



Continuity of Operations Plan (COOP) Development

~ DRAFT TEMPLATE ~

COOP Annex to the District-Wide Emergency Operations Plan

[School District]

[Month, Day, Year]

[Logo]

[Department/Agency/District Name]

[Street Address]

[City, State Zip Code]

Continuity of Operations Plan (COOP) Draft Template
For Use with District-Wide Emergency Operations/Safety Plans

COOP TEMPLATE: INTRODUCTION

[RCW 38.52.010](#) defines **continuity of operations planning** to mean the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

A **continuity of operations plan** (COOP), as defined in the National Continuity Policy Implementation Plan and the [National Security Presidential Directive 51/Homeland Security Presidential Directive 20](#), is an effort to ensure that Primary Mission-Essential Functions continue to be performed during a wide range of emergencies, including localized acts of nature, accidents and technological or attack-related emergencies.

The critical business functions your COOP is planning for are those which must be:

- Operational not later than **12 hours** after activation.
- Capable of maintaining sustained operations for **up to 30 days**.

This template is adapted from the Arizona Department of Education [Draft Continuity of Operations Plan \(COOP\) Template](#). It provides instructions, guidance, and sample text for the development of a school district COOP Annex in accordance with FEMA [Continuity Guidance Circular 1 \(CGC 1\)](#), and [Continuity Guidance Circular 2 \(CGC 2\)](#). The guidance in this template applies to school districts (LEAs); it can also be adapted for other levels of state, local, territorial, or tribal government jurisdictions.

By using this planning template, a School District will address each of the planning elements and requirements described in FEMA Guidance [CGC 1](#) and [CGC2](#), above. Based on the key elements of viable continuity capability, the template guidance describes *recommended* content for each section of a continuity Annex. It includes sample text, tables, and graphics. All portions and components of this template may be modified as appropriate.

An electronic version of this document, in portable document format (PDF) is available on the FEMA website (<https://www.fema.gov/planning-templates>).

The document is organized in a flexible format so that a District may select all, or only certain sections of the template to develop, or improve their COOP/Annex. In using this template to assist in developing continuity plans and programs, Districts are encouraged to adapt, modify or *tailor the template to meet their specific Continuity Planning requirements*.

When complete, Districts should be aware of the need to protect specific continuity planning information and classify their individual continuity plans as appropriate.

Note: Once District-specific information is entered into the body of the template, delete the italicized and bolded instructions found throughout the document.

Continuity of Operations Plan (COOP) Draft Template
For Use with District-Wide Emergency Operations/Safety Plans

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PROMULGATION STATEMENT

The promulgation statement should briefly outline the District and content of the Continuity Annex and describe what it is, whom it affects, and the circumstances under which it should be executed. Promulgation is the process that officially announces/declares an Annex. It gives the Annex official status and gives both the authority and the responsibility to District to perform their tasks. The District superintendent or a designee may approve the Continuity Annex. Once signed, the promulgation statement officially announces the Continuity Annex. Sample text for this section is provided below.

The **[School District]**'s mission is to **[enter mission statement]**. To accomplish this mission, **[School District]** must ensure its operations are performed efficiently with minimal disruption, especially during an emergency. This document provides Planning and program guidance for implementing the **[School District]** Continuity Annex and programs to ensure the District is capable of conducting its essential missions and functions under all threats and conditions.

Key **[School District]** personnel who are relocated under this annex are collectively known as the **[Insert name of group, such as Emergency Relocation Group]**. Upon Annex activation, these members will deploy to **[insert continuity facility name]**. Upon arrival, continuity personnel will establish an operational capability and perform essential functions within 12 hours from the time of the activation of the Continuity Annex, for up to a 30-day period or until normal operations can be resumed.

[District Superintendent signs here]
[District Superintendent's name here]
[Title here]
[District Name here]

PURPOSE, SCOPE, SITUATIONS, AND ASSUMPTIONS

A. PURPOSE

The introduction to the Continuity Annex explains the importance of continuity planning to the District and why the District is developing a continuity annex. It may also discuss the background for planning, referencing recent events that have led to the increased emphasis on the importance of a continuity capability for the District. Sample text for this section is provided below.

The **[School District]**'s mission is **[enter your district mission statement]**. To accomplish this mission, the **[School District]** must ensure its operations are performed efficiently with minimal disruption, especially during an emergency. This document provides planning and program guidance for implementing the **[School District]** Continuity Annex and programs to ensure the District is capable of conducting its essential missions and functions under all threats and conditions. While the severity and consequences of an emergency cannot be predicted, effective contingency planning can minimize the impact on the **[School District]** missions, personnel, and facilities.

The overall purpose of continuity planning is to ensure the continuity of the essential functions under all conditions. The current changing threat environment and recent emergencies, including acts of nature, accidents, technological emergencies, and military or terrorist attack-related incidents, have increased the need for viable continuity capabilities and plans that enable District to continue their essential functions in an all-hazards environment and across a spectrum of emergencies. These conditions, coupled with the potential for terrorists' use of weapons of mass destruction, have increased the importance of having continuity programs that ensure continuity of essential functions across all levels of government.

B. SCOPE

The scope should describe the applicability of the annex to the District as a whole, headquarters as well as subordinate activities, co-located and geographically dispersed, and to specific personnel groups in the District. It should also include the scope of the Annex. Ideally, continuity annexes should reference the full spectrum of potential threats, crises, and emergencies (natural, technological, biological, and man-made that is found in the basic EOP/Safety Plan). Sample text for this section is provided below.

This Continuity Annex applies to the functions, operations, and resources necessary to ensure the continuation of **[School District]**'s essential functions in the event its normal operations at **[Name primary operating facility]** are disrupted or threatened with disruption. This Annex applies to all **[School District]** personnel at **[Facility Name]**. **[School District]** staff must be familiar with continuity policies and procedures and their respective continuity roles and responsibilities.

This document ensures **[School District]** is capable of conducting its essential missions and functions under all threats and conditions, with or without warning.

C. SITUATION OVERVIEW

The situation section should characterize the “planning environment,” making it clear why a continuity annex is necessary. In this section, Districts should reference their risk assessment to summarize the hazards faced by their District and the relative probability and impact of the hazards. Sample text for this section is provided below.

It is the policy of the **(School District Name)** to maintain a comprehensive and effective continuity capability. To that end, by continuing the performance of essential functions through a catastrophic emergency, comprehensive and integrated continuity capability will enhance our credibility and enable a more rapid and effective response to, and recovery from, an emergency.

Furthermore, continuity planning will be based on the assumption that District will not necessarily receive warning of an impending emergency. As a result, a risk assessment is essential to continuity planning and is outlined in the **(District Name)** Emergency Operation/Safety Plan.

The **[School District]** continuity facilities were selected following an all-hazards risk assessment of facilities for continuity operations use. The **[School District]** risk assessment is found at **[insert document name and location or insert risk assessment information in this section of the Annex]**. This risk assessment addresses the following for each continuity facility:

- Identification of all hazards
- A vulnerability assessment to determine the effects of all hazards
- A cost-benefit analysis of implementing risk mitigation, prevention, or control measures
- A formal analysis by management of acceptable risk
- Sufficient distance between each facility location or threatened area and other facilities or locations that are potential sources of disruptions or threats
- Sufficient levels of physical security required to protect against identified threats
- Sufficient levels of information security required to protect against identified threats

Furthermore, the **[School District]** has evaluated its daily operating facilities in accordance with District risk and safety standard operating procedures or applicable District standards. This evaluation is found at **[insert document name or location]**.

D. PLANNING ASSUMPTIONS

This section should familiarize the reader with the underlying assumptions made during the planning process. Sample text for this section is provided below.

This Continuity Annex is based on the following assumptions:

- An emergency condition may require the relocation of the **[School District]**'s Emergency Relocation Group (ERG) to the continuity facility at **[continuity facility name]**
- The **[continuity facility name]** will support the ERG and the continuation of the **[School District]** essential functions by available communications and information systems within **(12 hours)** from the time the Continuity Annex is activated, for potentially up to a **(30-day period)** or until normal operations can be resumed
- The **[School District]** operations will continue to be available to support actions directed by the Superintendent or a successor. However, in the event that ERG deployment is not feasible due to the loss of personnel, the **[School District]** will devolve to **[list devolution office/region]**
- **[Insert additional assumptions here]**

E. OBJECTIVES

All annexes and procedures should list the objectives that the annexes are designed to meet. Continuity Planning objectives are identified in CGC 1. Sample text for this section is provided below.

- The **[School District]** continuity objectives are listed below:
 1. Ensure essential functions can be performed, if applicable, under all conditions.
 2. Reduce the loss of life and minimize property damage and loss.
 3. Execute a successful order of succession with accompanying authorities in the event a disruption renders that District's leadership unable, unavailable, or incapable of assuming and performing their authorities and responsibilities of office.
 4. Reduce or mitigate disruptions to operations.
 5. Ensure the **[School District]** has facilities where it can continue to perform its essential functions, as appropriate, during a continuity event.
 6. Protect essential facilities, equipment, records, and other assets, in the event of a disruption.
 7. Achieve the District's timely and orderly recovery and reconstitution from an emergency.
 8. Ensure and validate continuity readiness through a dynamic and integrated continuity Test, Training, and Exercise (TT&E) program and operational capability.

F. SECURITY AND PRIVACY STATEMENT

This section should detail the classification of the COOP Annex. Since COOP and procedures are sensitive, District-specific documents, at a minimum, District should classify their Annex as “For Official Use Only”. Further, if the COOP Annex includes a roster of continuity personnel that includes personal information, such as telephone numbers, that information is protected under the Privacy Act of 1974. District should consult with its legal, security office, and/or similar office, to ensure their COOP Annex and procedures are appropriately classified and marked. This section also should include dissemination instructions, including to whom and via what means the District will disseminate the annex. Sample text for this section is provided below.

This document is **[insert classification information here, e.g. For Official Use Only]**. Portions of the Annex contain information that raises personal privacy or other concerns, and those portions may be exempt from mandatory disclosure under the Freedom of Information Act (see 5 United States Code §552, 41 Code of Federal Regulations Part 105-60). It is to be controlled, stored, handled, transmitted, distributed, and disposed of in accordance with **[insert security reference document]** and is not to be released without prior approval of the **[insert title of approving authority]** to the public or other personnel who do not have a valid “need to know”.

