



SCHOOL CLOSURE CONTINUITY PLAN

Policy 6157: Distance Learning**Status:** ADOPTED**Original Adopted Date:** 6/18/2020 | **Last Reviewed Date:** 06/18/2020

The Governing Board recognizes that distance learning can be a viable alternative instructional strategy that supports student achievement of academic goals. Distance learning opportunities may be offered to students participating in independent study, credit recovery courses, enrichment courses, or other courses identified by the Superintendent or designee, or in the event that a school site is physically closed due to widespread illness, natural disaster, or other emergency.

The district may offer distance learning through a variety of delivery methods as appropriate for the grade level and subject matter. Distance learning opportunities may include video, audio, and/or written instruction in which the primary mode of communication between the student and teacher is online interaction, instructional television, live or prerecorded video, telecourses, and other instruction that relies on computer or communications technology. They may also include the use of print materials with written or oral feedback.

The Superintendent or designee shall review and select distance learning courses, which may include those taught by district staff or others, that are of high academic quality and are aligned with district standards and curricula. As appropriate, courses may be self-directed to allow students to complete assignments at their own pace and/or may involve real-time interaction among the teacher and students.

The Superintendent or designee shall, in collaboration with teachers, plan for schoolwide or long-term distance learning in the event of a school closure. In developing the plan, the Superintendent or designee shall analyze the course sequence, prioritize content and standards to be completed, and recommend the grading criteria. In such circumstances, students' social-emotional wellness shall be taken into account, and schedules and learning experiences shall be designed to build continuity, routine, and regular connections with students.

As needed, the Superintendent or designee shall provide teachers with training and ongoing support, including technological support and guidance, to effectively implement distance learning. The district shall also provide opportunities for teachers to communicate and collaborate with each other to exchange information on effective practices.

Staff shall comply with all copyright regulations in developing materials to be used in distance education courses.

The district shall take steps to ensure that distance learning opportunities are available to all students, including economically disadvantaged students, students with disabilities, and English learners. Teachers may use multiple methods of providing instruction to meet student needs. All online programming and Internet content shall meet accessibility standards for students with disabilities, including compatibility with commonly used assistive technologies.

The Superintendent or designee shall assess students' access to technological devices and the Internet and, consistent with the district's budget and technology plan, may loan devices to students to use at home and/or assist families in identifying free service providers. Students are expected to use district technology responsibly in accordance with the district's Acceptable Use Agreement. To the extent possible, the district shall make technical and academic support available to students.

Teachers shall provide regular communications to students and parents/guardians about expectations, assignments, and available resources to assist the student in successful completion of distance learning coursework.

Grading of distance learning assignments and assessments of end-of-course knowledge and understanding of the subject matter shall be consistent with district policy on grading for equivalent courses.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Management Resources References	Description
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DRY CREEK DISTANCE LEARNING STANDARDS

Following a spring of uneven distance learning expectations for schools across California, the new state budget sets standards for fall instruction. A summary of Dry Creek's implementation of these expectations are below. Please note specific information pertaining to each bullet, including daily/weekly schedules, will be communicated directly by school sites and teachers.



DAILY LIVE INTERACTION REQUIRED

Students will receive daily live instruction from their teachers.



TAKING STUDENT ATTENDANCE

Teachers will be taking daily student attendance.



MINIMUM INSTRUCTIONAL REQUIREMENTS

Students will receive a minimum amount of daily instruction which can be met by a combination of teacher instruction and independent work assigned.

- 180 minutes per day for kindergartners
- 230 minutes per day for grades 1-3
- 240 minutes per day for grades 4-8



PREVENTING DISENGAGEMENT

Schools have plans to re-engage students who are absent from distance learning for more than three school days a week.



CHECKING FAMILIES' CONNECTIVITY

Students who do not have a device at home to participate in distance learning will be able to check-out a Chromebook from the District. Distribution information will be coming directly from your school site. Chromebook check-out agreements, as well as a list of low cost internet options can be found on Dry Creek's COVID-19 resource page: www.drycreekschools.us/covid19.



WEEKLY ENGAGEMENT RECORDS

Schools will keep weekly engagement records noting how much synchronous (live) or asynchronous (independent) instruction a student has received.

SOURCE: CAL MATTERS
SOURCE: CALIFORNIA 2020-21 STATE BUDGET

 **Dry Creek**
Joint Elementary School District

Number: ESA-034

Functional Area: Educational Services

Subject: Distance Learning Guidance and Procedures

Distance learning is instruction in which the student and instructor are in different locations. Distance learning is being defined by the State of California to include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses or conferences, or other instruction that relies on computer, virtual or communications technologies. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback. The aim of distance learning is to allow educators and providers, in collaboration with the District, to provide ongoing instruction and high-quality educational opportunities.

