

Physical, Business and Academic Recovery



**U.S. Department of Education,
Office of Safe and Healthy
Students**

Potomac Center Plaza, 550 12th
Street, SW, 10th Floor /
Washington, DC 20202

Overview of Session

- Define
- Introduce the Physical, Business, and Academic components of Recovery
- Discuss how to prepare for each of these Recovery components
- Complete an Interactive Exercise



Phases of Emergency Management



Learning Objectives for Recovery

- Realize the importance of pre-planning for Recovery in the first three phases of emergency management
- Understand three of the four key components of Recovery:
 - Physical/structural Recovery
 - Business Recovery
 - Restoration of academic learning
 - **Psychological/Emotional Recovery**
- The type and breadth of Recovery activities needed will vary based on the size and scope of the crisis event
- Complete an interactive scenario



What is the Recovery Phase?

- **Recovery** is the task of rebuilding after a disaster
- Recovery planning identifies the short- and long-term actions needed to return schools to their normal operations as quickly and completely as possible, and involves:
 - Medical issues
 - Psychological issues
 - Infrastructure issues
 - Liability issues
 - Insurance issues
 - Documentation issues



What is the Recovery Phase?

- The Recovery phase is designed to:
 - assist students and staff, as needed, with healing and coping, and
 - restore educational operations in schools.
- When does the Recovery phase begin?
- When does it end?



Goal of the Recovery Phase

- Restore a safe and healthy learning environment
- Restore school operations



Recovery: Four Key Components

- Physical/structural Recovery
- Business Recovery
- Restoration of academic learning
- Psychological/emotional Recovery



What is Continuity of Operations Plans (COOP)?

Purpose: ensures that the capability exists to continue essential functions across a wide range of hazards as the key Recovery functions are activated.

COOP plans support the physical, business, and academic restoration and Recovery processes



What is Physical/Structural Recovery?

Purpose: Restore educational operations and facilities

Key steps:

- Key school physical/structural Recovery considerations include:
 - Assessing and repairing structural and physical damage
 - Assessing and addressing environmental hazards
 - Cleaning the facility and removal of all health and safety hazards



What is Physical/Structural Recovery?

Key steps (Cont'd.):

- Recovery equipment and restore processes, i.e., software systems, etc.
- Determine availability of equipment and supplies
- Debrief and incorporate lessons learned around physical assets and vulnerabilities into emergency management planning



Physical/Structural Recovery

- Post-emergency, it is important to:
 - Document damaged areas with videotape or photographs. Damaged equipment should not be discarded until it has been documented fully on film.
 - Track staff and volunteer time and labor involved in the cleanup. Should a disaster be declared, this time may be counted as part of the community's share of a matching grant.
 - Develop a plan for conducting classes if the facility is damaged.



How Can Schools Prepare for Physical Recovery Efforts in Advance?

- Steps taken in previous phases may lessen the need for physical Recovery in some areas—examples?
 - Identify potential disaster funding sources and their requirements
 - Establish strategies/policies for receiving donations
 - Consider the structures and departments that will be involved in physical Recovery
 - Coordinate with relevant school district departments to discuss Recovery plans



COOP Purpose

- A continuity of operation plan will:
 - Provide for continuation of essential functions
 - Establish delegation of authority
 - Provide for safekeeping of vital records
 - Enable a rapid response to any emergency situation, including emergency acquisitions
 - Establish responsibilities and procedures



COOP Purpose

- The continuity plan documents:
 - **What** will occur in a continuity situation
 - **How** and **how quickly** continuity actions must occur
 - **Where** continuity operations will occur
 - **Who** will participate in continuity operations



COOP Goals

- Allow for its implementation anytime, with or without warning, during duty and non-duty hours;
- Provide full operational capability for essential functions no later than 12 hours after activation; and
- Sustain essential functions for up to 30 days.



COOP Phases

- Continuity plan implementation takes place in four phases:
 - Phase I: Readiness and Preparedness
 - Phase II: Activation and Relocation (0–12 hours)
 - Phase III: Continuity Operations (12 hours–30 days or until resumption of normal operations)
 - Phase IV: Reconstitution (Recovery and termination)



COOP Considerations

- Identify “Essential Functions”
 - **Essential functions** are those functions that enable an organization to:
 - Provide vital services
 - Maintain safety and security
 - Sustain the district during an emergency
 - In other words, essential functions are the school district’s business functions that must continue with no or minimal interruption



COOP Considerations

- Examples of “Essential Functions” include:
 - Business services – payroll and purchasing
 - Communication – internal and external
 - Computer and systems support
 - Facilities maintenance
 - Safety and security
 - Instructional services – distance learning



COOP Considerations

- Orders of Succession
 - Succession to office is critical in the event that the district's leadership or other senior officials are unable or unavailable to execute their duties
 - Orders of succession should be developed to support day-to-day operations
 - Orders of succession should be at least “three deep” and include at least one person whose day-to-day job is physically located at a different site from the district administrative office



COOP Considerations

- Delegations of Authority
 - Delegations of authority are formal documents specifying the activities that may be performed by those who are authorized to act on behalf of the agency head or other key officials.
- Delegations of authority are required to ensure:
 - Continued operations of agencies and their essential functions
 - Rapid response to any emergency situation requiring continuity plan implementation
- NOTE: Orders of Succession and Delegation of Authority should be reviewed by the LEA's legal counsel to ensure proper legal authority for assumption of duties.



