School Safety and Security Specialists Training #2

Emergency Recovery Plans

January 21, 2026 | 2:30 - 3:30 p.m.

Utah State Board of Education

SCHOOL SAFETY CENTER

Agenda

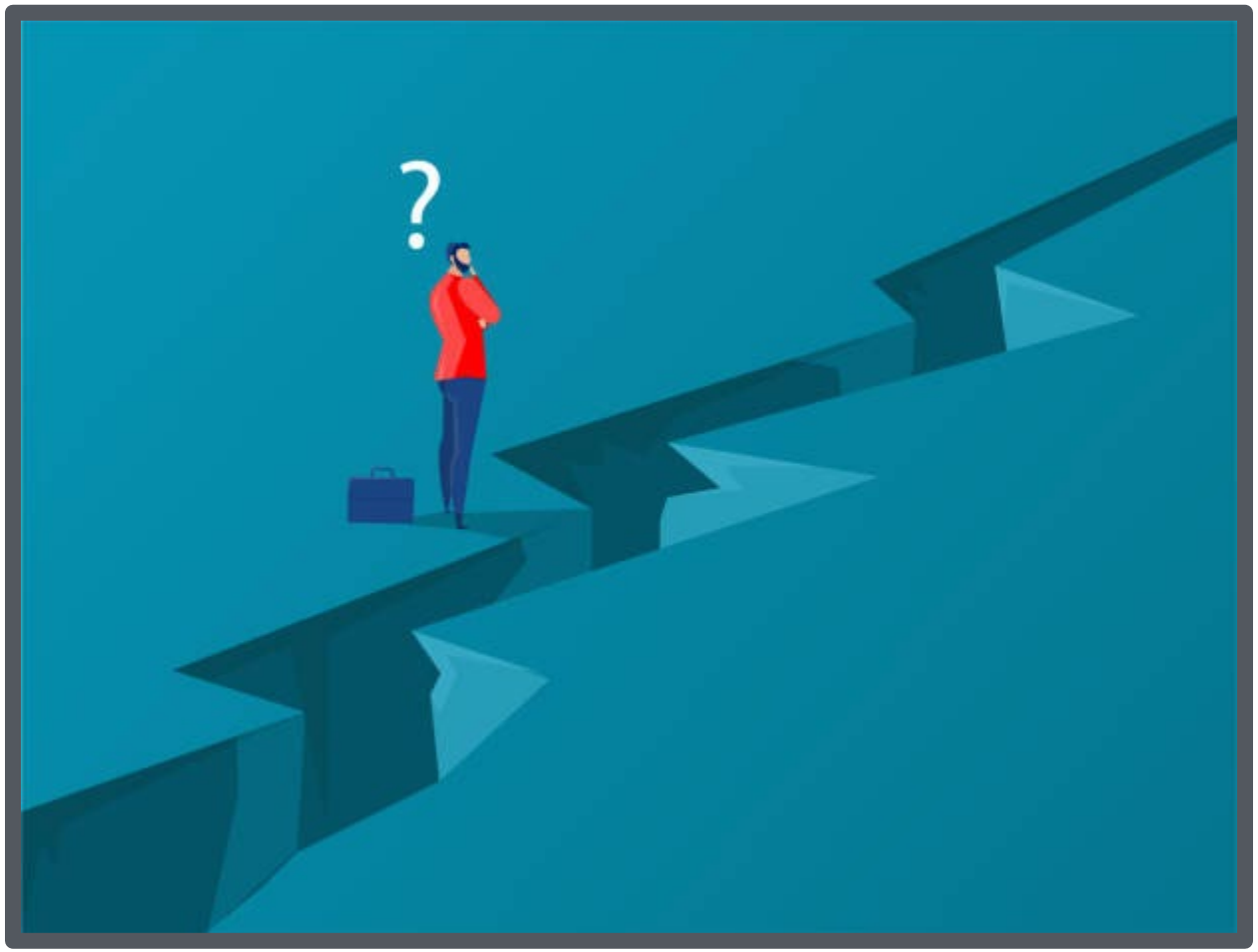
- Housekeeping
- Welcome and School Safety Center Updates
- Emergency Recovery Plans
- Why Recovery Matters in Schools
- LEA Spotlight | San Juan School District
- Resources
- Wrap-Up
- Professional Learning Opportunities
- Q&A

Welcome and Updates

- Housekeeping:
  - Throughout our training please use the Q&A feature to ask questions.
  - Melissa will facilitate all questions in the Q&A feature.
  - Check your SPAM folder for emails from schoolsafetyprograms@schools.utah.gov.

- School Safety Center Updates:
  - Product and Services Update
  - 2026 Legislative Session

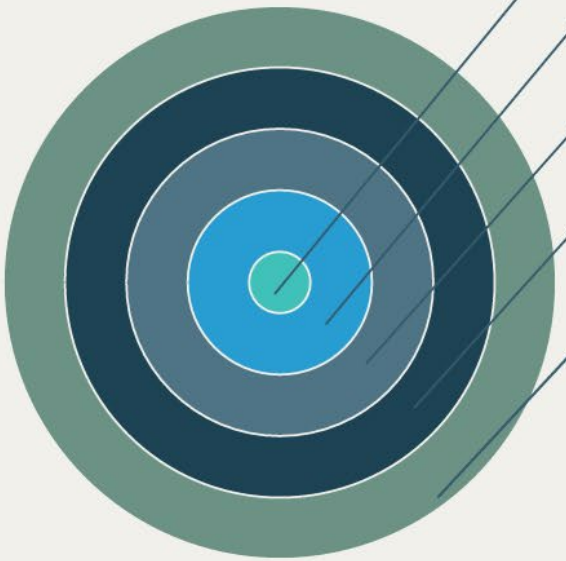
Emergency Recovery Plans: How We Got Here



Population Exposure Model

Population Exposure Model

Those closest to the "epicenter" of the disaster in terms of immediate and severe impact are most likely to be affected psychologically.