The District will endeavor to work with the technology companies utilized in the provision of distance learning opportunities to ensure the privacy of our students is maintained consistent with all relevant federal and state laws, including the Federal Educational Rights and Privacy Act (FERPA).

If the District offers distance learning, it must ensure the following:

- Student access to internet connectivity and devices to participate in the educational program.
- Quality, challenging content aligned to grade level standards equivalent to in-person instruction.
- Supports to address the needs of the students.
- Special education, related services, and accommodations required by an individualized education program.
- Designated and integrated instruction in English language development. • Daily live interaction with certificated employees and peers.

The District must document daily participation of each student on each school day, in whole or in part, for which distance learning is provided. If the student does not participate in distance learning, then they must be marked absent. Participation includes, but is not limited to "evidence of participation in online activities, completion of regular assignments, completion of assessments" and contact with an employee of the LEA and the student or the parent/guardian of the student. The District is also required to ensure that a "weekly engagement record" is completed for each student participating in distance learning.

For purposes of tracking average daily attendance, the District must document daily student participation when providing distance learning. The District also required to develop written tiered re-engagement strategies for students who are absent from distance learning for more than three school days or 60% percent of the instructional days in a school week, which may include transitioning the student back to in-person instruction.

Attendance	Attendance must be taken daily.	
	Elementary	Middle School
	Each teacher will hold a morning meeting to begin the day with all students. Attendance will be taken in Aeries as would be done during In Person instruction. If the student does not attend scheduled distance learning, then they must be marked absent. The student's absence is to be changed to PRESENT if student has participated by midnight. (Participation includes but is not limited to "evidence of	Each advisory teacher will hold a morning meeting to begin the day with all students. Attendance will be taken thereafter by period in Aeries as would be done during In Person instruction. If the student does not attend scheduled distance learning, then they must be marked absent. The student's absence is to be changed to PRESENT if student has participated by midnight. (Participation includes,

	participation in online activities, completion of regular assignments, completion of assessments" and contact with an employee of the LEA and the student or the parent/guardian of the student). Teachers will have 2 days to change the absence to Present in Aeries. Flow Chart (updated 8/14) Should you have a student that is not participating on a regular basis, please reach out to parents via email and phone to identify barriers prohibiting student from attending. If you are not having luck, please communicate with your Administrator and school counselor to help with contacting and engaging the student. Normal Attendance Recording/Monitoring will take place with Attendance Clerks and site Admin with automatic calls, parent notification/meetings, SSTs, home visits, etc. for engagement and supports.	but is not limited to "evidence of participation in online activities, completion of regular assignments, completion of assessments" and contact with an employee of the LEA and the student or the parent/guardian of the student). Teachers will have 2 days to change the absence to Present in Aeries. Flow Chart (updated 8/14) Should you have a student that is not participating on a regular basis, please reach out to parents via email and phone to identify barriers prohibiting student from attending. If you are not having luck, please communicate with your Administrator and school counselor to help with contacting and engaging the student. Normal Attendance Recording/Monitoring will take place with Attendance Clerks and site Admin with automatic calls, parent notification/meetings, SSTs, home visits, etc. for engagement and supports.
Counselors (SEL)	Counselors will access their Distance Learning and Support shared drive where they have built Google Forms for students requesting support and a parent letter addressing office hours for phone counseling or in person counseling sessions. Please continue to support students and families with a connection to school and engaging in learning opportunities and lessons.	
Academic Instruction & Daily Schedules	Elementary	Middle School
	All certificated staff and specialists will follow an 8-3 work day during Distance Learning. School will start at 8:30 a.m. for all students, 5 days a week with the morning meeting. All teachers will hold a morning meeting to start the day with all of their students. This meeting will consist of community building, checking that all students are able to get to their learning materials for the day, review schedules and take	All certificated staff and specialists will follow an 8-3 work day during Distance Learning. School will start at 8:30 a.m. for all students, 5 days a week with the morning meeting. All teachers will hold a morning meeting to start the day with all of their students. This meeting will consist of community building, checking that all students are able to get to their learning materials for the day, review schedules and take

