Records Emergency Planning and Response Webinar

Session 2

Instructor Guide

Final, July 2010

FEMA

Course Number: AWR-211-2

Table of Contents

Session 2—Administration Page

Duration

90 minutes

The following is a suggested time plan for this session. We encourage the instructor to adapt it as needed.

The blank "Start Time" column is provided as a worksheet on which you can create a schedule for your specific session. Using the scheduled start time of your session and the suggested durations provided in Table 1, calculate the start time of each topic and enter it in the "Start Time" column. Also record the start times in the blank Start Time fields provided throughout this document, at the beginning of the topics. This will help you keep track of your progress and help you to check whether or not you're on schedule.

Table 1: Suggested Time Plan

Topic	Duration	Start Time
Session 2 Introduction		
• Session 2 Welcome and Overview	5 minutes	
Take-Home Activity Debrief		
• Session 1 Activity: Develop Your REAP—First Steps	10 minutes	
Module 1—Preparing a Records Emergency Action Plan (REAP) (cont'd.)		
• Introduction and Objectives	5 minutes	
• Lesson 3: Developing the REAP	35 minutes	
• Lesson 4: Maintaining the REAP	10 minutes	
Session 2 Review and Wrap-Up		
• Session Review	5 minutes	
• Take-Home Activity: Test a REAP and Develop Your REAP's Table of Contents	20 minutes	
Total Duration	**90 minutes**	

Scope Statement

Session 2 addresses developing and maintaining a Records Emergency Action Plan (REAP). It includes:

- Session 2 Introduction
- Take-Home Activity Debrief
- Module 1—Preparing a Records Emergency Action Plan (REAP) (cont'd.)
  - Lesson 3: Developing the REAP
  - Lesson 4: Maintaining the REAP
- Session 2 Review and Wrap-Up

Session 2 Introduction

The Session 2 Introduction provides a quick review of the material covered in Session 1 and a preview of the material to be covered in Session 2.

Take-Home Activity Debrief

The Take-Home Activity debrief provides participants with the opportunity to share the results of their homework assignment with the class, receive feedback from the instructors, and discuss any issues or questions they may have about the activity.

Module 1 (cont'd.)

Lessons 3 and 4 of Module 1 focus on developing and maintaining a Records Emergency Action Plan (REAP). The lessons examine the components of a REAP, and present the five steps for successfully maintaining a REAP. A Take-Home Activity is assigned at the end of Lesson 4.

NOTE: Module 1 is split between Sessions 1 and 2:

- Lessons 1 and 2 are presented in Session 1.
- Lessons 3 and 4 are presented in Session 2.

Session 2 Review and Wrap-Up

The Session 2 Review and Wrap-Up provides a quick review of the key points covered in Session 2 and introduces the material to be covered in Session 3.

Session Objectives

Module 1—Protect Essential Records

NOTE: As noted above, Module 1 is presented across Sessions 1 and 2. The objectives addressed in Session 2 are shown in bold.

Terminal Learning Objective:

- Participants will be able to develop, analyze, and test a REAP, which includes procedures for reducing risk (mitigation), preparedness, response, and recovery.

Enabling Objectives:

- Define key terms related to emergency management.
- Identify federal and state emergency management initiatives, guidance, and systems relevant to protecting state and local government records.
- Explain what a REAP is.
- Explain the benefits of developing a REAP.
- Identify members and assign responsibilities for the teams described in a REAP.
- **Write a REAP.**
- **Analyze and test a REAP.**

Instructor to Participant Ratio

2:30—We suggest that at least two instructors lead each webinar, and that there be no more than 30 participants.

Methods

This session uses the following instructional methods:

- Instructor presentation
- Polling question
- Group discussion
- Take-Home Activity

Practical Exercise

Session 2 contains a Take-Home Activity, Test a REAP and Develop Your REAP's Table of Contents, which provides participants with an emergency scenario from the Division of Public Recreation (DPR), a fictitious state agency created for the purposes of this training. They are asked to take on the role of a new member of the DPR's Action Team and analyze the REAP to determine whether the Plan gives enough information to form a response to the emergency scenario. Participants are also tasked with developing a table of contents for their REAP.

Sources of Course Content

- National Archives and Records Administration's (NARA) course, Records Emergency Planning and Response (April 2008)
- *Emergency Management for Records and Information Management Programs*, Virginia A. Jones, Kris E. Keyes, ARMA International, Prairie Village, Kansas, 2001
- Washington State Archives, Essential Records and Disaster Preparedness Manual

Instructional Materials

- Session 2 Instructor Guide (for instructors)
- Session 2 Participant Guide (for participants)
- Session 2 Slides
- Handout(s):
  - **Handout 1.1**—Develop Your REAP—First Steps Activity
  - **Handout 2.1**—Emergency Contact Directory Template
  - **Handout 2.2**—Essential Records
  - **Handout 2.3**—Sample Records Priorities List
  - **Handout 2.4**—Supplies and Equipment List
  - **Handout 2.5**—Initial Damage Assessment and Response Checklist

- **Handout 2.6**—Components of a REAP
- **Handout 2.7**—Pocket Response Plan Template
- **Handout 2.8**—Test a REAP and Develop Your REAP's Table of Contents Activity

- Reference(s):
  - **Reference 01**—Resource Center, References, Reading List
  - **Reference 02**—Key Terms for the IPER Courses
  - **Reference 03**—Participant Webinar Reference Guide
  - **Reference 04**—iLinc Quick Reference for IPER Instructors (instructors only)
  - **Reference 05**—Webinar Troubleshooting Guide (instructors only)

- Polling question(s):
  - **PQ 2.1**—Do you have a Phone Tree in place?
  - **PQ 2.2**—Do you have any emergency supplies already stockpiled?

- Prepared Powerboard file(s):
  - **PB 2.1**—Session 2 Review

- Evaluation(s):
  - None

Equipment

- Required equipment:
  - Internet-enabled computer
  - Telephone (Each instructor should have his or her own telephone. If you want to use the telephone hands-free, you should use a headset instead of a speakerphone to reduce background noise that will distract the participants.)

- Optional equipment:
  - A second Internet-enabled computer, logged into the webinar as a participant, so you can see what the participants see.

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Session 2 Introduction

Instructor Notes	Participant Guide

PG 2-1

Session 2 Welcome and Overview

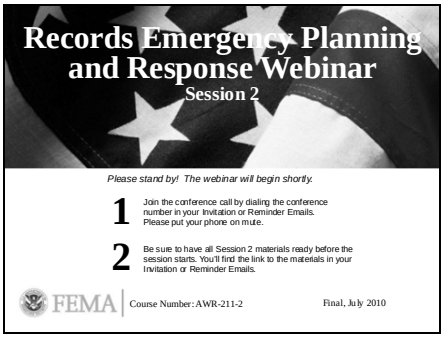
(Duration: 5 minutes)

START TIME: _____

Log in to iLinc 30 minutes prior to the start of the webinar session to make sure there are no technical issues.

Launch the Session 2 slides file in iLinc.

Show slide 2-1.



Required materials for Session 2:

- Session 2 Participant Guide
- Session 2 handout(s):
  - **Handout 2.1**—Emergency Contact Directory Template
  - **Handout 2.2**—Essential Records
  - **Handout 2.3**—Sample Records Priorities List
  - **Handout 2.4**—Supplies and Equipment List

- **Handout 2.5**—Initial Damage Assessment and Response Checklist
- **Handout 2.6**—Components of a REAP
- **Handout 2.7**—Pocket Response Plan Template
- **Handout 2.8**—Test a REAP and Develop Your REAP's Table of Contents Activity

- Materials from prior sessions:
  - Your completed handout from the Session 1 Take-Home Activity: **Handout 1.1**—Develop Your REAP—First Steps Activity
- Course Reference(s):
  - **Reference 01**—Resource Center, References, Reading List

REMINDERS TO INSTRUCTOR:

- Before class begins, ***be sure to check*** (1) the IPER Resource Center for special announcements to Instructors about the course and (2) the Frequently Asked Questions (FAQs) to see if there are any newly posted items that may be relevant to your course or participants.
- When you are not speaking to the participants, ***remember to have*** your phone on mute.
- When you are speaking to the participants, ***remember to reduce or eliminate*** background noises, such as pages being turned, co-workers talking, etc.
- If you are recording this session, ***remember*** that discussions conducted via iLinc's Chat tool are captured in the session recording. When using the Chat tool, ***make sure to maintain*** a professional dialog that is appropriate for everyone to view.

- When using iLinc's WebSync function, participants cannot see any actions you perform (such as moving your cursor or scrolling); therefore, when you interact with a web page or document, you will need to provide instructions to the participants on what to do ("scroll down," "select this," etc.) so their view will match your view.

Continue to show slide 2-1 until all participants have joined the session (or until it's time to start the webinar).

[Instructor 1] ***Welcome*** participants as they enter the webinar.

- ***Tell*** them that the webinar will begin shortly.

Five minutes prior to the start of the session, ***check*** the Attendee panel in iLinc and ***compare*** it to the class roster to see if all the participants have entered the webinar.

If all of the participants have entered:

- ***Say:*** Hi, everybody. This is <your name>. I know it's a couple of minutes early, but since everybody's here, I'd like to get started, if that's OK with everyone.

- ***Begin the session*** (see the "Begin the Session" Instructor Note below).

If all of the participants have not yet entered:

- ***Say:*** Hi, everybody. This is <your name>. We are waiting for a few more people to join us, and then we'll get started.
- ***Monitor*** the Attendee panel until all participants have entered the session or until the start time is reached.
- ***Begin the session*** (see the "Begin the Session" Instructor Note below).

BEGIN THE SESSION:

Start the iLinc recorder.

Say:

- Welcome to Session 2 of the *Records Emergency Planning and Response Webinar*.
- To refresh your memory, I'm <your name> and teaching with me today is <name of Instructor 2>.
- Before we get started, I'd like to remind everyone to mute your phone and not to put your phone on hold during the webinar. If you need to take another call or a break during the session, please hang up and call back to rejoin.

Remind participants that they should have the Session 2 course materials ready (either printed or open on their computers) so that they can access them when needed.

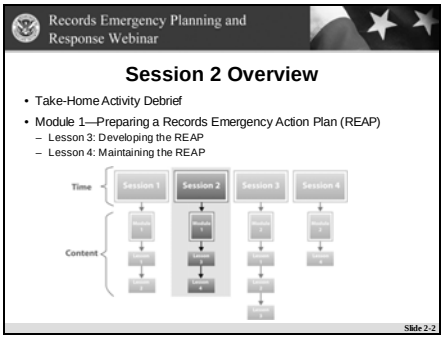
- ***Remind*** participants that the Reminder Email provided a link to the materials.

Say: We don't recommend that you print the materials now, but if you do, please make certain your phone is on mute.

Remind participants that recordings of the sessions are available on the Intergovernmental Preparedness for Essential Records (IPER) Resource Center, and if they missed the prior session, they can view a recorded version at: *http://www.statearchivists.org/resource-center*

Transition: Let's do a quick review of what we covered last week and take a look at what we're going to discuss today.

Show slide 2-2.



Say:

- Last week we started Module 1 and we started preparing a Records Emergency Action Plan, or REAP.
- We examined emergency planning, including several key terms, the phases of emergency management, and federal and state emergency initiatives, guidance, and systems that apply to states and localities.
- Then we took a look at what a REAP is and the benefits of having a REAP.
- After that, we explored the process for planning a REAP, including determining the goals and timetables, assessing the fiscal implications, and identifying members of the REAP Teams.

Go over what Session 2 will cover:

- ***Say:***
  - Today, we will complete Module 1 by focusing on creating and properly maintaining a REAP to ensure that it remains useful.
- ***Say:*** The session is comprised of the following.
  - ***Read*** the Session 2 Overview, as provided on the slide.

Say: Today's session is 1 hour and 30 minutes in duration. Because it's a shorter session, there will not be a break.

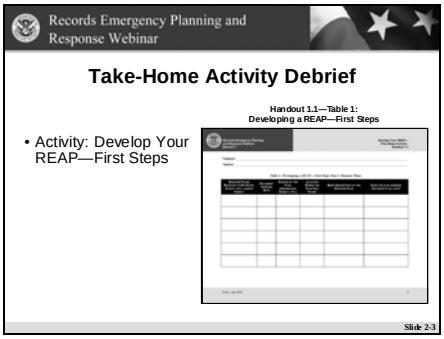
Take-Home Activity Debrief

PG 2-3

(Duration: 10 minutes)

START TIME: _____

Show slide 2-3.



