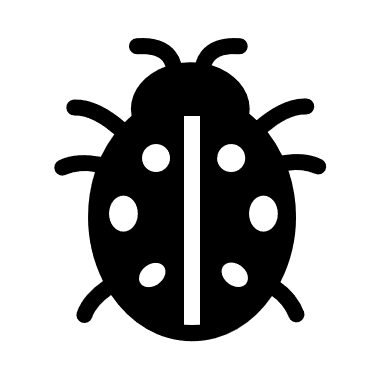
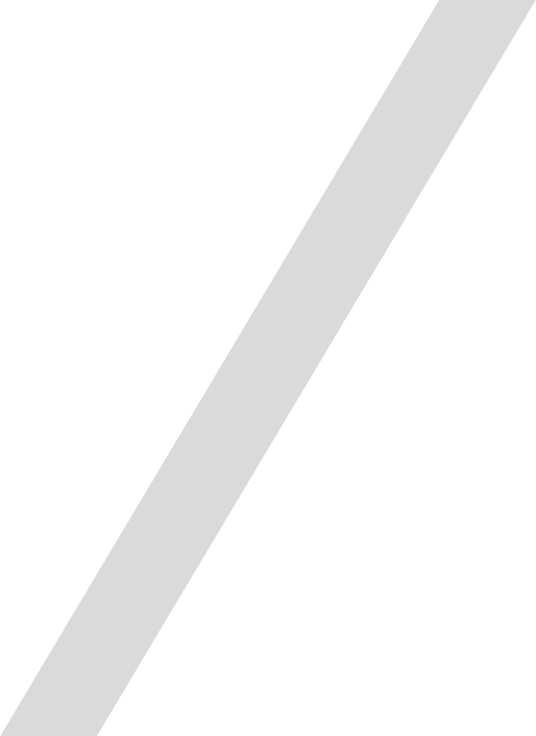
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| Any Public Schools  Emergency Operations Plan (EOP) |
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COOP

ANNEX

COOP Annex Record of Changes:

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| Change Number | Date of Change | Description of Change | Change Made By |
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After the safety and status of students and staff have been assured and emergency conditions have abated following and incident, staff, teachers and school officials will assemble to support the restoration of the school’s educational programs. By defining mission-critical operations and staffing this effort marks the starting point for the recovery process. Collecting and disseminating information will also facilitate the recovery process.

Any Public Schools will designate appropriate personnel and collaborate with external resources to work in teams to accomplish the following:

* Conduct a comprehensive assessment of the physical and operational recovery needs.
* Assess physical security, data access and all other critical services (e.g., plumbing, electrical, etc.).
* Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
* Document damaged facilities, lost equipment and resources and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
* Identify record keeping requirements and sources of financial aid for state and federal disaster assistance.
* Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
* Arrange for ongoing status reports during the recovery activities to a) estimate when the educational program can be fully operational; and b) identify special facility, equipment and personnel issues or resources that will facilitate the resumption of classes.
* Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
* Establish absentee policies for teachers/students after an incident.
* Educate school personnel, students and parents on available crisis counseling services.
* Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, video conferencing, group tutoring, etc.
* Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
* Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

**ADMINISTRATION, FINANCE AND LOGISTICS:**

Agreements and Contracts:

If school resources prove to be inadequate during an incident Any Public Schools will request assistance from local emergency services, other agencies and the school community in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies and/or personnel. All agreements entered into by authorized school officials should be in writing. All pre-negotiated agreements and contracts are kept Click or tap here to enter text..

**RECOVERY AND MITIGATION**

Preservation of Records:

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principle causes of damage to records are fire and water. Please consider state open records and record archiving laws when planning. Essential records should be protected and are kept in paper and electronic format stored Click or tap here to enter text..

# Continuity of Operations (COOP) Procedures:

## I. Purpose

The purpose of the Continuity of Operations Plan (COOP) is to ensure that the Any Public Schools has procedures in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities or services. The COOP is critical to safety planning and good business practice. The district Emergency Operation Plan (EOP) anticipates a full range of potential incidents that could cause a temporary interruption of school operations to a complete shut-down of the school, requiring suspension of non-essential functions and/or relocations of essential functions to an alternative site for some period of time. The goal is to provide full operational capacity for essential functions within 12 hours after activation of the COOP and to sustain these functions for up to 30 days.