A) loss or serious injury of friends/family

B) Exposed to the incident and disaster scene but not injured

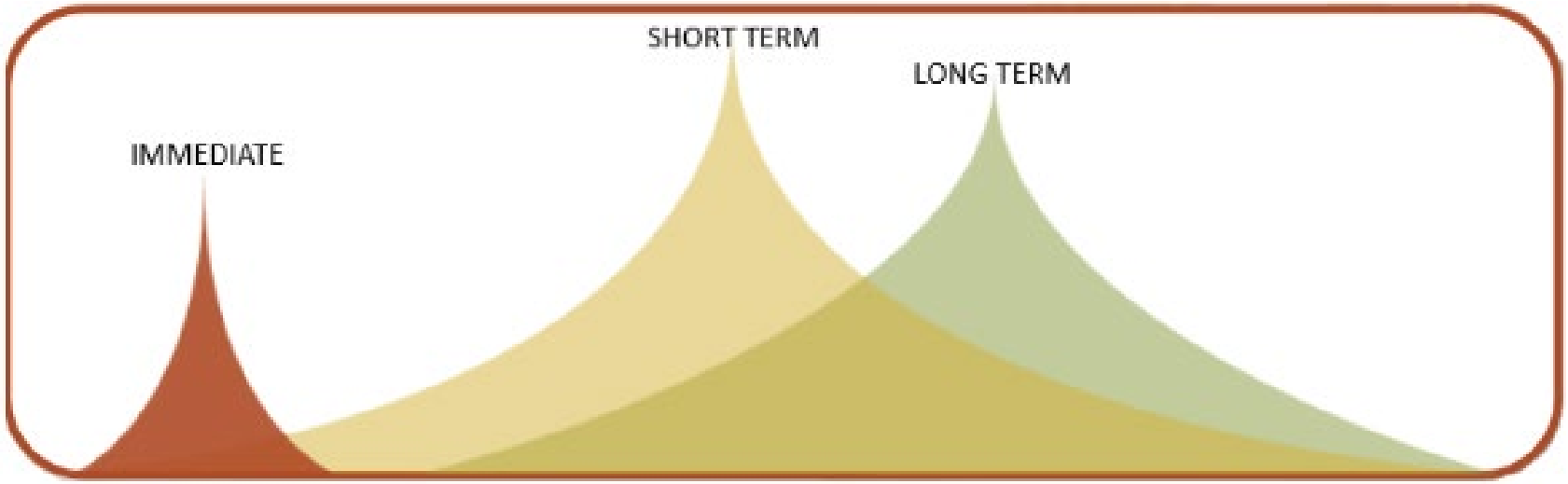
C) Knows persons who are bereaved, live in area where homes are destroyed, first responders, medical examiner's staff, professionals immediately involved.

D) behavioral health and crime victim assistance, clergy and chaplains, hospital personnel, govt officials, media

E) Groups that identify with the victim / survivor group, businesses with financial impact, community at large, distant communities exposed via media

Adapted from : U.S. Dept of Heatlh and Human Services. (2004). Mental Health Response to Mass Violence and Terrorism: A Training Manual. DHHS Pub. No. SMA 3959 Rockville, MD; Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. p. 11.

Recovery Management Timeframe



Management Timeframe

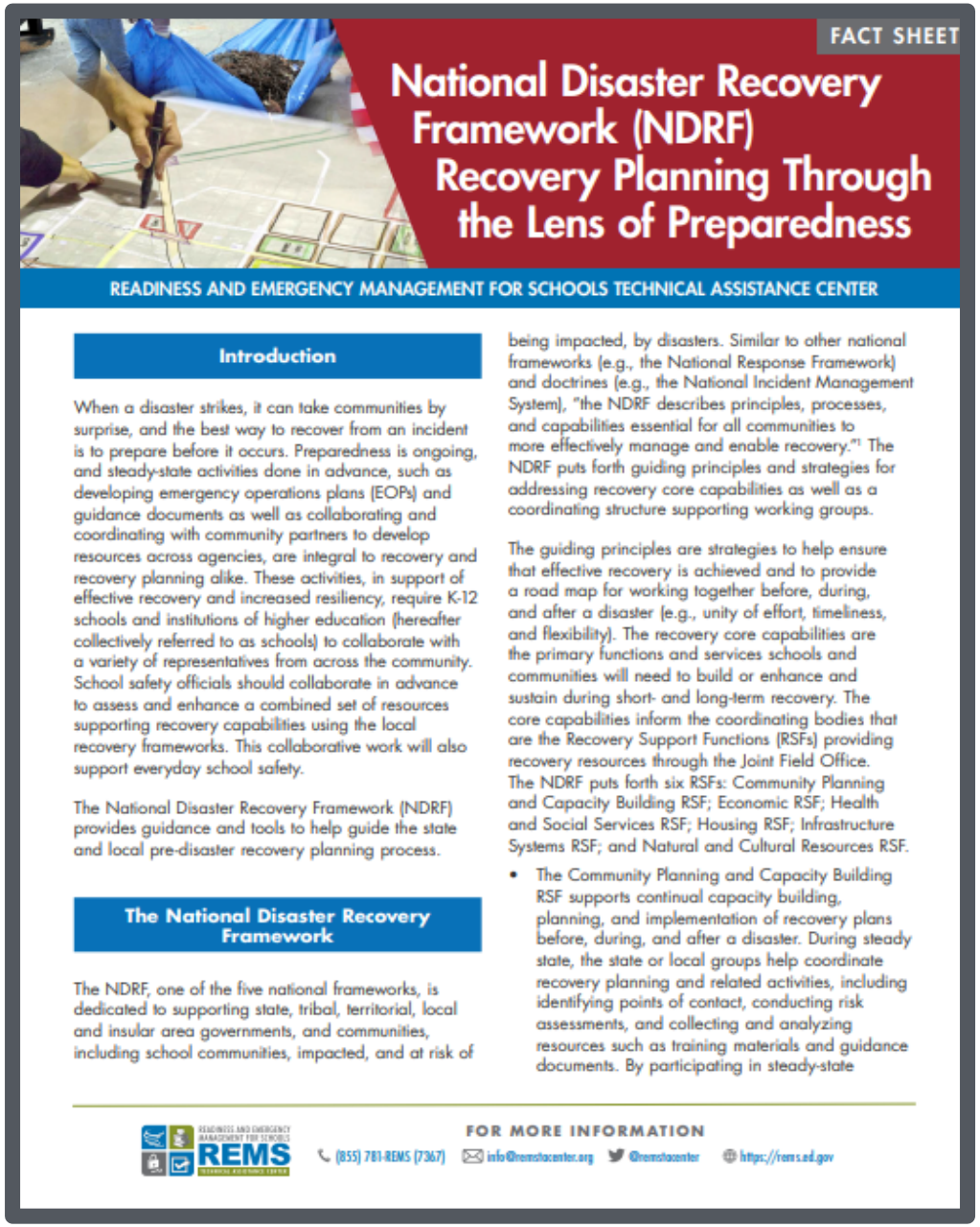
- Immediate: Minutes to hours
- Short-term: Days to weeks
- Long-term: Months to years

