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Continuity of Operations Plan 2020-21 School Year

The following document will allow you to plan for any/all emergencies. In the case of an emergency, please utilize the COOP as a guideline for continuing operations. For the purposes of planning education around the COVID-19 crisis, please enter the following information as your school's operational plan for the 2020-21 school year:

Safety:

A) How will you incorporate physical distancing of 6 feet throughout your facility?

1. Student's will sit at desks and not tables. These desks will be spaced 5-6 feet apart.
2. Traffic flow will be designated by masking tape or Velcro stickers to the carpet.
3. It is not necessary for students to stand in line while inside. Students will stay at their desks and be dismissed singularly or by family groups.
4. If students need to stand in line, they will stand so as not to be able to touch each other as they reach out with straight arms.
5. Encourage physical distancing through increased spacing, small groups, and limited mixing between groups, as much as possible.
6. Consider physical barriers in areas where physical distancing of at least six feet is not possible.
7. Larger gatherings, such as chapels, should abide by physical distancing guidelines or be held in homeroom classes.
8. Field trips and other gatherings should be discontinued until further

notice.

9. Create smaller class sizes when possible. Stagger scheduling for larger groups to share communal spaces, facility, etc. If sharing spaces, properly sanitize in between groups.

B) How will you utilize the wearing of masks in your facility?

1. Students who demonstrate responsibility in mask wearing are welcome to do so. Students in grades K-5 will not be required to wear masks.

Students in grades 6-8 may wear masks when social distancing is not an option.

2. Adults will wear masks or clear masks while working with children in a range closer than 6 feet.

3. Adult visitors will wear masks during their visit.

C) What preventative measures will you take for washing hands, using hand sanitizers, and teaching hygiene to students/staff/parents?

1. Posters about proper hand washing will be posted above sinks in classrooms and bathrooms.

2. Hand sanitizer will be made available for use in bathrooms and near teachers' desk.

3. Students will bring hand sanitizer to school as part of the classroom supply list.

4. Proper hygiene will be taught along with other beginning of the year routines and procedures; and reinforced throughout the year as needed.

5. Etiquette on proper soap and water hand washing should be taught, and in cases where soap and water are not available, hand sanitizer with at least 60% ethanol or 70% isopropyl alcohol should be used.

6. Food service should serve individually plated or home-packed meals in classrooms instead of a communal dining hall or cafeteria with considerations for students with food allergies unless physical distancing can be maintained. Safe food and utensil handling should be followed.

7. Discourage the sharing of electronic devices, toys, books, manipulatives, and any items difficult to clean or disinfect such as pillows and other fabric-coated furniture. Keep children's belongings separated from others and individually labeled.

D) What will be your process for sanitizing and cleaning the facility, items that MUST be shared/touched by multiple users such as door knobs, bathrooms, etc.?

1. All students will be taught to clean the surface of their desks thoroughly and regularly (i.e., before and after lunch) with alcohol-based wipes or other disinfectant spray.
2. Janitors will disinfect every 24 hours bathrooms, doorknobs & bars, computer mice, light switches, flat surfaces, and other areas likely to be touched often by multiple individuals.
3. Intensify cleaning, disinfection, and ventilation on a daily basis. Each school should decide on a protocol for cleaning daily, weekly, or even after each class if space sharing occurs. All frequently touched surfaces should be cleaned daily.
4. If possible, wait 24 hours before disinfecting areas used by a sick person; if not possible, wait as long as possible.
5. Store cleaning supplies and disinfection products securely away from children.
6. Ensure proper ventilation of the facility and increase circulation of outdoor air as much as possible such as by opening windows and doors, (except when doing so could exacerbate other health issues such as asthma, etc).

E) How will you ensure that proper screening takes place?