	attendance. Students will receive live instruction daily. Following the morning meeting, staff will establish a learning schedule with a combination of live instruction (synchronous) and independent learning assignments and activities (asynchronous). Live instruction should constitute the majority of learning time. See SAMPLE schedule here. There are a variety of modifications that may be needed to accommodate science instruction, PE etc. for each grade level and school site. • Grades K/TK • Grade 1 • Grades 2-3 • Grades 4-5 <u>Lunch time will need to stay the time on schedule in order to accommodate students picking up lunches at their school sites (if applicable).</u> *State mandate for minimum of 180 instructional days and instructional minutes based on grade level. Minutes will be a combination of in person live instruction and independent work based on posted activities and assignments. Minutes to meet requirements daily: • TK-K: 180 • 1-3: 230 • 4-5: 240 All teachers will establish a “Virtual Classroom” to provide a secure hub for consistency with communication, post assignments, post lessons and provide students with feedback.	attendance. Students will receive live instruction daily. Following the morning meeting, staff will establish a learning schedule with a combination of live instruction (synchronous) and independent learning assignments and activities (asynchronous). Live instruction should constitute the majority of learning time. Middle School will follow a block schedule with longer instructional periods combined with support in order to meet student needs. Keeping a 6 period schedule for students while distance learning lends itself to an easier transition for both staff and students back to an in person schedule. This schedule will include a rotation of advisory and 3 periods each day and time for office hours, intervention/small groups and prep. See SAMPLE schedule here. Each middle school will modify based on what they call their periods i.e., what period is lunch etc. • Grades 6-8 <u>Lunch time will need to stay the time on schedule in order to accommodate students picking up lunches at their school sites.</u> *State mandate for minimum of 180 instructional days and instructional minutes based on grade level. Minutes will be a combination of in person live instruction and independent work based on posted activities and assignments. Minutes to meet requirements daily: • 6-8: 240
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	- TK-2 staff may choose between Seesaw and Google Classroom. Seesaw subscriptions are available District-wide and tends to be easier for the primary kids to utilize. 3-5 staff will utilize Google Classroom - All staff please invite or share the information to your virtual classroom with your site administration - Knowing we have students with equity barriers, all live instruction over GoogleMeet/Zoom should be recorded and posted in SeeSaw or Google Classroom for students to utilize at a later time. SSTs, IEPs, etc. will be before and after just like if we were in person. We will follow current practices for PLC Mondays and staff meeting days. Site Admin will provide further information.	All teachers will establish a “Virtual Classroom” to provide a secure hub for consistency with communication, post assignments, post lessons and provide students with feedback. 6-8 staff will utilize Google Classroom - All staff please invite or share the information to your virtual classroom with your site administration - Knowing we have students with equity barriers, all live instruction over Google Meet/Zoom should be recorded and posted in Google Classroom for students to utilize at a later time. SSTs, IEPs, etc. will be scheduled before and after school just like if we were in person. We will follow current practices for PLC Mondays and staff meeting days. Site Admin will provide further information.
EADMS/IO Education @Home	IO Education may still be utilized for assessment purposes. Students are able to access at home. It is recommended that students participate in a Google Meet while taking the test in order for staff to monitor and provide for the fidelity of the assessment. Student should be able to log on to a Zoom/Google Meet and the camera will show them on your screen in the Zoom/Google Meet while they take the assessment. EADMS/IO Education: LINK Internet Link: Star Student (Distance Learning page under Schools tab) Intranet Link: Star Teacher (bottom of Teacher Resources page)	
Family Education & Resources	Distance Learning Resources for Parents	
Grading and Reporting	Elementary	Middle School

	The focus of the learning opportunities should be mastery of standards, content, concepts, and feedback for learning. Grading and Reporting will be done the same as if we were in person. We will collect and review work, provide feedback and identify grades/points/mastery in the gradebook as if we were in school. We will be reporting on report cards and progress reports just as we would if we were in person. Learning Center students will receive grades from their general education teachers after special education teachers have provided input and collaboration. SDC students will receive grades based on their progress toward goals and objectives.	The focus of the learning opportunities should be mastery of standards, content, concepts, and feedback for learning. Grading and Reporting will be done the same as if we were in person. We will collect and review work, provide feedback and identify grades/points/mastery in the gradebook as if we were in school. We will be reporting on report cards and progress reports just as we would if we were in person. Learning Center students will receive grades from their general education teachers after special education teachers have provided input and collaboration. SDC students will receive grades based on their progress toward goals and objectives.
Health	Nurses and LVN's will continue to be available to help parents navigate health care systems and check-in with medically fragile students. School nurses will work with parents to develop new health care plans. Students <u>are still required to be immunized</u> per Shots for School guidelines.	
Curriculum & Instructional Focus	Utilize District adopted <u>curriculum</u> for the majority of core lessons.	
	Elementary	Middle School
	TK-3 instruction should focus on Reading, Writing, Math, Social Studies, & Science. VAPA should be added as extension activities. 1-3 PE teachers will be responsible for PE curriculum at those levels. Collaborate with the classroom teachers. 4-5 instruction should focus on Reading, Writing, and Math, Social Studies and Science. PE and VAPA activities should be added as	6-8 instruction should focus on Reading, Writing, Math, Social Studies, Science, PE, Exploratory and Band. Special education curriculum is available both in print and an on-line version.

