become familiar with continuity plans and procedures. This may be a simple drill (e.g., fire drill, communications drill), a tabletop exercise (i.e., a facilitated scenario-based discussion), or participation in more complex functional or full-scale exercises with community partners.
* **Evaluation and Improvement Planning –** Facilitating hot washes and after action reviews and developing after action reports to support continuous improvements in the continuity program.

A multi-year strategic plan is a brief document or table that helps the [school/district] organize, track, and improve the continuity program. The multi-year strategic plan includes short-term and long-term goals and objectives of the continuity program; regular reviews and revisions of the plan; planning, testing, training, and exercise milestones; resources requirements; and issues or potential obstacles that arise and strategies for addressing them.

# APPENDIX A: List of related Plans

This a list of plans and procedures that support the COOP Plan Annex:

* Multi-Year Strategic Plan
* Training and Exercise Plan
* Standard Operating Procedures

# APPENDIX B: Business Impact Analysis Tool

A [snapshot or summary] of the       BIA Tool is included for reference. The full, completed tool is kept at the following location: [enter electronic storage location].

# APPENDIX C: Essential Function Tracker Spreadsheet

A [snapshot or summary] of the       EFTS is included here. The full, completed spreadsheet is kept at the following location: [enter electronic storage location].

# APPENDIX D: Glossary

| Term | Definition |
| --- | --- |
| Activation | Making a plan operative or active for a period of time around an incident. |
| All-Hazards | Encompasses all conditions, environmental or manmade, that have the potential to cause injury, illness, or death; damage to or loss or equipment, infrastructure services, or property; or alternatively causing functional degradation. |
| Appendix | A section of additional content at the end of a plan, which is attached to the plan. |
| Annex | Additional content related to the plan; however, it is kept separate from the plan as a stand-alone document. |
| Concept of Operations | Presents a clear picture of the sequence and scope of the planned emergency response, what should happen, when, and at whose direction. |
| Delegation of Authority | Grants authority to carry out specific functions, can be verbal or written. |
| Disability and Other Access and Functional Needs | Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; live in institutionalized settings; are seniors; are children; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged. |
| Disaster | Defined by FEMA as an occurrence of a natural catastrophe, technological accident, or human-caused event that results in severe property damage, death, and/or multiple injuries. |
| Drill | A type of operations-based exercise that is a coordinated, supervised activity usually employed to test a single specific operation or function in a single organization. |
| Emergency | FEMA defines as an unexpected event which places life and/or property in danger and requires an immediate response. |
| Emergency Operations Center | The central location from which response and recovery activities are coordinated during a major emergency or disaster. |
| Essential Functions | Organizational business functions that are determined to be critical activities. |
| Essential Services | Organizational services or service lines that are determined to be critical activities. |
| Exercise or Exercising | Test and validate plans, policies, procedures, and capabilities. Identify resource requirements, capability gaps, strengths, areas for improvement, and potential best practices. |
| Full-Scale Exercise | A practice or test that is as close to a real event as possible. It is a lengthy exercise which takes place on location using, as much as possible, the equipment and personnel that would be called upon in a real event. |
| Functional Exercise | A fully simulated interactive exercise that tests the capability of an organization to respond to a simulated event. It is like a full-scale exercise but does not include equipment or deployment of actual field resources. |
| Hazard | Something that is potentially dangerous or harmful, often the root cause of an undesired outcome. |
| Hazard Vulnerability Analysis | Systematic approach to identifying hazards or risks that are most likely to have an impact on a healthcare facility and the surrounding community. |
| Incident | An occurrence, caused by either human action or natural phenomenon, that may cause harm and require action, which can include major disasters, emergencies, terrorist attacks, terrorist threats, wild and urban fires, floods, hazardous materials spills, nuclear accidents, aircraft accidents, earthquakes, hurricanes, tornadoes, tropical storms, war related disasters, public health and medical emergencies, cyber-attacks, cyber failure/accident, and other occurrences requiring an emergency response. |
| Incident Action Plan | Formally documents incident goals, operational period objectives, and the response strategy defined by incident command during response planning. |
| Incident Command System | A standardized approach to incident management that provides a common hierarchy within which responders from multiple agencies can be effective. |
| National Incident Management System | System that provides a consistent, nationwide approach for federal, state, tribal, territorial, and local governments; private sector; and non-governmental organizations to work effectively and efficiently together to prepare for, respond to, and recover from incidents, regardless of cause, size, or complexity. |
| Preparedness | A state of readiness to respond to a disaster, crisis, or any other type of emergency. |
| Preparedness Partner | Avariety of response partners that may be coordinating or supporting an organization or community during an emergency or disaster incident. |
| Public Information | The processes and systems that enable effective communications with various targeted public audiences. |
| Redundant Systems | The ability to utilize backup systems for critical parts of the system that fail during an emergency or disaster. |
| Stakeholders | Person or group who has a share or an interest in incident resolution. |
| Tabletop (Exercise) | Discussion-based sessions in which key personnel assigned emergency management roles and responsibilities meet in an informal setting to discuss their roles during an emergency and their responses to a hypothetical, simulated emergency. |
| Telephone Tree | A prearranged, defined system of informing and activating a group of people by telephone. |
| Testing (Exercising) | A process designed to evaluate the effectiveness of emergency plans, policies, procedures, and capabilities. Includes drills and a variety of exercise types. |

# APPENDIX E: ACRONYM LIST

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| --- | --- |
| **Acronym** | **Term** |
| **BIA** | Business Impact Analysis |
| **BIS** | Business Impact Score |
| **COOP** | Continuity of Operations |
| **DAFN** | Disabilities and Other Access and Functional Needs |
| **EFTS** | Essential Function Tracker Spreadsheet |
| **EOP** | Emergency Operations Plan |
| **FEMA** | Federal Emergency Management Agency |
| **ICS** | Incident Command System |
| **IT** | Information Technology |
| **MAA** | Mutual Aid Agreements |
| **MOU** | Memoranda of Understanding |
| **RTO** | Recovery Time Objective |
| **TT&E** | Training, Testing, and Exercising |

# APPENDIX F: References

* [FEMA Continuity Guidance Circular, February 2018 (2024 Update), FEMA Office of National Continuity Programs](https://www.fema.gov/sites/default/files/documents/fema_continuity-guidance-circular_082024.pdf)
* [FEMA Continuity Plan Template and Instructions for Non-Federal Entities, August 2018](https://www.fema.gov/sites/default/files/2020-10/non-federal-continuity-plan-template_083118.pdf)
* [FEMA Comprehensive Preparedness Guide 101, Developing and Maintaining Emergency Operations Plans, Version 3.0, September 2021](https://www.fema.gov/sites/default/files/documents/fema_cpg-101-v3-developing-maintaining-eops.pdf)
* [FEMA Continuity of Operations Overview Brochure](https://www.fema.gov/pdf/about/org/ncp/coop_brochure.pdf)
* [National Fire Protection Association Standard on Continuity, Emergency, and Crisis Management (NFPA 1600), 2019](https://www.nfpa.org/codes-and-standards/nfpa-1600-standard-development/1600)
* [US Department of Education, REMS COOP; Guide for Developing High Quality Emergency Operations Plans for K-12 Schools](https://rems.ed.gov/GuideK12.aspx)