

Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center

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Resource Guide

General Recovery Resources

[Long-Term Recovery Guide, National Voluntary Organizations Active in Disaster.](#)

This resource describes various ways that a community can come together after a disaster to help with recovery efforts, including through volunteer and donations management and organizing a long-term recovery group.

http://www.nvoad.org/wp-content/uploads/2014/05/long_term_recovery_guide_-_final_2012.pdf

[National Disaster Recovery Framework \(NDRF\), U.S. Department of Homeland Security.](#)

The NDRF is a guide that facilitates effective recovery support to states, tribes, territorial, and local jurisdictions after a disaster through a unified and collaborative manner. Included are the roles and responsibilities of recovery coordinators and other stakeholders and a coordinating structure to facilitate communication and collaboration. To build recovery capacity in advance, schools and school districts should work with their local contacts who lead the following recovery support functions: 1) Health and Social Services/Human Services; 2) Community Planning and Capacity Building; and 3) Infrastructure Systems. These efforts will build school preparedness for any potential school incident as well as a potential community-wide incident.

<https://www.fema.gov/national-disaster-recovery-framework>

[Recovery Annex Web Page, REMS TA Center.](#)

On this Web page, information is provided for planning teams for the four components of a school or district recovery—academics recovery; physical and structural recovery; business functions recovery; and social, emotional, and behavioral recovery. Additional materials are provided on the page's Related Resources pop-up.

<http://rems.ed.gov/K12RecoveryAnnex.aspx>



Academics Recovery

[Department of Education Recommendations to Ensure the Continuity of Learning for Schools \(K-12\) During Extended Student Absence or School Dismissal, U.S. Department of Education \(ED\).](#)

Recommendations are provided in this document to help schools and districts maintain the continuity of learning for individual or small groups of students who are out of school for extended periods and large groups of students disrupted by school dismissals or large numbers of faculty absences. Key questions are provided for consideration, as well as additional resources and best practices.

http://rems.ed.gov/docs/ED_ContinuityOfLearning-SchoolDismissalsK-12.pdf

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[Federal Resources for Educational Excellence \(FREE\), ED.](#)

ED offers a list of resources that can be used to recognize and celebrate holidays and initiatives, such as MLK Day, Women’s History Month, and Civic Hacking. Links are provided to additional sites that contain free education materials for educators, students, and families, such as kids.gov (<https://kids.usa.gov/>) and Smithsonian Kids (<https://www.si.edu/Kids>).
<https://www2.ed.gov/free/index.html>

[International Association for K-12 Online Learning \(iNACOL\) Website.](#)

iNACOL is an association that promotes online learning for teachers, administrators, and policymakers. On the association’s Resources page, users can search for and filter materials specific to instructional methodology (e.g., blended learning, online learning) and type of material (e.g., book, handout, Webinar).

<http://www.inacol.org/>

[LearningMedia Website, Public Broadcasting Service.](#)

On this Website, PreK-12 educators are provided access to free digital content and professional development opportunities. Readers are able to search and filter resources based on the grade level, subject, and type of resource.

<https://kera.pbslearningmedia.org/>

[Planning for Potential School Closures, ED.](#)

Within this document, planning details are provided for issues that may need to be considered when a school is closed for a prolonged period of time. Issues discussed include technological opportunities, such as distance learning, and nontechnological opportunities, such as the distribution of informational packets.

<http://rem.ed.gov/docs/PlanningforPotentialSchoolClosures.pdf>

[Supporting Continuity of Teaching and Learning During an Emergency Fact Sheet, REMS TA Center.](#)

This resource describes aspects and activities that school and district planning teams may want to consider as they plan for continuity of learning in the event of a school closure or student absence. Included is a description of tools to support continuity of learning and additional resources.

http://rem.ed.gov/Docs/Supporting_Continuity_of_Learning_and_Education.pdf

Physical and Structural Recovery

[Public Assistance Program and Educational Facilities Fact Sheet](#)