Some of the information in this annex, if made public, could endanger the lives and privacy of employees. In addition, the disclosure of information in this annex could compromise the security of essential equipment, services, and systems of the **[School District]** or otherwise impair its ability to carry out essential functions. Distribution of the COOP Annex in whole or part is limited to those personnel who need to know the information in order to successfully implement the annex.

The **[District Name, office name]** will distribute copies of the COOP Annex on a need to know basis. **[Insert procedures for distributing the Annex to the ERG and all personnel, e.g. via hard copy or electronic copy or posting on internal websites]**. In addition, copies of the annex will be distributed to other District as necessary to promote information sharing and facilitate a coordinated inter-District continuity effort. Further distribution of the annex is not permitted without approval from the **[insert office or position title]**. The **[District Name, office name]** will distribute updated versions of the COOP Annex annually or as critical changes occur.

II. CONCEPT OF OPERATIONS

This section should explain how the District will implement its COOP Annex, and specifically, how it will address each continuity element. This section should be separated into four phases: readiness and preparedness, activation and relocation, continuity operations, and reconstitution operations. Devolution planning strongly correlates in each phase, and also is addressed in this section.

A. PHASE I: READINESS AND PREPAREDNESS

This section should address the readiness and preparedness activities to ensure personnel can continue essential functions. Readiness is the ability of a District to respond to a continuity event. This phase includes all District continuity readiness and preparedness activities. Districts should only include those readiness and

preparedness activities and systems that are applicable to their annex. Sample text for this section is provided below.

The **[School District]** will participate in the full spectrum of readiness and preparedness activities to ensure personnel can continue essential functions in an all-hazard/threat environment. The **[School District]** readiness activities are divided into three key areas:

- District readiness and preparedness,
- School readiness and preparedness, and
- Staff readiness and preparedness

District and School Readiness and Preparedness

The **[District and/or School]** preparedness incorporates hazard/threat warning systems, which includes **[list threat and warning systems here]**. These are shared with and incorporated into school emergency operations plans.

Staff Readiness and Preparedness

The **[District and School]** personnel will prepare for a continuity event and annex in advance for what to do in an emergency. Personnel will also develop a family support information to increase personal and family preparedness. (The www.ready.gov website provides guidance for developing personal preparedness and includes a “Get Ready Now” pamphlet that explains the importance of planning and provides a template that can be tailored to meet family-specific planning requirements.)

The **[District]** continuity personnel will create and maintain drive-away kits. Identified COOP personnel are responsible for carrying the kits to the continuity facility or pre-positioning the kits at the COOP facility. A typical drive-away kit should contain those items listed in the table below. The **[School District]** will implement the following procedures to maintain currency of the drive-away kits: **[Insert procedures here, such as having COOP personnel bring kits on annual exercises, distributing materials updated quarterly or establishing an acquisition program to regularly replace agency-supplied emergency items]**.

SAMPLE: Drive-Away Kit

The following table lists suggested items for continuity drive-away kit contents.

| Drive Away Kit | |
|--|---|
| <ul style="list-style-type: none">• Identification and charge cards<ul style="list-style-type: none">– District identification card– Driver’s license– District travel card– Health insurance card– Personal charge card• Communication equipment<ul style="list-style-type: none">– Pager/BlackBerry– District cell phone– Personal cell phone• Hand-carried vital records• Continuity Annex• Directions to continuity facility• Maps of surrounding area• Business and leisure clothing• Flashlight | <ul style="list-style-type: none">• Business and personal contact numbers<ul style="list-style-type: none">– Emergency phone numbers and addresses (relatives, medical doctor, pharmacist)• Toiletries• Chargers/extra batteries for phones, GPS, and laptop• Bottled water and non-perishable food (i.e., granola, dried fruit, etc.)• Medical needs<ul style="list-style-type: none">– Insurance information– List of allergies/blood type– Hearing aids and extra batteries– Glasses and contact lenses– Extra pair of eyeglasses/contact lenses– Prescription drugs (30-day supply)– Over-the-counter medications, dietary supplements• [Insert additional recommended items] |

In addition, the **[School District]** will conduct the following continuity readiness and preparedness activities: **[insert any additional District readiness and preparedness measures for District personnel here, such as orientation training, brown bags or working lunch informational sessions, and senior management addresses to the District regarding continuity, etc.]**.

B. PHASE II: ACTIVATION AND RELOCATION

This section should explain the activation process and relocation procedures from the primary operating facility to the continuity facility. The Annex should provide a process or methodology for attaining operational capability at the continuity facility (ies) with minimal disruption to operations within 12 hours of Annex activation. This section should also address procedures and guidance for District personnel who will not relocate to the continuity facility. Sample text for this section is provided below.

To ensure the ability to attain operational capability at continuity facilities and with minimal disruption to operations, the **[School District]** will execute activation and relocation plans described in the following sections.

Decision Process Matrix

Based on the type and severity of the emergency situation, the **[School District]** COOP Annex may be activated by one of the following methods:

- (1) The state governor, county executive or county commissioner, local mayor, city mayor, or city administrator may initiate COOP activation
- (2) The **[District Superintendent]**, or a designated successor, may initiate the COOP activation for the entire District, based on an emergency or threat directed at the District
- (3) **[Insert additional activation measures here]**

Continuity Annex activation and relocation are scenario-driven processes that allow flexible and scalable responses to the full spectrum of all-hazards/threats that could disrupt operations with or without warning and during work or non-work hours. COOP activation will not be required for all emergencies or disruptions, since other actions may be more appropriate.

The decision to activate the **[School District]** COOP and related actions will be tailored for the situation and based on projected or actual impact and whether or not there is warning. To support the decision-making process regarding annex activation, key District personnel will use the decision matrix below to support that process.

SAMPLE: Decision Matrix

| Decision Matrix for COOP Annex Implementation | | |
|--|---|---|
| | Work Hours | Non-Work Hours |
| Event With Warning | <ul style="list-style-type: none"> • Is the threat aimed at the facility or surrounding area? • Is the threat aimed at District personnel? • Are employees unsafe remaining in the facility and/or area? • [Insert additional points here] | <ul style="list-style-type: none"> • Is the threat aimed at the facility or surrounding area? • Is the threat aimed at District personnel? • Who should be notified of the threat? • Is it safe for employees to return to work the next day? • [Insert additional points here] |
| Event Without Warning | <ul style="list-style-type: none"> • Is the facility affected? • Are personnel affected? Have personnel safely evacuated or are they sheltering-in-place? • What are instructions from first responders? • How soon must the District be operational? • [Insert additional points here] | <ul style="list-style-type: none"> • Is the facility affected? • What are instructions from first responders? • How soon must the District be operational? • [Insert additional points here] |

As the decision authority, the **[District Superintendent]** will be kept informed of the threat environment using all available means, including the **[School District]** Emergency Communications Center, regional notification systems, school emergency communications systems, local operations and State and local reporting channels and news media. The **[District Superintendent]** will evaluate all available information relating to:

- (1) Direction and guidance from higher authorities
- (2) The health and safety of personnel
- (3) The ability to execute essential functions
- (4) Changes in threat advisories
- (5) Intelligence reports
- (6) The potential or actual effects on communications systems, information systems, office facilities, and other vital equipment
- (7) The expected duration of the emergency situation
- (8) **[Insert other agency considerations here]**

Alert and Notification Procedures

The **[School District]** maintains plans and procedures for communicating and coordinating activities with personnel before, during, and after a continuity event.

Before an event, personnel in the **[School District]** will monitor advisory information, including the **[insert applicable systems]**. In the event normal operations are interrupted or an incident appears to be imminent, the **[School District]** will take the following steps to communicate the District's operating status with all staff:

- (1) The **[District Superintendent]** or designated successor will notify **[insert office/title]** of the emergency requiring COOP activation
- (2) **[Insert notification steps here. Include methods of notification, name/group that initiates notification and required responses of all District personnel upon notification. If the District maintains an advance team to prepare the COOP site for arrival, include here]**
- (3) The **[School District]** personnel will notify family members, next of kin, and/or emergency contacts of COOP activation

Upon the decision to activate the Continuity Annex, the **[School District]** will notify all **[School District]** personnel, as well as affected and interdependent entities with information regarding continuity activation and relocation status, operational and communications status, and the anticipated duration of relocation. These entities include:

- Continuity facilities and on-site support teams with information regarding COOP, relocation status, and the anticipated duration of relocation

- The **[School District]**'s Operations Center via **[include contact information]**, the **[District/Entity Name]** and other applicable elements/entities with information regarding continuity activation and relocation status, the **[School District]**'s COOP facility, operational and communication status, and the anticipated duration of relocation
- All **[School District]** employees with instructions and guidance regarding the continuity activation and relocation
- District headquarters, if a subordinate District
- Subordinate Districts, if an District headquarters
- **[Insert other points-of-contact, adjacent Districts, customers, stakeholders, and interdependent agencies here]**

Relocation Process

Once the COOP Annex is activated and personnel are notified, the **[School District]** will relocate continuity personnel and vital records to the **[School District]** continuity facility(ies). The **[School District]** continuity personnel will deploy/relocate to the continuity facility(ies) to perform the **[School District]**'s essential functions and other continuity-related tasks. A map and directions to the continuity facility will be included as part of the COOP Annex **[insert where the map is in the Annex]**.

Emergency procedures during work hours with or without a warning will be implemented as follows:

- Continuity personnel, including advance team personnel, if applicable, will depart to the designated continuity facility from the primary operating facility or current location using **[insert method of transportation, such as privately owned vehicles, buses, etc. here. Include any provisions made regarding the transport of disabled continuity employees]**.
- Non-continuity personnel present at the primary operating facility or another location will receive instructions from the **[insert authority]**. In most scenarios, non-continuity personnel will be directed to proceed to their homes or other **[School District]** facilities to wait for further guidance.
- At the time of notification, if available, information will be provided regarding safety precautions and routes to use when leaving the primary operating facility.