- 1) At home (parental responsibility, waiver coming soon)
- 2) During transportation (not applicable for SHACS)
- 3) Once arriving at school

1. Students' temperatures will be checked by teachers or volunteers before entry into classroom.
2. Perform daily self-screening, advise employees to daily self-screen, and advise parents to self-screen students before they come to school each day by monitoring both temperature and other COVID-19 symptoms listed in this document.
3. If possible and when necessary, identify specific staff to handle necessary screening, temperature checks, or symptom checks in a private manner so to respect privacy laws.
4. If a parent is called to pick up a child because of COVID-19 symptoms, the child should not return to school without a doctor's note. Cases of

illness should not be treated as COVID-19 unless a person has knowingly been exposed to someone who tested positive.

5. Temperature checks returning an elevated temperature of 100.4 °F or above should be considered a fever indicating that the student needs to isolate and be sent home immediately. Parents should be asked about possible COVID-19 tracing if an exposure has occurred. If a student or family member has been exposed to a positive COVID-19 patient or tests positive, the *school should consider going into 14 days of remote learning to allow quarantine of all students and staff that have been possibly exposed. (*or exposed group)

F) What plans do you have for separating classes/grades and to avoid mixing of students?

1. Enrollment of students in K-2 classroom will be limited to 15 students. (Current enrollment is 6 students.)

2. Enrollment of students in grades 3-8 will be limited to 20 students. (Current enrollment is 17 students.)

3. An alternative schedule will be researched to see if the 3-8th grade class population can be limited to 10 students on a given day.

4. Teachers for music, art, PE will come to the students' home room for class. Students will not move between classrooms.

5. Recess will be staggered so students will not be mixing on the playground.

6. Students will eat lunch in their classrooms.

G) What plans do you have for educating students/staff/parents on:

***Note: Training videos may be provided from NAD**

1) Risks of COVID-19

2) Symptoms of COVID-19

3) Prevention of COVID-19

4) Response to COVID-19 illness in

students/staff/parents, family members, or other exposures

1. Parent education will happen on back to school night or open house, home visits, newsletters, webpage, social media, video conferencing,

posted signs on campus and other communications (i.e., this publication).

2. Staff education will be done by Adventist Community of Learners webinars, Arizona Conference in-services, faculty meetings, and training videos provided by the NAD.

3. Student education will be provided by teachers using various methods; texts, videos, lectures, example, and reinforcement.

4. Provide signage in highly visible locations (school office, restrooms, etc.) regarding safe hygienic practices, and provide materials/training for staff, students, and parents regarding signs and symptoms of COVID-19.

Resources can be found at: <https://www.cdc.gov/coronavirus/2019-ncov/communication/print-resources.html?Sort=Date%3A%3Adesc&Audience=Schools>

5. Students, parents, and employees should be trained to recognize the following COVID-19-related symptoms:

- A fever of 100.4° F or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Repeated shaking with chills
- Muscle pain
- Headache
- Sore throat
- New loss of taste or smell

6. Formal communication should be made to parents that maintains the privacy of those involved when relaying any information regarding illness in the school.

H) What means of communication will you use to keep stakeholders, etc. informed of changes to normal school routine, safety precautions, response to illness, etc., and who will be responsible for informing? Who will take on this responsibility of communication in the case that another needs to do so?

1) Students/Families:

2) Staff:

3) Outside entities (janitorial, garbage, etc.)

1. The principal will utilize an application like Remind to communicate to parents, students, and constituents of immediate changes to a normal schedule. If the principal is unavailable, the board chairperson will communicate through email, text, or phone calls.
2. Signs will be posted at entry and near doors communicating expectations for school wide hygiene and social distancing.
3. Signs for janitors will be posted in janitorial closet and bathrooms

4)School Board:

5)Superintendent:

I) What will be your process if you have a report of a suspected COVID-19 related illness with regards to communication, isolation, transportation, etc. as applies to each:

1) Students will inform their teacher of any suspected illness or discomfort.

1. Encourage anyone who is sick to stay home. Make sure all families know the symptoms to be aware of concerning COVID-19.
2. Maintain a physical distance of six feet from other students as determined by the teacher.
3. Wear protective face covering (mask) responsibly during the school day, especially when physical distancing is not possible.
4. Frequently wash hands and disinfect personal space.
5. Student's absences should be excused when related to issues of COVID-19.
6. Keep student belongings separated from others' and send items home for daily cleaning if possible.
7. Ensure adequate supplies to minimize sharing of highly-touched materials to the extent possible.
8. Shut off drinking fountains and encourage students to bring their own water bottles from home or provide a water filler.

