# Continuity of Operations Plan (COOP) Annex

## Purpose

The (School Name) ((School Initials)) Continuity of Operations Plan (COOP) will ensure procedures are in place to maintain and/or rapidly resume essential operations after an incident has disrupted normal school operations, activities, or services. COOP is critical to safety planning and is also a good business practice.

This plan and annex anticipate a full range of potential incidents that may cause a temporary interruption of school operations to a complete shutdown of the school, requiring suspension of non-essential functions and/or relocation of essential functions to an alternative site for some period of time. The (School Initials) goal is to provide full operational capacity for essential functions within XX hours after activation of COOP and sustain these functions for a period determined by the (School Initials) Principal.

## Responsibilities

Delegation of authority and management responsibilities is determined by the administrative office in collaboration with (XXX enter any key stakeholders/agencies) prior to an incident. COOP procedures in this annex will address responsibilities before, during and after an incident that may impact (School Initials). 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 to the district if needed.

The Principal /school decision-maker, along with identified school staff should perform the essential functions listed in the table on next page.

## Specific Procedures

### Activation and Relocation

The Principal /school decision-maker determines when to activate and implement COOP procedures and/or to relocate operations to an alternate site. Authority for activation may be delegated. The Principal /school decision-maker activates COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. District Office is notified/coordinated with and provided information and details regarding a relocation of operations.

### Alert, Notification, and Implementation Process

The Principal /school decision-maker activates the school EOP communication plan (telephone tree, cell phone, text message, hot-line, automated notification system, etc.) to notify students and school personnel of COOP activation and provide situation information, as available. Parents and/or guardians are also alerted and notified of COOP activation and as important information becomes available.

The following (School Initials) personnel have been identified as essential employees if COOP is activated in order to maintain operations during or after a large-scale event.

|  |
| --- |
| **(School Initials) Essential Employees**  |
| **Department**  | **Role**  | **Last Name**  | **First Name**  | **Cell Phone**  |
|  |  |  |  | On File |
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Essential functions to be performed by the team identified above can be found on the following page.

**Line of Succession**

1. [Insert List of Succession]

### Essential Functions Performed by Coop Personnel

|  |  |
| --- | --- |
| Principal  | * 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 business functions for school.
 |
| All Executive Team Members | * Ensure systems are in place for rapid contract execution.
* Identify relocation areas for classrooms and administrative operations.
* 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).
* Re-evaluate the curriculum.
 |
| Communications | * Provide accurate and timely information to faculty, staff, students and families.
* Communicate with appropriate outside agencies as needed.
 |
| Facilities | * 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 (debris removal, repairing, repainting and/or re landscaping).
 |
| Administrative Lead + Payroll | * Maintain inventory.
* Maintain essential records (and copies of records) including school’s insurance policy.
* Ensure redundancy of records (records are kept at a different physical location).
* Secure classroom equipment, books, and materials.
* Restore administrative and record-keeping functions such as payroll, accounting, and personnel records.
* Retrieve, collect, and maintain personnel data.
* Provide account payable and cash management services.
 |
| Technology | * Establish academic and support services for students and faculty/staff.
* Implement additional response and recovery activities according to established protocols to support school operations.
 |
| Food Service | * Determine how transportation and food services will resume.
 |

### Relocation Sites

The Principal /school decision-maker identifies relocation sites to maintain and/or restore operations and essential functions disrupted by an incident. Each school should have more than one potential relocation site. One site should be accessed by walking, if appropriate, and other site(s) by transportation services.

Sites must have reliable logistical support, services and infrastructure systems that can sustain operations for up to 30 days. Consideration should also be given to essential functions or services that can be conducted from a remote location in addition to a predetermined alternative facility.

### Alternate Facilities

For estimated short-term (2-14 days) payroll and personnel operations, the alternative facility will be an additional space on campus if (School Initials) is only affected. For a longer-term relocation of operations and essential functions, alternative facilities are listed below:

|  |  |  |
| --- | --- | --- |
| **Alternative Facility** | **Can Replace this Primary Facility** | **Contact Information** |
| Virtual Learning  | **All (XXX) Grades** | (XXX) Principal  |
| Blend of Virtual and in Person – situation dependent | **All (XXX) Grades** | (XXX) Principal  |
| Alternate location on campus – situation dependent | **All (XXX) Grades** | (XXX) Principal  |

For each alternate facility, all essential resources, equipment, and software that are necessary for resumption of operations at the site are identified. IT systems available at the site may need to be tested for compatibility with school’s backup data.

## Interoperable Communications/Backup Sites

As noted above, the (School Initials) Principal in coordination with (insert any key stakeholders or departments) will select a site or choose to go to a virtual setting 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 building, alternative relocation sites may also be identified. All recommended infrastructure capacities and capabilities at all alternative sites are below:

* All alternative sites the lines and services for telephones and computers are maintained, protected, and backed up by (XXX) ITS.
* The building(s) should have a generator for emergency power.

## Vital Records and Retention File

Vital Records should be stored appropriately. Vital records are electronic or hard copy documents that are needed to support essential functions and operations of a school, including legal and financial records, such as personnel and student records; payroll records; insurance records; and contract documents.

## Human Capital Management

School personnel responsible for essential functions are to be cross trained to ensure effective implementation of COOP procedures:

* All COOP designated personnel as well as senior staff should undergo training on executing COOP procedures. Training is designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures. It is essential that all employees have a clear understanding of what they are supposed to do. Training may include specific protocols for identifying and assisting employees with disabilities.
* Designated COOP personnel may participate in exercises to test academic, physical, and business systems.
* All school personnel are to be informed of when they are expected to be ready to go back to work and/or if they are being recalled supporting school COOP efforts.

## Reconstitution

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

* Informing staff that the threat or incident no longer exists, providing instructions for the resumption of normal operations.
* Supervising an orderly return to the school building.

Conducting an after-action review (AAR) of COOP operations and effectiveness of plans and procedures will be critical to identify deficiencies and to update the COOP for future activation.