Emergency procedures during non-working hours with or without a warning will be implemented as follows:

- Advance team members, if applicable, will deploy to the designated continuity facility from their current location using **[insert method of transportation, such as privately owned vehicles, buses, etc. here. Include any provisions made regarding the transport of disabled continuity employees]** at **[insert time here, such as immediately, the time specified during notification, etc.]**.

- Continuity personnel will depart to the assigned continuity facility from their current location using **[insert method of transportation, such as privately owned vehicles, buses, etc. here. Include any provisions made regarding the transport of disabled continuity employees]** at **[insert time here, such as immediately, the time specified during notification, etc.]**.
- Non-continuity personnel will remain at their residence or other designated facility to wait for further instructions.

Non-continuity personnel may be required to replace or augment continuity personnel during activation. These activities will be coordinated by the **[insert office/title]** with the replacement staff on a case-by-case basis. Non-continuity personnel will remain available to replace or augment continuity personnel, as required.

The **Superintendent or designee** will direct the **[School District]**'s non-continuity personnel to move to **[insert location, such as another facility, duty station, or home]** until further notice.

In the event of an activation of the COOP Annex, the **[School District]** may need to procure necessary personnel, equipment, and supplies that are not already in place for continuity operations on an emergency basis. The **[Insert office/title/authority]** maintains the authority for emergency procurement. Instructions for these actions are found **[insert instructions below or insert location of instructions if found in another document]**.

C. PHASE III: CONTINUITY OPERATIONS

This section should describe the initial arrival process and operational procedures for the continuation of essential functions. Sample text for this section is provided below.

Upon activation of the COOP Annex, the **[School District]** will continue to operate at its primary operating facility until ordered to cease operations by the **[insert authority]** using **[insert method of notification here]**. At that time, essential functions will transfer to the continuity facility. The **[School District]** must ensure that the COOP Annex can be operational within **(12 hours)** of annex activation.

The advance team will be first to arrive at the continuity facility to prepare the site for the arrival of the continuity personnel. Upon arrival at the continuity facility, the advance team will:

- Ensure infrastructure systems, such as power and heating, ventilating, and air conditioning are functional
- Prepare check-in duty stations for the Emergency Relocation Group (ERG) arrival
- Address telephone inquiries from ERG and non-ERG staff
- **[Insert additional tasks here]**

As continuity personnel arrive, the **[insert office/title]** will conduct in-processing to ensure accountability. In-processing procedures are conducted at **[insert exact location of in-**

processing] and will include: **[insert steps to in-process continuity personnel here, including how to obtain the roster of continuity personnel and how the District will reach individuals who have not in-processed for accountability, etc.]**. In addition, the office will identify all District leadership available at the continuity facility.

Upon arrival at the continuity facility, the **[School District]** continuity personnel will:

- Report immediately to **[insert location]** for check-in and in-processing
- Receive all applicable instructions and equipment
- Report to their respective workspace as identified in **[insert location]** or as otherwise notified during the activation process
- Retrieve pre-positioned information and activate specialized systems or equipment
- Monitor the status of **[School District]**'s personnel and resources
- Continue **[School District]**'s essential functions
- Prepare and disseminate instructions and reports, as required
- Comply with any additional continuity reporting requirements with the **[School District]**
- Notify family members, next of kin, and emergency contacts of preferred contact methods and information
- **[Insert additional tasks here]**

A requirement of continuity personnel is to account for all **[School District]** personnel. The **[School District]** will use the following processes to account for all personnel:

- **[Insert processes here, such as using call down telephone trees, a 1-800 number, an alert and notification system, a pre-populated dark web site, etc. Include what office/title is responsible and how they will communicate with personnel who are unaccounted for.]**

During continuity operations, the **[School District]** may need to acquire necessary personnel, equipment, and supplies on an emergency basis to sustain operations for up to 30 days or until normal operations can be resumed. The **[Insert office/title/authority]** maintains the authority for emergency acquisition. Instructions for these actions are found **[insert instructions below or insert location of instructions if found in another document]**.

D. PHASE IV: RECONSTITUTION OPERATIONS

District should identify and outline an Annex to return to normal operations once District administration or successors determine that reconstitution operations for resuming normal business operations can be initiated. Sample text for this section is provided below.

Within **[insert time period]** of an emergency relocation, the following individuals will initiate and coordinate operations to salvage, restore, and recover the **[School District]**

primary operating facility after receiving approval from the appropriate State and local law enforcement and emergency services:

- **[Insert title]** will serve as the Reconstitution Manager for all phases of the reconstitution process
- Each **[School District]** subcomponent will designate a reconstitution point-of-contact (POC) to work with the Reconstitution Team and to update office personnel on developments regarding reconstitution and provide names of reconstitution POCs to **[insert title/office]** within **[insert number]** hours of the Continuity Annex activation

During continuity operations, **[insert office/title]** must determine the status of the primary operating facility affected by the event by **[insert methods here]**. Upon obtaining the status of the facility, **[School District]** will determine how much time is needed to repair the primary operating facility and/or acquire a new facility. This determination is made in conjunction with **[insert offices and District here]**. Should **[School District]** decide to repair the facility, **[insert office/title]** has the responsibility of supervising the repair process and must notify **[insert office/title]** of the status of repairs, including estimates of when the repairs will be completed.

Reconstitution will commence when the **[District Superintendent]** or other authorized person ascertains that the emergency situation has ended and is unlikely to reoccur. These reconstitution plans are viable regardless of the level of disruption that originally prompted implementation of the COOP Annex. Once the appropriate **[School District]** authority has made this determination in coordination with other State, local and/or other applicable authorities, one or a combination of the following options may be implemented, depending on the situation:

- Continue to operate from the continuity facility
- Reconstitute the **[School District]** primary operating facility and begin an orderly return to the facility
- Begin to establish a reconstituted **[School District]** in another facility or at another designated location
- **[Insert any additional District options here]**

Before relocating to the primary operating facility or another facility, the **[insert office/title]** will conduct appropriate security, safety, and health assessments to determine building suitability. In addition, the **[insert office/title]** will verify that all systems, communications, and other required capabilities are available and operational and that the **[School District]** is fully capable of accomplishing all essential functions and operations at the new or restored primary operating facility.

Upon a decision by the **[District Superintendent]** or other authorized person that the **[School District]** primary operating facility can be reoccupied or that **[School District]** will be reestablished in a different facility:

- The **[School District]** Continuity Coordinator or other authorized individual must notify the **[insert offices and District and contact information here]** when available, and other applicable operations centers with information regarding continuity activation and relocation status, the **[School District]** continuity facility, operational and communication status, and anticipated duration of relocation. The **[School District]** shall submit a Continuity Status Reporting Form, only if it contains more information beyond what has been reported, to **[insert contact information for appropriate status reporting procedures here]** using the form and procedures provided by the **[School District]** or other specified continuity POC.
- The **[Insert office/title]** will develop space allocation and facility requirements.
- The **[Insert office/title]** will notify all personnel that the emergency or threat of emergency has passed and actions required of personnel in the reconstitution process using **[insert method of communication here]**.
- The **[Insert office/title]** will coordinate with the **[School District]** and/or other applicable facility management group to obtain office space for reconstitution, if the primary operating facility is uninhabitable.
- The **[Insert office/title]** will develop procedures, as necessary, for restructuring staff.
- The **[Insert any additional activities associated with Planning for reconstitution here]**.

Upon verification that the required capabilities are available and operational and that the **[School District]** is fully capable of accomplishing all essential functions and operations at the new or restored facility, the **[insert office/title]** will begin supervising a return of personnel, equipment, and documents to the primary operating facility or a move to a temporary or new permanent primary operating facility. The phase-down and return of personnel, functions, and equipment will follow the priority-based plan and schedule outlined below; the **[School District]** will develop return plans based on the incident and facility within **[insert number]** hours of plan activation.

- **[Insert priority-based phase-down and return plan here]**

The **[School District]** will continue to operate at its continuity facility until ordered to cease operations by the **[insert authority]** using **[insert method of notification here]**. At that time, essential functions will transfer to the primary operating facility. The **[School District]** has developed plans to instruct personnel on how to resume normal operations as outlined below; the **[School District]** will develop resumption plan based on the incident and facility within **[insert number]** hours of plan activation.

- **[Insert normal operations resumption plan here]**

The **[Insert office/title]** will identify any records affected by the incident by **[insert identification processes or contacts here]**. In addition, the **[insert office/title]** will

effectively transition or recover vital records and databases, as well as other records that had not been designated as vital records, using the Annex outlined below; the **[School District]** will develop vital records transition and recovery plan based on the incident and facility within **[insert number]** hours of plan activation.

- **[Insert vital records transition and recovery plan here].**

When the continuity personnel, equipment, and documents are in place at the new or restored primary operating facility, the remaining **[School District]** staff at the continuity facility or devolution site will transfer essential functions, cease operations, and deploy to the new or restored primary operating facility. The **[Insert title or titles]** will oversee the orderly transition from the continuity facility of all **[School District]** functions, personnel, equipment, and records to a new or restored primary operating facility. The **[Insert office/title]** will develop a process for receiving and processing employee claims during the continuity event, including processing human capital claims (such as, Workers' Compensation, compensation for injuries, overtime pay, etc.) and replacing lost or broken equipment.

The **[School District]** will conduct an After Action Review (AAR) once back in the primary operating facility or in a new primary operating facility. The **[Insert office/title]** is responsible for initiating and completing the AAR and all offices within **[School District]** will have the opportunity to provide input to the report. The AAR will address the effectiveness of the COOP Annex and procedures, identify areas for improvement, document these in the **[School District]** Corrective Action Program (CAP), and then develop a remedial action Annex as soon as possible after the reconstitution. The **[Insert office/title]** is responsible for documenting areas for improvement in the CAP and developing a remedial action plan. In addition, the AAR will identify which, if any, records were affected by the incident, and will work with the **[insert office]** to ensure an effective transition or recovery of vital records and databases and other records that had not been designated as vital records. AAR and CAP documentation are maintained by the **[insert office]** and are found at **[insert location]**.