	extension activities. 4-5 Science teachers will be responsible for Science curriculum lessons. Collaborate with the classroom teachers. Special education curriculum is available both in print and an on-line version.	
Special Education	Elementary	Middle School
	Students will receive live instruction daily. Learning Center teachers will collaborate with general education teachers to ensure special education students are receiving their accommodations. Evidence-based curriculum addressing individual students will be utilized. Individualized learning plans will be developed for each student. Case managers and related service providers will conduct initial and triennial assessments in person. School psychologists will conduct in person assessments. Speech-Language Pathologists, Occupational Therapists, APE, Mental Health Clinicians, Behavior Specialist, and Behavior Support Assistant will provide services through distance learning platforms, as well as, in person services. Special Day Class (SDC) teachers will utilize evidence based curriculum (either in digital or paper form) and have daily instruction.	Students will receive live instruction daily. Co-teaching teachers will collaborate with general education teachers to ensure special education students are receiving their accommodations. Evidence-based curriculum addressing individual students will be utilized. Individualized learning plans will be developed for each student. Case managers and related service providers will conduct initial and triennial assessments in person. School psychologists will conduct in person assessments. Speech-Language Pathologists, Occupational Therapists, APE, Mental Health Clinicians, Behavior Specialist, and Behavior Support Assistant will provide services through distance learning platforms, as well as, in person services. Special Day Class (SDC) teachers will utilize evidence based curriculum (either in digital or paper form) and have daily instruction.
Technology Programs/Platforms	Technology Use Policy (revised 7-9-2020)	

	“How to Access” links will be available on the internet for parents/students under Learning Supports and Resources for Parents. Please use the link to Teacher Resource Page for recorded trainings, resources and important privacy/use information for these applications. ● Chromebook Check Out / Internet Access ○ Sites will distribute all Chromebooks ○ 6-8 students are all assigned Chromebooks ○ K-5 can check out as needed ● Zoom*/Google Hangout/Meets - all staff using for virtual class instruction, therapy, specialized instruction - purchasing licences for Zoom ● Google Classroom - all classes will use 3rd-8th ● Screencastify - District license all staff ● FlipGrid ● Kami - District license all staff ● PearDeck - District license TK-8 ● SeeSaw - purchased District license for TK-2 ● Newsela - District 6-8 license ● Nearpod - District license for Specialists (Title 1, EL etc.) ● Digital versions of Specialized Education Programs ○ Edmark ○ Sonday ○ STAR ○ Unique ○ TouchMath	
Assessments and Universal Screeners	Elementary	Middle School
	See assessment grids by grade level on intranet HERE	See assessment grids by grade level on intranet HERE

Academic Intervention	Elementary	Middle School
	Academic intervention will continue through small group and virtual instruction by both classroom teacher and specialists. Please collaborate to determine scheduling.	Academic intervention will continue through small group and virtual instruction by both classroom teacher and specialists. Please collaborate to determine scheduling.
Links to Teacher Supports & PD Sessions	• Teacher Resource Page on Intranet • Supports and Resources for Distance Learning	
Communication with Families	Communication with your families should be frequent in order to help them plan for the week and to understand what their child's(rens) expectation will be. Communicate with families what your daily/weekly schedule will look like, the tech platforms you will be using, and how to reach you for questions and help.	
Community and Relationship Building	Please see the Social Emotional Learning & Mental Health Resources on the intranet for Social Emotional Learning activities and tools to use with your students during Distance Learning.	
Learning Specialists & Services	EL/Title I teachers will access their resource page with curricular supports that have been developed and shared with teachers as well as intervention and support materials on site. Lessons in remote curriculum (NearPod, Read Naturally Live, Rosetta Stone) being provided. Teachers and instructional assistants are checking in with students and providing tiered intervention.	
Classroom Management in a Virtual Environment	Establish routines, procedures, and guidelines for using "virtual classrooms/therapy settings" just as you would in your regular classroom or therapy setting. Please see the Teacher Resource Page on the intranet for resources.	

ACCESS TO TECHNOLOGY



GRADES 6-8

The District implemented a 1:1 (student to device) initiative for grades 6-8.

ELEMENTARY GRADES

During distance learning devices will be available for check-out if students do not have access to one at home.

**Any student issued a Chromebook must have a Chromebook Check-out Agreement on file.*

WIFI: If a student does not have internet services at home, and distance learning is implemented, WIFI options may be available to the family at low to no cost.

FOCUS: STUDENT SUPPORTS

ADDRESSING STUDENT'S NEEDS

We believe it is in the best interest of students to provide as much normalcy as possible when schools re-open. To help address learning gaps, social-emotional health needs, and emotional trauma, we are prepared to meet students where they are academically, socially, and emotionally and offer additional support. Examples of supports available are listed below.