This fact sheet provides a description of the Federal Emergency Management Agency’s (FEMA) Public Assistance Program and an overview of how that program supports educational facilities with emergency response and recovery in the event of a major disaster or emergency. Grants are

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offered to support hazard mitigation activities; facility repair, replacement or restoration; and removal of debris. The fact sheet provides an outline of the funding process, and answers frequently asked questions.

https://rems.ed.gov/docs/educational_facilities_factsheet.pdf

[Clean-Up Safety After a Disaster Web Page, Centers for Disease Control and Prevention \(CDC\).](#)

On this page, information is provided on specific clean-up topics, such as food and water safety; educational materials, such as posters and flyers, stickers, and presentation slides; and additional resources.

<https://www.cdc.gov/disasters/cleanup/>

[Clinician Recommendations Regarding Returning of Children to Areas Impacted by Flooding and/or Hurricanes Statement, American Academy of Pediatrics.](#)

This statement describes in detail activities that must be completed before children and pregnant women return to an area impacted by a flood and/or hurricane. These include basic utilities and public services are operating normally; and living, learning and playing learning environments are safe.

http://rems.ed.gov/docs/AAP_ChildrenImpactedByFloods.pdf

[Disaster Clean-Up Web Page, U.S. Small Business Administration.](#)

This page provides a variety of resources on clean-up precautions, including general information on how to prevent injury during clean-up of flooding and mold, oil and other chemical spills, hazardous wastes, and pesticides.

<https://www.sba.gov/managing-business/running-business/emergency-preparedness/disaster-cleanup>

[Hurricane Safety Checklist, U.S. Food and Drug Administration \(FDA\).](#)

The FDA has provided this checklist, which describes precautions that should be taken during and after hurricane-related rain, which can lead to flooding and power outages. Specific guidance is provided on food and water safety, caring for pets, drugs exposed to water, insulin storage, medical devices, and vaccines, as well as other topics.

<https://www.fda.gov/NewsEvents/PublicHealthFocus/ucm317232.htm>

[Mold Remediation in Schools and Commercial Buildings Web Page, U.S. Environmental Protection Agency.](#)

This section, part of a Web page for a variety of audiences, provides information on mold and indoor air quality in schools, mold remediation activities, and additional mold resources.

<https://www.epa.gov/mold>

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[Natural Disasters and Severe Weather, Floods Web Page, CDC.](#)

This page describes how families can protect themselves before, during, and after a flood. Included on the page are specific resources on worker safety and water safety.

<https://www.cdc.gov/disasters/floods/index.html>

[Natural Disasters and Severe Weather: Hurricanes and Other Tropical Storms Web Page, CDC.](#)

On this page, families, professionals, and response workers will find a variety of resources on how to stay safe before, during, and after hurricanes. Specific lessons learned from Hurricane Sandy are also provided.

<https://www.cdc.gov/disasters/hurricanes/index.html>

Business Functions Recovery

[Continuity of Operations \(COOP\) Resources, REMS TA Center.](#)

The REMS TA Center has a variety of COOP-related resources available on the Center's Website, including:

- [Continuity of Operations \(COOP\) Annex Web Page.](#)
On this page, readers will find several activities that can assist planning teams as they develop goals, objectives, and courses of action for COOP. Additional resources are provided in a Related Resources pop-up.
<http://rems.ed.gov/K12COOPAnnex.aspx>
- [Continuity of Operations \(COOP\) Planning Specialized Training Package.](#)
This training package features self-paced training materials, including presentation slides, a tabletop exercise, and a resource guide. <http://rems.ed.gov/TrainingPackage.aspx>
- [School EOPs In-Depth: Developing a COOP Annex.](#)
This 20–35 minute online course helps participants learn about the purpose and goals of a COOP Annex, identify the types of situations that may activate the COOP Annex, develop a COOP Annex in alignment with the six-step planning process described in the *Guide for Developing High-Quality School Emergency Operations Plans* (<http://rems.ed.gov/K12GuideForDevelHQSschool.aspx>), and revise and implement an annex.
<http://rems.ed.gov/trainings/EOPsDevelCOOPAnnex.aspx>

[IT Disaster Recovery Plan Web Page, Ready.gov.](#)

On this page, information and resources are provided to help plan for information technology (IT) recovery after a disaster, including the restoration of hardware, applications, and data. Specific topics addressed include recovery strategies and data backup.