COOP plans should be activated when:

1. An incident occurs requiring relocation of any essential functions (building compromised).
2. Essential functions are significantly compromised.
3. Staffing levels are significantly compromised (i.e. pandemic/epidemic).
4. Key partners are not available for normal operations.
5. Essential systems are unavailable (power, water, information technology).

The COOP plan does not apply to temporary disruptions of service during which services are anticipated to be restored within a short period of time.

## II. Scope

It is the responsibility of ANYSCHOOL PUBLIC SCHOOL officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during and after times of routine work schedules. They apply to ANYSCHOOL PUBLIC SCHOOLS, [Insert Address Here].

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic, business and physical services after an incident. ANYSCHOOL relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recover following an incident.

## III. Responsibilities

Delegation of authority and management responsibilities should be determined by school officials prior to an incident. COOP procedures should address responsibilities before, during and after an incident. Safety of students and school personnel is the first consideration. Strong internal and external communications systems and partnerships with appropriate organizations, contractors and providers of services should be developed so that resources are readily available if needed. Legal counsel should review delegations of authority to identify and address any possible legal restrictions. Designated school personnel, in conjunction with the school administrator, will perform the essential functions listed below:

Superintendent:

* Determine when to close schools, and/or send students/staff to alternate locations.
* Disseminate information internally to students and staff.
* Communicate with parents, media and the larger school community.
* Identify a line of succession, including who is responsible for restoring which business functions for schools/districts.
* Ensure systems are in place for rapid contract execution after an incident.
* Ensure policies are in place for emergency spending.

Principals:

* Identify relocation areas for classrooms and administrative operations.
* Create a system for registering students (out of district or into alternative schools).
* Brief and train staff regarding their additional responsibilities.
* Secure and provide needed personnel, equipment and supplies, facilities, resources and services required for continued operations.
* Identify strategies to continue teaching (e.g., using the Internet, providing tutors for homebound students, rearranging tests).
* Reevaluate the curriculum.

Custodians/Maintenance Personnel:

* Work with local government officials to determine when it is safe for students and staff to return to the school buildings and grounds.
* Manage the restoration of school buildings and grounds (e.g., environmental remediation/and or sanitizing, debris removal, repairing, repainting and/or re-landscaping).
* Ensure there are at least three personnel that know and understand the process for cutting off and resuming utility operations (Water main, Electrical Breakers, etc...).

School Secretary/Office Staff:

* Maintain inventory.
* Maintain essential records (and copies of records) including school’s insurance policy.
* Ensure redundancy of records is kept at a different physical location.
* Secure classroom equipment, books and materials in advance.
* Restore administrative and recordkeeping functions such as payroll, accounting and personnel records.
* Retrieve, collect and maintain personnel data.
* Provide accounts payable and cash management services.

Counselors, Social Workers and School Nurses/Health Assistants:

* Establish academic and support services for students and staff/faculty.
* Implement additional response and recovery activities according to established protocols.

Bus Drivers & Food Service/Cafeteria Workers:

* Determine how transportation and food services will resume.

To implement the COOP procedures:

* All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.
* Identified COOP procedures personnel will participate in exercises to test academic, physical and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

# IV. Procedures

The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

## Activation and Relocation

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

## Alert, Notification and Implementation Process

Each core school emergency operations planning team member will be part of the telephone tree or other communication procedures used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

## Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. Under best case scenarios, one site can be accessed by walking and other site(s) by transportation services.

## Alternate Facilities and Strategy

For estimated short-term (2-14 days) payroll and personnel actions, the alternative facility will be [To Be Determined by school]. For a longer-term arrangement, [Insert School plan here].

For each alternate facility, the essential resources, equipment and software that will be necessary for resumption of operations at the site will be identified and plans will be developed for securing those resources. IT systems available at the site will need to be tested for compatibility with [Insert School] backup data.

Alternate sites may include shelter-at-home.

## Interoperable Communications/Backup Sites

As noted above, [Insert School backup site here] will be used as a temporary alternative site for short-term disruptions involving payroll and personnel actions.

