

**NORTHLAND
SCHOOL DIVISION NO. 61
BUSINESS CONTINUITY PLAN
INCLUDES
PANDEMIC PLANNING
AND
FACILITY EMERGENCY RESPONSE**

October 16, 2009

BUSINESS CONTINUITY PLAN

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BUSINESS CONTINUITY PLAN

FOREWARD

In the event of an Emergency including an influenza pandemic, The Northland School Division No. 61 will have an important role to play in protecting the health and safety of their students and staff. This *Business Continuity Plan (BCP)* is intended to prepare and assist all staff and students for the possibility of an emergency, in particular an influenza pandemic. The *BCP plan* recognizes the importance of close collaboration between School Authorities, Health Authorities, and it advocates for the coordination of community-based pandemic response planning.

Local School Jurisdiction planning activities addresses:

- The protection of students and staff.
- Coordination of essential school business operations based on risk management principles.
- Preparation for the orderly closure of school operations (in the event this is required) and eventual school reopening.
- Potential use of school facilities by community partners during the pandemic.

The Northland School Division No. 61 BCP has been created through the combined efforts of the Business Continuity Planning Committee composed of the staff members as follows:

Corporate Services
Human Resources
Facilities
Safety
School Administrators
Transportation

Input for the creation of the plan was also received from Alberta Education, Alberta School Boards Association, Alberta Health, and Emergency Management Alberta.

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PURPOSE OF THE PLAN

The purpose of the *BCP plan* provides for the continuation of critical school functions and recovery of suspended services in the event of an emergency such as pandemic influenza. Many potential contingencies and disasters can be averted, or the damage they can cause can be reduced, if appropriate steps are taken to manage through the event. The stats included in this plan are reflective of estimates suggested by the World Health Organization and Canadian Health Authorities and are for illustrative purposes only.

This completed BCP outlines the course of action to be taken in the event of an emergency and the process for each department to follow in their recovery to normal business operation. It is intended to:

- Provide an orderly and efficient transition from normal to emergency conditions.
- Provide specific guidelines appropriate for complex and unpredictable occurrences.
- Provide consistency in action.
- Prevent activity inconsistent with the philosophy of this Jurisdiction.
- Establish a threshold at which an emergency response is triggered and determines who may authorize the response.

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OBJECTIVES OF THE PLAN

This Business Continuity Plan is intended to:

- Define critical operations that must be continued, those operations that can be postponed for a period of time and those operations that can be postponed indefinitely.
- Provide a planned transition for normal operations to emergency operations and maintaining only those functions defined as critical or vital operations.
- Provide a level of security and safety for employees.
- Provide standard of testing the business Continuity Plan.
- Ensure continuation of services and the protection to student's interests.
- Maintain confidence in schools.
- Meet regulatory requirements imposed by the Province or other regulatory agency.
- Manage successfully through an emergency and reduce the disruption to services.
- Provide leadership by example.

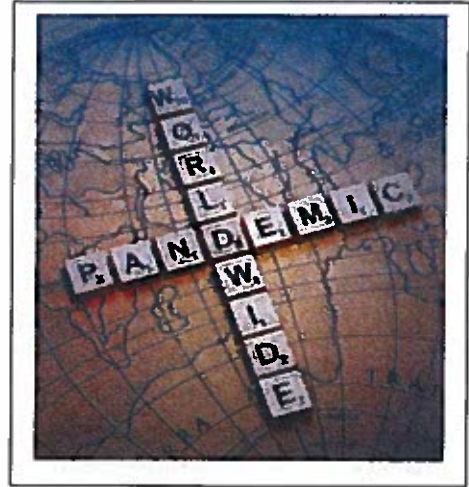
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APPENDIX 2

1. BACKGROUND ON PANDEMIC INFLUENZA

An influenza pandemic occurs when a novel influenza A virus strain emerges with an ability to efficiently spread in human populations and cause significant morbidity and mortality. Since the 1500's, influenza pandemic has occurred 3 to 4 times per century. In the last century, there were 3 pandemics: the "Spanish Influenza" of 1918 (H1N1), the "Asian Influenza" of 1957 (H2N2) and the "Hong Kong Influenza" of 1968 (H3N2).

The World Health Organization (WHO) is monitoring outbreaks from different parts of the world it provides sufficient information to make some tentative conclusions about how the influenza pandemic might evolve in the coming months.



WHO is advising countries in the northern hemisphere to prepare for a second wave of pandemic spread. Experience has shown, localized "hot spots" of increasing transmission can continue to occur even when the pandemic has peaked at the national level.

Evidence from multiple outbreak sites demonstrates that the H1N1 pandemic virus has rapidly established itself and is now the dominant influenza strain in most parts of the world. The pandemic will persist in the coming months as the virus continues to move through susceptible populations.

Close monitoring of viruses by a WHO network of laboratories shows that viruses from all outbreaks remain virtually identical. Studies have detected no signs that the virus has mutated to a more virulent or lethal form.

Likewise, the clinical picture of pandemic influenza is largely consistent across all countries. The overwhelming majority of patients continue to experience mild illness. Although the virus can cause very severe and fatal illness, also in young and healthy people, the number of such cases remains small.

While these trends are encouraging, large numbers of people in all countries remain susceptible to infection. Even if the current pattern of usually mild illness continues, the impact of the pandemic during the second wave could worsen as larger numbers of people become infected.

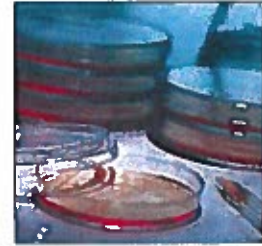
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Larger numbers of severely ill patients requiring intensive care are likely to be the most urgent burden on health services, creating pressures that could overwhelm intensive care units and possibly disrupt the provision of care for other diseases.

2. THE PLAN OF THE PROVINCE OF ALBERTA

The Province of Alberta has developed a response plan to a possible pandemic emergency. In 1999, the Government of Alberta began work to prepare the health system and the province for an influenza pandemic. The work was led by Alberta Health and Wellness and involved a range of partners, including other provincial ministries, regional health authorities, municipalities, emergency response agencies, utility and transportation companies, and professional organizations. The Province of Alberta's response plan will be used in coordination with the Canadian Pandemic Influenza Contingency Plan, prepared by a partnership of federal, provincial, and territorial governments.



The goal of Alberta's plan is to reduce the number of influenza cases and deaths and to minimize disruptions to daily life by providing access to appropriate prevention, care, and treatment. The plan outlines roles, responsibilities and key activities before, during, and after an influenza pandemic. It is a work in progress, and will be updated and added to as situations change.

Who is responsible for what in a pandemic?

An influenza pandemic is an international health event. International, federal, provincial, and local agencies will work together to respond.

International:

The WHO watches for the emergence of new strains of influenza throughout the world. If an influenza pandemic strain emerges, it will notify federal health authorities and provide information to governments, the media, and the public on immunization and anti-viral medication use.

Federal:

Health Canada will provide nationwide coordination for the influenza response. They will monitor the spread of the disease in Canada, provide links with the WHO and other nations, and obtain and distribute vaccines.

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A National Pandemic Influenza Committee with representation from provincial, territorial, and the federal governments will coordinate a national influenza response.