Social-Emotional Supports

- School-based counseling
- Suicide training and pre/postvention for all certificated staff
- Mental health therapies
- Positive Behavior Interventions & Supports
- Restorative Practices
- Community building circles

Academic Supports

- Formative assessments for learning gaps
- Tiered Levels of Support during the school day
- Added individual and group tutoring for identified students
- Additional staff to address learning gaps

English Learners

- Integrated English Language Development will continue to be delivered in all content areas to ensure access to rigorous curriculum and success in standards of mastery in both hybrid and distance learning models

Special Education

- School personnel will work closely with families of students who are immunocompromised
- Special Education services can be offered in a variety of approaches, including on campus, virtually, or telephonically



TSC
Technology Services
Committee

INFORMATION TECHNOLOGY DISASTER RECOVERY

PREPAREDNESS CHECKLIST

FOR K-12 ORGANIZATIONS

Provided by

**THE CALIFORNIA COUNTY SUPERINTENDENTS
TECHNOLOGY SERVICES COMMITTEE (TSC)**

Version 2023.10.27 - interactive checkboxes added

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Introduction

This document was developed by the Technology Services Committee (TSC) of the California County Superintendents. The information in this checklist is intended to assist California K-12 educational agencies in creating and implementing a technology disaster recovery plan.

This checklist is meant to help determine how prepared your agency is for a local or regional disaster. It should be completed before filling out the Disaster Recovery Plan Template, as many of these items will be required to create a fully functional disaster recovery site and disaster recovery plan for your agency.

Completing the Checklist

This checklist should be considered a “living document” that will help strengthen your organization's ability to prepare for, and recover from, a large or small scale disaster. It's important to review and update this document regularly. Follow the instructions at the end of this document entitled [Checking Off Items In This Google Doc](#) as you evaluate your disaster readiness using this checklist. Be sure to print this list out and store it with your disaster recovery plan for future reference.

Checklist Update History

Date Updated	Notes

Disclaimer

The Technology Services Committee (TSC) has provided this document solely as a resource to assist your agency with creating its own Disaster Recovery Plan. This document, and any other related disaster recovery plan resources produced by the TSC (including guidelines, templates, checklists, and recommendations), are provided “as is,” with no express or implied warranty of any kind. These resources may only be used at your own risk. Always seek independent verification of your disaster recovery plan and supplemental resources from a third party that has expertise in this area.

EXECUTIVE SUMMARY

This checklist is designed to be completed by one person or distributed, by section, to other members of a technology team. When making section assignments, use the list below to record when each section was reviewed and by whom. Checklist results should be reviewed by the Department Director or Disaster Recovery Lead.

	Name of Reviewer	Date Reviewed
☐ Facilities (UPS, generator, power, etc.)		
☐ Server Infrastructure		
☐ Network Infrastructure		
☐ Email		
☐ Data Protection		
☐ Telecommunications		
☐ DR Site Location / Supplies		
☐ DR Site Equipment		
☐ DR Plan Creation		
☐ DR Plan Implementation		

DR Preparedness Checklist results reviewed by:

Name:	
Title:	
Date:	
Facility or Location Name:	

UPS & GENERATOR

Uninterruptible Power Supply (UPS)

- ☐ You have an Uninterruptible Power Supply (UPS) for your data center
- ☐ UPS batteries and capacitors are on a recommended replacement plan (usually 4-5 years for batteries / 10 years for capacitors; consult vendor)
- ☐ UPS serviced regularly (recommended: twice a year)
- ☐ UPS runtime is long enough for a complete data center graceful shutdown
 - ☐ If the UPS is powered by a generator, it has enough runtime to handle the full load until the generator is able to supply power to the UPS (graceful shutdown unneeded)
 - ☐ If UPS is NOT powered by a generator, there is an automated system that shuts down the servers gracefully in the event of an outage during off hours
- ☐ Available runtime based on current power usage: minutes
- ☐ Available runtime re-checked every 6 months
- ☐ Maximum UPS power output (load): kVA (kilo-volt-ampere)
- ☐ Current power load of data center: kVA (kilo-volt-ampere)
- ☐ UPS is properly sized to accommodate for future data center power needs (growth)
- ☐ Ensure optimal UPS runtime is available to perform a graceful shutdown of critical services
- ☐ Perform an electrical power configuration review after any major change to the data center (example: significant hardware installation or equipment move)

Generator & Auto Transfer Switch (ATS)

- ☐ You have a generator with an Automatic Transfer Switch (ATS) that powers the UPS in the event of a power outage
- ☐ Maximum generator power output: kilowatts (kW)
- ☐ Maximum generator power output is greater than maximum UPS power load (generator is properly sized to fully support the maximum data center power load)
- ☐ UPS runtime with full load is longer than generator startup time
- ☐ Generator fully powers CRAC (Computer Room Air Conditioning) units during a power outage so data center remains cool