Tell participants to go to the *Developing a REAP—First Steps* Table, located on page 3 of **Handout 1.1** (from the Session 1 materials).

- ***Remind*** participants that this is the table they should have completed for the activity and emailed to you by the previous day.

Session 1 Activity: Develop Your REAP—First Steps

Ask participants to raise their hands (or use the "Public" tab of the Chat tool) if they had any difficulties completing the Take-Home Activity.

- If anyone had a problem, ***make sure to resolve it*** before continuing.

Debrief the activity by conducting a group discussion:

- ***Say:*** The goal of this activity was for you to complete the initial steps in developing your REAP.
- ***Say:*** You were asked to:
  - Identify the disaster plans relevant to your state agency, county, or city
  - Identify the existing emergency or Continuity of Operations teams authorized in your agency or chain of command
  - Determine the scope of your REAP and begin to identify the records emergency planning that needs to be completed
- ***Refer*** participants to Section I of the *Developing a REAP—First Steps Table, Disaster Plans*.

- ***Say:*** I need a volunteer to share the disaster plans relevant to his or her state agency, county, or city.
- ***Tell*** participants to share the following:
  - The name of each disaster plan (from the first column)
  - A brief description of what each plan says (from the fifth column)
  - Whether or not each plan addresses records, and if so, how? (from the sixth column)
- ***Tell*** participants to raise their hands to answer or to type their answers in the Chat tool, using the "Public" tab.
- ***Call on*** participants who have their hands raised.
  - ***Remind*** participants to take their phones off mute before speaking.
- ***Acknowledge*** any responses provided in the Chat tool.
- ***Comment on or respond to*** participant answers as appropriate.
  - ***Make connections*** to course content when possible.
- OPTIONAL: If no participants volunteer, you may opt to share a response from one of the homework sheets submitted by the participants.

Continue to debrief the remaining sections of the *Developing a REAP—First Steps* table in the same manner, ***making sure to have*** at least two participants share for each section.

Ask for and resolve any questions.

Remind participants why it is important to do the homework, as assigned. The activities are designed to:

- Apply what was discussed in a particular session
- Build on each other
- Take you through the initial steps of creating your REAP

Transition: Let's get started with the second half of Module 1.

Module 1—
Preparing a Records Emergency Action Plan (REAP)

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Module 1 Introduction and Objectives

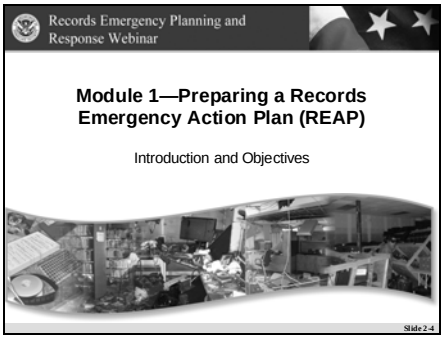
PG 2-7

Module 1 Introduction

(Duration: 5 minutes)

START TIME: _____

Show slide 2-4.



Introduce the module:

- ***Remind*** participants that Module 1 contains four lessons, presented across two sessions. In last week's session, we completed Lessons 1 and 2, and in this week's session, we'll complete Lessons 3 and 4.
- ***Say:***
  - In Lessons 3 and 4, we will focus on developing, analyzing, and testing a REAP.
  - We will begin by examining the characteristics of a REAP and its various components.

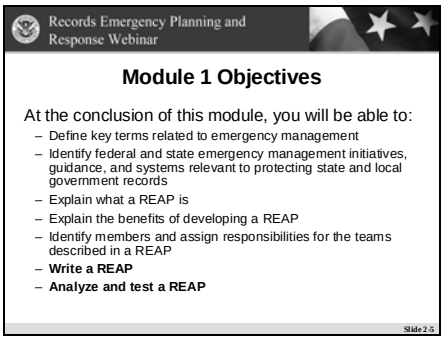
– Then we'll address the importance of verifying that the REAP is complete, and we'll learn the five steps to analyze the REAP.

Transition: Let's review the objectives for Module 1.

PG 2-8

Module 1 Objectives

Show slide 2-5.



Review the module objectives.

Say: We covered the first five objectives in Session 1, and we'll address the last two objectives in this session, as indicated by bold text.

At the conclusion of this module, you will be able to:

- Define key terms related to emergency management
- Identify federal and state emergency management initiatives, guidance, and systems relevant to protecting state and local government records
- Explain what a REAP is
- Explain the benefits of developing a REAP
- Identify members and assign responsibilities for the teams described in a REAP
- **Write a REAP**
- **Analyze and test a REAP**

Transition: Let's get started with our next lesson and talk about creating the REAP.

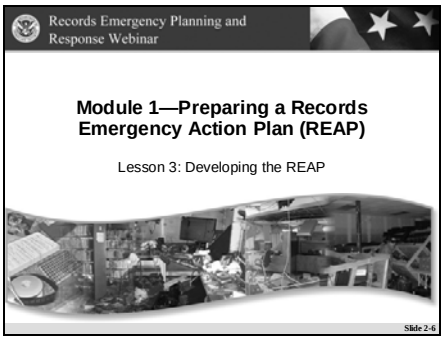
Lesson 3: Developing the REAP

PG 2-9

(Duration: 35 minutes)

START TIME: _____

Show slide 2-6.



Introduce the lesson:

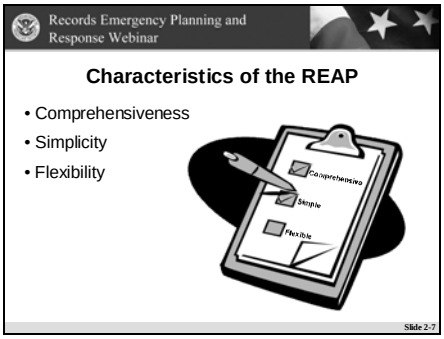
- ***Say:*** In this lesson, we'll examine the characteristics essential to the REAP and review the information that should be included in it.

Transition: Let's look at the three characteristics essential to a good REAP.

PG 2-10

Characteristics of the REAP

Show slide 2-7.



Review the three characteristics of an effective REAP.

There are three essential characteristics of an effective REAP: comprehensiveness, simplicity, and flexibility.

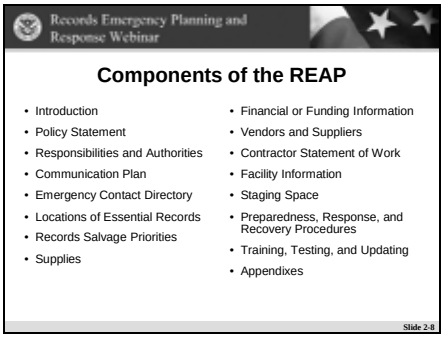
- Comprehensiveness—The REAP should address all hazards (types of emergencies or potential risks) as identified in the risk assessment. It should include immediate and long-term responses for recovery efforts.
- Simplicity—The REAP should be easy to follow, with checklists to be used in the event of an emergency. The key is to write it as simply and clearly as possible without sacrificing comprehensiveness.
- Flexibility—The REAP should delineate a control structure that allows for a quick assessment of the damage and an accurate determination of the best course of action for response and recovery of records and information. However, you may not be able to anticipate every contingency, so the Plan should allow for rapid decision-making for unanticipated situations.

Transition: Now let's look at what goes into a REAP.

PG 2-11

Components of the REAP

Show slide 2-8.



Review the components of the REAP.

A REAP provides direction for reducing the risk to records and information from natural and human-caused hazards. It addresses the appropriate measures necessary to protect records and information, and the appropriate actions necessary to respond to and recover from an emergency event.

No two REAPs are the same, because every agency has its own risks, protection strategies, resources, policies, etc. However, there are several common components that should be part of every REAP. These components are:

- Introduction
- Policy Statement
- Responsibilities and Authorities
- Communication Plan
- Emergency Contact Directory
- Locations of Essential Records
- Salvage Priorities
- Supplies
- Financial or Funding Information
- Vendors and Suppliers
- Contractor Statement of Work

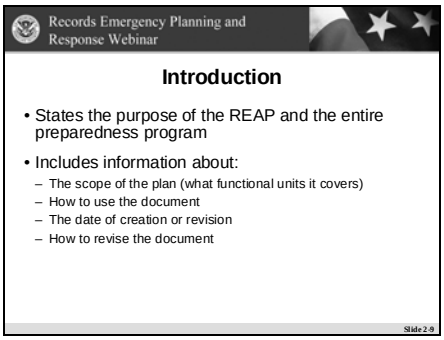
- Facility Information
- Staging Space
- Preparedness, Response, and Recovery Procedures
- Training, Testing, and Updating
- Appendixes

Point out that portions of REAP may already exist in other plans, so participants may not need to start from scratch, but they should integrate these portions into the REAP or provide easily accessible reference to them.

Say: Let's look at each component in detail.

Introduction

Show slide 2-9.



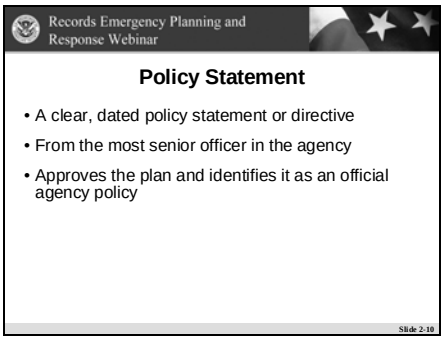
Review the Introduction component of the REAP.

The Introduction should be the briefest part of the REAP. It should state the purpose of the REAP and the entire preparedness program. It should also include information about:

- The scope of the Plan (what functional units it covers)
- How to use the document
- The date of creation or revision
- How to revise the document

Policy Statement

Show slide 2-10.



Review the Policy Statement component of the REAP.

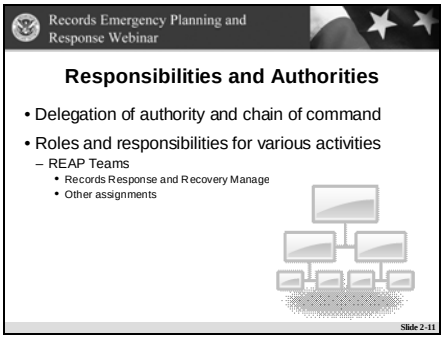
The REAP should include a clear, dated Policy Statement or directive from the most senior officer in the agency, approving the Plan and identifying it as an official agency policy.

The Policy Statement should clearly mandate the preparation, maintenance, testing, and implementation of the REAP; it is needed to:

- Secure the necessary cooperation among departments
- Confer the authority to examine business processes and functions
- Assign the organizational resources needed to prepare and implement the REAP

Responsibilities and Authorities

Show slide 2-11.



Review the Responsibilities and Authorities component of the REAP.

The Responsibilities and Authorities component should provide the following information:

- Delegation of authority and chain of command
- Roles and responsibilities for various activities

Delegation of Authority and Chain of Command

It is essential for everyone to know who has the authority to make decisions regarding the response to an emergency and the recovery of records. The REAP must specify the positions designated to activate the Plan, as well as the conditions under which those positions are authorized to activate the Plan.

If those positions do not have the authority to execute major expenditures, then the Plan must include someone who has such authority—for example, the Procurement Officer.

The REAP should include a clear statement of the chain of authority and composition of a crisis team, including alternates, when key officers are unavailable. In the event that the agency loses one or more of its leaders in an emergency, remaining executives should be prepared to assign temporary authority.

Point out the importance of including at least one person from another office in the REAP's order of succession.

- ***Explain*** that this could be someone from your parent agency, a regional office, or another office that is located at least 30 miles away.

Include at least one person from another office, such as your parent agency, a regional office, or another office that is located at least 30 miles away, if possible. If personnel from your office are not reachable during an emergency, this informed person will still be available to implement your Plan. For smaller jurisdictions, consider including people in fire and rescue departments, or others not in the main administrative building.

Review the roles and responsibilities for various activities.

Remind participants of the reporting structure within the REAP teams covered in Session 1, Lesson 2.

Roles and Responsibilities for Various Activities

REAP Teams

The list of REAP Team members and duties should appear in this section and should include the following information for each person

- Name
- Response and recovery responsibility
- Phone numbers: work, cell, and home phones
- Beepers, pagers, radio contact protocols
- Physical location of home and/or work place
- Email addresses (to allow broad distribution, if available)

If your REAP Teams are large, you may want to limit the list to the REAP Team leaders.