Recovery Guiding Sources

- National Disaster Recovery Framework Recovery Planning Through the Lens of Preparedness
- The National Association of Secondary School Principals (NASSP) Principal Recovery Network Guide to Recovery
- Guide for Developing High-Quality School Emergency Operations Plans
- NASP School Safety and Crisis: Responding to a Mass Casualty Event at a School

Recovery Guiding Sources (1)

[National Disaster Recovery Framework Recovery Planning Through the Lens of Preparedness]



FACT SHEET

National Disaster Recovery Framework (NDRF) Recovery Planning Through the Lens of Preparedness

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS TECHNICAL ASSISTANCE CENTER

Introduction

When a disaster strikes, it can take communities by surprise, and the best way to recover from an incident is to prepare before it occurs. Preparedness is ongoing, and steady-state activities done in advance, such as developing emergency operations plans (EOPs) and guidance documents as well as collaborating and coordinating with community partners to develop resources across agencies, are integral to recovery and recovery planning alike. These activities, in support of effective recovery and increased resiliency, require K-12 schools and institutions of higher education (hereafter collectively referred to as schools) to collaborate with a variety of representatives from across the community. School safety officials should collaborate in advance to assess and enhance a combined set of resources supporting recovery capabilities using the local recovery frameworks. This collaborative work will also support everyday school safety.

The National Disaster Recovery Framework (NDRF) provides guidance and tools to help guide the state and local pre-disaster recovery planning process.

The National Disaster Recovery Framework

The NDRF, one of the five national frameworks, is dedicated to supporting state, tribal, territorial, local and insular area governments, and communities, including school communities, impacted, and at risk of being impacted, by disasters. Similar to other national frameworks (e.g., the National Response Framework) and doctrines (e.g., the National Incident Management System), "the NDRF describes principles, processes, and capabilities essential for all communities to more effectively manage and enable recovery."[1] The NDRF puts forth guiding principles and strategies for addressing recovery core capabilities as well as a coordinating structure supporting working groups.

The guiding principles are strategies to help ensure that effective recovery is achieved and to provide a road map for working together before, during, and after a disaster (e.g., unity of effort, timeliness, and flexibility). The recovery core capabilities are the primary functions and services schools and communities will need to build or enhance and sustain during short- and long-term recovery. The core capabilities inform the coordinating bodies that are the Recovery Support Functions (RSFs) providing recovery resources through the Joint Field Office. The NDRF puts forth six RSFs: Community Planning and Capacity Building RSF; Economic RSF; Health and Social Services RSF; Housing RSF; Infrastructure Systems RSF; and Natural and Cultural Resources RSF.

- The Community Planning and Capacity Building RSF supports continual capacity building, planning, and implementation of recovery plans before, during, and after a disaster. During steady state, the state or local groups help coordinate recovery planning and related activities, including identifying points of contact, conducting risk assessments, and collecting and analyzing resources such as training materials and guidance documents. By participating in steady-state