GENERATOR (CNTD.) & EMERGENCY POWER

- ☐ Keys to the generator and generator enclosure are kept in a designated location and/or are readily available to authorized staff
- ☐ Generator is tested regularly (recommended: weekly, check air regulations)
- ☐ Generator is maintained regularly (recommended: every 3-6 months)
- ☐ ATS is tested when generator maintenance is performed (or every 3-6 months)
- ☐ Staff checks for adequate fuel on a regular basis (recommended: monthly, and after each power outage)
- ☐ Generator maintenance information (maintenance frequency, testing frequency, refueling schedule, alert parameters/settings, etc.):

- ☐ Keep UPS maintenance document in generator information binder. Include runtime data for the UPS and generator, fuel tank capacity, how often it needs to be refueled, etc., and include a copy of the refueling contract.
- ☐ Maintain service contract for repairs and testing
- ☐ Maintain service contract for refueling

Emergency Power

- ☐ Designate a secure room/area where emergency power can be provided to authorized personnel from the generator to conduct critical business operations in the event of an extended power outage (check printing, other operations, etc.)
- ☐ Have spare extension cords available that can be run from the server room UPS to power critical equipment (workstations/laptops, printers, etc.)
- ☐ Designate emergency network ports for equipment
- ☐ Have one or more portable generators available to provide emergency power in case generator fails or cannot provide power outside the data center
- ☐ Contact your local city or county Public Works' department to see if they can assist in the event of a disaster (additional generators, fuel, etc.)

COOLING, POWER & ENVIRONMENTAL MONITORING

Cooling

- ☐ The data center is adequately cooled (under 72 degrees)
- ☐ AC systems maintain ambient relative humidity levels between 40%-60%
- ☐ There are redundant AC units; if one unit fails the room will remain cool
- ☐ There is a portable cooling system available if your AC is not redundant
- ☐ AC systems functions in the event of a power failure (generator powered)
- ☐ Optimal: ability to turn on exhaust fans and/or turn off power strips remotely/automatically if the room reaches a critical temperature

Power

- ☐ There is adequate power/amperage for the equipment in the room (each circuit has adequate amperage for all equipment plugged into it)
- ☐ There are enough available electrical outlets for equipment
- ☐ There are spare power distribution units (PDUs) readily available
- ☐ Equipment is using 220 volt circuits whenever possible (more efficient)
- ☐ Emergency Lighting is available in data center in case of a power outage
- ☐ If running 3 phase power, review and check power phases with a certified electrician to confirm the phases are properly load balanced. An unbalanced load can cause issues for a generator supplying power to the data center.

Environmental Monitoring and Alerting

- ☐ Data center temperature and humidity are monitored
- ☐ CRAC (AC) systems are monitored
- ☐ Power status is monitored
- ☐ Generator and ATS status is monitored
- ☐ UPS status is monitored
- ☐ Fire suppression system is monitored and alerted
- ☐ If wet/dry system, ensure alerts are triggered when water is loaded into system
- ☐ Use additional sensors to monitor room temperature and power status independent of data center systems ("WatchDogs", "Netbots," etc.)

SERVER INFRASTRUCTURE

Equipment

- ☐ All servers have redundant power supplies
- ☐ Redundant power supplies are plugged into separate electrical circuits
- ☐ Server equipment is covered by current support contracts at a level sufficient to continue business operations if equipment fails
- ☐ Storage Area Network (SAN) and other critical storage equipment is covered by a 4-hour or less support contract (read the fine print)
- ☐ Spare hard drives, flash drives, keyboards, mice and monitors are readily available in the event of minor equipment failure
- ☐ Work out a process with your fiscal services department to purchase equipment or services without a purchase order in the event of a disaster or critical emergency

Virtual Server Infrastructure

- ☐ There are enough physical servers total to support all virtual servers in the event of a single physical server failure (recommended: enough servers available to withstand 2 physical server failures)
- ☐ Documentation is maintained detailing how to access and manage the virtual server infrastructure, including which host(s) or cluster the vSphere or Hyper-V management console resides on
- ☐ Maintain one or more physical servers outside the virtual infrastructure to provide domain controller, DNS and DHCP services; allows continued network use for staff if virtual server infrastructure is down

DNS / DHCP

- ☐ Locate a DNS server outside your network so email will continue to flow to Gmail or Office 365 in the event of a major network failure (ie, MX records need to still be available to external mail systems)
- ☐ Document your domains' Domain Name Authority login information (for Network Solutions, GoDaddy, etc.) in the event of a data center loss so NS records can be changed to different servers (recommended: quarterly)
- ☐ Have redundant DHCP servers
- ☐ Log/save DHCP assignments in the event of a cybersecurity incident or investigation into suspicious computer activity

SERVER INFRASTRUCTURE (CONTD.)