2) Staff:

1. Schools should have a prepared list of substitutes or a back-up plan in the case of teacher illness.
2. Staff should self-screen and stay home if showing any signs or symptoms of illness.
3. Communicate substitute plans to administrations before an illness occurs.
4. Decisions to do remote learning should be made through administration.
5. Maintain spacing rules in classrooms, etc. Students should not be clustered in groups and desks/tables should be front-facing.
6. Face masks should be worn whenever teaching, etc. within 6 feet of students. Clear masks are advised if possible, especially for teachers with lower-grade students.

3) Parent/Family Member

1. Limit outside visitors on campus
2. Should self-screen as well as perform student screening each day before they come to school. A sick child or one exhibiting symptoms should stay home.
3. Parents, volunteers, staff etc. should be trained regarding hygiene, prevention, and school protocols and procedures, including physical distancing as much as possible during drop-offs and pick-ups, etc. and wearing of a cloth face covering when entering the school.
4. If suspicious of COVID-19 exposure, parents should not send their students to school until they present a doctor's note that the student has been tested and cleared.
5. Make sure parents are aware of communication practices of the school and that accommodations are made for language barriers, etc.
6. Monitor student and employee absences. Be ready to consult with the local health authorities if there are cases in the facility or an increase in cases in the local area.

Illness Response:

Once a student or volunteer is excluded from the school environment, they may return if they satisfy the recommendations of the CDC. Currently those

guidelines are:

Untested

Persons who have not received a test proving or disproving the presence of COVID-19 but experience symptoms may return if the following four conditions are met:

- They have not had a fever for at least 72 hours (that is three full days of no fever without the use of medicine that reduces fevers); and
- Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
- At least 10 calendar days have passed since your symptoms first appeared.

Tested Positive-Symptomatic

Persons who experienced symptoms and have been tested for COVID-19 may return to school if the following conditions are met:

- The individual no longer has a fever for at least 72 hours (without the use of medicine that reduces fevers); and
- Other symptoms have improved (for example, when your cough or shortness of breath have improved); and
- At least 10 calendar days have passed since symptoms first appeared; or
- The individual has a documented negative COVID-19 test

Tested Positive-Asymptomatic

Persons who have not had symptoms but test positive for COVID-19 may return when they have gone 10 calendar days past their test without symptoms and have been released by a healthcare provider. Students may also return if they are approved to do so in writing by the student's health care provider and show proof of a documented negative COVID-19 test.

For school employees:

Require sick employees to stay home and not return until they have met criteria to return to work. (criteria above)

- Employers should not require a COVID-19 test result in order for employees to return to work and should consider waiving any requirement for a note from a healthcare provider.
- Sick employees, or those with a family member at home sick with COVID-19, should notify their supervisors and stay home

Instructional Planning:

J) What plans are in place to continue instruction in the case of teacher illness?

- 1. Substitute to conduct in class lessons.**
- 2. Online or video conferencing lessons for long term quarantine.**
- 3. Textbook review lessons done at home with parent/guardian supervision.**
- 4. Students will have access to Chromebooks which will include Google classroom and online learning subscriptions (BrainPop, IXL, Spelling City)**
- 5. The 3-8th grade teacher is piloting a new program called Beyond Textbooks. This is a data base of standard based lessons and project learning units.**
- 6. K-2 class will meet face to face as much as possible.**

K) What will be your school's education plan for instruction for the 2020-21 school year? *Your first and most deliberate option should include face-to-face instruction following guidelines as your preferred plan of choice, but you should include your description of a hybrid-model (blended learning, etc) as well as the option of short (7, 14, 28 day) models of complete remote learning. Please describe what that would include for your various classroom combinations including what digital platforms will be used, how much digital face-to-face instruction would be included, how you would accommodate parents' work schedules, digital accessibility for students, etc.