E. DEVOLUTION OF CONTROL AND DIRECTION

Devolution Planning should support overall continuity Planning and addresses the full spectrum of all-hazard/threat emergency events that may render District's leadership or staff unavailable to support, or incapable of supporting the execution of the District's essential functions from either its primary operating facility or continuity facility. Sample text for this section is provided below.

The **[School District]** is prepared to transfer all of its essential functions and responsibilities to personnel at a different location should emergency events render leadership or staff unavailable to support the execution of **[School District]**'s essential functions. If deployment of continuity personnel is not feasible due to the unavailability of personnel, temporary leadership of the **[School District]** will devolve to **[insert office name and location]**.

The **[Insert office/title]** maintains responsibility for ensuring the currency of the **[School District]** devolution plan. The **[School District]** devolution plan:

- (1) Includes the elements of a viable continuity capability: program Annexes and procedures, budgeting and acquisitions, essential functions, orders of succession and delegations of authority specific to the devolution site, interoperable communications, vital records management, staff, TT&E, and reconstitution. The **[School District]** devolution plan is located at **[insert location, insert devolution plan below, or insert the applicable plan, appendix, attachment, etc. for devolution]**.
- (2) Identifies prioritized essential functions, defines tasks that support those essential functions, and determines the necessary resources to facilitate those functions. The list of prioritized essential functions for devolution is found at **[insert location]**.
- (3) Includes a roster that identifies fully equipped and trained personnel who will be stationed at the designated devolution site and have the authority to perform essential functions and activities when the devolution option of the COOP Annex is activated. The devolution personnel roster is found at **[insert location]**.
- (4) Identifies what would likely activate or “trigger” the devolution option and specifies how and when control and direction of the **[School District]** operations will be transferred to and from the devolution site. Devolution activation protocols or “triggers” are found at **[insert location or insert below]**.
- (5) Lists or references the necessary resources (i.e., equipment and materials) to facilitate the immediate and seamless transfer of and performance of essential functions at the devolution site. The list of necessary resources for devolution is found at **[insert location]**.
- (6) Establishes and maintains reliable processes and procedures for acquiring the resources necessary to continue essential functions and to sustain those operations for extended periods. The **[insert office/title]** is responsible for acquiring resources during a devolution situation. Acquisition processes and procedures are found **[insert location]**.
- (7) Establishes and maintains a capability to restore or reconstitute the **[School District]** authorities to their pre-event status upon termination of devolution.

[School District] conducts and documents annual training of devolution staff and a biennial exercise to ensure essential functions are capable of being performed during devolution. This documentation includes the dates of all TT&E events and names and titles of participating staff. The **[School District]** devolution TT&E documentation is maintained by **[insert office/title]** and is found at **[insert location]**. Further, the **[School District]** CAP supports the devolution program. The **[School District]** CAP is maintained by **[insert office/title]** and CAP documentation is found at **[insert location]**.

III. DISTRICT AND ASSIGNMENT OF RESPONSIBILITIES

This section should include additional delineation of continuity responsibilities of each key staff position. Sample text for this section is provided below.

Key staff positions within the **[School District]**, to include individual continuity members, those identified in the orders of succession and delegation of authority, the **[School District]** Continuity Coordinator, continuity managers, and others possess additional continuity responsibilities. The responsibilities of these key continuity personnel are delineated **[insert location]**.

SAMPLE *The following table shows examples of some continuity responsibilities.*

| Position | Responsibilities |
|--------------------------------|---|
| Superintendent/Principal, etc. | <ul style="list-style-type: none"> • Provide strategic leadership and overarching policy direction for the continuity program • Implement the COOP Annex when necessary, or when directed by a higher authority • Update and promulgate orders of succession and delegations of authority • Ensure adequate funding is available for emergency operations • Ensure all District components participate in continuity exercises • Update COOP Annex annually – delegated to whom |
| Communications Manager | <ul style="list-style-type: none"> • Update telephone rosters monthly • Conduct alert and notification tests |
| Records Manager | <ul style="list-style-type: none"> • Review status of vital records, files, and databases |
| Training Manager | <ul style="list-style-type: none"> • Develop and lead Continuity training • Annex Continuity exercises |
| Continuity Personnel | <ul style="list-style-type: none"> • Be prepared to deploy and support District essential functions in the event of Continuity Annex implementation • Provide current contact information to manager • Be familiar with continuity Planning and know individual roles and responsibilities in the event of Continuity Annex activation • Participate in continuity training and exercises as directed • Have a telework agreement for this position, if applicable |

IV. DIRECTION, CONTROL, AND COORDINATION

This section should describe the framework for all devolution of control, direction, and coordination activities. Sample text for this section is provided below.

During activation of the COOP Annex, the **[District Superintendent]** maintains responsibility for control and direction of the **[School District]**. Should the **[District Superintendent]** become unavailable or incapacitated; the District will follow the directions laid out in **[Annex reference, Orders of Succession]** and **[Annex reference, Delegations of Authority]**.

The contents and procedures laid forth in this COOP Annex are consistent with the direction found in [Continuity Guidance Circular 1](#) and the annex is reviewed and vetted annually by **[insert internal District, school and other appropriate personnel]** to ensure vertical integration within the **[School District]**.

V. DISASTER INTELLIGENCE

This section should describe the required critical or essential information common to all continuity events. In general terms, it should identify the type of information needed, where it will come from, who will use it, how it will be shared, the format it will be provided in, and when (time) the information will be needed. Sample text for this section is provided below.

During a continuity event, the **[School District]** will require the collection and dissemination of critical information. While specific incidents may create additional or specialized reporting requirements, the following table lists examples of the information that would be collected and reported regardless of incident type.

SAMPLE

The following table shows examples of some disaster intelligence collection requirements.

| Information Element | Specific Requirement | Responsible Element | Deliverables | When Needed | Distribution |
|--------------------------|--|---|--|---|---|
| Personnel Accountability | Account for all ERG and non-ERG employees Account for all contract personnel | Human Resources Division | Reports Briefings | Status updates hourly following Annex activation | [District Superintendent] |
| Operational Status | Percent of ERG personnel arrived at site Ability to conduct each essential function | Continuity Manager Division Representatives | Situation briefings Situation reports | No later than 6 hours after Annex activation, then hourly | [District Superintendent] |
| Hazard Information | Threat details specific to the continuity facility | Response coordination center or emergency operations center | Situation briefings Situation reports | Two times per day at shift change | [All District component/sub-component heads] |

VI. COMMUNICATIONS

This section should address communications systems needed to ensure connectivity during crisis and disaster conditions. The ability of a District to execute its essential functions at its continuity facility(ies) depends on the identification, availability, and redundancy of critical communications and information technology (IT) systems to support connectivity among key District leadership personnel, internal District and school elements, other critical partners, and the public, during crisis and disaster conditions. Sample text for this section is provided below.

The **[School District]** has identified available and redundant critical communications systems that are located at the primary operating facility and continuity facility. Further, the **[School District]** maintains fully capable continuity communications that support District needs during all hazards/threats, to include pandemic and other related emergencies, and give full consideration to supporting social distancing operations including telework and other virtual offices. In addition, the **[School District]** maintains communications equipment for use by employees with disabilities and hearing impairment.

All **[School District]**'s necessary and required communications and IT capabilities should be operational within **(12 hours)** of continuity activation.

Additional detailed information on the **[School District]**'s communications systems and requirements is found in **[Annex, Appendix, or Attach reference, Continuity Communications]**.

VII. BUDGETING AND ACQUISITION OF RESOURCES

The Budgeting and Acquisition section should identify the people, communications, facilities, infrastructure, and transportation requirements necessary to the successful implementation and management of a District's continuity program. In addition, the District must identify and provide funding and specific budgetary guidance and requirements for the District, including subordinate components. This section aligns with the Administration, Finance, and Logistics section of the [Comprehensive Preparedness Guide 101](#). Sample text for this section is provided below.

The **[School District]** budgets for and acquires those resources and capabilities essential to continuity operations. A copy of the continuity budget is found at **[insert location, office]**. Within this budget, the **[School District]** budgets for continuity resources and capabilities in accordance with the **[District policy title(s)]** and other applicable directives and provides for the acquisition of those resources necessary for continuity operations on an emergency basis for up to 30 days or until normal operations can be resumed.

As part of the budget process, the **[School District]** uses a risk management methodology to identify, prioritize, and justify the allocation of budgetary resources. The risk management methodology used is **[insert methodology here]** and a copy of the risk management documents can be found **[insert location, office]**.

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. A copy of the strategic plan is found at **[insert location]**.

For those contracts vital to the support of District essential functions, the **[School District]** has ensured contractor statements of work include the provision to provide staffing, services, and resources during emergency conditions. A list of vital contracts is found at **[insert location]** and maintained by the **[insert office/title]**. During an emergency situation, the **[insert office/title]** is responsible for oversight and handling of emergency work by contractors.

For additional information on budgeting and acquisition of resources, see CGC 1, Annex C.

VIII. ANNEX DEVELOPMENT AND MAINTENANCE

This section should describe the process the District uses to maintain the currency of the COOP Annex. It identifies who is responsible for annex currency, how often the annex will be reviewed and updated, and describes the coordination process. Sample text for this section is provided below.

The **[District Name, office, title]** is responsible for maintaining the **[School District]** Continuity Annex.

The Continuity Annex, **[School District]** essential functions, and supporting activities, will be reviewed by the **[insert office name]** and updated annually from the date of publication as part of the maintenance of continuity plans and procedures. The **[Office Name]** is responsible for the annual Annex review and update. In addition, the Annex will be updated or modified when there are significant District, procedural changes, or other events that impact continuity processes or procedures. Comments or suggestions for improving this annex may be provided to the **[Office Name]**.

IX. AUTHORITIES AND REFERENCES

The key authorities and references on which the District's COOP Annex is based should be listed here. An example of typical authorities and references are listed below.