Provincial:

Alberta Health Services will lead the health sector response. During an influenza pandemic, the department will establish a Pandemic Response Centre. It will support The Regional Health Zones, coordinate vaccine delivery across the province, provide information, collect data on the spread of the disease in Alberta and help resolve any health care issues that may arise. Alberta Municipal Affairs will lead the response regarding the non-health consequences of a pandemic, primarily through Emergency Management Alberta (EMA). EMA will communicate with municipalities, monitor the effect of the pandemic on essential services, coordinate volunteer activities and federal assistance programs, and monitor the need for support among families of victims.

Each provincial government department will have contingency plans for the delivery of provincial services and will assist Alberta Health Services, Emergency Management Alberta, The Regional Health Zone, and municipalities to respond to a pandemic.

All provincial ministries and municipal governments will have contingency plans for an influenza pandemic, which will include plans to keep essential services operating and identification of back-ups for key personnel.

Local:

The Regional Health Zone will provide services to meet priority health needs. In addition, they will provide information on the number of cases, hospitalizations, deaths from influenza, deliver vaccines and anti-viral drugs, and establish and maintain communications in their regions.



Municipal governments will set priorities for maintaining public safety and other essential public services (fire, police, waste management, water, and utilities), support Regional Health Zones in providing information to the public, and, where necessary, close public buildings and establish alternative care sites for the delivery of health care and immunization to the public.

Alberta's pandemic plan (the "*Plan*") includes:

1. Working with health officials worldwide to look for evidence of disease;

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2. Rapid distribution of a vaccine when it becomes available;
3. Ensuring the health care system can manage the surge of patients during the pandemic; and
4. Ready emergency planning services.

The *Plan* is divided into three phases:

1. **Pre-Pandemic Phase:** a new type of influenza virus has not been detected anywhere or a new strain has been found only in a small number of people, most likely outside of Canada.
2. **Pandemic Phase:** the WHO declares that an influenza pandemic is underway and the new flu is detected in Canada. There will be localized outbreaks of the flu to start, followed by broader outbreaks that will occur in waves.
3. **Post-Pandemic Phase:** the number of cases and deaths from the flu returns to normal levels and the pandemic is declared to be over.

Action will be taken in the following key areas:

1. Surveillance;
2. Immunization;
3. Health services;
4. Emergency preparedness; and
5. Communications.



Alberta intends to conduct and analyze a “table top” or demonstration exercise in responding to a pandemic, to help ensure that provincial ministries, regional health authorities, and municipalities have both plans and written procedures that are suitable for a pandemic influenza situation.

3. RISK MANAGEMENT

In risk management, foresight is critical; the focus of pandemic planning is on prevention. The event of influenza pandemic, it is possible employee absenteeism could be in the 30% to 40% range, with at least 20% absenteeism being likely. For example, employees may be absent due to their own illness, family illness, or employees may not report to work due to the fear of becoming

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ill. This level of absenteeism could result in school closures. Suppliers and other services upon which School Authorities rely such as garbage removal or food distributors may not be available. This shortage of supplies and services may last a few weeks with several waves of more extreme shortages.

It is important to plan ahead for an influenza pandemic because of the serious impact it may have on a School Jurisdiction. Pandemics evolve quickly and require a co-coordinated and timely response.

Northland School Division No. 61 will identify and assess exposures to injury and identify critical operations to be maintained during an influenza pandemic, and those operations the Jurisdiction may have to suspend. Plans will be made to ensure the highest priority tasks can be completed with the resources, physical and human, reasonably available to the Jurisdiction.

4. ASSUMPTIONS

In preparing this plan it is assumed that 35% of the Jurisdiction's staff will either be infected by the influenza and unable to work or to attend at work because they are needed to care for family members.

A pandemic may occur at any time during the year, not necessarily during "flu" season so all services offered by the school jurisdiction must be considered in a Business Continuity for Pandemic Plan.

5. WHAT DOES THIS MEAN TO NORTHLAND SCHOOL DIVISION NO. 61?

Assuming this moderate scenario, 35% of the school population will be infected, that is (Northland) students and staff will be observed to be ill and receive some form of medical treatment (35% of 3400 = 1190)

50% will seek outpatient care (595) students and staff.

1% will be hospitalized and recover – (12) students and staff.

0.4% may die – (5) students and staff.

If the pandemic is severe:

10% will be hospitalized – (119) students and staff.

2% may die (24) students and staff.

Absenteeism will be the major issue that Administration and schools will be forced to deal with. Students and employees will be absent from work for many reasons, including illness, caring for others, fear of going to work, pandemic

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related public health measures (e.g. school closures) and normal baseline absenteeism.

When preparing this plan the planning team considered that:

- The pandemic virus may spread rapidly leaving little or no time to prepare due to the high level of global traffic
- The pandemic will be widespread with simultaneous outbreaks. Jurisdictions or schools will not be able to rely on neighboring jurisdictions to assist
- There will be shortages of healthcare, emergency, and essential services personnel due to illness and absenteeism
- There will be severe disruptions in essential services
- There will be shortages of equipment and supplies
- There will be scrutiny from media and the public and fear will be abundant

6. PANDEMIC PLANNING

The World Health Organization has established six distinct phases to facilitate Pandemic preparedness planning.

Phase	Description
1	No virus circulating among animals have been reported to cause infections in humans
2	An animal influenza circulating among domesticated or wild animals is known to have caused infection in humans.
3	Sporadic cases of small clusters of disease in people, but has not resulted in human-to-human transmission sufficient to sustain community level outbreaks.
4	Verified Human to Human Transmission
5	Widespread Human Infection into at least two Countries, in one WHO Region. Phase 5 is a strong indication that a Pandemic is imminent.
6	Widespread Human Infection, Community level outbreaks in at least one other Country, in a different WHO Region

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The designation of phases will be included in various locations throughout this plan to assist in determining appropriate responses throughout the cycle of a pandemic event.

A pandemic event will affect the entire world. Assessment of such a global event will likely be determined by the World Health Organization (WHO). Likewise assessments in the provincial and regional jurisdictions will occur as a pandemic event occurs. Many terms used in this plan will be similar or identical to language used by WHO, the provincial government and/or the regional health authorities. The assessment of the phase of the pandemic, as it relates to this plan, is assumed as a local assessment. This assessment may be determined having taken advice from other authorities; however a local determination will be made by the Superintendent of Schools.

This plan only considers the effect of a Pandemic Influenza on operations of the Northland School Division No. 61, and outlines the manner in which those services deemed critical and vital will continue to be delivered throughout a pandemic event. All services offered by the Jurisdiction were considered and rated as critical, vital, necessary and desired. Once critical and vital services are established, necessary services will be established and then desired services as resources become available. These will be exercised in the context of the pandemic phases as identified earlier.

Critical are services that must be provided immediately without which, loss of life or injury, infrastructure destruction and loss of confidence in government. These services normally require resumption within 24 hours, but for the purposes of pandemic planning they are the core services of the Jurisdiction.

Vital are services that must be provided within 72 hours without which would likely result in loss of life or injury, infrastructure destruction, loss of confidence in government and disproportionate recovery costs. For the purposes of pandemic planning, these are vital and necessary services that would normally need to be performed or completed within a two to four week business cycle to avoid significant damage or loss. These are services that may be performed on a rotating schedule.

Necessary are services that must be resumed within two weeks or could result in considerable loss, further destruction, or disproportionate recovery costs. For purposes of pandemic planning these are services that staff will be allocated to either last or on a need to do priority.

Desired are services that could be delayed for two weeks or longer, but are required in order to return to normal operating conditions, or alleviate further disruption. For pandemic planning purposes, these are services that will be

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deemed as non-essential until such time as either staff levels are back to normal and/or priority necessitates.