**** Please note: many parents were not happy with the limited amount of instruction time from teachers with so much burden being placed on parents. We cannot be doing "emergency learning" anymore; we must have a solid distance learning program for our students if we want them to succeed which includes better day-time accessibility, scheduled digital interaction times, addressing the digital accessibility needs of students, etc.**

Please lay out general procedures as well as classroom instructional plans/procedures.

OVERVIEW

A Continuity of Operations Plan, or "COOP," is an effort within an Arizona Conference Corporation of SDA Schools to ensure that essential functions continue to be performed during a wide range of disruptions to routine operations, including localized infrastructure outages and natural, technological, or human-caused disasters. This COOP planning template provides a basic outline for continuity of operations program development. This template and documentation herein is reflective of and supports the district’s Emergency Operations Plan.

The Continuity of Operations Plan also includes continuity guidance for each district level department, district facility, and campus. As a document developed in close collaboration with the district emergency operations plan, the COOP uses a “multi-hazards” approach to program development and an integrated approach to continuity incident management. Arizona Conference Corporation of SDA Schools is committed to maintaining and rapidly restoring essential services to students, faculty, and staff in the event of an emergency or disaster. In the event of facility damage or if essential functions are disrupted, it is imperative that functions and services be resumed as quickly as possible. Support for resuming essential functions and services includes consideration for staffing, educational programs, student support, alternate facilities, records, equipment/supplies, and vendors/contracts.

CAMPUS & DEPARTMENT CONTINUITY PROGRAMS

Key personnel who are will be responsible for implementing the COOP and performing essential functions within 12 hours from the time of the activation of the COOP, for up to a 30-day period or until normal operations can be resumed.

School Name:

Saguaro Hills Adventist Christian School

Incident Command Team

(this may be a small team established by the local school board designated to make imperative and time sensitive decisions in the case of a such a situation requiring emergency/instant action)

Key Personnel:

Principal, Teachers, Board Chairperson, Pastor

(this may be a small team established by the local school board designated to make imperative and time sensitive decisions in the case of a such a situation requiring emergency/instant action.)

School Directors (Principals) and Campus Administrators are responsible for Department and Campus Continuity Programs including collaborating in the development of operating guidelines and job aids to support essential functions, staff contact lists, coordinating continuity operations when activated, and completing training and testing as appropriate.

Immediately following an incident, the School’s Incident Command Team will deploy and discuss response and recovery. Department and site-specific plans are developed to facilitate the continuity and recovery process for the following District departments:^[1]

Administration\Principal’s Office	Assessments	Athletics /Programs
Communications/Public Relations/Social Media	Community Education/Communication	Curriculum and Instruction/Coordinating Instruction
Facilities/Custodial	Finances/Tuitions/Budgets	Food Service
Grants/AAA	Human Resources/All School Employees	Information Technology/Digital Equality
Parent Needs/Communication	Legal/Risk Management	Safety/Cleaning/Repairing
Special Education	Spiritual Growth/Discipleship	Student and Parent Social Emotional Health
Transportation		

*Make additions or deletions as needed with your planning team.

ESSENTIAL FUNCTIONS

A critical step in developing a COOP is identifying the school’s essential functions, their associated key personnel, and supporting critical systems/processes that must be sustained. While all functions are important, each activity may not be an essential function that must be continued in a disruption.

Steps in identifying essential functions are:

1. Identify departmental and campus functions.

2. Determine essential functions - functions that have one or more of these attributes:
 - Has direct, immediate effect in preventing loss of life, personal injury, or loss of property.
 - Is essential for teaching and maintaining the educational environment.
 - Provides vital support to essential function(s) of another department.
 - Is required by law.
 - Must be continued under all circumstances.
 - Cannot suffer a significant interruption.
3. Prioritize these essential functions and list them in the ADE Essential Function Tracker spreadsheet.
4. Identify staff responsible for performing essential function by job title.
5. Identify the vital record and record location for each essential function.
6. Determine the duration of time that a function or service can be interrupted before it must be restored to an acceptable level of operation.