AUTHORITIES and REFERENCES:

- **[Enter title of District policy or directive here].**
 - **[Enter title of District policy or directive here].**
- 1) **[Enter RCW / WAC here].**
 - 2) Directive 51/Homeland Security Presidential Directive 20, *National Continuity Policy*, dated May 9, 2007.
 - 3) Continuity Guidance Circular 1, *Continuity Guidance for Non-Federal Entities (States, Territories, Tribal, and Local Government Jurisdictions and Private Sector Districts)*, dated January 21, 2009.
 - 4) Continuity Guidance Circular 2, *Continuity Guidance for Non-Federal Entities: Mission Essential Functions Identification Process (States, Territories, Tribes, and Local Government Jurisdictions)*, dated July 22, 2010.
 - 5) FEMA Continuity of Operations Annex Template Instructions.

- 6) FEMA Continuity of Operations Annex Template.
- 7) FEMA Devolution Annex Template.
- 8) FEMA Comprehensive Preparedness Guide 101 v.2, *Developing and Maintaining State, Territorial, Tribal, and Local Government Emergency Annex*, dated March 2009.
- 9) **[Enter title of District Annex, guidance, etc.]**.
- 10) **[Enter title of District Annex, guidance, etc.]**.

X. Test, Training, and Exercises Program (TT&E)

This section should focus on the District's TT&E program. All Districts should develop and maintain a continuity TT&E program for conducting and documenting TT&E activities and identifying the components, processes, and requirements for the identification, training, and preparedness of personnel needed to support the continued performance of their MEFs. Sample text for this section is provided below.

The **[School District]** has established an effective TT&E program to support the District's preparedness and validate the continuity capabilities, program, and ability to perform essential functions during any emergency. The testing, training, and exercising of continuity capabilities is essential to demonstrating, assessing, and improving the **[School District]**'s ability to execute the continuity program, plans, and procedures.

- Training familiarizes continuity personnel with their roles and responsibilities in support of the performance of a District's essential functions during a continuity event.
- Tests and exercises serve to assess, validate, or identify for subsequent correction, all components of continuity plans, policies, procedures, systems, and facilities used in response to a continuity event. Periodic testing also ensures that equipment and procedures are kept in a constant state of readiness.

In accordance with NIMS, the **[School District]** performs TT&E events at regular intervals, as shown in the table below:

Training & Exercise Checklist

| Continuity Training & Exercise Requirements | Monthly | Quarterly | Annually | As Required |
|--|---------|-----------|----------|-------------|
| 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 Annexes for recovering vital 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 entire workforce | | | ✓ | |
| Train District's leadership on essential functions | | | ✓ | |
| Train personnel on all reconstitution Annexes and procedures | | | ✓ | |
| Allow opportunity for continuity personnel to demonstrate familiarity with continuity Annexes and procedures and demonstrate District's capability to continue essential functions | | | ✓ | |
| Conduct exercise that incorporates the deliberate and pre-Annexed movement of continuity personnel to continuity facilities | | | ✓ | |
| Conduct assessment of District's continuity TT&E programs and continuity Annexes and programs | | | ✓ | |
| Report findings of all annual assessments to the [insert office/position title] | | | ✓ | |
| Conduct successor training for all District personnel who assume the authority and responsibility of the District's leadership if that leadership is incapacitated or becomes otherwise unavailable during a continuity situation | | | ✓ | |
| Train on the identification, protection, and ready availability of electronic and hardcopy 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 vital records program | | | ✓ | |

| Continuity Training & Exercise Requirements | Monthly | Quarterly | Annually | As Required |
|---|---------|-----------|----------|-------------|
| Test capabilities for protecting classified and unclassified vital records and for providing access to them from the continuity facility | | | ✓ | |
| Train on an District's devolution option for continuity, addressing how the District will identify and conduct its essential functions during an increased threat situation 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 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 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 activities | | | | ✓ |
| Allow opportunity for continuity personnel to demonstrate their familiarity with agency devolution procedures | | | | ✓ |

The **[School District]** formally documents and reports all conducted continuity TT&E events, including the event date, type, and participants. Documentation also includes test results, feedback forms, participant questionnaires, and other documents resulting from the event. Continuity TT&E documentation for the **[School District]** is managed by the **[insert office/title]** and is found at **[insert location]**. Further, the **[School District]** conducts a comprehensive debriefing after each exercise, which allows participants to identify systemic weaknesses in plans and procedures and recommend revisions to the District's continuity Annex. Documentation from TT&E debriefings are found **[insert location]**.

SAMPLE: TT&E Documentation

The following table shows possible documentation for a TT&E event.

| Event | Event Type and Purpose | Date | Confirmation Initials or Signature |
|--|--|----------------|------------------------------------|
| Continuity Facility Communications Check | Test and validate equipment to ensure internal and external interoperability and viability of communications | August 1, 2013 | [insert signature] |

| Event | Event Type and Purpose | Date | Confirmation Initials or Signature |
|--------------|--|--------------------------------------|------------------------------------|
| | systems | | |
| Participants | Office | Phone/Email | |
| Jane Doe | Office of the Superintendent/Principal | 222-222-2222 jane.doe@agency.gov | /s/ Jane Doe |
| Jon Smith | Human Resources | 111-111-1111 jon.smith@agency.gov | /s/ John Smith |

The **[School District]** has developed a **Corrective Action Plan (CAP)** to assist in documenting, prioritizing, and resourcing continuity issues identified during TT&E activities, assessments, and emergency operations. The **[School District]** CAP incorporates evaluations, AARs, and lessons learned from a cycle of events into the development and implementation of its CAP. The **[School District]** CAP is maintained by the **[insert office/title]** and documentation is found at **[insert location]**.

SAMPLE: Corrective Action Program

| Capability | Observation | Recommendation | Corrective Action | Capability Element | Primary Responsible Office | School POC | Start Date | End Date |
|------------|---|---|--|--------------------|----------------------------|--|--------------|--------------|
| Planning | District did not conduct a hotwash following March 20xx exercise. | District should conduct hotwashes in order to allow participants to provide suggestions on areas of strengths and weaknesses. | Exercise director will Annex and execute hotwash after December 20xx exercise and incorporate comments into AAR. | Planning | [School District] | Exercise Director, Jon Doe, (111) 111-1111 | Mar. 7, 20xx | Dec. 1, 20xx |

For information on the Homeland Security Exercise and Evaluation Program (HSEEP), see <https://hseep.dhs.gov>.

RECORD OF CHANGES

Track and record the changes using a record of changes table when changes are made to the COOP Annex outside the official cycle of Annex review, coordination, and update. The record of changes should contain, at a minimum, a change number, the date of the change, the name of the person who made the change, and a description of the change.

Document Change Table

The following table is used to track Annex changes.

| Change Number | Section | Date of Change | Individual Making Change | Description of Change |
|---------------|---------|----------------|--------------------------|-----------------------|
| | | | | |
| | | | | |
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| | | | | |

RECORD OF DISTRIBUTION

The record of distribution, usually in table format, should indicate the title and the name of the person receiving the Annex, the agency to which the receiver belongs, the date of delivery, the method of delivery, and the number of copies delivered. The record of distribution can be used to verify that tasked individuals and District have acknowledged their receipt, review, and/or acceptance of the Annex.

Document Transmittal Record

The following table provides a record of distribution.

| Date of Delivery | Number of Copies Delivered | Method of Delivery | Name, Title, and District of Receiver |
|------------------|----------------------------|--------------------|---------------------------------------|
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GLOSSARY

The glossary should list key words and phrases used in the Continuity Annex that require explanation or definition. An example of some key words and phrases that would be used in the Continuity Annex area listed below. Include any necessary district-specific terms.

Activation – Once a continuity of operations Annex has been implemented, whether in whole or in part, it is considered “activated.”

District Head – The highest-ranking official of the primary occupant District, or a successor or designee who has been selected by that official.

All-Hazards – The spectrum of all types of hazards including accidents, technological events, natural disasters, terrorist attacks, warfare, and chemical, biological including pandemic influenza, radiological, nuclear, or explosive events.

Alternate Facilities – Locations, other than the primary facility, used to carry out essential functions, particularly in a continuity event. “Alternate facilities” refers to not only other locations, but also nontraditional options such as working at home (teleworking), telecommuting, and mobile-office concepts.

Business Impact Analysis (BIA) – A method of identifying the effects of failing to perform a function or requirement.

Business Process analysis (BPA) – A method of examining, identifying, and mapping the functional processes, workflows, activities, personnel expertise, systems, data, and facilities inherent in the execution of a function or requirement.

Communications – Voice, video, and data capabilities that enable the leadership and staff to conduct the mission essential functions of the District. Robust communications help ensure that the leadership receives coordinated, integrated policy and operational advice and recommendations and will provide the ability for governments and the private sector to communicate internally and with other entities (including with other Federal agencies, State, territorial, tribal, and local governments, and the private sector) as necessary to perform their Mission Essential Functions (MEFs).

Continuity – An uninterrupted ability to provide services and support, while maintaining District viability, before, during, and after an event.

Continuity Facilities – Locations, other than the primary facility, used to carry out essential functions, particularly in a continuity situation. “Continuity facilities” refers to not only other locations, but also nontraditional options such as working at home (teleworking), telecommuting, and mobile-office concepts.

Continuity of Operations – An effort within individual agencies to ensure they can continue to perform their Mission Essential Functions and Primary Mission Essential

Functions during a wide range of emergencies, including localized acts of nature, accidents, and technological or attack-related emergencies.

Continuity Event – Any event that causes an agency to relocate its operations to an alternate or other continuity site to assure continuance of its essential functions.

Continuity Personnel – Those personnel, both senior and core, who provide the leadership advice, recommendations, and functional support necessary to continue essential operations

Corrective Action Program – An organized method to document and track improvement actions for a program. The Corrective Action Program (CAP) system is a web-based tool that enables Federal, State, and local emergency response and homeland security officials to develop, prioritize, track, and analyze corrective actions following exercises or real world incidents. Users may enter data from a finalized After Action Report/Improvement Annex, track the progress of corrective action implementation, and analyze and report on trends in improvement Annexes.

Delegation of Authority – Identification, by position, of the authorities for making policy determinations and decisions at headquarters, field levels, and all other District locations. Generally, pre-determined delegations of authority will take effect when normal channels of direction have been disrupted and will lapse when these channels have been reestablished.