Factors that may be considered in prioritizing services may include, but are not limited to:

- Immediate external obligations.
- Immediate internal obligations.
- Dependencies on other departments, service providers or agencies.
- Other agencies dependent on your services.
- Contractual obligations and liabilities.
- Regulatory requirements.
- First response obligations.
- Access to essential information.
- Minimum manpower required to provide services.

During a pandemic or other serious interruption of the Jurisdiction's business, Senior Management may become ill and not able to make decisions or may lose their life. This plan will also be the basis that outlines the criteria, including scope of responsibility for available senior staff to activate and implement the plan.

7. PLAN ACTIVATION

Once the first confirmed case of pandemic influenza is found in Canada and it is progressing toward Alberta Phase 5, the Jurisdiction will take steps to ensure the Jurisdiction's Pandemic Plan is on standby and activated when appropriate. Significant consideration must be committed to the decision to activate the plan. The risks inherent with the delay of implementing the plan must be considered and conversely the premature activation of the plan. The Jurisdiction will regularly update and inform key stakeholders of ongoing preparations during the pre-planning and activation stages.

The Superintendent or designate shall have the authority to activate the Pandemic Plan (Phase 4 located within Northland School Division No. 61), and shall have the authority to suspend the delivery of services as required based on the resources available to deliver those services and to redeploy staff as necessary. Those services defined as desired will be the first to be suspended, followed by those defined as necessary. If the public need for any of the services identified as critical or vital were to decrease, their continued operation will be reviewed and may be suspended, and any staff made available by the suspension redeployed to another service.

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Once the plan has been activated communications with staff (both at work and at home) must strive to address or assist with a wide range of concerns, from questions regarding service delivery to assistance in providing information on health care and shelter-in-place suggestions.

8. GUIDELINES

The following guidelines will be used to evaluate the specific circumstances in a school if the student to staff ratio increases, however the delivery method of curriculum changes. Having said that, if students are in school, and, if a teacher is available for a group of students, then an appropriate form of educational program shall be delivered.

Guideline for safe staff/student ratios per classroom (for Phase 6)

	Staff/Students Ratio	Curriculum Staff/Students Ratio
K-4	30-40	Homework will not be sent home
5-8	35-45	Homework will not be sent home
9-12	40-50	ADLC modules may be available <i>for purchase by students</i> OR www.Tools4Teachers.ca for other distance learning materials.
K-12	40-50	ADLC modules may be available <i>for purchase by students</i> OR www.Tools4Teachers.ca for other distance learning materials

Due to the nature of a Pandemic outbreak, teachers will advance curriculum programs where possible. The Jurisdiction will consider providing tutorials for senior high students. Programming will be adapted to assist returning students that have been absent. Alternate delivery methods and materials may be used.

9. SUCCESSION PLAN

It is possible in the event of a pandemic, that senior management may not be capable of functioning in their normal positions.

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If a person is not available the person in the position listed immediately below that person on the chart will assume that position.

Superintendent
Assistant Superintendent
Director of Business Affairs
Director of Finance
Jurisdiction Principals

In the event the Superintendent is not available, the Designate or his/her replacement will assume the responsibilities of the Superintendent. In the event that both the Superintendent and Assistant Superintendent are not available to assume their leadership responsibilities the Director of Business Affairs and the Director of Finance, as a team shall determine the specific individuals listed in the Jurisdiction Principals group that would be assigned the leadership responsibility in the event that all the Superintendents were to become ill, or not be available, at the same time.

It is also recognized that staff in one school or department may be affected by the pandemic to a greater extent than others. In this event, existing staff may be asked to assist in areas of responsibility that are different from their regular staff assignment. The school principal shall identify an acting principal candidate for the consideration of the Superintendents' consideration.

10. MINIMIZING ILLNESS AMONG STAFF

Primary strategies which will be used in order to minimize illness among staff include:

- Restrict workplace entry of people with influenza symptoms.
- Promote good personal hygiene practices and workplace cleaning practices.
- Enforce social distancing (3 meter workspace rule, no shaking hands, limit number of meetings).
- Enable work from home strategies.
- Assist staff who become ill at work as described below.
- Provide flexible worksites and work hours to minimize face to face contact.

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The Jurisdiction will ensure that sufficient supplies of hand cleansers and single use tissues are available in the work places and that used tissues are disposed of immediately. The Jurisdiction will also strive to provide a "clean" environment, however it is recognized that a clean environment is not necessarily a "sterilized" environment. Disinfectants will be provided in areas of schools and workplaces deemed to be "high traffic" areas. These will include waterless hand cleanser and spray bottles and wipes which contain disinfectant.

If staff choose to use a mask such mask would be provided by the staff member, unless it is required as a tool for the isolation room. Masks must be disposed of as soon as it becomes moist or after any cough or sneeze, in an appropriate waste receptacle and hands must be thoroughly washed and dried after the mask has been discarded. Employees demonstrating respiratory infection at work shall be instructed to leave work and immediately contact a health professional for advice and direction. Infected employees shall not return to work until no longer infectious (as defined by the Regional Health Zone). **Current research indicates that improper use of a mask may result in increased risk of contracting a virus to the mask wearer.**

11. MINIMIZING ILLNESS AMONG STUDENTS AND STAFF

While schools within the Jurisdiction expect to continue to operate during a pandemic event, School Jurisdiction will also take steps to minimize the spread of infection. The primary strategy for achieving this is to send staff and students home if they are suspected of being infected. While this action is straight forward with staff (as they can be directed to return home), more preparation is required to accommodate students. To that end when a student is identified as being in respiratory distress, the student shall be isolated from the unaffected student and staff population, to be held there until the students' parent or guardian can arrange to take them home. Each school shall identify, in advance of a pandemic event (during Phase 1), an isolation room that will provide for the care of infected students until they are picked up. The isolation room shall be established in consultation with the Facility Managers.

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Isolation rooms shall be established using the following guidelines:

Characteristics:

- Large enough for size of school (to accommodate up to 10% of students population)
- Water and/or washroom should be easily accessible
- Room surfaces should be easily cleanable (not carpet)
- Should be isolated from other parts of school where ever possible
- Near an exit
- Room shall have communication capability with school office

Cleaning of Isolation Room:

- Custodian to wear protective clothing
- Custodial staff to receive training for standard of cleaning
- Cleaning equipment used in isolation room to be cleaned after each day
- Cleaning equipment used in isolation room to be dedicated to use in that room only during a pandemic
- Cleaning of isolation room to be completed in isolation of the remainder of the school

Supplies Required:

Protective clothing for workers to include:

- Gowns
- Gloves
- Masks (masks shall be N95 standard)
- Eye protection
- Waterless hand wash
- Cleansing supplies
- Spray disinfectant
- wipes
- "Mess" kits (to clean up vomit)
- Soda Crackers
- Bottled water
- Mattresses and bedding

Room Attendant:

- Must wear protective clothing
- Shall be trained in the appropriate use of and care of protective clothing and equipment
- Care for students that are located in room

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- Is assigned to the room for extended period of time during school operations
- Assists in cleaning messes
- Transfers infected students to parents
- Should be in good physical health
- Should have influenza vaccination
- Be trained in cleaning standards
- Several candidates should be considered for each school

12. SUPPORT TO EMPLOYEES AND EMPLOYEES FAMILIES

The Jurisdiction plans and prepares to allow staff to provide for their own, and their family's wellness and safety.