District functions and services not deemed essential may be suspended to focus personnel and resources on essential functions during large scale or long-term disruption incidents.

IDENTIFICATION OF CONTINUITY PERSONNEL

During an event requiring activation of the COOP, emergency employees and other special categories of employees will be activated by the Principal or other designee (school board chairman) to perform assigned response duties. One of these categories is continuity personnel, which can include Continuity Incident Command Team Members, workers responsible for Essential Function Continuity Operations, Curriculum Coordinators and Support Staff.

In order to support continuity of operations, individuals assigned to support these operations must be knowledgeable about their roles and responsibilities and have the proper access, equipment, and skills. The Essential Functions chart also identifies key continuity staffing needs. Contact information for each staff member filling these roles is critical and should be kept updated under separate cover for privacy purposes.

TRAINING AND EXERCISES

The District follows FEMA suggestions for training, and exercise to support the organization's preparedness and validate the continuity capabilities, program, and ability to perform essential functions during an emergency. The training and exercising of continuity capabilities is essential to demonstrating, assessing, and improving the 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 essential functions during a continuity event.
- **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 exercises also ensure that equipment and procedures are kept in a constant state of readiness.

The District departments may perform training and exercise events on their essential functions. Suggested courses of actions for testing and evaluating are identified below.

Considerations
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 capabilities 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 department.
Train school/campus leadership on essential functions.
Train personnel on all reconstitution/reopen procedures.
Allow opportunity for continuity personnel to demonstrate familiarity with continuity plans and procedures and demonstrate district/campus capability to continue essential functions.
Conduct successor training for all department/school personnel who assume the authority and responsibility of the department/school 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 hard copy 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 management of vital records.
Test capabilities for protecting classified and unclassified vital records and for providing access to them from the continuity facility.
Train on delegation of authority for continuity, addressing how the department/campus will identify and conduct its essential functions during a disaster 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 delegation of authority procedures.

The School formally documents all conducted continuity training and exercises, including the event date, type, and participants. Continuity training, exercise documentation, and debriefing documentation for the district is managed by _____ . Further, the 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/campus continuity annex.

INITIALIZING CONTINUITY OF OPERATIONS PLANS

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

District employees are expected to remain in contact with their direct supervisor during any facility closure or relocation situation.

The District will provide staff with guidance in order to continue essential functions during an emergency. The District may use any of the following methods to communicate with staff during a continuity event:

- Website or social media.
- Live employee briefings.
- Telephonic contact (voice, text).
- Local television, radio or print media.
- Other forms of communication as necessary.

HUMAN RESOURCE CONSIDERATIONS:

The school continuity program, annexes, and procedures incorporate existing district/campus-specific guidance and direction for human resource management, including guidance on pay, leave/time off, work scheduling, benefits, telework, hiring and termination, authorities, and flexibilities. The Human Resources Director has the responsibility for district human resource related issues.

CONCEPT OF OPERATIONS

The Concept of Operations section explains how the district will implement its continuity plan, and specifically, how it will address each continuity element. The district's continuity implementation process should include the following **four phases: readiness and preparedness, activation, continuity operations, and reconstitution.**

A. Readiness and Preparedness Phase

Arizona Conference Corporation of SDA schools will participate in readiness and preparedness activities to ensure personnel can continue essential district functions in a multi-hazard environment. Arizona Conference Corporation of SDA schools will participate in readiness and preparedness planning.

Arizona Conference Corporation of SDA Schools' personnel will prepare for a continuity event and plan in advance for what to do in an emergency.

B. Activation Phase

To ensure the ability to attain operational capability at alternate facilities and with minimal disruption to operations, Arizona Conference Corporation of SDA Schools will execute activation plans as described in the following sections.

1. Decision Process

The Arizona Conference Corporation of SDA School's COOP will be activated by the Principal, or designee, based on a hazard or an emergency directed at the district. If a school activate their COOP, the Superintendent of Schools should be notified immediately.