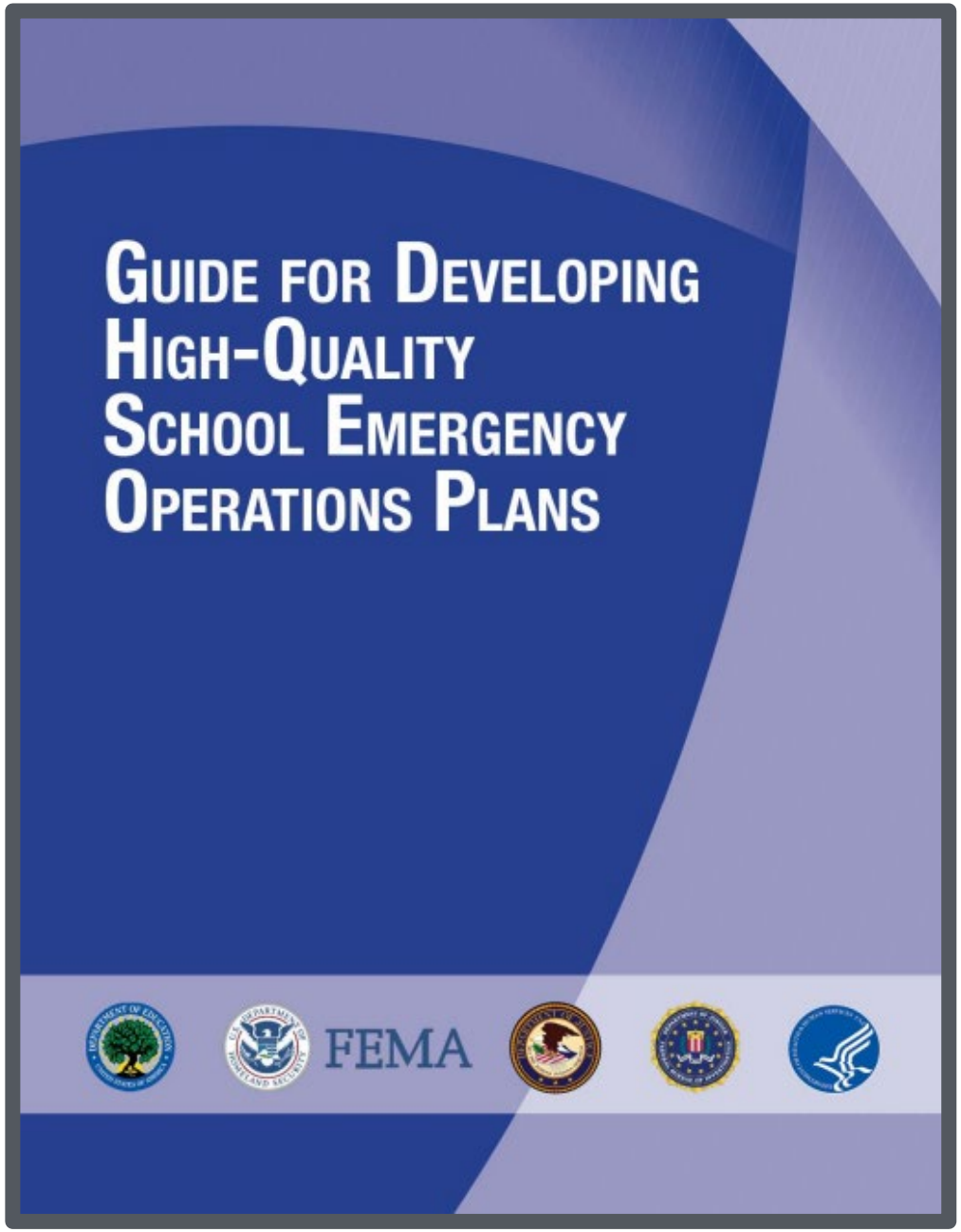
REMS

FOR MORE INFORMATION

(855) 781-REMS (7367) info@remstacenter.org @remstacenter https://rems.ed.gov

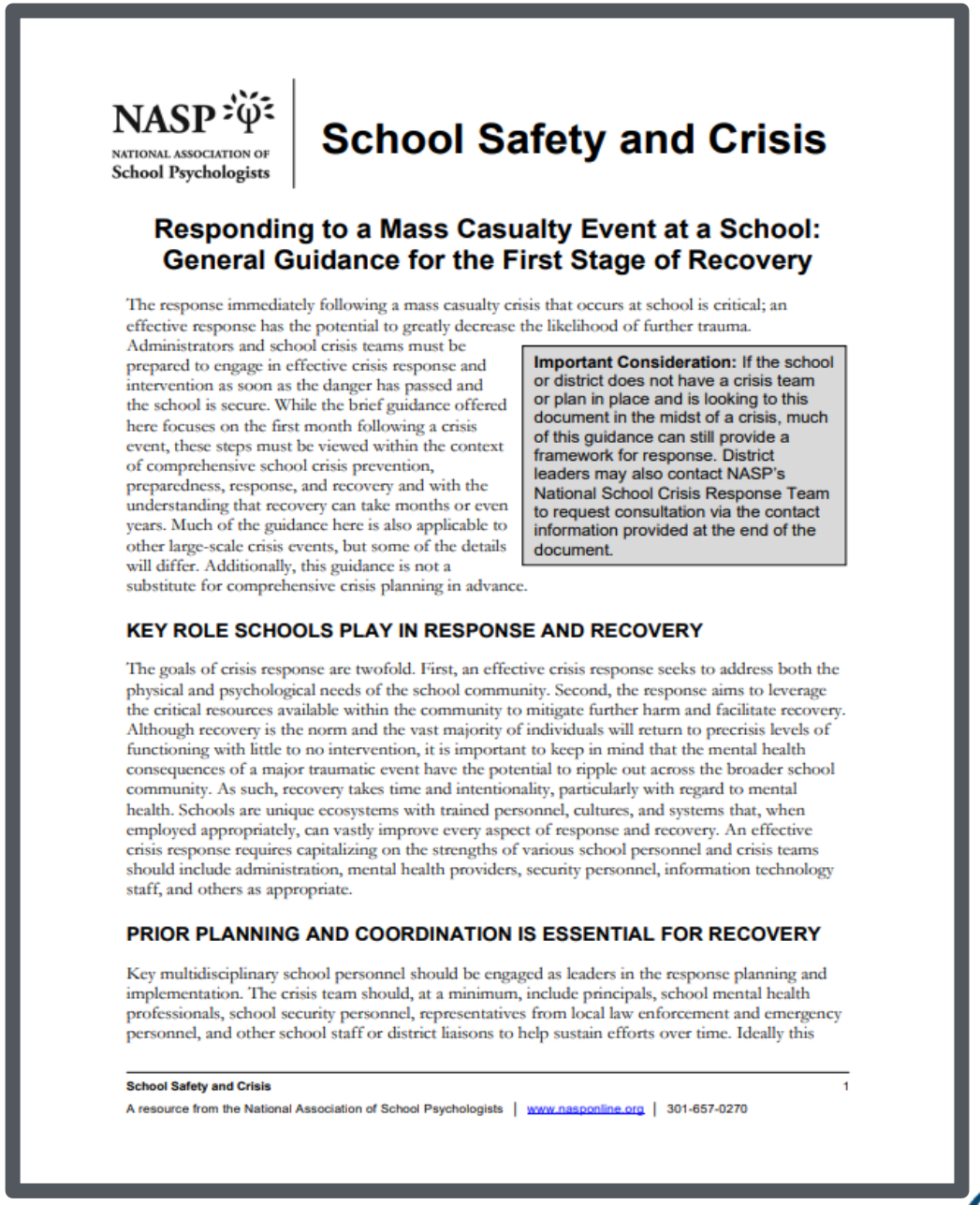
Recovery Guiding Sources (2)

[Guide for Developing High-Quality School Emergency Operations Plans]



Recovery Guiding Sources (3)

[NASP School Safety and Crisis: Responding to a Mass Casualty Event at a School]



NASP
NATIONAL ASSOCIATION OF School Psychologists

School Safety and Crisis

Responding to a Mass Casualty Event at a School: General Guidance for the First Stage of Recovery

The response immediately following a mass casualty crisis that occurs at school is critical; an effective response has the potential to greatly decrease the likelihood of further trauma. Administrators and school crisis teams must be prepared to engage in effective crisis response and intervention as soon as the danger has passed and the school is secure. While the brief guidance offered here focuses on the first month following a crisis event, these steps must be viewed within the context of comprehensive school crisis prevention, preparedness, response, and recovery and with the understanding that recovery can take months or even years. Much of the guidance here is also applicable to other large-scale crisis events, but some of the details will differ. Additionally, this guidance is not a substitute for comprehensive crisis planning in advance.

Important Consideration: If the school or district does not have a crisis team or plan in place and is looking to this document in the midst of a crisis, much of this guidance can still provide a framework for response. District leaders may also contact NASP's National School Crisis Response Team to request consultation via the contact information provided at the end of the document.