To assist maintaining employees at work and to ensure that employees who are sick do not return to work and infect other employees, the Jurisdiction shall institute modified employee benefit policies during a pandemic as follows.

Human Resources will continue regular operations during a crisis and will not lay off employees.

Sick Leave Accommodations

Teachers

- All Teachers will be entitled to 90 sick days as outlined in the Collective Agreement.
If caring for others they may be deemed to be ill (not part of Collective Agreement and non binding outside of a pandemic event).
- If possible a doctor's note will be required.

Support Staff

- All Support Staff will be entitled to their accumulated amount of sick days.
If caring for others (may be deemed to be ill).
- If possible a doctor's note will be required.
- Support Staff will be provided information on Sick Benefits through Employment Insurance.

After 90 sick days staff members will be referred to ASEBP for application for long term disability.

Compassionate/Bereavement Leave

- As per the Jurisdiction collective agreement, policy and procedure.

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An **"Employee Assistance Plan"** is available to assist all employees and their families.

Fitness for Duty Policy

A fitness for duty policy provides guidelines on how long employees who have demonstrated they are suffering the effects of influenza should stay away from work. This period of time will be established once the effects of the influenza are known. The policy shall also facilitate employees returning to work once they are well. **Staff will be trained in respiratory etiquette and symptom recognition.**

Travel restrictions – Currently Under Review

To contain the spread of influenza and to protect those staff and students who are well, travel restrictions shall be instituted.

13. RECOVERY PROCESS

Previous pandemics indicate that there will be a second and third wave of the pandemic. The subsequent wave may be of a lesser severity and may have reduced effect because a vaccine may be available. Therefore the Jurisdiction will have to regroup quickly to determine its status in terms of staffing, availability of supplies or services from external suppliers and what role the municipality needs to play in the recovery of its residents and the public and non-profit sectors.

As part of the recovery process, the Jurisdiction will develop plans for the replacement of employees unable to return to work and prioritizing hiring efforts. This will largely be driven by the reintroduction of the desired and necessary services.

The Jurisdiction shall evaluate the plan following the first wave and make any adjustments that are deemed necessary, based on experience or on advice from health professionals.

14. TESTING AND MAINTAINING THE BUSINESS CONTINUITY PLAN

Plan testing is essential to this BCP Plan. The plan shall be tested, via a table top exercise, annually to determine if environmental changes, or plan and policy changes effect this plan. Time will also erode staff's memory of the plan and critical parts forgotten. Other benefits or regular testing include:

- Ensuring adequacy to this plan
- Determining additional training that may be required, particularly as a result of staff changes
- Identifying any deficiencies in this plan

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- Demonstrating that the Jurisdiction has the ability to provide services during an emergency.

A record of the date and time of the test of this plan shall be maintained and forwarded to divisional office by October 15th of each year.

On a Divisional basis, testing, training and exercising of this plan should include social distancing techniques including work from home capabilities and impacts of reduced staff on families and essential functions and services.

On a school basis ...

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APPENDIX 2

15. IDENTIFICATION OF ESSENTIAL SERVICES

Department -- Corporate Services

Service	Function	How is Service Provided	Critical	Vital	Necessary	Desired	Notes
FOIPP <i>Phase 1 - 6</i>	Follow duties as described in the FOIP Act in the event of an application under that Act.	- Superintendent			X		- provide statistical information only
Payroll <i>Phase 2 - 6</i>	Process employee payrolls and issue payment. Ensure employee group plan coverage is maintained and employees are receiving benefits due.	DO or home by 2 staff.	X				
<i>Phase 2 - 6</i>	Issue T4's.				X		Time dependant
Finance <i>Phase 2 - 6</i>	Process payments for supplier invoices.					X	
<i>Phase 2 - 6</i>	Complete and submit GST returns.					X	
<i>Phase 1 - 6</i>	Ensure sufficient funds are available to meet obligations.		X				

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Service	Function	How is Service Provided	Critical	Vital	Necessary	Desired	Notes
Communications	Routine communications						
<i>Phase 1 - 6</i>	Communications necessary as a result of the pandemic.	Working from home	x				
<i>Phase 1 - 6</i>	Update the website with information as directed.		x				
Technology	Maintain and ensure the operation of the internal computer network.		x				
<i>Phase 1 - 6</i>							
<i>Phase 2 - 6</i>	Facilitate the ability of staff to work from home if necessary and approved.		x				
Human Resources	To help coordinate services required from HR	Jurisdiction Office	x				
<i>Phase 1 - 6</i>							
Facilities and Maintenance	Ensure delivery service to schools		x				Delivery of key services
	Continuity of Utility Services		x				
<i>Pre Pandemic</i>	Train DO staff on disinfecting and proper cleaning of their space.						
School Food Services	Ensure delivery to schools		x				
Transportation	Ensure busing is available		x				
Family School Wellness	Ensure counseling and supports are available for staff and students			x			Coordinated through H.R.
Student Services							
Curriculum & Instruction	Interim measures are in place to ensure continuity of educational services			x			Time dependant
Superintendency	Ensure a coordinated approach is taken with division staff and corporate board		x				

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Caretaking <i>Phase 1 - 6</i>	To maintain essential cleanliness	By custodian or other DO staff	X				
Reception	Ensure that communication access is available to the public		x				

Department: School - Administration

Service	Function	How is Service Provided	Critical	Vital	Necessar	Desired	Notes
Instructional Leadership	* Programs of Study	* Ensure access to current Programs of Study for every teacher in every subject is being administered to K-12 students through routine inspection and observation of teachers by principal or designate.				X	* ADLC * Telus2Learn
		* Implement programs which will enable students to meet the provincial graduation requirements.				X	
		* Deliver programming to children who are eligible for Alberta Education funding for Early Childhood Special Education (ECS) and PUF.				X	
		* Support the education of First Nations, Metis and Inuit learners				X	

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	* AISI		with appropriate instruction by teachers.							
			* Provide opportunities for teachers to coordinate and implement AISI initiatives in collaboration with school administration and the Jurisdiction Curriculum and Instruction Coordinator.						X	
	* Special Education		* Provide Special Education Programs based on Individualized Programs Plans (IPP) to students with special education needs, including those who are gifted and talented by teachers, specialists or outside agencies.						X	
	* Staff Professional Development		* Make necessary resources available or provide access to promote staff development.						X	
Evaluation of Students and Programs	* Evaluation of P.A.T. and D.I.P. results		* Collaborate with teachers to evaluate students and programs to identify areas of strength and those needing improvement.						X	
	* Reporting of Student Achievement/GLA		* Communicate student progress to parents regarding achievement and grade level of achievement by teachers.						X	
Standards of Education	* Provincial achievement tests, diploma exams		* Teachers and Administration will distribute, test and collect Provincial Achievement Tests and						X	* Alberta Ed will make decisions regarding PAT.'s and DIP's during

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		Diploma exams for grades 3, 6, 9 and 12.						pandemic
Management of the School	School Plans including: * Three Year Plan * Technology Plan * Safety Plan * Communication Plan * Library Plan * AERR report * Budget	* Identify key goals, strategies, performance measures, results and time lines for school based plans.					X X X X X X X	
	Implementation of School Plans including: * Three Year Plan * Technology Plan (as it relates to Pandemic activities) * Safety Plan (as it relates to Pandemic activities) * Communication Plan (as it relates to Pandemic activities) * Library Plan * AERR report * Budget	* Implement plans and monitor their effectiveness. Modify plans as necessary.	X	X	X			* as related to pandemic
	* Program Organization and Delivery	* Provide access to minimum hours of instruction for students.					X	