The activation of the COOP is a situation-driven process that allows flexible and scalable responses to multi-hazard incidents that could disrupt operations with or without warning and during work or non-work hours. Activation of the COOP will not be required for all emergencies or disruptions, since other actions may be more appropriate. Also, specific steps of the COOP may be activated to ensure a safe continuity of education at each school.

The decision to activate the Arizona Conference Corporation of SDA School's COOP and related actions will be tailored for the situation and based on projected or actual impact. There may or may not be advanced warning, depending on the disaster. To support the decision-making process regarding plan activation, key organization personnel may use the guided questions below.

Guided Questions for Continuity Plan Activation		
	Business Hours	Non-Business Hours
Event <u>with</u> Warning	<ul style="list-style-type: none"> · Is the hazard aimed at the facility or campus area? · Is the hazard aimed at district/campus personnel? · Are employees unsafe remaining in the facility and/or campus area? 	<ul style="list-style-type: none"> · Is the hazard aimed at the facility or campus area? · Is the hazard aimed at district/campus personnel? · Who should be notified of the hazard? · Is it safe for employees to come to work the next day?
Event <u>without</u> Warning	<ul style="list-style-type: none"> · Is the facility/campus 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? 	<ul style="list-style-type: none"> · Is the facility/campus affected? · What are instructions from first responders? · How soon must the district be operational?

As the decision authority, the school's principal (or local school board chairman) will be kept informed of the situation and will evaluate all available information relating to:

- Direction and guidance from local/state/federal emergency authorities.
- Incident status of campus site.
- The health and safety of personnel.
- The ability to execute essential functions.
- Changes in hazard advisories.
- Intelligence reports.
- The potential or actual effects on campus power infrastructure, communications/information systems, office facilities, and other vital equipment.
- The expected duration of the emergency situation.

2. Alert and Notification Procedures

The school 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 will monitor potential hazard information, including (but not limited to):

- Relevant social media and news outlets.
- Weather reports.
- Intelligence provided by local/state/federal public safety agencies.
- On-campus emergency alarms and notification systems.

In the event normal operations are interrupted or an incident appears to be imminent, the school will communicate the campus' operating status with all stakeholders per the provisions of the school's communication plan.

Upon the decision to activate the COOP, the principal or appointed official (local school board chairman or other) will notify all affected and interdependent campus entities with information regarding continuity activation status, operational and communications status, and the anticipated duration of relocation(s).

3. Relocation Process

Once the COOP is activated and personnel are notified, the school will relocate critical personnel and essential operational functions to an alternate facility(s) if necessary. The school's critical personnel will deploy/relocate to a pre-determined alternate facility(s) to perform the campus' essential functions and other continuity/reconstitution-related tasks.

C. Continuity Operations Phase

Upon activation of the COOP, all functions of the school (teaching, business management, communications, etc.) will continue to operate at their home operating facilities (if safely possible) until ordered to cease operations by the principal via the local/state/federal recommendations/guidelines that are current and relevant. At that time, essential functions will transfer to an alternate location, to include virtual settings. The school should ensure that the COOP can be operational within 12 hours of plan activation.

First arriving department critical personnel at the alternate location will prepare the site for essential function operations. Upon arrival at the alternate location, critical personnel will:

- Ensure infrastructure systems, such as lighting, power, water, sanitation (bathrooms), and climate control (if applicable) are functional.
 - Ensure communications and network connections are in place and functional.
 - Verify all **department critical personnel are on-duty, or en-route, and are aware of the move to the alternate location.
 - The current supervisor on site at the alternate location will be responsible for verifying department personnel accountability (critical and support), and ensuring they are updated on current communications (department radio channels and phone numbers), and department leadership (who is in charge of the department operations at that time).
- **department or involved personnel
- Notify the Superintendent of Schools when school has resumed essential functions at the alternate location.
 - If resumption of department essential functions will be delayed at the alternate location, notify the Superintendent's Office immediately to give a status report and request additional resources as needed to restore department essential functionality.