Records Response and Recovery Manager

Name one person to be the Records Response and Recovery Manager to head the Action Team and all response and recovery procedures, with alternates and backups named in the list. Even if you are going to rely on an outside consultant or vendor to help, you should still have a point of contact named from your agency.

The Records Response and Recovery Manager should be qualified to exercise authority during a time of crisis and should be able to make on-the-spot decisions that management will support. This person must understand all phases and activities of the response and recovery effort in order to provide direction, prevent duplication of effort, and make sure the response and recovery steps are carried out properly and in the proper sequence.

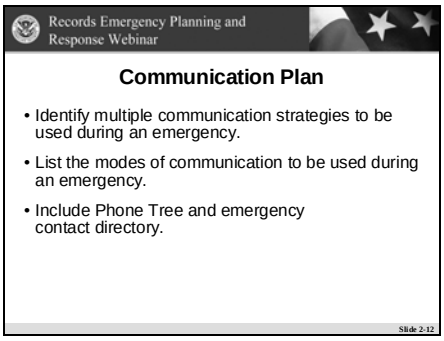
Other Assignments

Also include assignments for coordinating various other activities, including, but not limited to:

- Communications among staff (Phone Trees)
- Media contacts
- Offers of assistance (volunteer labor, supplies, cash donations, etc.)

Communication Plan

Show slide 2-12.



Review the Communication Plan component of the REAP.

The Communication Plan section should identify multiple communication strategies to be used during an emergency, at both the primary site and an alternative site, if required.

The Communication Plan should list the modes of communication to use during an emergency, taking interoperability capabilities into consideration. Capture and record all information about the phone conference system, login procedures, beepers, pager numbers, smart phone numbers, and ham radio call letters in this section.

Identifying communications strategies is usually a major component of the larger Continuity of Operations (COOP) Plan; it is also a critical part of your REAP.

Say: The members of your REAP Team must be able to keep in touch with each other and with any people in authority over the larger emergency, so your strategies must be integrated with the larger disaster plans.

Say: Don't confuse the Communication Plan with a media plan. This is not a strategy to deal with media inquiries; it is a plan to ensure that responders can communicate with each other during the response.

Review the example communication strategies.

Communication Strategies

Examples of communication strategies to consider include:

- Alternative or backup means of communication—In addition to listing the primary sources of communication to be used during an emergency (phone, email, text messaging, etc.), the Communication Plan should also include strategies for alternate or backup means of communication. What will you do if phone lines are down? What if cell phones and Internet are also down or do not function inside the affected building? Examples of alternative or backup means include:
  - Predetermined meeting location and time
  - Couriers
- Call-in voice recording—To eliminate the need to phone all nonessential employees, indicate the procedures they can use to access a call-in voice recording. On the recording, indicate the date and time of the recording, the status of the emergency, who should report to work, and instructions for those employees who are to remain at home. Also, give instructions about when to call in next. Be careful not to say, “Call back in two hours,” but give a time: “Call back at 2:00 p.m. for more updates.”
- Meet me conference calls—Agencies that provide services or assistance to other entities, should consider setting up a “meet me” conference call. When there is advance warning for a disaster—for example, in the event of a hurricane or flooding event—send an email 1–3 days ahead of the expected impact asking constituents to “meet” you on a conference call at a specific time and date following the event to report on damage and/or request assistance as needed. Provide a conference line phone number to call and tell them that you would like to hear from them whether or not they sustained any damage so you will also know that they are OK.

- Information relay system—Set up a system for relaying information to members of your team. As we saw from Hurricane Katrina, communication is very important during a large-scale emergency. Prescribed messages are less likely to be misunderstood, so it might be wise to develop in advance the specific wording to be used.

Say: You might also consider using text messaging or Twitter to distribute information like updates on damage or numbers to call for assistance.

Ask if everyone knows what a Phone Tree is.

- If necessary, ***provide*** the definition of a Phone Tree:
  - A Phone Tree is a pyramid-shaped network of people used to spread a message quickly and efficiently to a large number of people. The person at the top of the pyramid calls two or more people, each of whom calls two or more people, and so on, until every person in the tree has been called.

Review the rules for an effective Phone Tree.

Phone Tree

The Phone Tree is an essential part of communication during an emergency. List by title or position and name everyone who will be expected to assist with the recovery, along with their work, cell, and home phone numbers, and email addresses. A Phone Tree helps to ensure that no single person has to devote an inordinate amount of time to making calls. It will save time and facilitate a more rapid response.

Follow a few simple rules to make sure the Phone Tree is effective:

- When you get a call, call the next person(s) immediately.
- If no answer, leave a message if possible, and also state that you are calling the people on their branch, since they were unavailable to do so. You are responsible for calling all the branches below that person.

Say:

- Note that when activating a Phone Tree, you don't just give up if you can't reach one of your assigned contacts.
- If you can't reach the individual, then you must call the people he or she was responsible for calling.
- Be sure to talk to your assigned contacts in person if possible. If you must leave a message, explain that you are calling the people on their branch, since they are unavailable to do so.
- When you get a message, write it down, so that when you pass it on, you pass on the same message you received.

The structure of the Phone Tree should reflect the lines of authority that you have established, with the head of each division responsible for initiating contact with the other members of his or her team. It should include a backup-planning component in the event that these key positions are unavailable. Place the name and phone numbers of the lead coordinator of the Phone in a prominent place in the Phone Tree document.

Emphasize the importance of keeping the Phone Tree up to date.

It is imperative to keep your Phone Tree up to date. This is a critical piece of your REAP. An outdated Phone Tree will jeopardize your response and recovery efforts.

Point out that participants should put their Phone Trees in the appendix sections of their REAPs, to allow for quick access.

You should place the Phone Tree in the appendix section of the REAP, allowing for quick access in the event of an emergency and preventing the Phone Tree from getting buried within the narrative portion of the Plan.

Launch polling question in iLinc:

- **PQ 2.1**—Do you have a Phone Tree in place?
- ***Tell*** participants to answer the question by selecting the appropriate response from the choices displayed in the Polling tab.
- ***Wait*** a few moments until most or all participants have answered, and then ***share*** results with the participants via iLinc.

When done, ***close the Polling tab*** for everybody by selecting "Close All" when prompted.

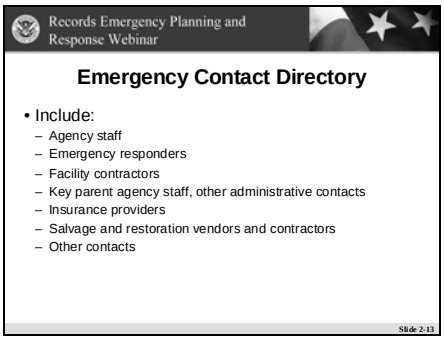
NOTE TO INSTRUCTOR:

You may wish to follow up on the participants' responses to the polling question by asking:

- "For those of you who answered yes, how often is your Phone Tree updated?"
  - ***Remind*** participants to take their phones off mute before speaking.

Emergency Contact Directory

Show slide 2-13.



Explain that an Emergency Contact Directory should also be part of the REAP.

An important adjunct to your Communication Plan is an Emergency Contact Directory. It should be included in the REAP, perhaps as an appendix. Ideally, it can also be condensed in size to carry in a wallet or purse, ensuring that key contact information is always at hand.

Go over the information that should be included in the Emergency Contact Directory.

As you compile the Emergency Contact Directory, consider whom you will need to contact immediately, within a few hours of the event, and whom you will need to contact within a day or two.

Go over the information that should be included in the Emergency Contact Directory.

For each emergency contact, list appropriate contact information, such as phone numbers (work, cell, home); email addresses (work, home); and addresses. If an individual's address is a post office box, try to locate a physical address as well.

Be sure to include the following:

- Agency staff (in addition to basic contact information, also note distance from home to work)

Say:

- The type of contact information needed will vary.

- You will want to collect more detailed information for your staff members who might be called to help in case of an emergency. It can be helpful to note who lives close to the office and can get there most easily, even if transportation systems are down and major highways are impassible.
- Consider including “walkable” time in case staff members are forced to come by foot.
- If using tools like Twitter are part of your communication strategy, you might include people’s Twitter IDs.
- We learned from Katrina and other wide-scale disasters that it can be difficult to locate staff if telephone and electrical utilities are disrupted, especially if residents are forced to evacuate the area.
- It is helpful to have multiple ways to reach someone.

Say:

- You will of course want to have phone numbers for fire, police, and ambulance services easily accessible by all staff at all times.
- Also include all of the utility companies your agency uses, because you may need to ask them to shut off water, power, or gas quickly.

Go over the emergency responders that should be included in the Emergency Contact Directory.

- Emergency responders
  - Fire department
  - Police department
  - Ambulance, emergency medical technicians, hospitals
  - Utility companies (e.g., water, gas, electric)
  - Communication systems (e.g., telephone, Internet)
  - Security officers assigned to agency facilities
  - State and/or local emergency management agency

Say: In addition, be sure to collect contact information for all of the other organizations and agencies that keep your building's systems running and its occupants safe.

Go over the facility contractors that should be included in the Emergency Contact Directory.

- Facility contractors
  - Architect
  - Electrician
  - Heating, ventilating, and air conditioning (HVAC) contractor
  - Elevator companies
  - Fire alarm, detection, suppression systems
  - Security personnel
  - Security system, locksmiths
  - Facility management, maintenance, janitorial and cleaning contractors

Say: You will also want to reach managers in your parent agency or others who provide critical services, including those who provide insurance.

- Key parent agency staff and other administrative contacts, including purchasing office or financial manager
- Insurance providers

Say:

- As the immediate crisis eases and you move into recovery, you will want easy access to specialists who can help with salvage and restoration of damaged records.

- It will also be useful to have identified in advance providers of certain kinds of services, including trucking firms and freezer storage. In the next session, we will discuss the importance of freezing paper records when they get wet to prevent mold growth.

Go over the vendors and contractors for salvage and restoration that should be included in the Emergency Contact Directory.

- Vendors and contractors for salvage and restoration
  - Recovery and restoration service providers for paper, photographs, film, electronic, and other media
  - Conservators and preservation specialists
  - Freezer storage providers
  - Trucking firms
  - Exterminator and fumigation services
  - Industrial hygienists, mycologists (mold specialists)
  - Glaziers

Say:

- Finally, include any other contacts that can help you communicate your situation to a larger audience, including residents in your community who might need access to records in your care.

- If your facility will be closed during normal business hours because of the event, you will want to notify your local newspaper and television and radio stations.
- Your state archives and records management program should also be able to help you locate specialists in records recovery or offer other advice or assistance.

- Other contacts
  - Media contact (television, radio, newspaper)
  - State Archives

Say: If your state has used the Coordinated Statewide Emergency Preparedness (COSTEP) framework or has other statewide or regional organizations that support similar efforts, consider including them in the directory as well.

Conduct a group discussion.

Ask: Can you think of any other categories or contacts you might include in your Emergency Contact Directory?

- ***Tell*** participants to raise their hands to answer, or to type their answers in the Chat tool, using the "Public" tab.
- ***Call on*** participants who have their hands raised.
  - ***Remind*** participants to take their phones off mute before speaking.
- ***Acknowledge*** any responses provided in the Chat tool.
- ***Confirm or correct*** responses as appropriate.
- **Answers:**
  - Answers will vary.

Refer participants to the IPER Resource Center for resources to help them prepare their Emergency Contact Directory.

Remind participants that **Reference 01**—Resource Center, References, Reading List provides information on the IPER Resource Center.

Point out that **Reference 01**—Resource Center, References, Reading List is included in the participant materials per the link provided in the Invitation Email.

Say: Archives and records management staff members have helped prepare a directory of vendors, contractors, and suppliers who specialize in various aspects of emergency response and recovery for your state. It is provided on the IPER Resource Center.

Say: Let's take a moment to visit the Resource Center and look at the directory of vendors, contractors, and suppliers for your state.

To help you prepare your Emergency Contact Directory, the Resource Center contains a directory of vendors, contractors, and suppliers who specialize in various aspects of emergency response and recovery. You can search the directory by state as well as viewing nationwide providers.

Launch web page in iLinc:

- Web page: IPER Resource Center
  - URL: *http://www.statearchivists.org/resource-center*
- ***Access*** the page for your state.
- ***Point out*** the directory of emergency supplies and services vendors.
- ***Access*** the page for nationwide information.
- ***Point out*** the directory of nationwide emergency supplies and services vendors.

