Business Continuity and Recovery Planning for Schools

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Speakers Background

- Michael J. Hinske, Principal, School Safety Coordinator, Big Foot Union High School, Walworth
- OJA-Homeland Security Planning Team
- Safe Havens International Certified Trainer
- Past President WSSCA
- Emergency Response Certification Coordinator-WSSCA
Learning Targets

Upon completion of the module students will:

1. Understand and identify critical services necessary to return to operations.
2. Identify district personnel necessary to form a continuity team.
3. Identify resources necessary to return to service.
Learning Targets

4. Define and apply Business Continuity Planning to overall school safety.
5. Understand and demonstrate redundancy programming and operations.
6. Identify NIMS related Span of Control responsibilities used in Business Continuity Planning.
7. Apply knowledge of MOU’s to planning.
8. Understand and apply key definitions to planning.
Definitions

- **Business Continuity**: A plan devised to bring a school or business back to regular operational status as quickly as possible.

- **Critical Functions**: Those elements that if lost for a period of over 48 hours will significantly impact the business operation. These items are central to the overall mission of the school.
Definitions

- Essential Functions- Functions central to the mission of the school or business. Loss of these functions of between 2-5 days will impact the mission of the organization.

- Necessary Functions- Functions whose loss in excess of one weeks time would greatly impact the mission of the organization.

- Desirable Functions- Not vital to the mission of the organization. These functions provide for a more well rounded and balanced operation but are not essential.
Definitions

- **Redundancy Planning**: Planning for the operation of critical systems through backup plans and procedures. Designed to move back to operation quickly.

- **Business Continuity Team**: The team designated and responsible for the implementation of the Business Continuity Plan.

- **Resources**: Those people, agencies, or entities who are able to provide services to a business in order to return to business operations.
When might the BCP be used?

- Power Outage
- Tornado and Severe Weather
- Floods
- Incident of Mega Violence - Shooting
- Mass Casualty Event - Onsite or off
- Fire and Explosion
- Pandemic Flu
- Others
Business Continuity Planning Team

- Designated and included in the comprehensive school safety plan just as a response team. Functions in roles necessary for resumption of services. Some crossover is acceptable. Don’t simply use your Crisis Response Team as the Recovery/Business Continuity Team.

- Each school or district designates the main tactical members of the team based on the needs and organization of the district.
Membership - One Example

- School District Administrator
- School Principal
- Vice Principal or Dean
- Network Operations Officer
- Telecommunications Specialist
- Facilities Operations Coordinator
- Director of Building and Grounds
- Insurance Secretary or Officer
- Administrative Assistant or Accounting Officer
- Board Representative
- Counseling or Psychological Recovery Specialist
A Key Idea

- Recovery requires planning, practice, and building upon scenarios. Do not assume that you are ready to recover from a disaster or incident. Recovery planning is the least used and developed portion of school safety plans. It is not glamorous and takes a lot of time to do well. Do a lousy job of it and long term consequences follow. Think, plan, prepare, practice, and recover.
Critical Functions

Look at Critical Functions from the following:

1. Facilities
2. Services
3. Records
4. Food Service
5. Instruction and Curricular Program
6. School Calendar
7. Psychological Services
Facilities

Identify critical functions necessary for the resumption of services.

1. Water and Sewer
2. Structural Integrity of Facility
3. Lights
4. Electricity
5. Gas
Services

Identify critical functions necessary for the resumption of services.

1. Telephone and External Communications
2. Network Operations?? Is this one a critical or essential function?
3. Nursing or Health Programs
4. HVAC and Lighting Controls
Records

Identify critical functions necessary for the resumption of services.

1. Payroll
2. Accounting
3. Student Academic
4. Student and Staff Medical
5. Classroom Gradebooks- Misc.
6. Fees, Fines etc.....
Food Service

Identify critical functions necessary for the resumption of services.

1. Refrigeration
2. Cooking
3. Sanitation
4. Staffing
Instruction and Curricular Services

Identify critical functions necessary for the resumption of services.

1. Staffing
   1. Licensed Instruction
   2. Supervisory- Non Licensed
   3. Specialized Services

2. Educational Materials including textbooks and support materials
Crisis Response and Psychological Services

Identify critical functions necessary for the resumption of services.