Devolution – The capability to transfer statutory authority and responsibility for essential functions from an agency's primary operating staff and facilities to other agency employees and facilities, and to sustain that operational capability for an extended period.

Essential Functions – The critical activities performed by Districts, especially after a disruption of normal activities. There are three categories of essential functions: National Essential Functions, Primary Mission Essential Functions, and Mission Essential Functions.

Facilities – Locations where a District's leadership and staff operate. Leadership and staff may be co-located in one facility or dispersed across many locations and connected by communications systems. Facilities must be able to provide staff with survivable protection and must enable continued and endurable operations.

Interoperable Communications – Communications that provide the capability to perform essential functions, in conjunction with other Districts/entities, under all conditions.

Leadership – The senior decision makers who have been elected (e.g., the President, State governors) or designated to head a branch of government or other District.

Memorandum of Agreement/Memorandum of Understanding – Written agreement between departments/agencies that require specific goods or services to be furnished or tasks to be accomplished by one District in support of the other.

Mission Essential Functions – The limited set of agency-level government functions that must be continued throughout, or resumed rapidly after, a disruption of normal activities.

Orders of Succession – Provisions for the assumption by individuals of District senior leadership positions during an emergency in the event that any of those officials are unavailable to execute their legal duties.

Primary Operating Facility – The site of a District’s normal, day-to-day operations; the location where the employee usually goes to work.

Reconstitution – The process by which surviving and/or replacement District personnel resume normal operations from the original or replacement primary operating facility.

Risk Analysis – The process by which risks are identified and evaluated.

Risk Assessment – The identification and assessment of hazards.

Risk Management – The process of identifying, controlling, and minimizing the impact of events whose consequences are or may be unknown, or events that are fraught with uncertainty.

Telework – The ability to work at a location other than the official duty station to perform work or emergency duties. This may include, but is not limited to, using portable computers, personal computers, high-speed telecommunications links, and mobile communications devices.

Testing, Training, and Exercises – Measures to ensure that an agency’s continuity Annex is capable of supporting the continued execution of the agency’s essential functions throughout the duration of a continuity situation.

Virtual Offices – An environment where employees are not collocated and rely exclusively on information technologies to interact and conduct their work across distance from multiple geographic locations.

Vital Records – Electronic and hardcopy documents, references, and records that are needed to support essential functions during a continuity situation. The two basic categories of vital records are (1) emergency operating records and (2) rights and interests records.

ACRONYMNS

| | |
|-------|---|
| AAR | After Action Report |
| BIA | Business Impact Analysis |
| BPA | Business Process Analysis |
| CAP | Corrective Action Program |
| CGC | Continuity Guidance Circular |
| COOP | Continuity of Operations Plan |
| DOE | Department of Education |
| EOP | Emergency Operations (Safety) Plan |
| EMD | Emergency Management Department |
| ERG | Emergency Relocation Group |
| IP | Improvement Plan |
| IT | Information Technology |
| LEA | Local Education Agency (School District) |
| | Law Enforcement Agency |
| MEF | Mission Essential Function |
| MOA | Memorandum of Agreement |
| MOU | Memorandum of Understanding |
| OSPI | Office of Superintendent of Public Instruction |
| SEA | State Education Agency (OSPI) |
| STTEF | State, Territorial, and Tribal Essential Function |
| TT&E | Test, Training, and Exercise |

AUTHORITIES AND REFERENCES

Identify and list federal, state and local statutes, regulations, district policies or other documents used in the development of the continuity of operations plan.

ATTACHMENTS

IMPLEMENTING INSTRUCTIONS

Implementing instructions should be included as attachments or referenced. Implementing Instructions serve to provide additional information on sections presented in the COOP Annex. Sample text for this section is provided below.

- *Operational Checklists: A checklist is a simple tool that ensures all required tasks are accomplished so that the District can continue operations at an alternate location. Checklists may be designed to list the responsibilities of a specific position or the steps required to complete a specific task.*

- Emergency Calling Directory
- Emergency Relocation Team Checklist and Essential Functions Checklist
- Continuity Site Acquisition Checklist
- Emergency Operating Records and IT Checklist
- Emergency Equipment Checklist
- Delegations of Authority
- Orders of Succession
- Maps and directions to the continuity facility and seating chart of the facility

I. Essential Functions

The essential functions section should include a list of the District's prioritized Mission Essential Functions (MEFs). The COOP Annex should identify the components, processes, and requirements that ensure the continued performance of the District's essential functions.

A. IDENTIFICATION OF MISSION ESSENTIAL FUNCTIONS (MEF)

The **[School District]** has completed the MEF process to identify those functions that the **[School District]** must continue.

The **[School District]**'s MEFs are based on its mission and role in support of the continued to ensure the well-being of their school communities.

Mission Essential Functions (MEF)

Each District should identify and prioritize their District MEFs and ensure the continued performance of those MEFs. In general, the process for identifying MEFs at every level of government is the same and is described in detail in CGC 2. Sample text for this section is provided below.

District MEFs are a limited set of their District functions that must be continued throughout, or resumed rapidly after, a disruption of normal activities. Using CGC 2 guidance, the **[School District]** implemented the MEF identification process to identify and prioritize their District MEFs. The **[School District]**'s MEFs, as validated and approved by the **[enter District approving official title]**, are listed below in priority order.

1. **[Insert District MEF here].**
2. **[Insert District MEF here].**
3. **[Insert District MEF here].**
4. **[Insert District MEF here].**
5. **[Insert District MEF here].**
6. **[Insert District MEF here].**

B. IDENTIFICATION OF CONTINUITY PERSONNEL

Once MEFs are identified, the District should determine the personnel positions that are fully equipped and authorized to perform these functions. Position titles should be used rather than names since personnel change, but titles generally do not. Once these positions are identified, the District should establish and maintain a POC roster of trained continuity personnel attached to the applicable positions. Rosters, at a minimum, should include names and home, work, and cellular telephone numbers, as applicable. In addition, District should identify replacement personnel as necessary. District should consider maintaining this roster separate from the Continuity Annex or as an annex due to the need for constant revision and for privacy concerns. Sample text for this section is provided below.

In order to continue its essential functions, the **[School District]** has determined the staff positions necessary to relocate under Continuity Annex activation. A copy of the current roster is found at **[insert location]**. The **[Insert office/title]** is responsible for maintaining roster currency and ensuring personnel are matched against needed positions.

Each continuity member is selected by the **[insert office/title]** based upon:

- The predetermined essential functions that must be performed, regardless of the operational status of the **[School District]**'s primary operating facility
- The member's knowledge and expertise in performing these essential functions
- The member's ability to rapidly deploy to the relocation site in an emergency situation

SAMPLE

The following table shows an example of a partial continuity personnel roster.

| Function | Title/ Position | Name | Telephone Numbers | Additional Information |
|--|---|-----------------|-------------------------|---|
| Function #1: Approve and oversee cleanup of contaminated sites. | Division Head, Enforcement and Remediation Division | John Smith | Home: Work: Cell: | Insert other District-required information, i.e. duty station and addresses |
| | <i>Alternate:</i> | <i>Jane Doe</i> | Home: Work: Cell: | Insert other District-required information, i.e. duty station and addresses |
| | Chief, Enforcement Branch | Sally Dune | Home: Work: Cell: | Insert other District-required information, i.e. duty station and addresses |
| | <i>Alternate:</i> | <i>Jim Rich</i> | Home: Work: Cell: | Insert other District-required information, i.e. duty station and addresses |

II. Vital Records Management

This section should address the vital records management requirements needed to support MEFs during a continuity event. The identification, protection, and ready availability of vital records, databases, and hard copy documents needed to support MEFs under the full spectrum of all-hazard/threat emergencies are critical elements of a successful continuity Annex and program. Sample text for this section is provided below.

“Vital records” refers to information systems and applications, electronic and hard copy documents, references, and records, to include classified or sensitive data, needed to support MEFs during a continuity event. **[School District]** has incorporated its vital records program into the overall continuity program, Annexes, and procedures.

The **[School District]**'s vital records program incorporates into the overall continuity Annex with a clear authority to include:

- Policies
- Authorities
- Procedures
- The written designation of the **[School District]** vital records manager

The **[School District]**'s official vital records program:

- Identifies and protects those records that specify how the District will operate in an emergency or disaster
- Identifies those records necessary to the District's continuing operations
- Identifies those records needed to protect the legal and financial rights of the District

Within 12 hours of activation, continuity personnel at the continuity facility for the **[School District]** should have access to the appropriate media for accessing vital records, including:

- A local area network
- Electronic versions of vital records
- Supporting information systems and data
- Internal and external email and email archives
- Paper copies of vital records
- **[Insert any other media here]**

Identifying Vital Records

The **[School District]** has identified the following as vital to its operations, and has assigned responsibility for those records to the **[insert personnel or office here]**, which includes a combination of continuity personnel, personnel in the **[insert division/office title here]**, and records management personnel.

[School District] maintains a complete inventory of vital records, along with the locations of and instructions on accessing those records. These records are located at **[insert location/ office]**. This inventory will be maintained at a back-up/offsite location

located at **[insert location(s) here]** by **[insert office]** to ensure continuity if the primary operating facility is damaged, destroyed, or unavailable.

The **[insert office]** developed and maintains a vital records Annex packet or collection located at **[insert location/office]**. The packet or collection includes:

- A paper copy or electronic list of the **[School District]** key District personnel and continuity personnel with up-to-date telephone numbers
- A vital records inventory with the precise locations of vital records prepared by the **[insert office]**
- Updates to the vital records
- Necessary keys or access codes
- Listing of the access requirements and sources of equipment necessary to access the records
- The **[School District]** continuity facility locations
- Lists of records recovery experts and vendors provided by the **[insert office]** and located at **[insert location]**
- A copy of the **[School District]** continuity annex
- **[Insert any other documents included in the packet here]**

For the above items, the **[insert office]** is responsible for providing access requirements and lists of sources of equipment necessary to access the records (this may include hardware and software, microfilm readers, Internet access, and/or dedicated telephone lines). These requirements and lists are found at the **[insert location/office]**.