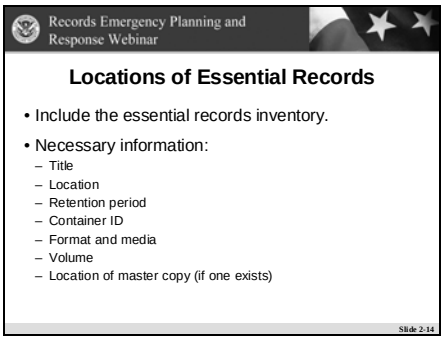
When done, ***close*** the web page for everybody by selecting "Close All" when prompted.

Refer participants to **Handout 2.1**—Emergency Contact Directory Template for an example of how to create a directory.

Refer to **Handout 2.1**—Emergency Contact Directory Template for an example of how to create a directory.

Locations of Essential Records

Show slide 2-14.



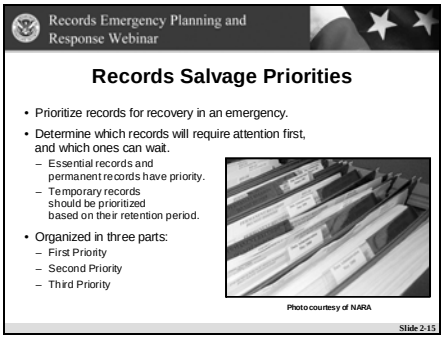
Review the Locations of Essential Records component of the REAP.

In the *Essential Records Webinar*, you learned how to identify which records were essential—the records needed to respond to an emergency and resume operations after an emergency.

Your REAP should include the essential records inventory, including title, location, retention period, container ID, format and media, volume, and location of master copy (if one exists). For electronic media, indicate whether or not each container holds essential or permanently valuable records not duplicated elsewhere.

Records Salvage Priorities

Show slide 2-15.



Review the Records Salvage Priorities component of the REAP.

It is important that you prioritize your records for recovery in an emergency, determining which records will require attention first, and which ones can wait. Essential records and permanent records have priority over any other type of record.

Emphasize that essential records—those critical for COOP—should be among the first to be retrieved following an emergency.

Explain that essential records have their own salvage priorities, based on their function.

Say:

- Those of you who have taken the IPER *Essential Records* course will remember the discussion of access priorities for essential records, and will remember that you need to have access to certain essential records sooner than others (for example, those essential records necessary for emergency response).
- Your salvage priorities should mirror your access priorities.

Say:

- Your first priority for salvage should be the essential records needed in the first 0–12 hours of an emergency.
- Your second priority should be the essential records needed in the first 12–72 hours of an emergency.
- Your third priority should be the essential records needed 72 hours after an emergency.

Although essential (and permanent) records have general priority over other records in your salvage after an emergency, there are specific priority levels based on how quickly access will be required following an emergency:

- Priority 1: Access required in first 0–12 hours
- Priority 2: Access required in first 12–72 hours
- Priority 3: Access required after 72 hours

These specific salvage priorities correspond to the function of the essential records. The guidelines are explained further in Handout 2.2.

Open a document from the "Course Handouts and References" WebSync file in iLinc.

- Document name: **Handout 2.2**—Essential Records
- ***Tell*** participants to go to **Handout 2.2**—Essential Records.
- ***Point out*** that this handout should look familiar to those who took the IPER *Essential Records* course, because it's the handout used when discussing access priorities.

When done, ***close*** the document for everybody by selecting "Close All" when prompted.

Say: It's important to restate that records having permanent value should also receive priority treatment during salvage operations

(Refer to **Handout 2.2**—Essential Records, for guidance on prioritizing the salvage of your essential records.)

Explain that some media require prompt action to ensure successful salvage, so it's important to consider media when determining salvage priorities.

Go over the media that may require prompt action to ensure successful salvage.

Media Considerations

In addition, you will recover some types of media more successfully if you take prompt action. Media that may require prompt action to ensure successful salvage include electronic (hard drives, flash drives) and magnetic tapes, parchment, and some photographic material. If essential or permanent records are stored on these media, you should take that into consideration when establishing your salvage priorities.

Explain that temporary records should be prioritized based on their retention period.

Say: You would not want to put all of your resources into recovering records that have a very short-term retention associated with them (for example, records that are going to be destroyed in a matter of months) unless those records are critical to protect the health and safety of people.

Explain that an eye-legible records filing plan and/or records retention schedule would be helpful to have on site or as part of the REAP, particularly if you control a large volume of records. Electronic finding aids or filing plans or records schedules may not be available if the REAP is activated and you don't have power.

Temporary Records

Temporary records should be prioritized based on their retention period; the longer the retention period, the higher the priority. Some agencies create records with 75- to 100-year retention periods. These records should take priority over records with short retention periods. If you have a currently functioning records management program in place, your job has been made easier because you can rely on current records inventories, file plans, and retention schedules to help you prioritize.

Explain the categories of the Records Salvage Priority section and which records belong in which category.

Organization of the Records Salvage Priorities Section

The Records Salvage Priorities section should be organized in a list containing the following categories:

- First Priority—This includes materials that are difficult or impossible to replace or replicate, and those that are essential for resuming operations if they are not duplicated elsewhere. This category includes permanent records.
- Second Priority—This includes items that are difficult to replace, that provide significant operational or research value, and that are not duplicated elsewhere.
- Third Priority—This includes materials that can be replaced or that can be considered expendable.

Point out that agencies should be aware that the Records Salvage Priorities section may contain secure information regarding records value and may therefore warrant limited distribution. In the wrong hands, this section could serve as a guide to a thief.

Go over the information about the records that should be included in the Records Salvage Priority section.

Also include in the list the following information about the records:

- Record series under each category
- Record retention schedule number and item
- Retention period
- Physical location of the records

Say: For those of you who took the *Essential Records Webinar*, this component should sound familiar. With essential records, we ranked their priority to determine which essential records we needed to access when. With the REAP, we're ranking all your records by priority, in order to determine which to recover first.

Open a document from the "Course Handouts and References" WebSync file in iLinc.

- Document name: **Handout 2.3**—Sample Records Priorities List

(Refer to **Handout 2.3**—Sample Records Priorities List for an example of a records priorities list.)

- ***Tell*** participants to go to **Handout 2.3**—Sample Records Priorities List for an example of a records priorities list.

- ***Point out*** the information provided in the list:
  - Priority category
  - Record series under each category
  - Record retention schedule number and item
  - Retention period
  - Physical location of the records

Point out that in this example, correspondence files are among the records deemed first priority.

Say:

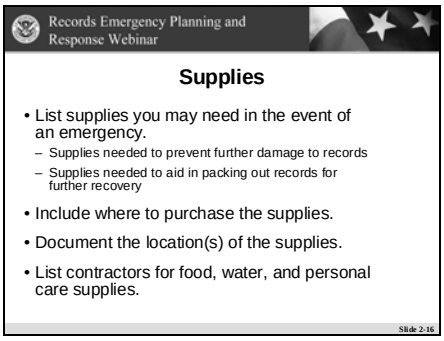
- For many of you, correspondence might not be the first record you think of when you think "essential," but the fact that correspondence is ranked as first priority demonstrates that it is the content of the record that determines its value.

- In this case, it may be that the Director's correspondence documents decisions that set precedents—for example, decisions made by the federal government in response to written queries from the Director.

When done, ***close*** the document for everybody by selecting "Close All" when prompted.

Supplies

Show slide 2-16.



Review the Supplies component of the REAP.

The Supplies section should list supplies you may need in the event of an emergency. Include those that will be needed to prevent further damage to records and to aid in packing out records for further recovery, along with information on how to purchase the supplies.

Explain that supplies should be purchased once you have created the list, and that they should be kept under lock and key because you do not want staff to use these supplies except in an emergency.

Once you have created the list, start purchasing the supplies so that you have them on hand if an emergency occurs. The supplies should be stored and secured in a protected room or closet that is accessible to emergency team members.

Open a document from the "Course Handouts and References" WebSync file in iLinc.

- Document name: **Handout 2.4**—Supplies and Equipment List
- ***Tell*** participants to go to **Handout 2.4**—Supplies and Equipment List for an example of a Supplies section of a REAP.

Refer to **Handout 2.4**—Supplies and Equipment List for an example of a Supplies section of a REAP. Use this list as a basis for your own list or rearrange it to suit your needs—for example, by types of items, where to purchase them, or areas where they will be stored or used.

- ***Point out*** some of the needed supplies.
- Tell participants they can use this list as a basis for their own list.

When done, ***close*** the document for everybody by selecting "Close All" when prompted.

Explain that participants should also include in their REAPs the location of the supplies.

The Supplies section should also document the location(s) of the supplies, including several optional recovery areas with some pre-positioned supplies. Be aware that some states may have stockpiles of supplies available for your use. Determine whether your state has emergency stockpiles of supplies, and if it does, indicate where the stockpiles are located, what supplies are included, and points of contact for accessing the stockpiles.

Explain that participants should inventory supplies at least once a year.

Inventory the supplies at least once a year. They are very tempting to staff who know where they are and how to access them. Make sure you have funds to replenish the supplies as needed.

Point out that the supply lists should go in the appendix section of the REAP, to allow for quick access.

Place the supply lists in the appendix section of the REAP to allow for quick access in the event of an emergency and to prevent the lists from getting buried within the narrative portion of the Plan.

Launch polling question in iLinc:

- **PQ 2.2**—Do you have any emergency supplies already stockpiled?
- ***Tell*** participants to answer the question by selecting the appropriate response from the choices displayed in the Polling tab.

- ***Wait*** a few moments until most or all participants have answered, and then ***share*** results with the participants via iLinc.

When done, ***close the Polling tab*** for everybody by selecting "Close All" when prompted.

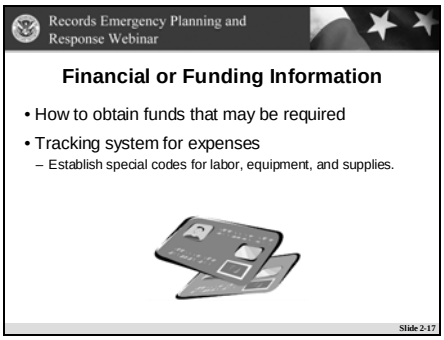
NOTE TO INSTRUCTOR:

You may wish to follow up on the participants' responses to the polling question by asking:

- For those of you who answered yes, what emergency supplies do you have stocked?
- For those of you who answered yes, have you used your supplies for an emergency and if so, which ones?
  - ***Remind*** participants to take their phones off mute before speaking.

Financial or Funding Information

Show slide 2-17.



Explain that participants should also create a plan for obtaining funds to purchase additional supplies.

Say: Every agency has its own procurement process. It is important to understand your agency's procurement process and to have the Procurement Officer activated.

Point out the agency's need to track expenses.

Explain the necessity to discuss reimbursement provisions.

You will also need to plan and document how you will obtain funds that may be required to purchase any necessary equipment and supplies you may not have on hand. Options include:

- Designated account for emergency funds
- Petty cash
- Purchase orders or requisitions
- Government credit cards

Additionally, finance and accounting personnel need to track expenses associated with an emergency. Records of expenses, staff time, overtime, and so forth, will be crucial if FEMA reimbursement is available for the emergency. Establish special codes for labor, equipment, and supplies to ensure proper accounting of expenses.

As part of your planning, discuss what reimbursement provisions should apply in an emergency and identify staff that might have this option in case supplies are needed before the normal acquisition process can deliver them.

Vendors and Suppliers

Show slide 2-18.

Go over the vendor and suppliers information that should be included in a REAP.

Include a list of vendors and suppliers of records emergency services and supplies in your REAP. Make sure to review the list annually and keep it up-to-date. Consider developing standing contracts for these.

Suggested vendors and suppliers to include are:

- Services:
  - Appraisers
  - Archivists and records managers
  - Conservators and preservation specialists (for paper, books, magnetic media, videotape, film, photos, textiles, paintings, objects)
  - Data recovery specialists
  - Debris removal
  - Disaster recovery consultants
  - Exterminator, fumigation
  - Freeze drying (vacuum, thermal)
  - Locksmith
  - Microfilming, digitization labs
  - Moisture, mold removal
  - Trucking and transportation
  - Caterers
  - Water delivery services
- Supplies, equipment, and facilities
  - Supplies
    - Storage containers and supplies
    - Archival and conservation supplies
    - Cleaning supplies
    - Cots
    - Bathing facilities
    - Portable toilets
  - Equipment
    - Wet/dry vacuums
    - Generators
    - Sump pumps
    - Dehumidifiers
    - Fans
  - Facilities
    - Refrigeration
    - Temporary storage with appropriate environmental controls and security

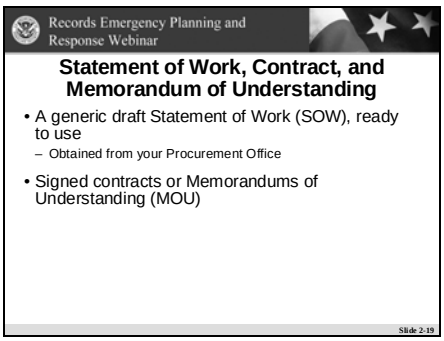
NOTE TO INSTRUCTOR:

- Some states have deployed caches of emergency recovery supplies around the state that can be accessed by repositories that experience damage to records and cultural collections. If your state is one of them, provide information on the caches and how to access the supplies.