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Technology			* Configure teaching assignments, room allocation, student timetables and support staff responsibilities.	X					- as related to pandemic
	* ICT outcomes		* Supervise and evaluate the incorporation of ICT outcomes by teachers as directed by Alberta Education				X		
			* Maintain and ensure the operation of the internal computer network by LAN Tech and Jurisdiction designates.	X					- as related to pandemic
			* Foster and promote the integration of technology by teachers in all subject areas.				X		
Safe and Caring Environment	* School web-site		* Ensure web-site is functional and periodically updated to adequately reflect information related to the school.	X					
	* Supervision of students		* Provide students with a safe and caring environment that fosters and maintains respectful and responsible behaviours.	X					
	* Safety of Staff		* Provide staff with proper education and safety procedures to ensure a safe and healthy workplace with adherence to Occupational Health and Safety Standards.	X					
	* Routine inspections of		* Provide training to safety team					X	

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	safety equipment, facility, grounds	within school in coordination with the Jurisdiction Safety Manager to carry out annual inspections.				
	* Communicate, implement and update Safety Plan	* Practice and review safety procedures including fire drills, lockdowns and severe weather.	X			Practice safety procedures as they pertain to Pandemic Plan
Communication	* Communication with staff	* meet with staff to educate and inform of necessary information.	X			
	* Communication between school and home	* Update school community with necessary information in all aspects to maintain quality education and a safe and caring environment.	X			
	* Communication with School Councils	* Communicate to get feedback with School Councils.	X			
	* Communication with School Jurisdiction Central Office staff	* Establish ongoing communication with the Superintendent and other Jurisdiction Office personnel regarding all information required to successfully carry out quality education and a safe and caring environment within the school.	X			
Teacher/Staff Supervision and Evaluation	* Evaluate the teachers and support staff employed in the school	* Provide feedback to teachers using the Teacher Effectiveness Framework to promote quality education.		X		
	* Teacher Quality Standards	* Ensure all teachers are meeting the Teacher Quality Standards and implement Supervision Cycle for		X		

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		those teachers not meeting these standards.						
Adherence to Collective Agreement	Carry out those duties that are assigned to the principal/designate by the Board in accordance with the regulations and the requirements of the school council and the Board.		X					- as per Pandemic Plan

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Department: School - Transportation

Service	Function	How is Service Provided	Critical	Vital	Necessary	Desired	Notes
Transportation	Pandemic Phase 3 Bussing	Drivers continue to drive their daily routes Regular office administration services	X				Department is involved in pandemic awareness planning and preparation
	Pandemic Phase 4 Bussing	With evidence of increased transmission drivers continue to drive their daily routes Coordinators update the office on driver absence and any significant change in student rider ship daily Regular office administration services	X				In-service on hygienic practices; appropriate disinfectants/gloves stockpiled; combining of routes prepared
	Pandemic Phase 5 Bussing	With evidence of significant human to human transmission gate service is suspended Coordinators report for each route student rider ship and the status of the driver Office administration priority to verify daily rider ship for the following day to update driver		X	X		Transportation is provided by combining of bus routes and contingency for central pick up points are planned for as driver availability declines; hygienic practices required daily; department updated daily on driver availability;

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		directions for route combinations						field trips and non-mandated shuttle service is cancelled; right of refusal of transportation services for children identified as ill.
	Pandemic Phase 6 Bussing	Last resort - Parent provided transportation					X	Notifying parents of suspension of transportation service through announcements on local radio and school communication on the status of the pandemic

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Department: School - Facilities

Function	How is Service Provided	Critical	Vital	Necessary	Desired	Notes
Cleaning						
General Cleaning	By Custodial Staff			Y		Classroom, halls and general cleaning. Floors, wall spotting, glass.
Garbage	By Custodial Staff	Y				Garbage to be removed daily.
Washrooms	By Custodial Staff	Y				Necessary to be cleaned daily for sanitary reasons and disease control.
Food prep-areas	By Contractors and/or staff	Y				Maintain health standards.
Isolation Room	By Custodians	Y				Primary area for disease control. Protocols will be followed...
Recycling	By Students				Y	Dry recycle can be retained for some time pending space needs and fire issues.
Recycling	By Students		Y			Juice/milk containers to be removed from the school every couple of days

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Function	How is Service Provided	Critical	Vital	Necessary	Desired	Notes
Heat - ½ day shut down, cold weather	By Maintenance Staff	Y				One half day shutdown will not create critical problems with the building freezing. Temperatures may drop to levels requiring occupants to wear coats. Closing the school will be determined by the principal in conjunction with the Superintendent. Consult with Maintenance Department.
Heat -one day shut down, cold weather	By Maintenance Staff	Y				A full day shutdown of heat requires the maintenance department to start to winterize the building. Likely the school will not open for school in the morning. Closing the school will be determined by the principal in conjunction with the Superintendent. Consult with Maintenance Department.

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Function	How is Service Provided	Critical	Vital	Necessary	Delayed	Notes
Heat -warmer winter weather	By Maintenance Staff		Y			Specific action depends upon the actual outdoor temperature. Mitigation can be to shut the ventilation systems down. Consult with Maintenance Department.
Heat -spring/fall	By Maintenance Staff		Y			Heat is not as critical. May go 1 day or more without heat. Mitigation strategies may be shutting the ventilation system off. Services by Maintenance Trades
Air Conditioning	Maintenance and Contractors				Y	Most often tied into the heating system (heat pumps).
Ventilation	By Maintenance Staff		Y			Longer shut downs affect air quality, but in cold weather also retain interior temperature levels. Short term shut downs have minimal impact on school.

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Function	How is Service Provided	Critical	Vital	Necessary	Delayed	Notes
Fresh Air	By Maintenance Staff		Y			Consider 100% fresh air for systems capable of handling this. Very cold outdoor temperatures would create problems.
Exhaust -Washrooms	By Maintenance Staff			Y		Exhaust systems provide odor and dilution control. Not critical but should be repaired in a few days.
Exhaust -cafeteria	By Maintenance Staff	Y	Y			Exhaust systems provide odor and dilution control. Not critical but should be repaired in a few days. Consult with Maintenance Department.
Power Outage under 2 hours.	Provided by the Utility		Y			Not critical from the safety of the building. May disrupt the education operations of the school.
Power outage over 4 hours Mechanical Systems	Provided by the Utility	Y				Power loss of over 4 hours would require closing of the school as determined by the

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						principal in consultation with the Superintendent. Consult with Maintenance Department.
Power - outage in winter, short term	Provided by the Utility		Y			Cold weather power failure for short periods of time will decrease temperature levels, but not affect the building. Closure of the school will be determined by the principal in conjunction with the Superintendent. Consult with Maintenance Department.
Power Loss of power 1 day or more	Provided by the Utility		Y			Will require the closing of the school Preparation for freezing may be required. Consult with Maintenance Department.