1. Staffing for extended response to:
   1. Students
   2. Staff
   3. Community Members
   4. Parents

2. Agreed Upon Psychological Recovery Model-
   If necessary- Continuity
School Calendar- Question?

- What are the legal requirements for the resumption of instructional services and how does this closure impact the state mandated hours of instruction.

- Does this closure constitute instructional loss that does not need to be made up?
Assemble the safety committee/team and begin discussion- Define Business Continuity

Identify key players in the school not present who would lend responsibility to the process

Identify the link between any continuity plan and the Emergency Operations Plan or Recovery Plan from the local municipality

Identify membership of the Business Continuity Team
Establish small teams from within the school to identify critical, essential, necessary, and desired functions.

Share the identified functions with the team at large. Update, review and decide formally on a function list and priority.

Develop a plan for redundancy of operations and backup systems.
Getting Started—Secondary

- Identify costs or alternatives available to the redundancy plan options—Example—Electronic backups of data records, servers etc.

- Identify providers of services that may require an MOU for the delivery of services—Examples?

- Compile a comprehensive list of resources necessary to resume operations. Go over it, review it, update it, and use it to identify MOU’s.
Resources - A Quick List

- HVAC Providers
- Assessor/Appraisals
- Attorneys
- Depositories
- Bus Companies
- Churches
- Cleaning and Restorative Services
- Communications
- Electricians
- Excavating Contractors
- General Contractors
- Plumbing and Pluming Supplies
- Septic Contractors
Resources - A Quick List

- Counseling Agencies
- Crane Services
- DPI
- DNR
- Emergency Services
- Emergency Government
- Emergency Shelters
- Structural Engineer
- Environmental Services
- Food Services and Supply
- Fuel Services
- Garbage Removal
- Generators
- Glass Companies
Resources - A Quick List

- Grade and Other Schools
- Hardware Supplies
- Hospital and Medical Services
- Insurance
- Mobile Decontamination
- Movers and Storage
- On Site - Portable Sanitation
- Pest Control
- Public Services
- Radio and Media Outlets
- Security Companies
- Fencing Companies
- Software Support and Computer Operations
- Temporary Services
- Towing Services
- Village/Town Government
- Tree Removal
- Utilities
- Weather Service
Getting Started - Secondary

- Address the issue of communications and public information as part of continuity/recovery. Don’t assume everyone knows.
- Identify Recovery Planning Sites - Backups
Getting Started - Secondary

- Plan for the recording of charges and accounting of the recovery/continuity process
- Plan for the maintenance of financial and loss records- Contact insurance carriers as necessary
- Plan for maintenance and testing of the plan
- Plan for the recording and safe keeping of sensitive passwords- Firewalls etc......
- Develop and write the checklists for plan use in a disaster or event
Response Protocol- BCP- Before you write the plan document!

Determine how the plan will be implemented and under whose authority- Establish Response Protocol to the BCP

1. Detect and determine a disaster condition- Crisis Response Team (CRT)
2. Notify Persons Responsible for Recovery-BCPT
3. Initiate the BCP
4. Activate ICS as Necessary
5. Disseminate Public Information
6. Provide Support Services- Primary and call in as necessary
Getting Started - Tertiary

- Write the Plan - Draft Form
  - Share with team members before review session
  - Come prepared to discuss plan and operations
  - Be critical of the efforts and diagnose problems with vision of: What if?
  - Recommend adoption of the plan through motion and forward to the BOE - Becomes formal BOE policy.
Templates and Assistance

- See the provided templates from Safe Havens International - Use as a guide to assist in plan development.
A Good Example and Lesson

- Power Outage- May 13, 2009
  - 4:30 power out to school- West/Center-Line cut on property- impact 100,000 sq. ft- Electric and fire control
  - Recovery team on site by 4:45
  - Inspection of damage and loss of utility determined to be severe
  - Resources and specialists called in
  - Team determines at 7:30 p.m.- Late start is in order- Resources being brought in to resume operations by 9:30 a.m.
Lesson Continued