Server Infrastructure Inventory List

- ☐ A list of all servers, storage devices, and any other critical server-related hardware located in your data center is maintained. Include make, model, serial number and description/purpose (recommended update: quarterly)
- ☐ Important software license information is included in the list (Vmware, Hyper-V, Microsoft, Adobe, VOIP, SIS, other unique service licenses)

NETWORK INFRASTRUCTURE

Network Redundancy

- ☐ Network equipment has redundant power supplies
- ☐ Redundant power supplies are connected to separate power circuits
- ☐ Additional modules and optics are available in the event of a failure
- ☐ "Cold spare" switches are on hand in the event of a switch failure
- ☐ Optimal: redundant network connections using disparate fiber paths to one or more ISPs in the event the primary Internet circuit goes down
- ☐ Optimal: redundant switches used in active/active mode for core routing

Network Equipment Inventory List

- ☐ A list of all network equipment located in your data center is maintained. Include make, model, serial number and description/purpose.

EMAIL

Email Hosting

If agency Email is hosted in a cloud-based service (Google, Office 365, etc.):

- ☐ At least one DNS server is hosted outside your network
- ☐ You don't have on-premise dependencies that could prevent email from flowing to the provider (spam filter, antivirus, data loss prevention, etc.)
- ☐ Email is properly backed up by following Data Protection section below
- ☐ Ensure "Admin accounts" are not tied to your local Active Directory or single sign on infrastructure (should be native provider system accounts)
- ☐ Not Applicable

If agency Email is hosted on a server in your data center:

- ☐ Create a list of system dependencies if you are using other on-premise or off-premise systems for spam prevention, antivirus, data loss, etc. A failure in any of these systems could result in a failure to receive email.
- ☐ Email is properly backed up by following Data Protection section below
- ☐ Not Applicable

If agency Email is in a "hybrid" configuration (some email components are hosted on site, others on Gmail or Office 365):

- ☐ Create a list of system dependencies for spam prevention, antivirus, data loss, etc. A failure in any of these systems could result in a failure to receive email.
- ☐ Create a plan to move as many of these systems to "the cloud" as soon as possible to increase system resilience
- ☐ At least one DNS server is hosted outside your network
- ☐ Email is properly backed up by following Data Protection section below
- ☐ Not Applicable

DATA PROTECTION

Backup System(s)

(enter detailed info into DR Template)

- ☐ All servers, data, and email are backed up regularly
- ☐ Data is backed up to an offsite disaster recovery location (County Office of Education, District or other location)
- ☐ Backup data is copied to Cloud-based storage as a third-tier level of backup (AWS Glacier Storage, Azure Archive Storage, etc); access information is documented and readily available to staff

Backup of Cloud Data

- ☐ All Gmail, Office 365 or other cloud-based email messages are backed up daily; individual emails or mailboxes can be easily restored.

Name of backup system(s):

- ☐ Other critical data hosted by “cloud providers” (student information system, document archiving, etc.) is backed up by a third party, whether by your own system or a separate company.

TELECOMMUNICATIONS

VOIP

- ☐ VOIP servers / services are redundant (if possible)
- ☐ SIP/PRI trunks are placed at diverse locations to survive circuit/site failure
- ☐ Spare handsets are kept on hand
- ☐ Backup phone lines and 911 capability are checked regularly (quarterly)

Non-VOIP Phone Systems

- ☐ Ensure telco contact information is readily available for emergency repairs
- ☐ Maintain documentation of where physical lines, termination points, MDFs and IDFs are located for each site
- ☐ Keep spare phones on hand

DISASTER RECOVERY SITE

Disaster Recovery Site Location

- ☐ Disaster Recovery Site is located geographically far enough away from primary site as to not to be subject to the same type of major disaster
- ☐ Both sites are not located on the same fault line (earthquake)
- ☐ Both sites are not affected by the same electrical grid (power)
- ☐ Both sites will not be flooded by the same dam or levee failure (flood)
- ☐ Both sites will not be burned down by the same wildfire (fire)

DR Site Supplies

- ☐ Hard copy list of IPs, passwords, resource locations
- ☐ Hard copy of Disaster Recovery Plan and vendor contacts
- ☐ Spare computers and Network Equipment
- ☐ Cabling and optics
- ☐ Flashlights, batteries (battery expiration checked regularly)
- ☐ Pens, paper, notebooks
- ☐ MiFi (portable Internet access), portable television/radio, hand held radios
- ☐ Tools (screwdrivers, drills, diagonal cutters, etc)
- ☐ Solar charger kit
- ☐ Hygienic supplies (hand sanitizer, disinfectant wipes, garbage bags)
- ☐ Other supplies needed by your agency or staff