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Function	How is Service Provided	Critical	Vital	Necessary	Delayed	Notes
Water Loss of water service for up to 4 hours	By Municipality or by Maintenance for Wells	Y				Sanitary sewer issues need consideration. Drinking water will be delivered using bottled water. Closure of the school will be determined by the school principal in conjunction with the Superintendent. Consult with Maintenance Department.
Water Loss of water service for more than 4 hours	By Municipality or by Maintenance for Wells		Y			School will be closed. Consult with Maintenance Department
Water Loss of potable water service beyond 4 hours			Y			The municipality maintains service to the meter. If water is contaminated (i.e. boil water orders), Maintenance will arrange for bottled water for drinking. Water can be used for

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									toilets School closure is not contemplated.
Sanitary Sewer Due to loss of water	By Municipality		Y						Loss of water restricts ability to use sanitary sewer. Closure of the school will be determined by the principal in conjunction with the Superintendent. Consult with Maintenance Department
Sanitary Sewer Due to total sewer line blockage	Inside schools – by Maintenance		Y						If total blockage occurs in a school, it becomes critical within in a few hours. Closure of the school will be determined by the principal in conjunction with the Superintendent. Consult with Maintenance Department.
Sanitary Sewer Due to partial sewer line blockage	Inside Schools – by Maintenance			Y					If only portions of the school are affected plans must be implemented by staff to use the remaining toilets. Closure may not

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							necessary in these situations. Consult with maintenance department
Septic Fields/ Lift Stations -- system failure for more than 2 hours	By Maintenance Staff	Y					If main system fails it becomes critical in two hours and requires school closure. School closure will be determined by the principal in conjunction with the Superintendent.
Building Maintenance							
Snow Cleaning Parking lots	Contractors and Maintenance Staff		Y				
Snow Cleaning sidewalks	Custodian Staff	Y					
Ongoing Maintenance	A variety of systems requiring Maintenance		Y				Telephones, intercoms, security systems, doors and hardware and a range of other items need maintenance. The priority will be determined by the other critical items and the ability to provide resources to these items.
Deliveries							

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Mail	Provided by Jurisdiction Staff			Y		For the short term, not critical, for ongoing operations it becomes critical.
Supplies	Provided by Jurisdiction Staff			Y		Generally not critical as schools carry their own inventory however for sustained periods it will become critical
Supplies	Provided by Jurisdiction Staff	Y				Supplies necessary for Pandemic response will be stocked centrally.

Fitness for Duty Policy in Event of Pandemic

The Jurisdiction is committed to providing a safe work environment in the event of a pandemic, and to protect the health and safety of students and staff. This policy and application applies specifically to a pandemic event.

Purpose: This policy provides a procedure for identifying and intervening when staff could pose a threat to the safety of others and property as a result of having contracted a flu virus related to the pandemic.

Definitions:

"Fit for Duty": means able to perform the duties of the job, without creating a risk for other students or staff of contracting the flu virus.

"Health Service Provider" is a doctor of medicine or other health care practitioner who is qualified to provide a medical opinion on the state of health of a staff member as it relates to the flu virus as expected in a pandemic event.

"Supervisor" is the person to whom a staff member reports.

Employee Responsibilities:

1. Reporting to work fit for duty
2. Notifying the supervisor when not fit for duty
3. Notifying the supervisor when observing a co-worker who may not be fit for duty (in cases where the possibly impaired individual is the employees supervisor, the employee should make the notification to the next higher level manager or Human Relations staff).
4. Cooperating with a supervisors directive and/or referral for a medical evaluation

Supervisor Responsibilities:

1. Observing the attendance, performance and behavior of staff they supervise.
2. Interviewing an employee who appears to the supervisor unfit for duty and referring an employee for a medical evaluation when appropriate.
3. Recording the reasons/observations that triggered a fitness for duty medical evaluation referral.
4. Utilizing this policy in a fair and consistent manner, respecting the employee's privacy and the confidentiality of medical information.

Procedures:

1. The supervisor who receives reliable information that an employee may be unfit for duty, or through personal observation believes an employee to be unfit for duty, will validate and document the information or observations as soon as is practical. Actions that may trigger the need to evaluate an employee's fitness for duty with respect to this policy are limited to observation of flu conditions consistent with a pandemic event.
2. The supervisor will present the information or observations to the employee at the earliest possible time in order to validate them, and will allow the employee to respond to the concern. The supervisor will then determine whether the employee should leave the workplace immediately for safety reasons.
3. The supervisor may direct the employee to a health service provider to assess the condition of the employee. An employee may not be allowed to return to work until such an assessment has been provided or until the supervisor has been satisfied that the employee is fit to return to work.
4. The employer shall be responsible for the cost of any medical evaluations completed by a health service provider, if required by the employer.
5. Prior to returning to work after recovery from a flu virus consistent with a pandemic event, the supervisor shall consider advice received from the local health authorities on the length of time considered appropriate to recover from the flu virus, and the length of time the virus remains infectious.

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APPENDIX 'A'

SCHEDULE "A"

SAMPLE MEMO TO STAFF DURING PLANNING PHASE

This is a draft memo to staff of the School Jurisdiction during the influenza pandemic planning phase outlining the current efforts of the School Jurisdiction to prepare for a possible influenza pandemic outbreak.

To: All Employees
From:
Date:
Subject: PANDEMIC PLANNING

On a regular basis, we hear about the outbreak of Avian Influenza and how it is spreading to countries around the world. While the Avian Influenza is not yet in Alberta, it may arrive here in the future. This strain of Avian Influenza is not easily transmitted from person-to-person. Birds, however, are extremely susceptible to the virus. Scientists and public health professionals are concerned that the highly pathogenic H5N1 Avian Influenza virus may mutate so that it can easily infect people and spread rapidly from person-to-person. This would cause a worldwide influenza outbreak, called a pandemic. Even if this does not happen, a different, brand new influenza virus could emerge with little warning. There were three in influenza pandemics in the 20th Century and experts believe another is imminent.

While no one looks forward to an influenza pandemic, the School Jurisdiction is taking a proactive approach in addressing influenza pandemic issues for schools. This includes the development of a written Influenza Pandemic Action Plan. We are working closely with health officials to share the most up-to-date information as it becomes available. We are coordinating our efforts with other agencies involved in influenza pandemic planning and we will continue to monitor the situation so that we are able to efficiently respond to any changes. We will provide you with periodic updates.

In the meantime, we encourage you to learn more about influenza pandemic by visiting www.health.gov.ab.ca/influenza/pandemic_plan.html. This website contains valuable information about what each of us can and should be doing to prepare for the possibility of influenza pandemic.

Should you have any questions or concerns, please do not hesitate to contact us.

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SCHEDULE "B"

*SAMPLE MEMO TO STAFF IF PANDEMIC
IS OCCURRING IN OTHER PARTS OF THE COUNTRY*

This is a draft memo a School Jurisdiction could send to staff if influenza pandemic cases are occurring in other parts of the country. The memo reinforces risk reduction measures and informs employees of the possibility that a school may have to close if the situation worsens.

To: All employees
From:
Date:
Subject: Influenza pandemic cases in other parts of Canada

Health officials have confirmed that cases of influenza pandemic are now occurring in other parts of the Country. It is critical we all work together to reduce the risk to our students and to ourselves.

Students may come down with influenza pandemic-like symptoms while at school. These include fever of more than 38.6°C, and coughing or sore throat, usually combined with muscle aches. Unlike a cold, influenza symptoms usually occur rapidly. If any student exhibits these symptoms, he/she should immediately be sent to the school office and be isolated from other students.