KEY ROLE SCHOOLS PLAY IN RESPONSE AND RECOVERY

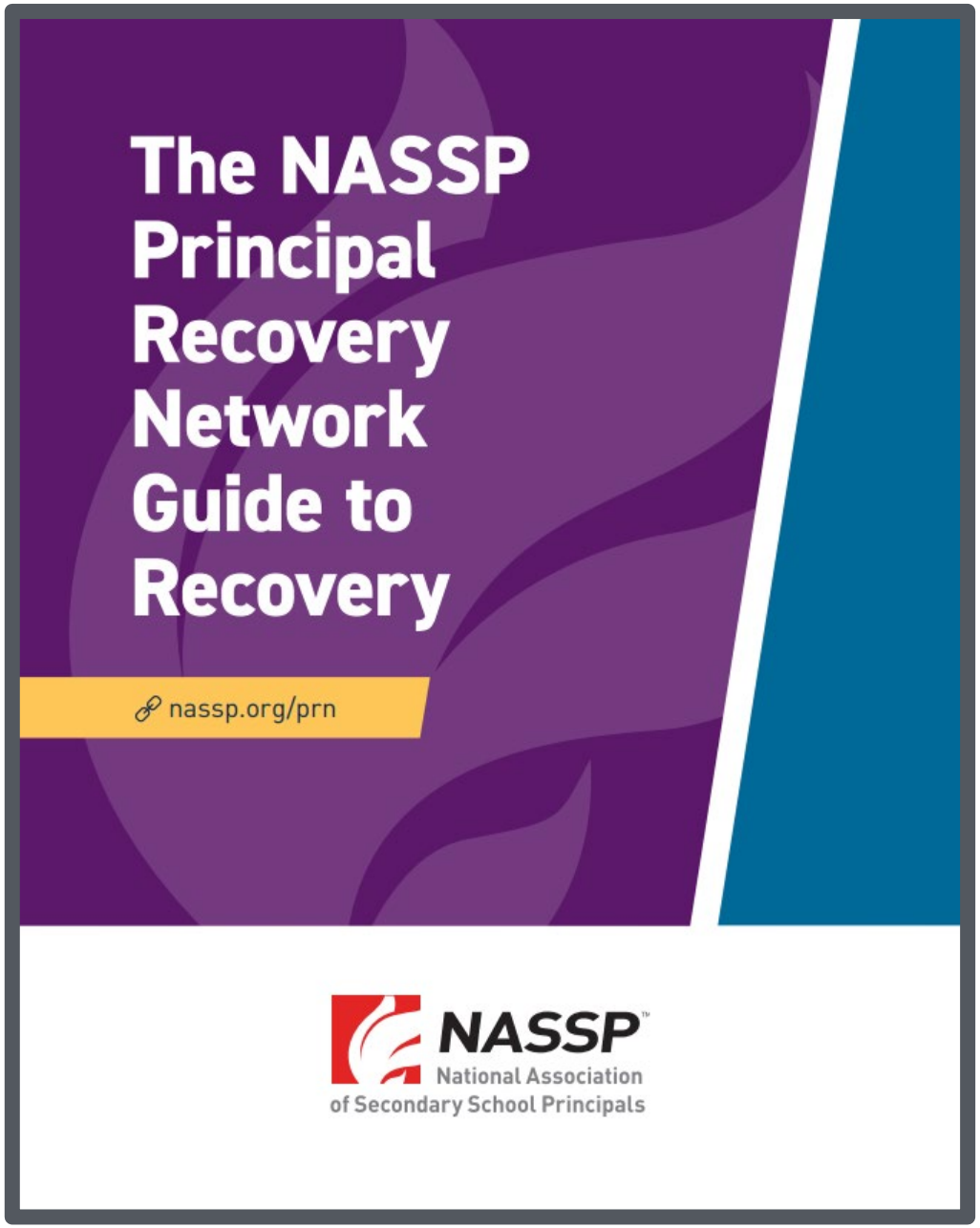
The goals of crisis response are twofold. First, an effective crisis response seeks to address both the physical and psychological needs of the school community. Second, the response aims to leverage the critical resources available within the community to mitigate further harm and facilitate recovery. Although recovery is the norm and the vast majority of individuals will return to precrisis levels of functioning with little to no intervention, it is important to keep in mind that the mental health consequences of a major traumatic event have the potential to ripple out across the broader school community. As such, recovery takes time and intentionality, particularly with regard to mental health. Schools are unique ecosystems with trained personnel, cultures, and systems that, when employed appropriately, can vastly improve every aspect of response and recovery. An effective crisis response requires capitalizing on the strengths of various school personnel and crisis teams should include administration, mental health providers, security personnel, information technology staff, and others as appropriate.

PRIOR PLANNING AND COORDINATION IS ESSENTIAL FOR RECOVERY

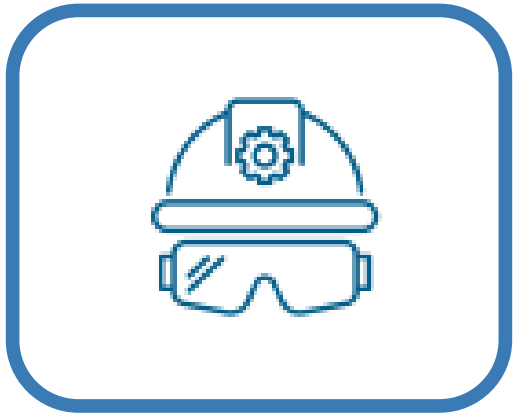
Key multidisciplinary school personnel should be engaged as leaders in the response planning and implementation. The crisis team should, at a minimum, include principals, school mental health professionals, school security personnel, representatives from local law enforcement and emergency personnel, and other school staff or district liaisons to help sustain efforts over time. Ideally this

Recovery Guiding Sources (4)

[The National Association of Secondary School Principals (NASSP) Principal Recovery Network Guide to Recovery]



Four Recovery Types In Schools



Updates to R277-400: School Safety and Security (1)

Updates passed in September 2025 noted in pink text.

R277-400-3: Establishing LEA Emergency Preparedness, Emergency Response, and Emergency Recovery Plans.

(1) By July 1 of each year, an LEA shall certify to the Superintendent that the LEA's emergency preparedness and, emergency response, and emergency recovery plans have [has] been:

(a) practiced at the school level; and

(b) presented to and reviewed by its teachers, administrators, students and parents, local law enforcement, and public safety representatives consistent with Subsection 53G-4-402[(18)](20)(d)

Updates to R277-400: School Safety and Security (2)

R277-400-2. Definitions

"Emergency Recovery Plan" means policy and procedures developed to return the educational entity back to ordinary daily routine after an emergency by restoring programming, operations, and the school environment. **The purpose of which is to manage immediate, short term, and long-term recovery from an emergency incident.**

Updates to R277-400: School Safety and Security (3)

R277-400-8: Emergency Recovery Plan Content

1. An LEA's or a school's recovery plan shall address the following four types of recovery:
    a. Academics Recovery;
    b. Business Services Recovery;
    c. Health, Wellbeing, and Behavioral Recovery; and
    d. Physical and Structural Recovery

Recovery Type 1: Academics

“Academics Recovery” means resuming educational programming, teaching and learning after an emergency.

Recovery Type 2: Business Services

“Business Services Recovery” means resuming operations that aid the provision of teaching and learning and other essential services after an emergency.

Recovery Type 3: Physical and Structural

"Physical and Structural Recovery" means restoring buildings, equipment, and supplies after an emergency.