Say: Remember, your state or local emergency management agency may already have done this work for you, so you may simply need to verify that you are eligible to receive these services and supplies under existing contracts.

Statement of Work, Contract, and Memorandum of Understanding

Show slide 2-19.



Review the Statement of Work, Contract, and Memorandum of Understanding component of the REAP.

Explain the inclusion of a generic SOW in the REAP.

You should include in your REAP a generic draft Statement of Work (SOW) ready to use to obtain needed services in the event that an emergency befalls your records. You can obtain this draft SOW from your Procurement Office.

Point out to participants that, although the SOW in their REAPs will be more general, they will be able to adapt it quickly to the parameters of a specific emergency when it occurs, and add that SOW to their contract for work.

If you have signed contracts or Memorandums of Understanding (MOUs) with individual contractors for specific services, you should put these in your REAP as well. However, if they contain confidential or private information, access to them should be restricted.

Make sure to include in your REAP the procedures for activating the contract or MOU.

Include the names, addresses, phone numbers, and 24-hour contact number of the contractors with which you have established contracts for response and recovery.

Point out that with a contract or MOU in place, participants will have a better chance of getting the contractor's assistance in the event of a widespread emergency. They already have a relationship with the contractor that's backed with legal documents. Different government entities will have different regulations regarding open contracts, however.

Explain the importance of making sure the contractor has experience with the types of records participants have and the types of emergencies they may face.

Make sure that your contractor has prior experience dealing with the formats of records and types of damage that may be involved in an emergency. Always require references from previous clients, including a contact person, current phone number, email address, and brief description of the services provided.

Explain that contractors also need to be able to address records' confidentiality and security requirements.

Another key point your contract must address is the confidentiality and security of your records. Require the contractor to demonstrate that it can meet appropriate levels of confidentiality and security for its facility and for its employees.

Point out that some states have statewide emergency response contracts or other resources, and that localities should look into those before using their own.

Municipal or county government agencies should note that some states have statewide emergency response contracts or other resources, and that localities should look into those before using their own.

Point out that some state agencies may be able to purchase from federal contracts.

Some state agencies may be able to purchase from federal contracts. Check with your state emergency management agency for their guidance. Also check with your state's procurement agency.

Say: Information about statewide contracts, supplies, resources, etc., that apply to your state is provided on the IPER Resource Center.

To learn more about statewide contracts, supplies, resources, etc., that apply to your state, please visit the IPER Resource Center at: *http://www.statearchivists.org/resource-center/iper*

Say: Let's take a moment to visit the Resource Center and look at the statewide contracts, supplies, resources, etc., that apply specifically to your state.

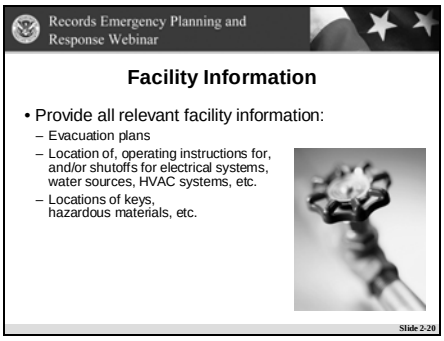
Launch web page in iLinc:

- Web page: IPER Resource Center
  - URL: *http://www.statearchivists.org/resource-center*
- ***Access*** the page for your state.
- ***Point out*** the statewide contracts, supplies, resources, etc., that apply specifically to your state.

When done, ***close*** the web page for everybody by selecting "Close All" when prompted.

Facility Information

Show slide 2-20.



Review the Facility Information component of the REAP.

The REAP should contain all relevant facility information (unless such information is already contained in your overall disaster plan), including:

- Evacuation plans, including provisions for employees and visitors with disabilities
- Location of, operating instructions for, and/or shutoffs for:
  - Smoke detectors
  - Fire alarms, extinguishers, hoses, sprinklers, and other suppression equipment
  - Electrical systems
    - Fuse boxes, outlets, light switches
  - Water sources, pipes
  - HVAC systems
  - Elevators
- Locations of:
  - Master keys
  - Floor plans
  - Hazardous materials

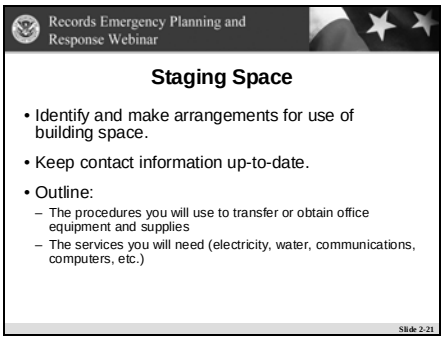
Point out that some facility information, like key locations, should be distributed with caution, for security purposes.

Point out that the facility information should go in the appendix section of the REAP, to allow for quick access.

You should place the facility information in the appendix section of the REAP, to allow for quick access.

Staging Space

Show slide 2-21.



Review the Staging Space component of the REAP.

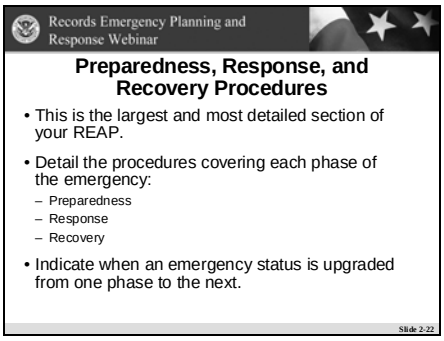
Survey your building(s) for space that might be useful to stage for salvage of records. Contact the proprietors of your building(s) about the availability of space and make arrangements for use of the space in the event of an emergency. Document these arrangements in your REAP.

Spell out agreements and procedures, and keep contact and all other information up-to-date in your REAP.

Also outline the procedures you will use to transfer or obtain office equipment and supplies and the services you will need, such as electricity, water, communications, and computers.

Preparedness, Response, and Recovery Procedures

Show slide 2-22.



Review the Preparedness, Response, and Recovery Procedures component of the REAP.

The Preparedness, Response, and Recovery Procedures section will comprise the largest and most detailed section of your plan. As explained earlier, your REAP must address specific emergencies and how to handle them, as identified in your risk assessment. It must provide for both major and minor emergencies and should include both site-specific and community-wide events. This is the section of your REAP that captures this information.

In the Preparedness, Response, and Recovery Procedures section, agencies should detail the procedures covering each phase of the emergency and the steps necessary to prepare for and control the emergency. These steps should be continuous across the phases, from preparedness to response to recovery. You should include disaster recovery procedures, disaster recovery services and resources, and salvage equipment and supply listings, as needed, for each phase.

This section should also indicate when an emergency status is upgraded from one phase to the next.

Go over the examples of emergencies that participants may address in the Preparedness, Response, and Recovery Procedures section of the REAP.

Examples of the emergencies you may include in the Preparedness, Response, and Recovery Procedures section are:

- Fire, smoke
- Pipe breaks and/or water leaks
- Floods
- Hurricanes
- Tornadoes
- Other severe weather
- Earthquakes
- Bomb threats
- Explosions, including aircraft crashes in vicinity
- Medical emergencies involving employees or visitors
- Hostile confrontations
- Elevator emergencies

- Hackers, denial-of-service attacks (information systems, website)
- Contamination (chemical, biological, radioactive, gas leak)
- Terrorism (letter bombs, chemical, biological, radioactive attacks)

Point out that the steps should follow a logical sequence and instructions should be clear and simple.

Unforeseen problems will inevitably arise during any emergency, but it is still possible to develop successful plans of action. Lay out a sequence of logical steps ahead of time to mitigate further damage to the records. Make instructions clear and simple so that any worker can understand and implement them during an emergency. This is especially important for a recovery operation. You never know who is going to be on the front lines of an emergency—it may not always be someone with experience.

Go over what the preparedness procedures should include.

Preparedness Procedures

The preparedness procedures should describe any actions that should be taken to mitigate damage to records and information if there is advance warning of an emergency. Examples include:

- Covering shelving, file cabinets, and computers with plastic sheeting
- Making sure that all files are housed in appropriate containers, such as boxes or file cabinets
- Moving records off the ground to higher shelving
- Implementing system security restrictions to protect data from a disgruntled employee

The action(s) that should be taken will depend on the nature of the anticipated emergency.

Go over what the response procedures should include.

Response Procedures

The response procedures should show the continuing steps from the preparedness phase to the response phase. The response procedures should include:

- All response actions that need to be taken with regard to records in the event of an incident
- Who is responsible for each response action, such as:
  - Activating the Phone Tree
  - Evaluating and documenting damage to records
  - Determining mitigation actions to prevent further damage to records

Explain that participants should include a damage assessment checklist or similar document in their response procedures.

Explain the purpose of a damage assessment checklist.

You should also include a damage assessment checklist or similar document in your response procedures. This checklist provides a way to gather the initial emergency information needed to establish priorities and appropriate recovery responses. It also allows for all assessments to be assembled into a single comprehensive overview of damage, which is very important in a medium- to large-scale event where multiple forms are completed. Additionally, it provides a structure to ensure that Assessment Teams gather the same information.

Open a document from the "Course Handouts and References" WebSync file in iLinc.

- Document name: **Handout 2.5**—Initial Damage Assessment and Response Checklist
- ***Tell*** participants to go to **Handout 2.5**—Initial Damage Assessment and Response Checklist for an example of a damage assessment checklist.
- ***Review*** the handout by going over the information captured by the checklist.
- ***Tell*** participants that a usable version of the checklist can be downloaded from the IPER Resource Center.

An example of a damage assessment checklist is provided in **Handout 2.5**—Initial Damage Assessment and Response Checklist. It was adapted from a checklist included in the Field Guide to Emergency Response, produced by Heritage Preservation in support of the Heritage Emergency National Task Force.
http://www.heritagepreservation.org/pubs/fgforms.htm

When done, ***close*** the document for everybody by selecting "Close All" when prompted.

Point out that the "Sample Hurricane Preparedness, Response, and Recovery Checklist" from ARMA International's publication, "Emergency Management for Records and Information Management Programs," should be used as a model for developing scenarios for emergencies most likely to strike participants' own locations: for example, tornadoes, flash floods, wild fires.

- ***Tell*** participants that the "Sample Hurricane Preparedness, Response, and Recovery Checklist" is Figure 6-3, located on pages 51–52.
- ***Tell*** participants that the reference to the ARMA publication is provided in **Reference 01**—Resource Center, References, Reading List.

Go over what the recovery procedures should include.

Recovery Procedures

The recovery procedures should show the continuing steps from the response phase to the recovery phase and should include:

- All recovery actions that need to be taken with regard to records in the event of an incident
- Who is responsible for each recovery action, such as:
  - Securing recovery areas
  - Starting damage assessment
  - Activating the hot site

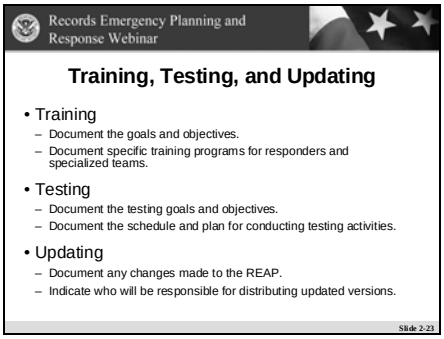
Define a hot site:

- A "hot" site includes everything you need to continue operations: computers, phones, fax machines, copiers, scanners, office supplies, etc., allowing you to go to the hot site, sit down, and work.

Say: In Sessions 3 and 4, we will go into greater detail concerning the recovery of damaged records, including special media and what is needed to set up a recovery area.

Training, Testing, and Updating

Show slide 2-23.



Explain that management needs to give the REAP final approval before it is distributed. Once it is approved, employees should be trained.