If you have influenza-like symptoms, you should stay home until you no longer have a fever. If symptoms start while you are at work, please report immediately to your school principal for evaluation. Stay at least three feet away from other people, and cover your mouth with a tissue when you cough or sneeze, or cough or sneeze into the bend of your arm. Please practice and reinforce good hygiene procedures to minimize the spread of the influenza virus:

Encourage students and your colleagues to wash their hands thoroughly with soap and water before eating, and do so yourself.

Remind students to avoid touching their eyes, nose or mouth, because this practice can transfer the influenza virus from the hands into the body.

Discourage students from sharing food or utensils. This is especially important because it is possible to spread the influenza virus to others before you have symptoms yourself.

If the situation worsens, there is a possibility that schools may be advised to close for a period of time. We will inform you immediately if a decision is made to close schools.

Thank you for your cooperation in a difficult situation.

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SCHEDULE "C"

HELPFUL WEBSITES

Health Departments:

World Health Organization:

www.who.int/csr/disease/avian_influenza/en/index.html

Public Health Agency of Canada Influenza Watch:

<http://www.phac-aspc.gc.ca/fluwatch/index.html>

Capital Health:

<http://www.capitalhealth.ca/EspeciallyFor/EmergencyPreparedness/AvianInfluenza/default.htm>

Calgary Health Region:

<http://www.calgaryhealthregion.ca/pandemic/pdf/ResponsePlan.pdf>

Alberta Health and Wellness:

www.health.gov.ab.ca/influenza/pandemic.html

Health Canada:

http://www.hc-sc.gc.ca/iyh-vsv/diseases-maladies/pandemic_e.html

Other online resources:

<http://www.pandemicflu.gov/> (American website)

<http://www.redcross.org/news/ds/panflu/> (American Red Cross)



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SCHEDULE "D"

ADDITIONAL RESOURCES

The Capital Health Authority posted a Pandemic Preparedness Guide for schools at:
www.capitalhealth.ca/Especiallyfor/PandemicInfluenza/default.htm

"Alberta's Plan for Influenza pandemic":
<http://www.health.gov.ab.ca/Influenza/PandemicPlan.html>

"Alberta Government, Municipal Excellence Network, Pandemic Planning and Preparedness": <http://www.menet.ab.ca/541.asp>

"It's in your hands": http://www.health.gov.ab.ca/influenza/Self_Care.html

Booklet

Influenza Self-Care: It's in your hands

Fact Sheets

Hand washing to prevent Influenza

How to take a temperature - children and adults

Over-the-counter (non-prescription) medications for Influenza

Influenza antiviral medications

Dealing with stress or feelings of fear because of Influenza

Influenza pandemic

For more information:

Health Link Alberta

Edmonton, call 408-LINK (5465)

Calgary, call 943-LINK (5465)

Outside Edmonton and Calgary local calling areas, call toll-free 1-866-408-LINK (5465)

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SCHEDULE "E"

MEDIA TIPS

Media Planning tips:

Pick one person to deal with the media, preferably someone who knows a lot about the school or School Jurisdiction and can answer questions.

Have the Influenza Pandemic Plan in place and make sure staff knows what information is appropriate to release.

Create a master media list with telephone/fax numbers and contacts. Add to this list as other media call.

Create a list of PR experts to call for help.

Use technology. Establish an e-mail group for updates to staff, board members, and media. List news updates on Web sites.

Have media kits on hand, including School Jurisdiction facts, names of school board trustees, central office personnel and administrators, school floor plans, and community description. Include a clear statement explaining the School Jurisdiction's policy on access to staff and student information and facilities and make sure staff understands the policy.

When reporters are coming:

Create a central communication post for news briefings and assign a spokesperson.

Anticipate reporters needing to use Telephones workspace, electrical outlets. Don't forget about restrooms.

Plan regular briefings and announce them as far in advance as possible. Ask reporters to refrain from questions until all designated speakers have released statements.

Assign one Telephone number, releasing it to the media to publish and broadcast.

Effective media relations are just one part of the School Jurisdiction's over-all communication plan during an influenza pandemic.

Communications:

How will staff, students, parents, and the community be kept informed? Who will deal with the news media? The School Jurisdiction will communicate as quickly as

BUSINESS CONTINUITY PLAN

APPENDIX 'A'

possible to staff, students, and parents. Develop a way of informing all schools within the jurisdiction.

Plans need to first focus on managing – ensuring the safety of students and staff, protecting school property, and restoring normal educational processes as quickly as possible. Also focus on communicating – before, during, and after an influenza pandemic. Build in flexibility. *Things don't always go as planned.*

A primary goal is keeping the public informed about the pandemic while maintaining student and staff privacy.

As soon as possible, provide the communication person with a concise statement of the facts so information can be released. The statement should be based on what you can confirm at the present time. Never speculate. It's wise to have one spokesperson work with the media.

If an influenza pandemic hits, a sound plan can guide a School Jurisdiction through the process with sensitivity, credibility, and dignity.

SCHEDULE "F"

THE FIRST THIRTY MINUTES OF A CRISIS

What is done in the first 30 minutes of a crisis is crucial in controlling rumors and determining people's perceptions of the crisis and how it was handled.

The crisis team leader should take charge.

Gather the facts.

Define the problems.

Consider options. Act to ensure the safety of staff and students.

Communicate with staff and students.

Brief the news media.

Prepare for telephone calls and volunteers (for major disasters.)

Decide the best way to communicate with parents

Demonstrate competence.

Make sure information provided is accurate and reliable.

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SCHEDULE "G"

SAMPLE PARENT LETTER #1 (PREVENTION LETTER)

Draft letter to help prepare parents for an influenza pandemic before there are human influenza or Avian Influenza cases in Canada.

Dear Parents,

This letter will help your family prepare for an influenza pandemic that could make many people sick. At this time, there is no influenza pandemic of any kind in Canada.

Public health officials are worried the Avian Influenza virus may change. If so, it could infect people and spread easily and quickly from person-to-person. This could cause a worldwide influenza outbreak, called a pandemic.

Public health officials would like people to protect themselves against the influenza pandemic. Here are some ways to protect your family:

Keep children who are sick at home. Don't send them to school.

Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.

Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.

Teach your children to stay at least three feet away from people who are sick.

People who are sick should stay home from work or school and avoid other people until they are better.

If you have questions, please contact your healthcare provider. You can get more information from (INSERT NAME OF HEALTH AUTHORITY). Visit online at <http://www.xxx> or call the XX Emergency Information line at (xxx) xxx-xxxx.

The federal government website with information on pandemic planning for individuals and families is: http://www.phac-aspc.gc.ca/influenza/pandemic_qa_e.html.

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APPENDIX 'A'

SCHEDULE "H"

SAMPLE PARENT LETTER #2 (FIRST BIRD CASE)

Even though the confirmation of a bird infected with Avian Influenza in Canada does not signal an influenza pandemic, there will be confusion and concern when this happens.

This draft letter may help prepare parents for the influenza pandemic after first bird case is found in Canada.

Dear Parents,

As expected, bird's sick with Avian Influenza virus are now in Canada. It is important to know that, at this time, there are no known human cases of Avian Influenza in Canada.

Health officials are worried that the Avian Influenza virus may change so that people can get sick from it. If that happened it could spread from person-to-person. This would cause a worldwide influenza outbreak, called a pandemic.

So even though there is no influenza pandemic now, we want to remind you about some ways to protect your family from getting sick:

Keep children who are sick at home. Don't send them to school.

Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.

Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.

Teach your children to stay at least three feet away from people who are sick.

People who are sick should stay home from work or school and avoid other people until they are better.

Do not touch sick or dead birds.