With a longer term and/or more comprehensive incapacity of the main building, [Insert School longer term site here as well as plan for protection of communication methods.]

1. Vital Records and Retention File

Vital records are archived and/or retained on backup data systems stored off site (See table below).

## Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in the event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families’ well-being before a disaster strikes.

## Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above including:

* Inform staff the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.
* Supervise an orderly return to the school building.
* Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

## District Distance Learning Plan

[Insert ANYSCHOOL distance learning plan here.]

## District Food Service Plan

[Insert ANYSCHOOL food service plan here.]

## District Transportation Plan

[Insert ANYSCHOOL transportation plan here.]

## Record Keeping for FEMA Reimbursements

DOCUMENT, DOCUMENT, DOCUMENT

“If it wasn’t written down, it didn’t happen.”

Assign someone as a recorder with the responsibility to document with written records and photos of all damages and dollars spent, maintain all receipts, labor worked and equipment used, regardless of how minor it may seem.

If a disaster rises to the level of receiving a Presidential Disaster Declaration, your damages and emergency work may be eligible for federal disaster assistance which is a grant through the Federal Emergency Management Agency. In order to best be prepared, the Oklahoma Department of Emergency Management recommends you:

* Keep records of all costs related to the disaster along with proof of payment. It’s better to ask if it is eligible than to just leave it off and so much easier to obtain proof of payment at the time rather than a year or two later.
* Keep records of any donated resources. This could help offset the non-Federal match on your grant.
* Keep documentation for seven years.

The FEMA guidance document can be found at the following website:

<https://secure.in.gov/dhs/files/reimbursement_procedures.pdf>

1. Communication Plan:

[School Name] should ensure that a predetermined communication plan is in place to ensure the School community has access to information distributed by [School] during a COOP activation. This plan could include social media, specific apps for communication, websites, etc. [School] Staff should follow the communication protocol outlined in the communication section of [School] EOP.

# V. Leadership

## A. Orders of Succession

List authorized successors for leadership in the form below. Lines of succession should be reviewed and updated routinely to ensure continuity of essential functions. Desk manuals, job action sheets and cross trained staff are recommended for all essential functions. ***Plan for redundancy of information by training at least three deep and share vital information, (i.e.: passwords, codes to safes, location of keys, etc.)***

## B. Delegations of Authority

Delegations of authority will follow the orders of succession. If the director is unavailable for a sustained period of time, the second individual will be delegated the authority to act on behalf of the director. If first and second individuals are unavailable for a prolonged period, the third individual will assume the primary authority, and so on.

Instructions: in the first column, list key decision-makers (by position) responsible for the agency’s essential functions (outlined below). In the second, column, list the designated successors for each decision-maker. It is important to list two to three backup successors. In the third column, specify whether the key decision-maker’s authorities to perform all functions are transferred to the successor or whether there are some limitations (e.g. authority to spend up to @X without authorization). In the fourth column, identify the circumstances under which the successor’s authority is activated and terminated. In the last column, note where the authority, including when it is activated and terminated, is recorded. The first two rows serve as examples; add as many rows as necessary.

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| **Key Position** | **Successor** | **Delegated Authority(s)** | **Activation/Termination of Delegated Authority(s)** | **Documentation of Authority(s) (Policy/Directive)** |
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## C. Essential Functions

The agency must identify and prioritize its essential functions so the mission may be carried out during an emergency or COOP incident. Any tasks not deemed as an essential function will be deferred until additional personnel and resources become available.

Instructions: List all of the agency’s functions and indicate whether each function is essential to continue or could be deferred during an incident/emergency resulting in irreparable damage and widespread systems disruption. To determine whether a function is essential, consider whether it is statutorily mandated, vital to the agency’s mission, critical to maintain safety (e.g., food service inspections), and/or necessary to the performance of other agency functions (e.g., maintaining/accessing databases to process payroll). If a function is considered essential, list the reason(s) why in the last column.