Training

Once you have developed the REAP, you should obtain final management approval. When the plan is approved and ready for distribution, make sure to inform employees about the plan and how it will be implemented. You will need to provide periodic refreshers on the content and use of the REAP.

Explain that the REAP should document:

- The training goals and objectives
- The specific training programs for responders and specialized teams

Point out that some employees may receive a version of the REAP from which confidential information has been redacted, so it may be necessary to conduct separate trainings for people with full versions of the REAP and for people with redacted versions.

The REAP should document the goals and objectives for training all employees. Specific training programs for responders and specialized teams should also be developed and documented in the REAP.

Explain the importance of testing the REAP.

Testing

A REAP must be tested routinely to ensure that it is accurate and functional.

Explain that the REAP should document:

- The testing goals and objectives
- The schedule and plan for conducting testing exercises

You should develop a plan—with goals and objectives—and a schedule for conducting tests of the REAP, and document the plan and schedule in your REAP.

Go over updating the REAP.

Updating

REAP Teams must review and update the REAP, not only to ensure that all information is accurate and up-to-date, but also to integrate any new elements of their agency's records program. Events such as the introduction of new computer hardware or software, the development of new essential records for a new product or service, a change in accounting procedures, etc., all directly affect the Plan.

Establish a schedule for routine reviews and updates and identify the responsible parties. Document the schedule and list of responsible individuals in the REAP.

Explain that the REAP should:

- Document any changes made to the REAP
- Indicate who will be responsible for distributing updated versions

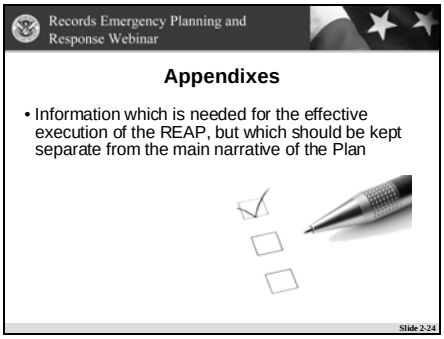
Record any changes made to the REAP in a separate section of the document. Include the change number, the date of the change, the pages of the REAP affected, and a description of the change.

You will need to make sure that REAP updates are distributed. Be sure to indicate who will be responsible for sending out the updated versions.

Point out that you'll be discussing training, testing, and updating in more detail in the next lesson.

Appendixes

Show slide 2-24.



Review the Appendixes component of the REAP.

Go over the list of items that can be included as appendixes.

The final section of the REAP provides information which is needed for the effective execution of the Plan, but which should be kept separate from the main narrative of the Plan. Place these items in the Plan as appendixes:

- Phone Tree
- List of additional essential contacts and resources including vendors
- Essential personnel from outside your agency's location
  - Safety and Facility Managers
  - Security experts
  - Agency Records Officer and other regional or Headquarters staff—names, titles, home and work phone numbers, cell phone and pager numbers, and email addresses

- Contact information for agencies that can assist or advise during an emergency, which may include:
  - State archives and records management agency(ies)
  - State, county, and/or local emergency management agencies
  - State or local information technology agency
  - State environmental and public health agencies
- Supplies, equipment, and space list
- Forms for:
  - Assessing damage
  - Tracking records (pack-out tracking log)

Point out that you will be discussing systems for tracking records during salvage operations in Session 3, and that participants will want to keep the requirements of a tracking system in mind as they develop salvage priorities.

- Reduced floor plans with locations of:
  - Fire extinguishers
  - Emergency lights
  - Smoke detectors
  - Fire exits
  - Evacuation routes
  - Water shutoff valves
  - Fire alarms
  - Locations of records indicating the type and response priority
  - Computer network servers and mainframes
  - Phone switchboards
  - Cutoffs for gas and electricity
  - Emergency supplies
  - First aid equipment
  - Hazardous materials
- Essential records inventory and plan

Refer participants to **Handout 2.6**—Components of a REAP for a template to help them develop their REAPs.

Explain that the handout contains a brief overview of a REAP and descriptions of a REAP's components. It also provides areas in which participants can record notes regarding their REAPs.

Tell participants that an example of a REAP is provided on the IPER Resource Center.

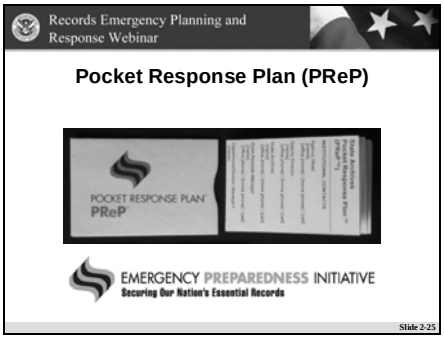
(Refer to **Handout 2.6**—Components of a REAP for a template to help you develop your REAP.)

Transition: Let's take a look at a tool that works with your REAP, the Pocket Response Plan (PReP).

Resources for Help

PG 2-37

Show slide 2-25.



Say: Feeling a bit overwhelmed? Fear not! You do not need to start from scratch. Several resources are available that can either complement your REAP or help you create your REAP. Let's take a close look at three of these resources:

- The Pocket Response Plan (PReP)
- dPlan
- Heritage Preservation's Field Guide and Wheel

Several resources are available that can either complement your REAP or help you create your REAP, including:

- The Pocket Response Plan (PReP)
- dPlan
- Heritage Preservation's Field Guide and Wheel

Transition: Let's take a look at each of these resources, starting with the PReP.

Go over the PReP.

Pocket Response Plan (PReP)

As a complement to—not a substitute for—your REAP, the Council of State Archivists (CoSA) created the Pocket Response Plan (PReP), a concise document for recording essential information needed by staff in case of an emergency.

The PReP is designed to be carried by each staff member who has specific responsibilities during an emergency. It should focus on information and guidance that will be needed during the first 24 to 72 hours after an event occurs. It is formatted as a two-sided, legal-sized document that can be folded to the size of a credit card, inserted in a Tyvek® envelope for protection, and carried in a wallet.

The PReP document should contain the most critical information needed in a crisis and cover any kind of emergency, including natural disasters, accidents, attacks, and medical emergencies.

Emphasize that the PReP is NOT intended to be a substitute for a REAP.

To restate: The PReP document is NOT intended to be a substitute for a REAP. Instead, it should distill the most important actions to be taken in the first minutes and hours after an event occurs, especially those that occur when staff members are away from their offices. It also assumes that most staff will have access to the full disaster plan when they are at work and that senior officials and other key staff have copies of the full plan with them at home or while on extended travel.

Open a document from the "Course Handouts and References" WebSync file in iLinc.

(Refer to **Handout 2.7**—Pocket Response Plan Template for CoSA's PReP template.)

- Document name: **Handout 2.7**—Pocket Response Plan Template
- ***Tell*** participants to go to **Handout 2.7**—Pocket Response Plan Template for CoSA's PReP template.
- ***Scroll*** to the "PReP template for Government Agencies, Side A (communications)" version of the PReP.
- ***Review*** Sides A and B of the template.
  - ***Point out*** that Side A of the template is used to record essential phone numbers.
  - ***Point out*** that Side B provides response checklists.

Say:

- Quite a bit of the key information we have covered so far today can be translated onto the PReP for quick access.

- For instance, information for Side A of the PReP on Communication could be derived directly from the "Emergency Contact Directory" that we discussed a few minutes ago.
- The compact size of the PReP is intended to make it easier to carry this critical information with you at all times.
- The Tyvek envelope protects the PReP from normal wear and tear as well as from the effects of moisture.

Say:

- **Handout 2.7** contains two examples of Pocket Response Plans, one for government agencies in general and one specifically designed for use by local governments.
- Others have developed versions for nongovernment organizations, such as libraries and museums, or even for use by individuals and families. They are available through the IPER Resource Center.

When done, ***close*** the document for everybody by selecting "Close All" when prompted.

Explain that more information on the PReP is provided on the PReP page on CoSA's website.

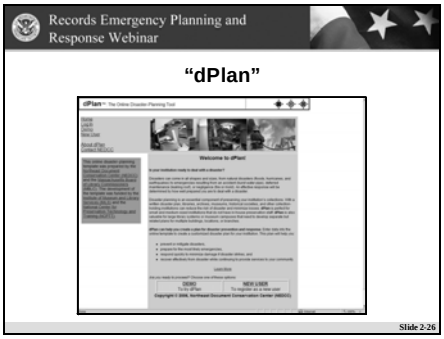
- ***Point out*** to participants that the URL to the PReP appears in their Participant Guides and in **Handout 2.7**.

For more information on the PReP, including detailed instructions for creating and completing a PReP, and access to PReP templates, refer to the PReP page on CoSA's website:
http://www.statearchivists.org/prepare/framework/prep.htm

Transition: Let's take a look at a tool to help you create your REAP, the dPlan.

"dPlan"

Show slide 2-26.



Go over dPlan.

As a tool to help create your REAP, you might consider using dPlan, a free online tool that simplifies the process of writing a disaster plan for your collections. dPlan provides a comprehensive fill-in-the-blanks template into which you enter information about your institution. dPlan generates a printed disaster plan specific to your institution. dPlan was developed by Northeast Document Conservation Center (NEDCC) and the Massachusetts Board of Library Commissioners (MBLC) to assist organizations that hold cultural collections (such as libraries, archives, historical societies, and local governments) in preparing disaster plans.

Explain the two ways in which dPlan can be used.

There are two ways to use dPlan: dPlan in Depth and dPlan Lite:

- dPlan in Depth displays all the data entry forms in dPlan and creates a comprehensive disaster plan that covers emergency prevention, preparedness, response, and recovery.
- dPlan Lite displays only those data entry forms that are most important in preparing a plan for emergency response.

Institutions with limited staff and resources or institutions whose highest need is a response plan may want to begin with dPlan Lite and move on to dPlan in Depth as time and resources permit.

Explain that users choose dPlan Lite and dPlan Depth every time they log in.

Explain that all data entered by a user can be viewed in dPlan Lite and dPlan Depth.

Users choose either dPlan Lite or dPlan in Depth each time they log in. Any data that a user enters into dPlan Lite will also appear in dPlan in Depth, and data that have been entered into dPlan in Depth are not lost if the user switches temporarily to dPlan Lite.

Say: Since your data are stored on dPlan's servers, be sure to check with your IT staff about potential security and control issues that using dPlan may present.

Tell participants that the dPlan URL appears in their Participant Guides and in **Reference 01**—Resource Center, References, Reading List.

Both versions of dPlan are available online at: *http://www.dplan.org*

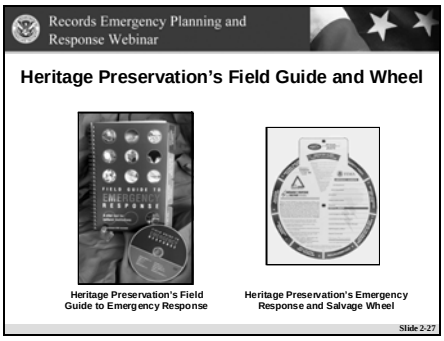
You must allow cookies to be set from the site.

Explain the difference between the REAP and dPlan.

While we previously discussed the most significant components of a REAP, dPlan goes into greater detail in almost every area. The only major exception is that dPlan does not provide explicit guidance for identifying essential records or addressing COOP Plans. However, dPlan allows you to attach electronic files related to your plan, so you could include a COOP Plan in that way. Another dPlan advantage is that your plan is stored on a remote electronic system, thereby providing an accessible backup—a real advantage in an emergency situation.

Heritage Preservation's Field Guide and Wheel

Show slide 2-27.



Review Heritage Preservation's Field Guide to Emergency Response.

Heritage Preservation's Field Guide to Emergency Response

Heritage Preservation's Field Guide to Emergency Response provides step-by-step instructions on how to respond to an emergency, form a response team, and stabilize your collections. Although written from the point of view of cultural heritage collections, the Field Guide information applies to all records and information. You can purchase the Field Guide on the Heritage Preservation website: *http://www.heritagepreservation.org/catalog/product.asp?IntProdID=33*

Also on the website are several forms with which you can capture emergency response information. You can use these forms as templates for several sections of your REAP. The forms are available at no charge at: *http://www.heritagepreservation.org/pubs/fgforms.htm*

Review Heritage Preservation's Emergency Response and Salvage Wheel.

Heritage Preservation's Emergency Response and Salvage Wheel

Heritage Preservation's Emergency Response and Salvage Wheel is a hands-on tool that helps you:

- Find reliable information instantly
- Protect precious collections and significant records
- Take steps to save damaged objects

The wheel is available for purchase on the Heritage Preservation website, at: *http://www.heritagepreservation.org/catalog/Wheel1.htm*

Ask: Before moving on, are there any questions about what we've covered so far?