A requirement of each department head is to account for all personnel under their authority. Each school's department will outline a process of personnel accountability in their department continuity procedures. This process may include using call-down telephone trees, email, or text verification. The accountability process should also include what to do about any personnel who are unaccounted for.

During continuity operations, Arizona Conference Corporation of SDA Schools may need to acquire necessary personnel, equipment, and supplies that are not already in place for continuity operations on an emergency basis and/or to sustain operations for up to 30 days or until normal operations can be resumed. The principal and the Superintendent of Schools maintain the authority for emergency procurement.

D. Reconstitution Operations Phase

Within 48 business hours after receiving approval from the appropriate emergency services, and health and safety authorities that the incident has ended and is unlikely to immediately reoccur, reconstitution will begin. Arizona Conference Corporation of SDA Schools will initiate a reconstitution plan, and begin to coordinate operations to salvage, restore, and recover the district's primary operating functions and department home facilities.

During continuity operations, the reconstitution plan should include determining the status of the areas of the campus affected by the event as soon as practical (once all essential functions have been restored). Upon obtaining the status of the facility(s), the principal or designee will determine how much time is needed to repair the operating facility and/or acquire a new facility. Should the principal and/or designee determine the need to repair the facility, someone should be appointed to the responsibility of supervising the repair process and should notify principal or designee, including estimates of when the repairs will be completed.

These reconstitution plans are viable regardless of the level of disruption that originally prompted implementation of the COOP. Once the appropriate district authority has made this determination, one or a combination of the following options may be implemented, depending on the situation:

- The affected department(s) continues to operate from its alternate location(s).
- Reconstitute the affected department(s) home operating location(s) and begin an orderly return to said location(s).
- Begin to establish a reconstituted affected department(s) in another facility or at another designated location.

1. Reconstitution Planning Levels

Reconstitution planning levels have been created to focus and support the reconstitution planning process. A description of the levels is provided in the table below:

Reconstitution Level	Description
Level 1: Operational Planning	<p>The primary operating facility has suffered no damage or has been minimally damaged.</p> <p>Planning for this level of disruption focuses on returning operations to the primary operating facilities, which includes restoring normal operations with personnel, records, and equipment at the primary operating facility once the incident or disruption has ended. This level generally would last less than 30 days.</p>
Level 2: Short-Term Planning	<p>The primary operating facility has been moderately damaged.</p> <p>Planning for this level of disruption focuses on moving operations to a temporary operating facility, which includes restoring normal operations with personnel, records, and equipment at a temporary operating facility. This level generally would last from one-to-six months.</p>
Level 3: Long-Term Planning	<p>The primary operating facility has been severely damaged or damaged beyond repair.</p> <p>Planning for this level of disruption focuses on moving operations to a new or temporary primary operating facility, which includes restoring normal operations with personnel, records, and equipment at a new or rebuilt operating facility. This level generally will last six months or longer.</p>

2. Returning to Full Operations

Before relocating back to the primary operating facility or another facility, the local or district law enforcement agency, environmental and safety, and facility services will conduct appropriate security, safety, and health assessments to determine building and/or workspace suitability. In addition, the principal or designee will verify that all systems, communications, and other required capabilities are available and operational and that the affected district department(s) is fully capable of accomplishing its normal functions and operations at the new or restored home operating facility.

Upon a decision by the principal or designee that the home operating facility of the affected department(s) can be reoccupied or that the department(s) will be re-established in a different facility:

- The principal and the head(s) of the affected department(s) will develop space allocation and facility requirements for their affected department(s).
- The head(s) of the affected department(s) will notify their personnel that the emergency has passed, and will develop procedures, as necessary, for restructuring/reassigning their staff in support of the reconstitution process.

Upon verification that the required capabilities are available and operational and that the affected department(s) is fully capable of accomplishing all normal functions and operations at the new or restored facility, the head(s) of the affected department(s) will begin supervising a return of personnel, equipment, and documents to the department's permanent operating facility.