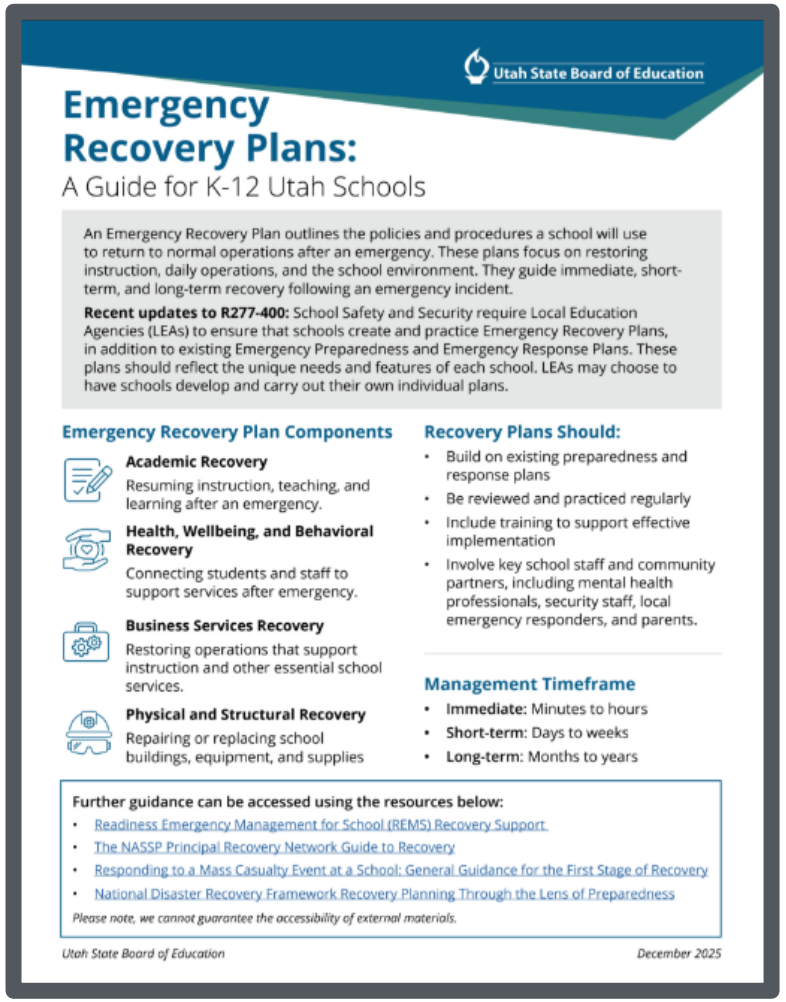
Recovery Type 4: Health, Wellbeing, and Behavioral

"Health, Wellbeing, and Behavioral Recovery" means coordinating adequate support to all members of the whole school community after an emergency.

Emergency Recovery Plans: A Guide for K-12 Utah Schools

Overview:

- Designed to help LEAs assess current emergency plans for recovery
- **Asks "yes/no" questions to identify potential recovery gaps within your existing plans**
- **Includes a field for assignees**
- Addresses emergency management timeframe for recovery
- Provides LEAs with a starting point for updating current plans



Utah State Board of Education

Emergency Recovery Plans:

A Guide for K-12 Utah Schools

An Emergency Recovery Plan outlines the policies and procedures a school will use to return to normal operations after an emergency. These plans focus on restoring instruction, daily operations, and the school environment. They guide immediate, short-term, and long-term recovery following an emergency incident.

Recent updates to R277-400: School Safety and Security require Local Education Agencies (LEAs) to ensure that schools create and practice Emergency Recovery Plans, in addition to existing Emergency Preparedness and Emergency Response Plans. These plans should reflect the unique needs and features of each school. LEAs may choose to have schools develop and carry out their own individual plans.

Emergency Recovery Plan Components

Academic Recovery
Resuming instruction, teaching, and learning after an emergency.

Health, Wellbeing, and Behavioral Recovery
Connecting students and staff to support services after emergency.

Business Services Recovery
Restoring operations that support instruction and other essential school services.

Physical and Structural Recovery
Repairing or replacing school buildings, equipment, and supplies

Recovery Plans Should:

- Build on existing preparedness and response plans
- Be reviewed and practiced regularly
- Include training to support effective implementation
- Involve key school staff and community partners, including mental health professionals, security staff, local emergency responders, and parents.

Management Timeframe

- **Immediate:** Minutes to hours
- **Short-term:** Days to weeks
- **Long-term:** Months to years

Further guidance can be accessed using the resources below:

- Readiness Emergency Management for School (REMS) Recovery Support
- The NASSP Principal Recovery Network Guide to Recovery
- Responding to a Mass Casualty Event at a School: General Guidance for the First Stage of Recovery
- National Disaster Recovery Framework Recovery Planning Through the Lens of Preparedness

Please note, we cannot guarantee the accessibility of external materials.

Utah State Board of Education *December 2025*

Emergency Recovery Plans Summary

- Four Recovery Types:
  - Academics Recovery
  - Business Services Recovery
  - Physical and Structural Recovery
  - Health, Wellbeing, and Behavioral Recovery
- Recovery Management Timeframe:
  - Immediate
  - Short-Term
  - Long-Term
- Purpose:
  - *"To return the educational entity back to ordinary daily routine after an emergency"*
- Reviewed and practiced by July 1st of each year.

Recovery Type 1: Academics

"Academics Recovery" means resuming educational programming, teaching and learning after an emergency.

Immediate Academics Recovery

Immediate Goal: Attend to academic disruptions and ensure continuity of learning.

Does my plan include:

- Steps to cancel school for the immediate future?
- Conducting an all-staff information meeting?
- Adjustments for delivery of education services, such as times, locations, virtual/hybrid, etc?
- Procedures for initiating academic pause?
- Preliminary school reopening planning?

Short-Term Academics Recovery

Short-Term Goal: Create conditions that allow students to effectively resume learning activities.

Does my plan include:

- Protocols for registering students to new schools and sharing student records?
- Protocols for making adjustments to class schedules, course curriculum, and extracurricular activities?
- Conducting recurring information meetings for staff?

Long-Term Academics Recovery

Long-Term Goal: Restore and strengthen all academic services.

Does my plan include:

- Ongoing academic monitoring and remediation?
- Ongoing attendance monitoring and remediation?

Recovery Type 2: Business Services

“Business Services Recovery” means resuming operations that aid the provision of teaching and learning and other essential services after an emergency.

Immediate Business Services Recovery

Immediate Goal: Initiate emergency communication plan, track emergency expenses, and begin restoring essential services.

Does my plan include:

- Single point information sharing protocols including media releases, interviews, and monitoring of social media?
- Transportation/reunification protocols of students with families?
- Restoring Information Technology(IT) and communication services?
- Resuming auxiliary services and programming for students?

Short-Term Business Services Recovery (1)

Short-Term Goal: Manage recovery communication, costs, claims, and maintain stability of essential business services.