- ***Resolve*** any outstanding questions.

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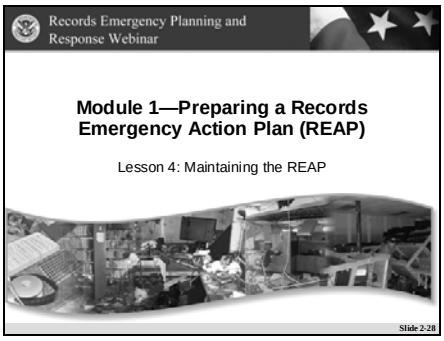
Lesson 4: Maintaining the REAP

PG 2-43

(Duration: 10 minutes)

START TIME: _____

Show slide 2-28.



Introduce the lesson:

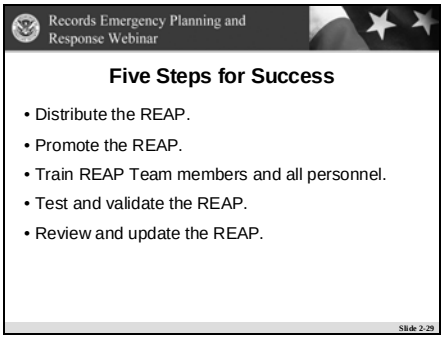
- ***Say:***
  - No matter how much time and effort you put into developing the REAP, it will be largely ineffective if those who need it cannot find it during an emergency, if the staff is not aware of it or does not know how to use it, or if it is invalid or out-of-date.
  - This lesson focuses on the five steps required to maintain your REAP successfully and avoid the problems I just listed.

Transition: Let's take a look at the five steps required to maintain the REAP successfully.

PG 2-44

Five Steps for Success

Show slide 2-29.



Review the five steps for maintaining the REAP.

Maintaining the REAP involves the following five steps:

- Distribute the REAP.
- Promote the REAP.
- Train REAP Team members and all personnel.
- Test and validate the REAP.
- Review and update the REAP.

The purpose of these steps is to ensure that you and the REAP Team members know how to minimize loss and damage to records, while protecting human health and safety and ensuring continuous operations. Unless you and your team perform these critical steps, it is likely that the Plan will become outdated and that key personnel will be unfamiliar with their responsibilities in an emergency. However, if you and the team follow these steps, an emergency response is more likely to be effective and to prevent serious damage to records.

Point out that maintaining a REAP is an ongoing process; participants and their teams should perform the five steps on a regular and routine basis.

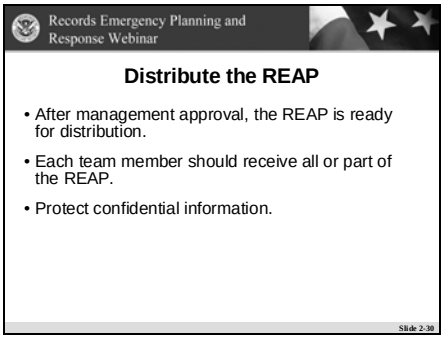
An Ongoing Process

It's important to note that maintaining a REAP is not a one-time procedure, in which you complete the five steps and you're done. Rather, it is an ongoing process, in which those responsible for maintaining it perform the five steps on a regular and routine basis.

Transition: Let's look at each step in more detail, starting with distributing the REAP.

Distribute the REAP

Show slide 2-30.



Discuss distributing the REAP.

Once management has approved the REAP, it is ready for distribution—the approved REAP is useless if it is not available to the people who need to use it in an emergency.

Each team member should receive all or part of the REAP—it is not necessary to distribute the entire Plan to people who will be performing only limited functions or who do not need access to confidential components of the Plan. For example, a checklist for retrieving emergency supplies or telephoning employees may be all that you need to give to the employee responsible. Checklists are easy to read and follow when responding to an emergency. However, team leaders and management need to have the full Plan, as they will be responsible for overseeing all aspects of the preparedness, response, and recovery phases.

Keep copies of the REAP in a three-ring binder—not bound—because updates and page changes will continue to be made. The binder should have a distinctive cover—something eye-catching that cries out "Emergency!"—such as a red cover.

Each person who receives a copy of the REAP should be required to sign for the Plan indicating that they have read the Plan, updated it, and destroyed the old Plan if applicable.

Point out that the REAP may contain confidential information, so distribution should be controlled.

Protect Confidential Information

When distributing the Plan, remember that it may contain confidential information, so you should carefully control distribution of the complete Plan. Employees involved in records management and COOP, as well as management, should have a complete copy of the Plan in both paper and electronic formats. Other employees should receive only the portion of the Plan that is pertinent to their assigned duties.

Explain that the REAP is an essential record and should be treated as such.

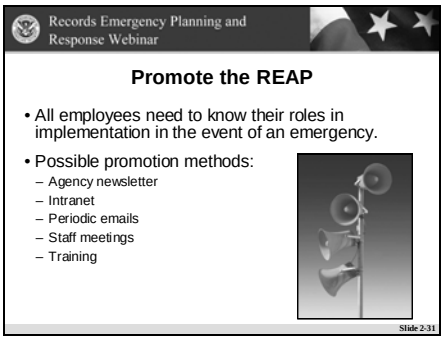
The REAP is an Essential Record

The REAP itself is an essential record, one that is dynamic and always changing. Copies should be kept in a variety of locations besides the office, so that they can be retrieved quickly during an emergency. You may not be able to get back into your building, so if you have a copy in your car, at home, and/or stored in an adjacent building, your response will be much more effective.

Remind participants that the REAP may contain sensitive information, and if it does, and if it's kept in their car, they must ensure that it's secured.

Promote the REAP

Show slide 2-31.



Discuss promoting the REAP.

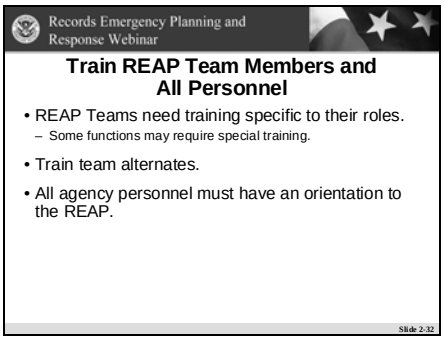
It is essential that you promote the REAP to all employees. All employees need to know what their roles will be in the event of an emergency, even if that role is only to ensure the safety of the records in their office.

There are several ways to promote the Plan internally. Possible promotion methods include:

- Adding a REAP section to the agency newsletter
- Putting a link on the intranet with local information
- Sending periodic emails to employees
- Getting on the agenda for staff meetings on a recurring basis, two to four times a year
- Incorporating regular REAP training and awareness activities in employee performance plans and annual work plans

Train REAP Team Members and All Personnel

Show slide 2-32.



Discuss training REAP Team members and all personnel.

Explain that REAP Team members, their alternates, and all personnel should be trained.

REAP Teams

All REAP Teams will need training specific to their roles. The training may include:

- Fire extinguisher use
- Records salvage practice
- Evacuation drills
- How to clear the building for re-entry by staff or information technology (IT) staff
- How to set up an alternate worksite

Some functions may require special training; these include Facility Manager, Procurement Officer, and IT staff.

It is important to give team members the time to become knowledgeable about their responsibilities before an emergency occurs so that they will know exactly what to do when the time comes. REAPs can be quite lengthy and contain enormous amounts of information. Individuals cannot stop to read large tracts of information when they are trying to evacuate a building or move damaged records out of harm's way. Consider using checklists to ensure that critical actions are taken.

In the event of an emergency, it may be necessary to provide the security guard with a list of employees who have access to the facility during the different stages of recovery.

Don't forget to include training for the team alternates so that they too are properly trained, in case they need to step in.

All Personnel

In addition to the REAP Team members, it is essential that all agency personnel have an orientation to the REAP. In the midst of an emergency, people will be distracted and will be unable to remember what they are supposed to do unless the Plan has been made familiar to them beforehand.

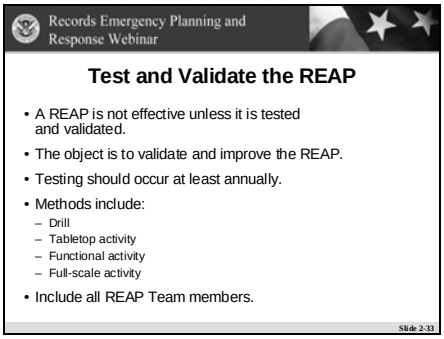
Point out that outside organizations can be brought in to assist with training.

Outside Assistance

If you need assistance with your training, your state emergency management agency, state archives and records management agency, and professional records organizations, such as CoSA, the National Association of Government Archives and Records Administrators (NAGARA), and ARMA International, can be consulted or brought in to assist.

Test and Validate the REAP

Show slide 2-33.



Review testing and validating the REAP.

No REAP can be effective unless it is tested and validated. Testing takes time and resources; however, without testing it is impossible to determine which aspects of the REAP will work and which will not during an emergency. Testing is also very effective for cementing a team into a functioning unit.

Testing a REAP takes place in two stages:

- During development
- After the Plan is in place and on a recurring basis at least once a year thereafter

Go over the benefits of testing a REAP.

Tests will:

- Reveal weaknesses in the REAP
- Validate planning assumptions
- Identify shortages of supplies and personnel
- Improve coordination between people and departments
- Help agency leaders gain confidence in the Plan
- Improve the knowledge and skills of the employees who participate in the test
- Help ensure that people know and understand what they are supposed to be doing during an emergency

Your test will reveal the strong points and weak points of the REAP. For example, the backup power supply on your network computer may prove to keep the server in continuous operation successfully during a one-hour "power outage" test, while the Phone Tree fails because certain people weren't at home to take calls and pass information on to others.

The object of the test is to validate and improve the REAP. The more the Plan is tested, the more resilient it will be.

Explain that testing should occur at least annually—testing in which actual actions are performed or simulated (such as moving records).

Testing should occur at least annually, much as fire drill mechanisms and building evacuation procedures are tested. Agencies can use several models of testing, including:

Go over the four types of models for testing.

- Drill—A basic exercise that tests a simple function, such as a communications drill
- Tabletop exercise—A simulation of an emergency in which the exercise is conducted in narrative format to discuss various scenarios and actions around a table

- Functional exercise—A simulation of an emergency in which only portions of a REAP are tested (the exercise is limited to specific functions of an agency)
- Full-scale exercise—A simulation of an emergency in which all functions and all elements of the REAP are tested

Point out that it would be a good idea to integrate your testing process with IT testing that is already done for electronic systems (and records) in order to minimize time, expense, and further disruption.

Review the staff tasks that can be included in testing.

Explain that some of these tasks may require the team members to receive specialized training in order to perform their specific functions, such as assessing damage to records, handling confidential records, or performing recovery operation on fragile media.

The tasks to include in the testing should match those that would be performed during an emergency, including:

- Verifying the availability of team members by activating the Phone Tree
- Briefing the team on incident and current conditions
- Working with the COOP staff to coordinate business at the alternate site. Obtaining access to essential records stored off site, possibly during non-business hours
- Testing communications equipment (cell phones, walkie-talkies, etc.) to determine that they function within the affected building
- Assessing the damage to records at the affected location
- Establishing records recovery worksites and gathering supplies
- Coordinating salvage efforts with emergency recovery firms

The test should include all REAP Team members and should evaluate the condition and readiness of the Plan and the team members.

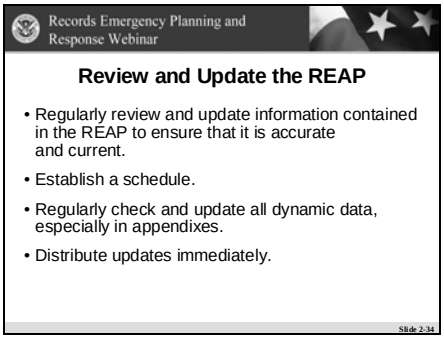
You can make the test into a fun event. Come up with an interesting scenario like a power outage that shuts off the lights to one part of the building and have the employees act out the roles of the "distressed worker," the "confused manager," and the "reporter from the local evening news" who descends on your building to investigate. You do not have to test the Plan in its entirety. You can test portions of it in several small phases using different scenarios.

After the test is completed, determine what worked and what did not, and make the necessary modifications to the Plan as soon as possible. Report test results to management within 30 days of the test, along with recommendations for resolving any deficiencies.