Designated departments will develop processes for receiving and processing employee claims during the continuity event, including personnel claims (such as workers' compensation, compensation for injuries, overtime pay, etc.).

Each school will conduct an After-Action Review (AAR) once back in full operating functionality. The principal or designee is responsible for initiating and completing the AAR, and all affected departments within the school will have the opportunity to provide input to the report. The AAR will address the effectiveness of the continuity plans and procedures, identify areas for improvement, and then develop a school's Continuity of Operations Improvement Plan as soon as possible after the reconstitution.

BUDGETING AND ACQUISITION OF RESOURCES

The District should consider budgeting for resources and capabilities essential to continuity operations.

As part of the budget process, the school may utilize a risk management methodology to identify, prioritize, and justify the allocation of budgetary resources. The school integrates the continuity budget with its long-term strategic plan and links the budget directly to objectives and metrics set forth in that plan.

For those contracts vital to the support of district/campus essential functions, the District may want to ensure contractor statements of work include the provision to provide staffing, services and resources during emergency conditions.

The school will keep thorough documentation of all expenses. The school must consider documentation of expenses that are in excess of normal operations. Specific documentation on forms provided by the State of Arizona and/or FEMA may be required to be eligible for reimbursement in a declared disaster.

CONTINUITY COMMUNICATION & KEY EXTERNAL CONTACTS

The school recognizes communication as a critical component of successful management of an emergency and continuity of operations. The school will identify primary and alternate modes of communication and will use those capabilities in support of internal and external communication for continuity of operations.

School departments are to maintain a list of external contacts that must be notified if continuity activation is declared.

COMMUNICATIONS

The school should consider having identified available and redundant critical communications systems that are located at the primary operating facility and continuity facility. Further, the school maintains fully capable continuity communications that support campus needs during all hazards.

All necessary and required school communications and IT capabilities should be operational within 12 hours of continuity activation.

EMERGENCY ORDER OF SUCCESSION

One of the fundamental principles of continuity planning is to maintain leadership in the event of an emergency by establishing an order of succession in the event that the school, department or campus leaders are not available during an emergency. Orders of Succession run from three to five deep utilizing position titles rather than individual names.

Continuity succession is critical in the event leadership is debilitated or incapable of performing their legally authorized duties, roles and responsibilities. The following predetermined Orders of Succession is designed to allow for an orderly, and predefined, transition of leadership within the district. Successors to the principal may require local school board approval. Consult with your attorney for further guidance.

Principal

Director of (department)

Identify order of successors for all directors in your district.

VITAL DATA, INFORMATION SYSTEMS & ESSENTIAL RECORDS MANAGEMENT

Planning for resumption of vital information technology (IT) applications, data, hardware, communications (such as networking) and other IT infrastructure is an important part of the school’s comprehensive planning process. It is the responsibility of IT to support the operational needs of the school’s departments, campuses and essential functions. As such, the plans and processes should focus on supporting these needs rather than identifying limitations.

Essential records refer to information systems and applications, electronic and hard copy documents, references and records, including sensitive data, needed to support essential functions during a continuity incident. These records include information needed to protect the legal and financial rights of the school and its staff. The school should incorporate its essential records retention/management program into the overall continuity program, plans and procedures. Each school is responsible for ensuring that essential records necessary to continue operations are maintained and accessible.

DELEGATION OF CONTROL AND DIRECTION

The school is prepared to transfer all its essential functions and responsibilities to personnel at a different location should emergency events render leadership or staff unavailable to

support the execution of the district's essential functions. If deployment of continuity personnel is not feasible due to the unavailability of personnel. Please contact the Superintendent of Schools immediately should this need arise.

[1] Tailor the continuity and recovery group titles to those of your district. Use titles only – do not use the names of specific individuals.

[2] Sometimes tying functions to an organization's "Mission Statement" is helpful in identifying essential functions.

[3] Tailor this list by function to the departments and operations of your district

[4] Tailor this list to the stakeholders and suppliers specific to your district

[5] Tailor this list by function to the departments and operations of your district. Use titles only – do not use the names of specific individuals.