COOP Considerations

- Continuity Facility
- Interoperable Communications
- Vital Records Management
 - Student records, contact lists, personnel records, payroll, etc.
 - Records and databases should be updated and/or backed-up on a regular basis
- Human Capital
- Training and Exercises



Key Steps to Take During Business Recovery

- Restore district administrative functions
- Ensure staff are supported
- Set-up automatic payment system
- Institute a system to register out of district students, and to register students in new schools



NOTE: The level of COOP activation will be determined by the scope and breadth of the emergency.



How Can Schools Prepare for Business Recovery Efforts in Advance?

- Identify who is responsible for major administrative functions and develop succession plans
- Identify who has responsibility for closing schools or sending students and staff to alternative locations—what are the criteria?
- Plan for rapid contract execution
- Practice activation of the COOP



What is Academic Recovery?

Purpose: Facilitate students' return to learning; restore structure and routine

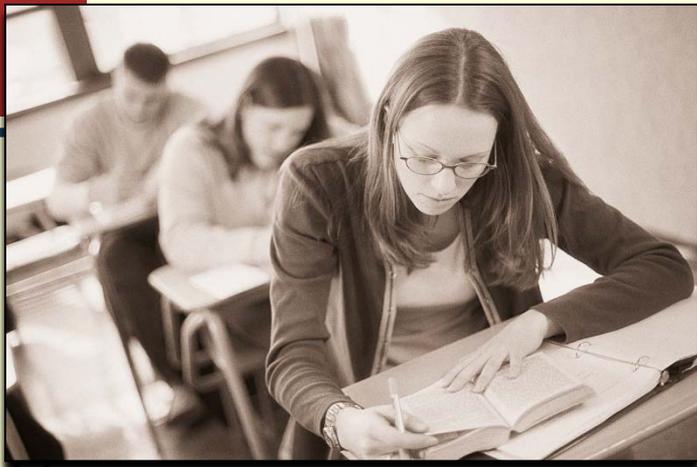
Key Steps to ensuring academic Recovery:

- Institute temporary adjustments to academic routines, as necessary
- Communicate to administrators, staff, parents, guardians and students on events and next steps
- Return to normal academic routine as soon as possible



Why is Academics Considered in the Recovery Phase?

- Youth exposed to repeated violence and trauma have been shown to have:
 - Lower grade point averages (Hurt et al., 2001)
 - Decreased reading ability (Delaney-Black et al., 2003)
 - More reported absences from school (Hurt et al., 2001)
 - Increased expulsions and suspensions (LAUSD survey)
 - Decreased rates of high school graduation (Grogger, 1997)
- Restoring, or maintaining, a routine is helpful for students throughout the Recovery process



What to Expect in Schools in Absence of Intervention

- ↓ Cognitive functioning and academic achievement (anxiety, ↓ concentration, sleep problems, depression)
- ↑ Absenteeism (school avoidance)
- ↑ Suspensions/expulsions (irritability, social regression, substance abuse)
- → → ↓ Graduation
- Taking time in schools to help children adjust to disaster and aftermath is essential to promote academic achievement



Summary

- Planning for Recovery develops from the first three phases of emergency management
- There are four key components of Recovery:
 - Physical/Structural Recovery
 - Business Recovery
 - Academic Recovery
 - Psychological/Emotional Recovery
- The type and breadth of Recovery activities needed will vary based on the size and scope of the crisis event



Interactive Exercise



Exercise—Developing a COOP

- You are a member of the emergency management team at YOUR school district and are assigned with developing the COOP.
- What will be included?
- What essential functions does your district have?
- What is the order of succession?
- What vital records need to be available?



Essential Functions

Priority	Essential Functions
1.	
2.	
3.	
4.	
5.	
6.	



Lines of Succession

Leadership Successors	Work Location
1.	
2.	
3.	
4.	
5.	



Critical Systems

System	Current Location	Other Locations



Vital Records

Vital file, record, or database	Format (hard copy / electronic)	Pre-positioned at continuity facility	Hand carried to continuity facility	Backup at third location



Continuity Facility

- If the district office was unavailable, is there a continuity facility where critical staff can continue to perform essential functions?
- Identify possible locations for locating a continuity facility.



Final Questions:

- How will the district test the COOP plan?
- What communication systems does the district have that can be utilized in an emergency?
- How often will the COOP plan be reviewed?



Resources

- **FEMA COOP Template**
 - http://www.fema.gov/doc/government/coop/coop_plan_blank_template.doc
- **FEMA Pandemic Influenza COOP Annex Template**
 - http://www.fema.gov/pdf/about/org/ncp/pandemic_influenza.pdf
- **FEMA COOP Pandemic Influenza Guidance**
 - http://www.fema.gov/pdf/government/coop/coop_influenza.pdf
- **FEMA Independent Study Course: IS 546 Continuity of Operations Awareness Course**



The REMS TA Center was established in October 2007 by the U.S. Department of Education, Office of Safe and Healthy Students.

The center supports schools and school districts in developing and implementing comprehensive emergency management plans by providing technical assistance via trainings, publications and individualized responses to requests.

For additional information about school emergency management topics, visit the REMS TA Center at <http://rems.ed.gov> or call 1-866-540-REMS (7367). For information about the REMS grant program, contact Tara Hill (tara.hill@ed.gov).

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For More Information Contact:

REMS TA Center
(866) 540-7367 (REMS)
<http://rems.ed.gov>
info@remstacenter.org