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| **Functions Performed** | **Essential? (Y/N)** | **If Yes, Why?** | **Staff Person Responsible** |
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All persons that are designated as emergency or essential employees should sign a letter stating they are aware of their designation and they understand their role in the event of the COOP plan activation. An example letter is as follows:

Date: [Date]

To: [Individuals Name Here]

From: [School or Administrator]

Subject: Designation of Continuity of Operations Plan Employee

The purpose of this memorandum is to inform you that you have been designated as a Continuity of Operations Plan (COOP) Emergency Employee for the [School]. COOP Emergency Employees are defined as those employees who are critical to operations and are necessary to continue operations in the event of COOP activation. The COOP Emergency Employee Team is modular in nature meaning the employees needed per the crisis at hand will be activated or all team members may be activated.

COOP Emergency Employees are required to report to the [Insert reporting location here] or the appropriate relocation site if the [School] COOP Relocation Plan is activated. COOP team members will be notified of their need to report either at the time of the emergency, or subsequent to the emergency. Assignments are determined by administration and based on mission essential functions as defined in the [School] COOP Plan. The [Human Resources or appropriate office or title] maintains a list of COOP Emergency Employees and their assignment by division.

This designation is effective from the date of this memorandum unless otherwise notified. During COOP activation all members will be required to carry communications devices and be available to respond when called upon. Please sign and date this notice as an acknowledgement of receipt and return it to your supervisor.

**Acknowledgement**

Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## D. Essential Records

“Essential Records” refers to information systems and applications, electronic and hard copy documents, references, and records, to include classified or sensitive data, needed to support Mission Essential Functions during a continuity event. [Organization Name] has incorporated its Essential Records program into the overall continuity program, plans, and procedures.

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| Essential Record, File, or Database | Support to Essential Function | Form of Record (e.g., hardcopy, electronic) | Pre-positioned at continuity facility | Hand Carried to Continuity Facility | Multiple Storage Location(s)? Y/N | Maintenance Frequency |
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1. Know your school functions:

Use the following form to identify what functions are critical to your schools’ survival. Duplicate the form for each school function.

**School Function:**

**Priority:** **Extremely High High Medium Low**

**Employee/Staff in Charge:**

**Timeframe or Deadline:**

**Consequences if not performed:**

**Obligation: None Legal Contractual Regulatory Financial**

**Who performs this function? (List all that apply)**

**Employees:**

**Suppliers/Vendors:**

**Key Contacts:**

**What is needed to perform this function? (List all that apply)**

**Equipment:**

**Special Reports/Supplies:**

**Dependencies:**

**Who helps perform this function? (List all that apply)**

**Employees:**

**Suppliers/Vendors:**

**Key Contacts:**

**Who uses the output from this function? (List all that apply)**

**Employees:**

**Suppliers Vendors:**

**Key Contacts:**

**Brief Description of how to complete this function:**

**Workaround Methods:**

**Notes:**

2. Know your Employees:

Use this form to record information about ALL employees so that each person can be contacted at any time. Duplicate the form for each staff member.

**Employee Name:**

**Position/Title:**

**Home Address:**

**City, State, Zip:**

**Office Phone: Ext. Alternate Phone:**

**Home Phone: Mobile Phone:**

**Office email:**

**Home email:**

**Special Needs:**

**Certifications:**

**First Aid Emergency Medical Technician (EMT) CPR Ham Radio**

**Other:**

**Special Licenses:**

**Local Emergency Contact:**

**Full Name:**

**Relationship:**

**Home Phone: Mobile Phone:**

**Email:**

**Out of State Emergency Contact:**

**Full Name:**

**Relationship:**

**Home Phone: Mobile Phone:**

**Email:**

**Notes:**

3. Know Your Key Contacts:

Use this form to record information about suppliers you could use in an emergency or as an alternate choice for essential functions. Duplicate the form for each contact.

**Contact Type:**

**Current Supplier/Vendor Back-up Supplier/Vendor Key Contact**

**Company/Individual Name:**

**Account Number:**

**Materials/Service Provided:**

**Street Address:**

**City, State, Zip:**

**Company Phone:**

**Website:**

**Company Representative:**

**Primary Contact:**

**Title:**

**Office Phone:**

**Mobile Phone:**

**Email:**

**Alternate Contact:**

**Title:**

**Office Phone:**

**Mobile Phone:**

**Email:**

**Notes:**