This packet will be reviewed annually by the **[insert office]** with the date and names of the personnel conducting the review documented in writing to ensure that the information is current. A copy will be securely maintained at the **[School District]** continuity facilities and **[insert any other locations here]**, so it is easily accessible to appropriate personnel when needed.

Protecting Vital Records

The protection of vital records is essential to ensuring the records are available during a continuity event, thus enabling a District to perform their MEFs. The **[School District]** has conducted a vital records and database risk assessment to:

- Identify the risks involved if vital records are retained in their current locations and media, and the difficulty of reconstituting those records if they are destroyed
- Identify offsite storage locations and requirements
- Determine if alternative storage media are available
- Determine requirements to duplicate records and provide alternate storage locations to provide readily available vital records under all conditions

The vital records and database risk assessment was performed by the **[insert office]** and is located at **[insert location]**.

Appropriate protections for vital records will be provided by the **[insert office]** and will include dispersing those records to other District locations or storing those records offsite. Other protections include **[insert additional protections here, including multiple redundant media for storage]**.

When determining and selecting protection methods, the **[School District]** takes into account the specific protections needed by different kinds of storage media. Microforms, paper photographs, computer disks, tapes, and drives all require different methods of protection. Some of these media also may require equipment to facilitate access.

Training and Maintenance

The **[School District]** vital records program includes a training program conducted by the **[insert office]** for all staff, to include periodic briefings to managers about the vital records program and its relationship to their vital records and business needs. The **[School District]** staff training focuses on identifying, inventorying, protecting, storing, accessing, and updating the vital records. Training records for vital records are maintained by the **[insert office]** and are found at **[insert location]**.

The **[School District]** vital records program includes an annual review of the program to address new security issues, identify problem areas, update information, and incorporate any additional vital records generated by new agency programs or functions or by District changes to existing programs or functions. The review is conducted by the **[insert office]**. The review provides an opportunity to familiarize staff with all aspects of the vital records program. It is appropriate to conduct a review of the vital records program in conjunction with the **[School District]** continuity exercises. Documents confirming review of the vital records program are maintained by the **[insert office]** and are found at **[insert location]**. At a minimum, **[School District]** vital records are annually reviewed, rotated, or cycled so that the latest versions will be available.

The **[School District]** conducts annual testing, documented in the **[School District]** testing records, of the capabilities for protecting classified and unclassified vital records and for providing access to them from the alternate facility. Testing records for vital records are maintained by the **[insert office]** and are found at **[insert location]**.

SAMPLE

The following table shows examples of vital records, files, and databases.

| Vital 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 |
|--|-------------------------------|---|---------------------------------------|-------------------------------------|----------------------------------|-----------------------|
| Mapping Database | Function #1 | Electronic | X | | Y | Monthly |
| Licensed Spill Cleanup Contractors List | Function #1 & 3 | Hardcopy | | X | N | Quarterly |
| Regional Dams List | Function #2 | Hardcopy | | X | N | Annually |
| Pollution/Chemical Incident Database | Function #3 & 4 | Electronic | X | | N | Monthly |
| Public and Private Sewage System Records | Function #3, 4, & 5 | Electronic | X | | Y | Quarterly |

For additional information on vital records management, see CGC 1, Annex I.

III. Continuity Facilities

All Districts should identify and maintain at least one continuity facility, which could include alternate uses of existing facilities or virtual office options, for the relocation of a limited number of the District's key leadership and staff, located where the potential disruption of the District's ability to initiate and sustain operations is minimized. This section should explain the significance of identifying a continuity facility, the requirements for determining a continuity facility, and the advantages and disadvantages of each location. Sample text for this section is provided below.

Continuity Facility Information

The **[School District]** has designated continuity facility(ies) as part of its Continuity Annex and has prepared continuity personnel for the possibility of unannounced relocation to the site(s) to continue performance of essential functions

The **[School District]** **[does/does not]** maintain MOAs/MOUs and reviews the MOAs/MOUs annually, as applicable.

If MOAs/MOUs are necessary, include the following in your annex: An MOA/MOU is necessary because the **[School District]** is **[list reasons, e.g. co-located with another agency]**. A copy of the MOA/MOU is found at **[insert location]** and maintained by the **[insert office name]**.

The **[School District]** continuity facility is located at **[facility name and address]**. A map of the surrounding area, including directions and route from the primary operating facility, is located at **[below/list location]**. Additional facility details are as follows:

- (1) This facility is **[rented/owned]** by the **[School District]**.
- (2) **[Important contact information for the site, including security, medical, and on-site personnel]**
- (3) **[Security and access requirements]**
- (4) **[Medical support at or near the site]**
- (5) **[Other amenities available at or near the site, including restaurants, stores, banks, and gas stations]**

The **[School District]** continuity facility(ies) provide the following in sufficient quantities to sustain operations for up to 30 days or until normal business activities can be resumed:

- (1) Space and equipment, including computer equipment and software. The continuity facility is able to accommodate **[insert number]** personnel. Facility floor Annexes, equipment inventory, and **[insert other applicable documents]** are found at **[insert location]**.
- (2) Capability to perform MEFs within 12 hours of Annex activation for up to 30 days or until normal operations can be resumed.

- (3) Reliable logistical support, services, and infrastructure systems. Details on these infrastructure systems are available at **[insert location]** from the **[insert office or personnel name]**.
- (4) Consideration for health, safety, security, and emotional well-being of personnel. Considerations available at the continuity facility include **[insert considerations, such as physical security, fitness activities, access to the Employee Assistance Program, and presence of security]**.
- (5) Interoperable communications for effective interaction. Additional information on continuity communications is found **[insert location]** in this Annex.
- (6) Capabilities to access and use vital records. Additional information on accessing vital records is found at **[insert location]** in this annex.
- (7) Systems and configurations that are used in daily activities. IT support at the continuity facility is **[insert access to IT support]**. Details on the systems and configurations are available at **[insert location]** from the **[insert office or personnel name]**.
- (8) Emergency/back-up power capability. Details on the power capability are available at **[insert location]** from the **[insert office or personnel name]**.

Repeat this information for each continuity facility used by your District.

Continuity Facility Logistics

The **[School District]**'s continuity facilities maintain pre-positioned or detailed site preparation and activation plans in order to achieve full operational capability within 12 hours of notification. These site preparation and activation plans are **[detailed below or insert document name and location]**.

The **[School District]** maintains a transportation support Annex that describes procedures for no-warning and with-warning events.

- During a no-warning event, advance team and continuity personnel are transported to the continuity facility via **[enter means of transportation, rally points, means of notification, back-up transportation methods and any other necessary information]**.
- During a with-warning event, advance team and continuity personnel are transported to the continuity facility via **[enter means of transportation, rally points, means of notification, back-up transportation methods and any other necessary information]**.

The **[School District]** has addressed the need for housing to support continuity personnel at or near the continuity facility by **[insert housing options, such as on-site housing, a list of nearby hotels, and MOA/MOUs with nearby lodging]**.

Continuity Facility Orientation

The [School District] regularly familiarizes its continuity personnel with its continuity facilities. The [School District] accomplishes this orientation through [insert means of orientation, such as deployment exercises, orientation sessions at the site, and briefings]. This familiarization training is reflected in District training records located at [insert location].

Further, the [School District] annually trains and prepares its ERG personnel for the possibility of an unannounced relocation to all continuity facilities. This training is reflected in District training records located at [insert location].

IV. Continuity Communications

This section should address communications systems needed to ensure connectivity during crisis and disaster conditions. The ability of a District to execute its essential functions at its continuity facility depends on the identification, availability, and redundancy of critical communications and IT systems to support connectivity among key State, territorial, tribal, and local leadership personnel, internal District elements, other Districts, critical customers, and the public during crisis and disaster conditions. Sample text for this section is provided below.

The [School District] has identified available and redundant critical communication systems at the continuity facility. Further, the [School District] maintains fully capable continuity communications that could support District needs during all hazards/threats, to include pandemic and other related emergencies, and give full consideration to supporting social distancing operations including telework and other virtual offices. These systems provide the ability to communicate within and outside the District and are found at [insert location].

SAMPLE

The following table shows an example of tracking modes of communication systems that support a District's essential functions.

| Communication System | Support to Essential Function | Current Provider | Specification | Alternate Provider | Special Notes |
|-----------------------------|-------------------------------|------------------|---------------|--------------------|---------------|
| Non-secure Phones | | | | | |
| Secure Phones | | | | | |
| Fax Lines | | | | | |
| Cellular Phones | | | | | |
| Satellite | | | | | |
| Pagers | | | | | |
| E-mail | | | | | |
| Internet Access | | | | | |
| Data Lines | | | | | |
| Two-way Radios | | | | | |
| GETS Cards | | | | | |
| [Insert other options here] | | | | | |

All **[School District]**'s necessary and required communications and IT capabilities should be operational within 12 hours of activation.

The **[School District]** possesses communications capabilities to support the District's senior leadership while they are in transit to continuity facilities. These capabilities are maintained by the **[insert office/title]** and documentation regarding these communications capabilities is found at **[insert location or list capabilities below]**.

V. Leadership and Staff

This section should outline the Annexes, procedures, and policies to safeguard and protect leadership and staff, including orders of succession, delegations of authority, and human capital. The National Continuity Policy Implementation Annex lists leadership and staff as two of the four key pillars that enable District to perform its essential functions.

A. ORDERS OF SUCCESSION

This section should identify current orders of succession to the District head and key positions, such as administrators, directors, and key managers. Revisions should be distributed to agency personnel as changes occur. Sample text for this section is provided below.

Pre-identifying orders of succession is critical to ensuring effective leadership during an emergency. In the event an incumbent is incapable or unavailable to fulfill essential duties, successors have been identified to ensure there is no lapse in essential decision-making authority. The **[School District]** has identified successors for the positions of **[insert leadership positions requiring orders of succession, including the District head and other key positions]**. A copy of these orders of succession is found at **[insert location]**. The **[Insert office/title]** is responsible for ensuring orders of succession are up-to-date. When changes occur, the **[insert office/title]** distributes the changes to **[insert offices/groups]** by **[insert method of distribution]**.