DR Site Equipment

- ☐ Available network/server rack(s) (enclosed or open)
- ☐ Server equipment capable of hosting all required virtual servers and/or applications for your organization
- ☐ Storage Area Network (SAN) and/or disk array with sufficient space to store all data backups; must also have enough space to run required servers in the event DR site is activated
- ☐ Software to replicate required virtual servers and data to DR equipment
- ☐ Network switches/routers to provide 24/7 access to your DR site equipment
- ☐ Firewalls and VPN to protect your systems and provide remote access
- ☐ All other appliances and hardware required to provide base level network and server functionality for DR site to function (DNS, DHCP, IPAM, etc.)

- ☐ Emergency response kit (Wifi Hotspots, cradlepoints, etc.)

DISASTER RECOVERY PLAN

Creating your Disaster Recovery Plan

- ☐ Establish Roles and Responsibilities, Teams and Subgroups
 - ☐ Gather all contact information
 - ☐ Create call tree (included in Disaster Recovery Plan Template)
 - ☐ Plan and strategize for contingencies, such as critical staff being unavailable
- ☐ Establish Call Tree
- ☐ Gather Municipal Coordination Contacts
- ☐ Obtain GETS card to provide priority to cell phone system in a disaster
- ☐ Conduct Budget / Business Impact Analysis
- ☐ Create Disaster Recovery Plan
- ☐ Upload DR Plan to a cloud based system (i.e., Office365, Google Drive)
- ☐ Grant authorized users access to Disaster Recovery Plan and related docs

Implementing Your Disaster Recovery Plan

- ☐ Conduct regular DR site visits (Primary and Secondary locations)
- ☐ Test your DR processes and procedures regularly (recommended: quarterly)
- ☐ Update your DR Preparedness Checklist (this document) and your DR Plan after each Test to incorporate “lessons learned” and required changes
- ☐ Check Inventory Lists after each DR Test to ensure they are up to date
- ☐ Verify locations for infrastructure, data and staff
- ☐ Ensure you have updated copies of your Disaster Recovery Plan both on-premises as well as in the Cloud

Additional Support and Help

- ☐ Read the Disaster Recovery Guide for Recommendations, Best Practices, etc.
- ☐ Contact your local County Office of Education (for districts)
- ☐ Regions of Support / TSC Call Trees (for COEs)
- ☐ Local emergency agency contact information (Cal Fire, Sheriff department, City or County)

DISASTER RECOVERY RESOURCES

- [Getting Started](#)
- [Disaster Recovery Guide](#)
- [Disaster Recovery Plan Template](#)
- [DR Peering and Co-Location Services](#)
- [Sample System Architecture Recovery Document](#)

Reunification

In most small emergency events, such as the smell of smoke or a small fire, the students are evacuated out of their classrooms to a rally point away from the classroom buildings. This procedure works very well for the short duration/minor emergencies that we could experience. We practice this procedure on a regular basis. After the emergency situation has been corrected, the students are released back into the classrooms and our normal school day resumes.

However, in a larger event when students cannot return to class, we may need to institute a safety plan of evacuation, possible relocation, and reunification. Parents should be directed not to come to the school site until notified to do so and to check for notifications via email, text, phone, and social media. Parents coming on campus can greatly increase the confusion and traffic congestion around the campus, especially at a time when emergency personnel are present or trying to move equipment.

Staff should use District Twitter and/or Facebook accounts @drycreekschools and School Messenger to send out email, texts, phone calls, and updates. Information should also be made available on the District's website drycreekschools.us. The specific area of campus or relocation site for reunification purposes will depend upon the type of emergency and other critical factors. Information will be updated via social media and the District's website on a frequent basis to aid us in reunification efforts and the proper release of students.

Student release and reunification after a crisis can be one of the scariest and yet most difficult tasks a school can be faced with. Release and reunification is the safe and controlled process for returning students back to their parents or guardians. Each school site maintains a reunification kit including signage, maps, and student release forms. A reunification event may last several hours and take place on the school site or at the designated relocation (off campus) site. The incident commander should:

- Inform staff and students of the situation giving clear directions on how the release will take place. Post directional signs/posters using the reunification kit.
- Use a variety of media (School Messenger, Social Media, Phone calls) to give clear and concise directions to parents/guardians.
- Prepare a statement for media release when event has stabilized. This may be done in conjunction with the Communications Officer.
- Ensure parents/guardians must show ID at the reunification site.
- Ensure all adults picking up students must be included in that student's emergency information
- Provide periodic updates to parents on the status of reunification giving further instructions if applicable.

Emergency Evacuation Map