<https://www.ready.gov/business/implementation/IT>

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Social, Emotional, and Behavioral Recovery

Age-Related Reactions to a Traumatic Event Fact Sheet, The National Child Traumatic Stress Network (NCTSN).

This two-page document describes how preschool and young school-age children; school-age children; and adolescents may react to traumatic events and how to help.

http://www.nctsn.org/sites/default/files/assets/pdfs/age_related_reactions_to_a_traumatic_event.pdf

Disaster Distress Hotline, Substance Abuse and Mental Health Services Administration (SAMHSA).

The Disaster Distress Helpline is a national hotline dedicated to providing immediate year-round crisis counseling for people who are experiencing emotional distress related to any natural or human-caused disaster. This toll-free, multilingual, and confidential crisis-support service is available to all residents in the U.S. and its territories. To connect with a trained counselor, individuals can:

- Call 1-800-985-5990 or text TalkWithUs to 6674
- Call 1-800-846-8517 if they are hard of hearing or deaf
- Text Hablanos to 66746 if they are a Spanish speaker

Individuals can also follow the hotline on Twitter at [@distressline](https://twitter.com/distressline) or connect on Facebook.

<https://www.facebook.com/distresshelpline>

<https://www.samhsa.gov/find-help/disaster-distress-helpline>

Disaster Technical Assistance Center (DTAC) Web Page, SAMHSA.

DTAC prepares states, territories, federally recognized tribes, and local entities to deliver an effective behavioral health response to disasters. Support provided includes a Crisis Counseling Assistance and Training Program and other resources.

<https://www.samhsa.gov/dtac>

Psychological First Aid for Schools Web Page, REMS TA Center.

This page describes an evidence-informed intervention that is specifically designed to assist students, staff, and families reduce the social and emotional distress after traumatic events. Additional materials are provided in the Related Resources pop-up.

<http://rem.ed.gov/K12PFAS.aspx>

Psychosocial Issues for Children and Adolescents in Disasters Manual, SAMHSA.

This comprehensive document, in preparation for a disaster, describes child development theories, how children react to disasters, how to help children and their families, and guidelines for caregivers and mental health and human service workers.

<http://store.samhsa.gov/shin/content//ADM86-1070R/ADM86-1070R.pdf>

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Resilience Strategies for Educators: Techniques for Self-Care and Peer Support Trainings by Request, REMS TA Center.

These trainings—provided in Train-the-Educator and Train-the-Trainer formats—provide an opportunity for caregivers in schools and districts to better understand, and teach others, resilience strategies following emergency events.

http://rems.ed.gov/TA_TrainingsByRequest.aspx

Teacher Guidelines for Helping Students after a Hurricane, NCTSN.

In this document, teachers are provided information on children’s common reactions to a hurricane, and how teachers can help their students by taking care of both themselves and their students.

http://nctsn.org/sites/default/files/assets/pdfs/teachers_guidelines_talk_children_hurricanes.pdf

Tips for Helping Students Recovering from Traumatic Events Web Page, ED.

This Web page provides tips for various groups that have experienced a traumatic event, including students, parents or guardians, teachers, school psychologists, counselors, social workers, coaches, and administrators.

<https://www2.ed.gov/parents/academic/help/recovering/index.html>

Tips for Talking With and Helping Children and Youth Cope After a Disaster or Traumatic Event Guide, SAMHSA.

This resource for parents, caregivers, and teachers describes how different age groups of children typically react to disasters. The guide points out what can be done to support children’s recovery, and where children, youth, parents, caregivers, or teachers can go if they need more help.

<http://store.samhsa.gov/shin/content/KEN01-0093R/KEN01-0093R.pdf>