The **[School District]**'s orders of succession are:

- At least three positions deep, where possible, ensuring sufficient depth to ensure the **[School District]**'s ability to manage and direct its essential functions and operations
- Include devolution counterparts, where applicable
- Geographically dispersed, where feasible
- Described by positions or titles, rather than by names of individuals holding those offices
- Reviewed by the District's legal department as changes occur
- Included as a vital record, with copies accessible and/or available at both the primary operating facility and continuity facilities at **[insert locations]**

SAMPLE

The following table shows the order of succession for the (School Name) Principal

| Position | Designated Successors |
|-----------|--------------------------------------|
| Principal | 1. District Superintendent |
| | 2. District Assistant Superintendent |
| | 3. Assistant Principal |

In addition, each order of succession identifies the rules and procedures designated officials must follow when facing issues of succession to office during continuity events and reference applicable laws and District policies.

- **[List any temporal, geographical, and/or District limitations to the authorities in the orders of succession here]**

In the event of a change in leadership status, the **[School District]** must notify the successors, as well as internal and external stakeholders. In the event the **[School District]** leadership becomes unreachable or incapable of performing their authorized legal duties, roles, and responsibilities, the **[insert office/title]** will initiate a notification of the next successor in line. **[Insert additional methods and procedures of notification here]**. The **[Insert office/title]** will use the following procedures to notify internal and external stakeholders of the change in leadership: **[Insert notification procedures here]**.

The **[School District]** training records document the annual successor training for all personnel who assume the authority and responsibility of the District’s leadership to include briefing successors to the position of the **[District Superintendent]** on their responsibilities and duties as a successor. Methods of successor training include **[insert training methods here]**. This training is reflected in the **[School District]** training records located at **[insert location]**.

B. DELEGATIONS OF AUTHORITY

This section should identify, by position, the legal authority for individuals to make key policy decisions during a continuity event. A District delegation of authority should describe explicitly the authority of an official so designated to exercise District direction. Sample text for this section is provided below.

Generally, the **[School District]** pre-determined delegations of authority will take effect when normal channels of direction are disrupted and terminate when these channels have resumed. Pre-determined delegations of authority may be particularly important in a devolution scenario.

The **[School District]** has identified the following delegations of authority:

- Orderly succession of officials to the position of **[District Superintendent]** in the case of the **[District Superintendent]**’s absence, a vacancy at that office, or the inability of the **[District Superintendent]** to act during an emergency or national security emergency. The delegation of authority for the **[District Superintendent]** is found in the Hazard Specific Appendices.
- **[Insert additional delegations of authority here]**

The **[School District]**'s delegations of authorities are found at the continuity facility and at **[insert location]** and:

- (1) Are included as vital records
- (2) Are written in accordance with applicable laws and District policy ensuring that the District's MEFs are performed
- (3) Outline explicitly in a statement the authority of an official to re-delegate functions and activities, as appropriate
- (4) Delineate the limits of and any exceptions to the authority and accountability for officials
- (5) Define the circumstances, to include a devolution situation if applicable, under which delegations of authorities would take effect and would be terminated

The **[School District]** has informed those officials who might be expected to assume authorities during a continuity situation. Documentation that this has occurred is found at **[insert location]** and at the continuity facility. Further, the **[School District]** has trained those officials who might be expected to assume authorities during a continuity situation at least annually for all pre-delegated authorities for making policy determinations and all levels using **[insert training methods here]**. This training is reflected in agency training records located at **[insert location]**.

C. HUMAN CAPITAL

This section should focus on the District's continuity personnel and all other special categories of employees who have not been designated as continuity personnel. This section should concentrate on three areas: Continuity Personnel, All Staff, and Human Capital Considerations. Sample text for this section is provided below.

Continuity Personnel

People are critical to the operations of any District. Selecting the right people for a District's staff is vitally important, and this is especially true in a crisis situation. Leaders are needed to set priorities and keep focus. During a continuity event, emergency employees and other special categories of employees will be activated by the **[School District]** to perform assigned response duties. One of these categories is continuity personnel. In respect to continuity personnel, the **[School District]** has:

- Identified and designated those positions and personnel they judge to be critical to District operations in any given emergency situation as continuity personnel. A roster of continuity positions is maintained by the **[insert office/title]** and is found at **[insert location]**
- Identified and documented its continuity personnel. Continuity personnel possess the skills necessary to perform essential functions and supporting tasks. A roster of continuity personnel is maintained by **[insert office/title]** and is found at **[insert location]**
- Officially informed all continuity personnel of their roles or designations by providing documentation in the form of **[insert type of documentation here]** to

ensure that continuity personnel know and accept their roles and responsibilities. Copies of this documentation is maintained by the **[insert office/title]** and found at **[insert location]**

- Ensured continuity personnel participate in the District’s continuity TT&E program, as reflected in training records. Training records are maintained by the **[insert office/title]** and found at **[insert location]**
- Provided guidance to continuity personnel on individual preparedness measures they should take to ensure response to a continuity event using **[insert methods of providing guidance here]**. Copies of this guidance is maintained by the **[insert office/title]** and found at **[insert location]**

All Staff

It is important that the **[School District]** keeps all staff, especially individuals not identified as continuity personnel, informed and accounted for during a continuity event. The **[School District]** has established procedures for contacting and accounting for employees in the event of an emergency, including operating status.

- The **[School District]**’s employees are expected to remain in contact with the **[insert office/title, such as supervisors]** during any facility closure or relocation situation. **[Insert procedures to communicate how, and the extent to which, employees are expected to remain in contact with the agency during any closure or relocation situation]**
- The **[School District]** ensures staff are aware of and familiar with Human Capital guidance in order to continue essential functions during an emergency. The **[School District]** uses the following methods to increase awareness: **[Insert methods here, such as utilizing an intranet website or employee orientation briefing]**.

Accounting for all personnel during a continuity event is of utmost importance. In order to account for all staff, the **[School District]** will **[insert accountability process here, such as call trees, an automated system, a 1-800 number, etc.]**. Accountability information is reported to the **[insert office/title]** at **[insert number]** hour increments. The **[Insert office]** has the responsibility of attempting contact with those individuals who are unaccounted for.

An event that requires the activation of the Continuity Annex may personally affect the **[School District]** staff. Therefore, the **[insert office]** has the responsibility to create provisions and procedures to assist all staff, especially those who are disaster victims, with special human capital concerns following a catastrophic disaster. These provisions and procedures are found at **[insert location]**.

Human Capital Considerations

The **[School District]** continuity program, Annexes, and procedures incorporate existing District-specific guidance and direction for human capital management, including guidance on pay, leave/time off, work scheduling, benefits, telework, hiring, authorities,

and flexibilities. The **[insert office]** has the responsibility for the **[School District]** Human Capital issues. A copy of these policies and guidance is found **[insert location]**.

The **[School District]** Continuity Coordinator and Continuity Manager work closely with the **[insert appropriate human capital office/title here]** to resolve Human Capital issues related to a continuity event. The **[Insert office/title]** serves as the **[School District]** Human Capital liaison to work with the Continuity Coordinator or Continuity Manager when developing or updating the District's emergency Annexes.

The **[School District]** has developed District-specific guidance and direction for continuity personnel on Human Capital issues. This guidance is integrated with Human Capital procedures for its facility, geographic region, and the Office of Personnel Management or similar District. This guidance is maintained by the **[insert office/title]** and found at **[insert location]**. The **[School District]** has issued continuity guidance for human capital on the following issues:

- Additional Staffing: **[Insert guidance here or location of guidance]**
- Work Schedules and Leave/Time Off: **[Insert guidance here or location of guidance]**
- Employee Assistance Program: **[Insert guidance here or location of guidance]**
- Special Needs Employees: **[Insert guidance here or location of guidance]**
- Telework: **[Insert guidance here or location of guidance]**
- Benefits: **[Insert guidance here or location of guidance]**
- Premium and Annual Pay Limitations: **[Insert guidance here or location of guidance]**
- **[Insert additional topics here]**

Further, the **[insert office/title]** communicates Human Capital guidance for emergencies (pay, leave/time off, staffing, work scheduling, benefits, telework, hiring authorities and other human resources flexibilities) to managers in an effort to help continue essential functions during an emergency.

DELEGATION OF AUTHORITY

[School District]

Delegation Number: **[Insert number]**

Issue Date: **[Insert date]**

DELEGATION OF AUTHORITY
AND SUCCESSION FOR THE
[Insert title of District head]

PURPOSE

This is a delegation of authority for the continuity of essential functions through the orderly succession of officials at the **[School District]** to the Office of the **[insert title of District head]** in case of the **[District Superintendent]**'s absence, a vacancy at that office, or the inability of the **[District Superintendent]** to act during a disaster or national security emergency.

DELEGATION DECLARATION

I hereby delegate authority to the following officials, in the order listed below, to exercise the powers and perform the duties of the **[insert title of District head]**, in case of my absence, inability to perform, or vacancy of the office, and until that condition ceases.

1. [Insert order of succession here]

If this position is vacant, the next designated official in the order of succession may exercise all the powers, duties, authorities, rights, and functions of the Office of the **[insert title of District head]**, but may not perform any function or duty required to be performed exclusively by the office holder.

Eligibility for succession to the Office of the **[insert title of District head]** shall be limited to officially assigned incumbents of the positions listed in the order of succession, above. Only officials specifically designated in the approved order of succession are eligible. Persons appointed on an acting basis, or on some other temporary basis, are ineligible to serve as a successor; therefore, the order of succession would fall to the next designated official in the approved order of succession.

AUTHORITIES

[Insert title of District policy or directive]

[Insert title of District policy or directive]

OFFICE OF PRIMARY INTEREST

The Office of the **[insert title of District head]** is the office of primary interest in this delegation.

CANCELLATION OF DELEGATION

[Insert previous delegation of authority] to Office of the **[insert title of District head]** is hereby rescinded.

[District Head signs here]

[Enter District Head's name here]

[Enter District Head's title here]

[Enter District Name here]

[Enter date here]

[Legal Counsel signs here]

[Enter Legal Counsel's name here]

[Enter Legal Counsel's title here]

[Enter District Name here]

[Enter date here]