- 8:11 P.M. Instant alert to staff notice of LS and situation
- 8:20 P.M Instant Alert to all students inform of LS
- 8:40-9:30 P.M.- Operations considerations and alternate sites for classes developed- Contingency
- 10:00 P.M. Sleep
Thursday May 14, 2009

- 6:30 a.m. First portable generator on site
- 7:30 a.m. Backup generator running and powering small circuit operations - No HVAC
- 8:30 a.m. Phone system switched to different circuits and operational
- 8:30 Staff report to school - Meeting
- 9:30 a.m. School starts with modified locations and limits on power
- 9:30-3:00 Additional generation capacity provided and power restored to impacted areas
- 3:30 p.m. Network powered down for night
- 8:00 p.m. Backup generator powered down for night
Friday May 15

7:25 a.m. Classes run as normal

9:00 a.m. Network switched back on with generated electricity to switches

- Generated power at school for 2 weeks or so. Sum total- Recovery took more than two weeks to become fully sound. Educationally:
  - We lost 2 hours of instruction.
  - Lost network capability for 36 hours
  - Lost phone system for 16 hours
  - Lost HVAC for 1 week- Windows and cooler temps helped.

- The plan worked because we were prepared.
Boring Gone Bad!
A Big Hole and a Big Problem
18 Inches Deep 4 Feet Wide
Emergency Line Repair
Resources to the Rescue
One Final Step

- After the incident and recovery process ends complete an After Action Review to debrief how well things went.
Recovery takes time to plan for, implement, and write. Recovery or Business Continuity Planning is the final requirement in comprehensive safety. Never discount its importance. New legislation forthcoming- Senate Bill 154 will require comprehensive safety plans including recovery. Ask questions of us as we are here to help.
Special Thanks and Notes

- Business Continuity and Recovery Templates are provided through a state agreement with Safe Havens International. Use of the forms and materials presented here are subject to the restrictions provided for in the agreement attached to the template document.

- I wish to thank Michael Dorn and Safe Havens International for use of the documents and materials.
Module 9 Part 4

The After Action Review
Event Debriefing
After Action Review

- A required element- Construct a board and save it
  - Include key players from all jurisdictions involved
  - Include if available persons affected by the situation
  - Analyze events, timelines, decisions, notes
  - Be critical
  - Take corrective actions and update the plan
  - Don’t forget the recovery phase

- Use an Incident-Action-Response Board to aid in debriefing situations
  - Use your notes and files.
  - Be Specific in recording events- Just the facts! Joe Friday Method! Use specific notes taken and recorded.

- Practice the plan with modifications determined.
Steps to an After Action Review (IAR)

1. Construct a board with 3 large columns
2. Title the columns from Left to Right- Incident, Action, Review
3. Incidents are time sensitive events that occur during a situation. Times are recorded and events are placed on the board from start of event to the end. Sticky notes work well!!!
4. Actions are the specific steps used by the school or response agency to meet the identified change in incident. Each incident gets a recorded action placed against it. Again, from start of the incident progression to the end.
Steps to an After Action Review (IAR)

5. Review is the critical analysis of the Incident and Actions based on the predetermined plan. Each incident and action will need a review if the district took action. Be critical of the steps taken. Determine strengths and weaknesses in response. Go from start to end. Don’t forget recovery if the incident calls for it.

6. Large scale events with multiple agencies are very complex. School responses are many times less complex but must look at the event sequence and actions.

7. Practice and revise the Emergency Operations/Response Plan based on the IAR.
You have now completed the preliminary safety training leading up to the culminating experience. Module 10 will provide review and practice in the skills you have used in modules 6-9.
How well did you meet the learning targets from this presentation.

1. Understand and identify critical services necessary to return to operations.
2. Identify district personnel necessary to form a continuity team.
3. Identify resources necessary to return to service.
4. Identify resources and resource professionals necessary to develop an MOU with.
How well did you meet the learning targets from this presentation.

5. Define and apply Business Continuity Planning to overall school safety.
6. Understand and demonstrate redundancy programming and operations.
7. Identify NIMS related Span of Control responsibilities used in Business Continuity Planning.
8. Apply knowledge of MOU’s to planning.
9. Understand and apply key definitions to planning
The End of Module 9

Emergency Response  Schools

Community