Point out that the Take-Home Activity that you'll go over at the end of the session lets participants practice testing a REAP.

Review and Update the REAP

Show slide 2-34.



Go over reviewing and updating the REAP.

Relay the following story:

- After the attack on the Pentagon on 9/11, the Department of Defense discovered that its COOP Plan was out of date. Staff attempted to notify the

As mentioned earlier, it is important to review and update information contained in the REAP regularly to ensure that the information remains accurate and current. An outdated REAP will do you no good when you are in the throes of an emergency.

essential employees from the Phone Tree and found that all essential personnel had either retired or transferred somewhere else. There were no trained personnel to activate the COOP Plan.

Explain that the REAP should be reviewed on at least an annual basis.

Thorough evaluation and testing are important not only when you first write your Plan but also at regular intervals, at least annually.

It is crucial that a single person in a policy position (assistant city or town manager, deputy commissioner) have overall responsibility for assuring top agency officials that the REAP is always ready for emergency use.

Assign the person on the Action Team who follows your established schedule for periodic reviews, tests, and updates to report REAP readiness status to the person in the policy position mentioned above.

Explain "MayDay."

The first day of May is the day that archives traditionally focus their attention on emergency preparedness as part of an event called "MayDay." You might plan to re-evaluate your REAP each year on MayDay.

Review the information that should be updated.

Regularly check and update all dynamic data, especially those found in appendixes. Dynamic data include:

- All contact information (phone numbers, names, addresses, etc.)
- Contractor information
- The list of records emergency recovery specialists with their areas of expertise and points of contact
- Internal and external regulations

Distribute updates to staff immediately, as needed.

Ask: Before wrapping up this session, are there any questions about what we've covered?

- ***Resolve*** any outstanding questions

Transition: Let's review what we covered in this session.

Session 2 Review and Wrap-Up

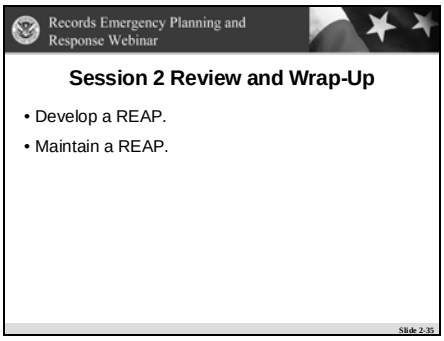
PG 2-53

Session Review

(Duration: 5 minutes)

START TIME: _____

Show slide 2-35.



Review the key points covered in this session.

NOTE TO INSTRUCTOR:

- The Session Review can be conducted as a Q&A session or as an instructor presentation. Instructions are provided below for each approach.

Q&A instructions:

If time allows, ***facilitate*** the review by turning some or all of the bullet points into questions.

- For example:
  - ***Ask:*** Who can tell me the three essential characteristics of an effective REAP? Answer via the Chat tool "Public" tab.

Open a prepared Powerboard in iLinc:

- **PB 2.1**—Session 2 Review
- ***Review*** the key points covered in this session, as provided on the Powerboard.
- ***Turn*** the bullet points into questions, as appropriate.
- As participants answer the questions, ***type*** the correct answers on the Powerboard, under the appropriate bullet.
- ***Use*** the notes from the instructor presentation section (below) to help formulate your questions and for the correct answers.

When you are done with the review, ***close*** the Powerboard for everybody by selecting "Close All" when prompted.

- ***Do not save*** the Powerboard.

Instructor presentation review instructions:

Review the key points covered in this session, as provided on the slide.

Elaborate on the bullet points as follows.

- NOTE: For each bullet point, you may opt to redisplay the relevant slide to help reinforce retention. Slide references are provided.

- How to develop a REAP
  - OPTIONAL: Redisplay slide 2-8, "Components of a REAP"
  - ***Say:*** We started the session with the second half of Module 1 and examined how to develop a REAP. We reviewed the characteristics of a REAP (comprehensiveness, simplicity, and flexibility), and took an in-depth look at the components of a REAP.

- How to maintain a REAP
  - OPTIONAL: Redisplay slide 2-29, "Five Steps for Success"
  - ***Say:*** Then we learned the five steps for maintaining a REAP:
    - Distribute
    - Promote
    - Train
    - Test and validate
    - Review and update (because if a REAP isn't up-to-date and people don't know how to use it, then it's not going to do you any good)

In Session 2, you learned:

- How to develop a REAP

- How to maintain a REAP

Ask: Are there any questions about what we've covered today?

- ***Resolve*** any outstanding questions.

Transition: Let's take a look at your Take-Home Activity.

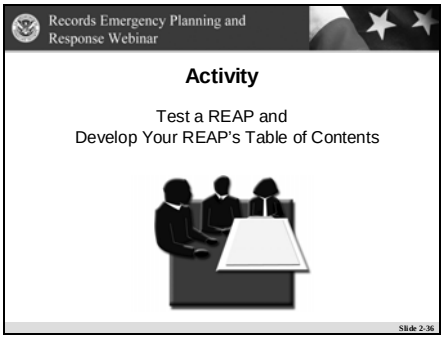
PG 2-54

Take-Home Activity: Test a REAP and Develop Your REAP's Table of Contents

(Duration: 20 minutes)

START TIME: _____

Show slide 2-36.



Introduce the activity.

Facilitate the activity using the Activity Instructions on page IG 2-91.

Activity Setup

Activity Snapshot:

Activity Name:	Test a REAP and Develop Your REAP's Table of Contents
Activity Purpose / Goal:	• Part 1: – For participants to practice testing a Records Emergency Action Plan (REAP) by applying it to an emergency situation • Part 2: – For participants to apply what was learned about the components of a REAP and create the tables of contents for their REAPs
Notes:	This is a two-part activity: • Part 1 will be started during the webinar session, and is to be completed as a Take-Home Activity, outside the webinar session. • Part 2 is to be completed as a Take-Home Activity, outside the webinar session.
Prerequisite for Subsequent Activities (name and location of subsequent activities):	No Note: The REPR course activities can be conducted independently and in any order, but all activities must be completed to build a REAP.
Group or Individual Activity:	Individual activity Note: Depending upon the make-up of the class, this activity can also be a group activity performed by teams from the same agency.
Time to Complete Activity:	• Part 1 = **15 minutes** total: – **10 minutes** for the participants to read the scenario – **5 minutes** for discussion about the scenario • Part 2 = **5 minutes** total – **5 minutes** for Take-Home Activity introduction

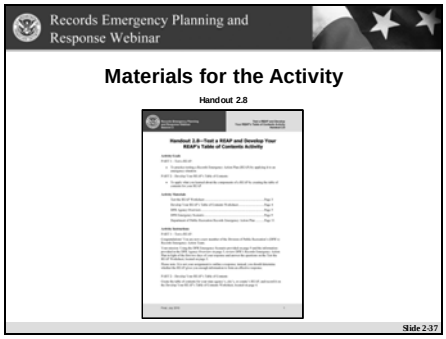
Required Materials (name and location):	• Parts 1 and 2: – **Handout 2.8**—Test a REAP and Develop Your REAP's Table of Contents Activity
Activity Scenario (if applicable):	• Part 1: – Participants are provided an emergency scenario from the Division of Public Recreation (DPR), a fictitious state agency created for the purposes of this training. They are asked to take on the role of a new member of the DPR's Action Team and analyze the Records Emergency Action Plan to determine whether the Plan gives enough information to form a response to the emergency scenario. • Part 2: – N/A
Activity Debrief:	Group discussion, conducted at the beginning of Session 3

Activity Instructions

Instructions:

Say: Let's take a look at the materials you'll be using for the activity.

Show slide 2-37.



Tell participants to locate the materials for the activity:

- **Handout 2.8**—Test a REAP and Develop Your REAP's Table of Contents Activity

Tell participants to raise their hands when they've located **Handout 2.8**.

- ***Assist*** any participants having trouble locating the handout.

Point out the following in the handout:

- The instructions on page 1-2.
- The Test the REAP Worksheet and the Develop Your REAP's Table of Contents Worksheet, located on pages 3 and 4.
- The list of activity materials on page 1.

Explain to the participants that there are two parts to this activity.

- In the first part of the activity, they will practice testing a REAP by applying it to an emergency situation.
- In the second part, they will focus on their own REAPs and apply what they learned about the components of a REAP by creating the tables of contents for their REAPs.

Tell the participants that this is a Take-Home Activity to be completed outside the webinar session, although you're going to take a few minutes to get them started on the first part.

Continued on next page...

Say: For the first part of this activity, you are to take on the role of a new member of the Division of Public Recreation's (DPR's) Records Emergency Action Team. The DPR is a fictitious state agency created for the purposes of this training. Those of you who took the *Essential Records* course are already familiar with the DPR. You will review an emergency scenario and the DPR's Records Emergency Action Plan and determine whether the REAP gives enough information to form a response to the emergency.

Direct participants to the DPR Emergency Scenario, located on page 8 of **Handout 2.8**.

Say: Take the next **10 minutes** to read the emergency scenario, and when we reconvene, we'll discuss briefly some of the problems and issues that jumped out at you regarding the agency's response to the emergency. If you don't use the full 10 minutes to read the scenario, feel free to take a short break.

Tell participants that class will resume in 10 minutes, at <time when class will resume>.

When **10 minutes** have passed, ***restart*** the class.

Ask: Who would like to share one of the problems or issues that jumped out at you with regard to the agency's response to the emergency? Raise your hand.

Call on participants who have their hands raised.

- ***Remind*** participants to take their phones off mute before speaking.

Confirm or correct responses as appropriate.

If no participants respond, ***provide*** some examples. Possible answers are the following:

- The Phone Tree isn't up-to-date.
- Records are being recovered without regard to recovery priorities or procedures.
- Personalities, instead of procedures, are driving the response and recovery activities.

Discuss two to three problems and/or issues; then ***move on to explaining*** the Take-Home Activity.

Say: Now that you're familiar with the scenario and some of the major issues with DPR's response, for the first part of your Take-Home Activity, I want you to review the DPR REAP, also provided in **Handout 2.8**, and determine:

- What information is missing from the Plan that, if included, would have made the response to the emergency more efficient?

Continued on next page...

- Outside of the emergency scenario, did you notice any deficiencies or issues in the REAP? If so, what are they and how should they be fixed?

Tell participants to record their answers on the Test the REAP Worksheet, located on page 3 of the handout.

Say: For the second part of your Take-Home Activity, you'll turn your focus to your own state agency, city, or county and develop the table of contents for your REAP. Record your answers on the Develop Your REAP's Table of Contents Worksheet, located on page 4 of the handout.

Tell participants that if they are taking this course with other folks from their agency, they can opt to work together and do this activity as a team.

Say: As part of your course materials, the activity worksheets are provided as Word documents so you can complete it electronically and submit it via email.

NOTE TO INSTRUCTORS:

- ***Determine*** ahead of time to whom the participants should send their homework: Instructor 1 or Instructor 2.

Tell the participants to complete the assignment and email their completed sheets to <name of instructor who will receive the completed homework> no later than one day before the next webinar session (Session 3).

- ***Type*** the name and email address of the instructor to receive the homework in the Chat tool, using the "Public" tab.

Remind participants that they must complete all homework assignments in order to receive their Certificates of Completion.

Tell the participants to be prepared to share their answers with the class at the beginning of Session 3.

Tell the participants to keep **Handout 2.8** handy, as they will need it in Session 3.

Ask for and resolve any questions.

End the activity.

Ask: Are there any questions about what we've covered today?

- ***Resolve*** any outstanding questions.

Show slide 2-38.

Remind participants that they can access course materials, as well as contact instructors and IPER staff, through their own Participant Dashboard on the IPER Resource Center.

Say: This concludes Session 2 of the *Records Emergency Planning and Response Webinar*.

Say: Next week, in Session 3, we'll focus on assessing damage to records after an emergency, and planning and implementing your response. We'll meet on <date of Session 3> at <time of Session 3>.

Ask for and resolve any outstanding questions.

Say: Please don't hesitate to contact us, should you have any questions about the content we covered today or about the Take-Home Activity.

Say: Our names and contact information appear in the Chat tool.

- ***Type*** your names and contact information in the Chat tool, using the "Public" tab.

Say: We'd like to remind you that you're welcome to send us an email and let us know your thoughts on the course thus far, and let us know if there's anything that we can do to improve the course or your experience.

Stop the iLinc recorder.

End the webinar session.

- ***Remember*** to dismiss all the participants in iLinc.

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