Does my plan include:

- Ongoing communication with community and social media monitoring?
- Resuming basic student services including transportation and nutrition?
- Processes for accepting monetary donations?
- Resuming business functions including payroll and contracts?

Short-Term Business Services Recovery (2)

Does my plan include:

- Policies for holding school-sponsored recovery events?
- Procedures for formal requests for emergency funds?
- Conducting an internal after action debrief?

Long-Term Business Services Recovery

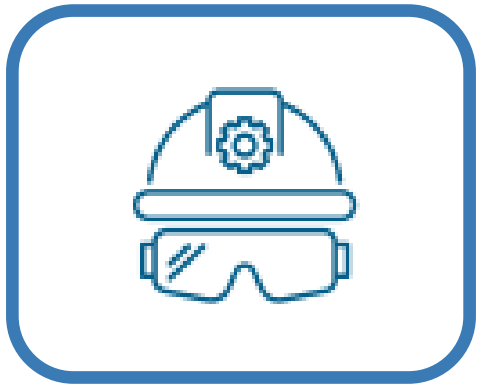
Long-Term Goal: Maintain communication and budgets, secure ongoing funding, and ensure sustainable operations.

Does my plan include:

- Updating policies and procedures to incorporate new understanding of safety?
- Maintaining community partnerships, contracts, and Memorandums of Understanding (MOUs)?
- Completing and/or reviewing all after action reports; both internal and external?

Recovery Type 3: Physical and Structural

“Physical and Structural Recovery” means restoring buildings, equipment, and supplies after an emergency.



Immediate Physical and Structural Recovery

Immediate Goal: Secure facilities, assess damage, and arrange temporary learning spaces.

Does my plan include:

- Conducting a site assessment?
- Organizing clean up and/or hazard removal?
- Implementing established MOUs for temporary use of community facilities?

Short-Term Physical and Structural Recovery

Short-Term Goal: Manage the physical environment, including people and facilities, to effectively restore loss.

Does my plan include:

- Considerations for rebuilding or restoring physical facilities?
- Management of physical donations and coordination of volunters?
- Protocols for responding to spontaneous memorials?

Long-Term Physical and Structural Recovery

Long-Term Goal: Rebuild and enhance facilities and strengthen infrastructure.

Does my plan include:

- Policies governing physical memorials? (e.g., murals, artwork)
- Implementation of new safety standards?

Recovery Type 4: Health, Wellbeing, and Behavioral

“ Health, Wellbeing, and Behavioral Recovery” means coordinating adequate support to all members of the whole school community after an emergency.

Immediate Health, Wellbeing, and Behavioral Recovery

Immediate Goal: Assess for immediate human needs, and provide physical and psychological first aid to those impacted.

Does my plan include:

- Implementation of physical first aid for individuals harmed?
- Implementation of psychological first aid for individuals affected?
- Protocols for assessing staff and students' health and well being?
- Accessing community healthcare support?

Short-Term Health, Wellbeing, and Behavioral Recovery

Short-Term Goal: Manage emerging behavioral health concerns within the school community.

Does my plan include:

- Increased monitoring for student behavioral health disruptions?
- Providing school-based mental health supports across all tiers, with a focus on grief and loss?
- Implementing established referral pathways with community providers?
- Providing regular support for staff? (e.g., Employee Assistance Program)

Long-Term Health, Wellbeing, and Behavioral Recovery

Long-Term Goal: Foster a school culture that promotes long term healing, growth, and resilience.

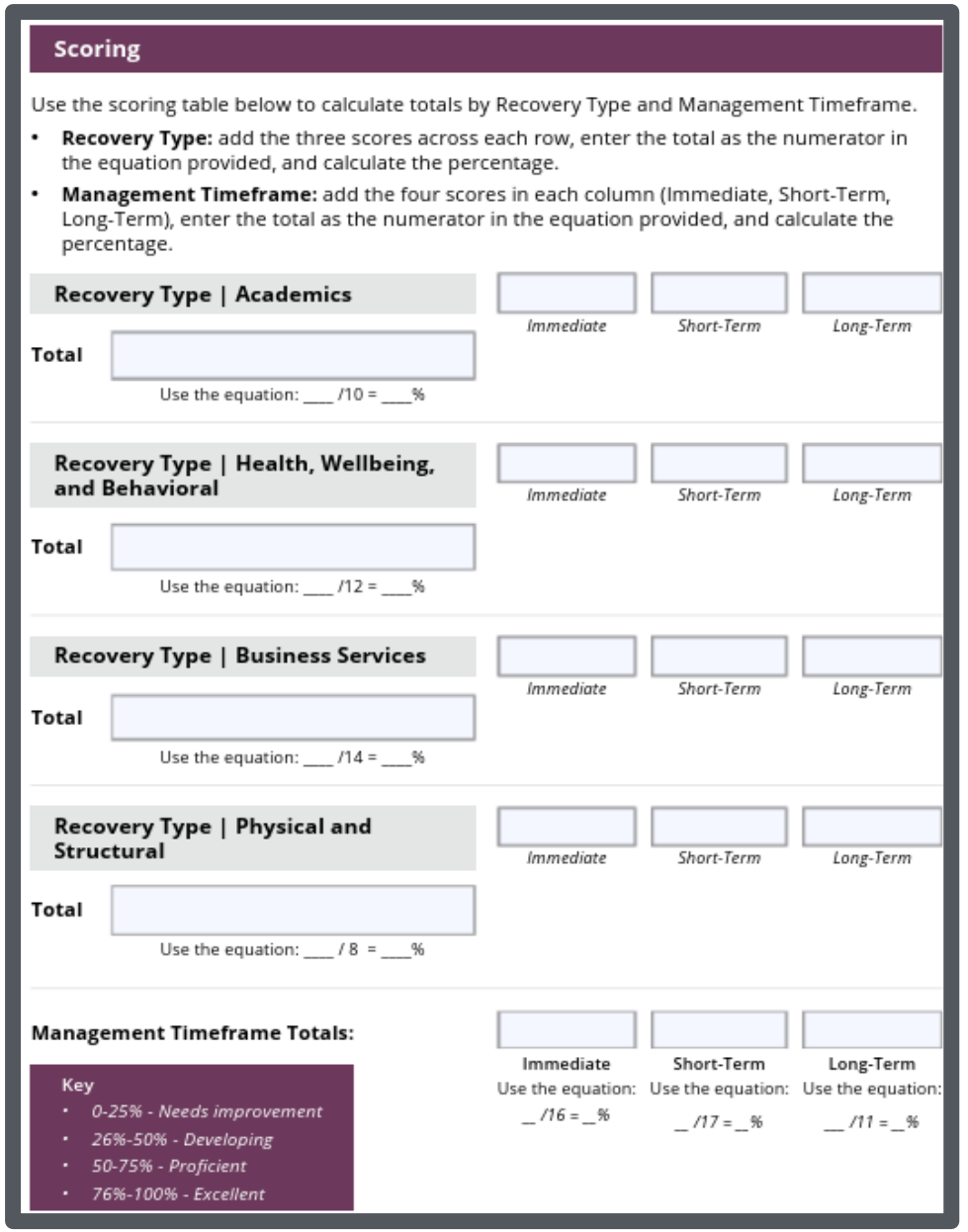
Does my plan include:

- Continued monitoring for potential impacts of trauma?
- Embedding activities that promote healing into school culture?
- Continued referral pathways with community providers?
- Considerations for permanent vs. temporary memorials? (e.g., murals, artwork, honorings, and or remembrances)

Scoring Page

Two ways to score:

- By recovery type
- By management timeframe



Scoring

Use the scoring table below to calculate totals by Recovery Type and Management Timeframe.

- **Recovery Type:** add the three scores across each row, enter the total as the numerator in the equation provided, and calculate the percentage.
- **Management Timeframe:** add the four scores in each column (Immediate, Short-Term, Long-Term), enter the total as the numerator in the equation provided, and calculate the percentage.

Recovery Type | Academics

Immediate | *Short-Term* | *Long-Term*

Total

Use the equation: ___ /10 = ___%

Recovery Type | Health, Wellbeing, and Behavioral

Immediate | *Short-Term* | *Long-Term*

Total

Use the equation: ___ /12 = ___%

Recovery Type | Business Services

Immediate | *Short-Term* | *Long-Term*

Total

Use the equation: ___ /14 = ___%

Recovery Type | Physical and Structural

Immediate | *Short-Term* | *Long-Term*

Total

Use the equation: ___ / 8 = ___%

Management Timeframe Totals:

Immediate Use the equation: __ /16 = __%

Short-Term Use the equation: __ /17 = __%

Long-Term Use the equation: __ /11 = __%

Key

- *0-25% - Needs improvement*
- *26%-50% - Developing*
- *50-75% - Proficient*
- *76%-100% - Excellent*

Emergency Recovery Plans Summary

- **Four Recovery Types:**
  - Academics Recovery
  - Business Services Recovery
  - Physical and Structural Recovery
  - Health, Wellbeing, and Behavioral Recovery
- **Recovery Management Timeframe:**
  - Immediate
  - Short-Term
  - Long-Term
- **Purpose:**
  - *"To return the educational entity back to ordinary daily routine after an emergency"*
- Reviewed and practiced by July 1st of each year.

Why Recovery Matters in Schools

- Restores stability and safety
- Supports academic continuity
- Addresses emotional and psychological needs
- Strengthens long-term resilience
- Reduces long-term impact of trauma

What Recovery Looks Like

- Reunification and communication systems
- Psychological triage and support
- Classroom-based recovery strategies
- Staff care and support
- Community and stakeholder coordination

Why Recovery Matters for Students

- Students experience crises differently
- Recovery supports emotional regulation
- Promotes connectedness and belonging
- Prevents long-term academic and behavioral impacts

PREPaRE Workshop 2, *Mental Health Crisis Interventions: Responding to an Acute Traumatic Stressor in Schools*

- Focuses on crisis intervention and recovery practices tailored for schools.
- Helps school teams assess needs, deliver interventions, and monitor student recovery over time via a structured framework.
- Empowers educators, counselors, and administrators to respond confidently and competently, building staff capacity.
- Aligns with best-practice crisis response models: Ensures your school's recovery efforts meet national standards.

LEA Spotlight | San Juan School District

Dr. Christy Fitzgerald

Superintendent

San Juan School District

Call to Action

By April 8, 2026, School Safety and Security Specialists will:

1. Identify and connect with whomever oversees the school's Emergency Preparedness, Emergency Response, and Emergency Recovery Plans. (It may be at the LEA-level.)
2. Collaboratively, create a timeline to develop Emergency Recovery Plans within existing emergency plans by July 1.

Resources

- USBE Resources
  - Emergency Recovery Plans: A Guide for K-12 Utah Schools
  - Healing our Schools After a Loss Toolkit
  - LEA Communications Toolkit for Emergencies and Key Events
- External Resources

  (We cannot guarantee the accessibility of external materials.)
  - Readiness Emergency Management for School (REMS) Recovery Support
  - The National Association of Secondary School Principals (NASSP) Principal Recovery Network Guide to Recovery
  - Responding to a Mass Casualty Event at a School: General Guidance for the First Stage of Recovery
  - National Disaster Recovery Framework Recovery Planning Through the Lens of Preparedness

Exit Ticket #2

1. Complete the Viewing Confirmation quiz in Canvas to unlock Exit Ticket #2.
2. Take Exit Ticket #2 with at least a score of 4/5 to pass.
    a. Specialists interested in earning relicensure hours will need to score 5/5.
        i. All hours will be entered into MIDAS at the end of the Canvas course in spring 2026.

Wrap-Up

School Safety and Security Specialists Training Dates - (Required)

- Training #3: Wednesday, April 8, 2026 | 2:30 - 3:30 p.m.
  - Register using this Zoom link.
- Specialists are required to either attend Trainings #1-3 live or watch the recording. When recordings are available, they can be found on either the FY26 SSSS Canvas course or the SSSS YouTube playlist.

Training and Technical Assistance Requests

- Use our Training Request Portal!

Professional Learning Opportunities (1)

Standard Response Protocol (SRP) - The "I Love U Guys" Foundation:

- January 28, 2026: SRP Train-the-Trainer (in-person; Alpine Learning Center)
- April 24, 2026: ½ Day SRP/SRM Virtual Workshop
  - Register via MIDAS Course ID 66077

Comprehensive School Threat Assessment Guidelines (CSTAG):

- February 23, 2026: 1-Day Workshop (in-person; USBE)
- February 24 - 25, 2026: 1 ½-Day Train-the-Coach (in-person; USBE)
  - Register via MIDAS Course ID 66172

Professional Learning Opportunities (2)

PREPaRE Workshop 1, *Comprehensive School Safety Planning: Prevention Through Recovery*

- May 14, 2026 (in-person; Utah State University Extension - Brigham City)
  - Register via MIDAS Course ID 66016
- **4th Annual Utah School Safety Center Conference**
  - Wednesday - Thursday, June 10-11, 2026
  - Location to be determined

Questions

Reach the Utah School Safety Center at schoolsafetyprograms@schools.utah.gov.