If you have questions, please contact your healthcare provider. You can get more information from (INSERT NAME OF HEALTH AUTHORITY). Visit online at <http://www.xxx> or call the XX Emergency Information line at (xxx) xxx-xxxx.

The federal government website with information on pandemic planning for individuals and families is: http://www.phac-aspc.gc.ca/influenza/pandemic_qa_e.html.

SCHEDULE "I"

SAMPLE PARENT LETTER #3
(INITIAL INFLUENZA PANDEMIC OUTBREAK)

Draft letter to let parents know schools are open

Dear Parents,

This letter will give you information about the influenza outbreak in Alberta. Every year, some people get sick with the influenza during the fall and winter months. This year, there is a new influenza virus that is making people in Alberta sick. Many students and teachers in our school are sick with the influenza. We hope they will all get better quickly.

At this time, the Regional Health Zone tells us students who are not ill can safely come to school. The schools will remain open. We will keep you updated with any important information.

To keep the influenza from spreading to more people, we ask you to keep sick children home. Any children who are sick in school will be sent home.

Here are some ways to stop the spread of germs and sickness:

Keep children who are sick at home. Don't send them to school.

Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.

Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.

People who are sick should stay home from work or school and stay away from other people until they are better.

Stay away from shopping malls or other places where there are large groups of people.

If you have questions, please contact your healthcare provider. You can call the school hotline (INSERT TELEPHONE NUMBER). You can get more information from (INSERT NAME OF HEALTH AUTHORITY). Visit online at <http://www.xxx> or call the XX Emergency Information line at (xxx) xxx-xxxx.

If the influenza pandemic continues to spread and more students become ill, schools may close for a few days or weeks. The purpose of closing schools will be to keep children from getting sick. If schools are closed, children should stay at home. We suggest you begin planning now for childcare in your home.

BUSINESS CONTINUITY PLAN
APPENDIX 'A'

SCHEDULE "J"

SAMPLE PARENT LETTER #4 (School Closure)

Draft letter to inform parents schools are closed

Dear Parents,

The School Jurisdiction has been ordered to close all schools within its jurisdiction. This order is because of the influenza pandemic situation in _____, Alberta. All schools are immediately closed until further notice and children should stay home.

Schools may be closed for days or even weeks to reduce contact among children and stop the spread of the influenza. As soon as we learn when we can reopen the school, we will let you know.

We appreciate that many students and their families are sick. We understand this is a difficult time for our community and we wish those who are ill a speedy recovery.

Because the influenza is easily spread from person-to-person, it is not safe for large groups of people to gather. During this time, both children and adults should stay away from other people and groups as much as possible. They should not gather in other locations such as shopping malls, movie theaters or community centers.

For more information, call your healthcare provider or visit (INSERT NAME OF HEALTH AUTHORITY) website at <http://www.xxx> or call the XX Emergency Information line at (xxx) xxx-xxxx. **[Need to confirm just prior to publication that the number is 1-888-959-9911]**

Again, we will contact you as soon as we have information about when school can reopen.

BUSINESS CONTINUITY PLAN

APPENDIX 'A'

SCHEDULE "K"

SAMPLE PARENT LETTER #5 (School Re-Opens)

Draft letter to inform parents schools are re-opened.

Dear Parents,

Alberta Health officials have declared the influenza pandemic is under control. Our school will open again on _____ (ADD DATE). At this time, students may safely return to class.

Even though school is opening, there are still some people who are sick from the influenza virus. Health officials say that influenza pandemic outbreaks sometimes happen in waves. This means more people could become sick soon again. If more people get sick, schools may need to close again. If this were to be the case, we would communicate with you.

Because the influenza can still be spread from person-to-person, please keep children who are sick at home. Don't send them to school.

We are looking forward to seeing your children again on _____ (ADD DATE) at the regular start time at school.

BUSINESS CONTINUITY PLAN
APPENDIX 'A'

SCHEDULE "L"

SAMPLE PRESS RELEASE #1

School Authorities may work from this draft press release to announce schools remain open.

For release (DATE)

Contact: (name and number)

School Jurisdiction (name) schools are open but parents should prepare

Our School Jurisdiction schools remain open despite the influenza pandemic outbreak in Alberta. However, parents are asked to prepare for possible closures if the virus continues to spread.

We are working together with health officials to monitor the situation and parents will be updated with any important information.

"At this time, we believe students can safely attend classes and schools will remain open. Our thoughts are with all of our families and children who are affected," said (health official)

If the influenza pandemic continues to spread and more students become ill, health officials say they may need to order schools closed for a period of time. They urged parents to begin planning now for childcare in their home.

Health officials say parents can help protect their children and prevent the spread of influenza pandemic as they would colds and other influenza by taking the following precautions:

Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.

Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.

Teach your children to avoid proximity with people who are sick, and stay home from work or school if you are sick.

Our recommendations may change during the course of an influenza pandemic outbreak. For school updates, parents can call the School Jurisdiction hotline at (INSERT NUMBER) or the (INSERT NAME OF REGIONAL HEALTH ZONE) Emergency Information Line at: (xxx) xxx-xxxx.

For more information on influenza pandemic, visit (INSERT NAME OF HEALTH AUTHORITY) website at <http://www.xxx> or the federal government website at http://www.phac-aspc.gc.ca/influenza/pandemic_qa_e.html.

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APPENDIX 'A'

SCHEDULE "M"

SAMPLE PRESS RELEASE 2

School Authorities may work from this draft press release to announce school closures. A similar press release may be issued when school re-opens.

For immediate release (DATE) _____

Contact: (name and number) _____

Order of closure of schools in _____

_____ has ordered the closure of schools as a result of the influenza pandemic outbreak in _____.

Schools may be closed for a period of time – several days or even weeks. Because the virus is easily spread from person-to-person, Alberta Health Authorities have also ordered other educational institutions to close. Because it is unsafe for large groups of people to gather, health officials warn people to stay away from shopping malls, community centres and other places where germs can be spread.

"We know this is an anxious time for our community and our thoughts are with those who are ill. We are working closely with the schools to deal with the situation and will keep parents updated with any important information," said (Local Health Official).

According to HEALTH OFFICIAL, the purpose of closing schools is to decrease the risk of staff and students getting sick and to limit the spread of infection.

More information on influenza pandemic is available on (INSERT NAME OF HEALTH AUTHORITY) website at <http://www.xxx> or call the XX Emergency Information line at (xxx) xxx-xxxx.

BUSINESS CONTINUITY PLAN
APPENDIX 'A'

SCHEDULE "N"

***SAMPLE KEY MESSAGES FOR SCHOOL OFFICIALS
(IN THE EVENT OF A PANDEMIC OUTBREAK)***

We know this is an anxious time for our community and we are concerned about those who are ill. We are working closely with local health officials to deal with the situation and will keep parents updated with any important information.

At this time, under the guidance of the Regional Health Zone, we believe students can safely attend classes and schools will remain open.

If the influenza pandemic continues to spread and more students become ill, health officials may need to close schools for an extended period of time (for example, up to _____ weeks).

The purpose of closing schools will be to decrease contact among staff and children in order to decrease their risk of getting sick and to limit the spread of infection. If schools are closed, children should stay at home.

We urge parents to plan now for the possibility of schools closing.

Parents can help protect their children and prevent the spread of influenza pandemic as they would colds and other influenza by taking the following precautions:

Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.

Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow.

Teach your children to avoid proximity with people who are sick, and stay home from work or school if you are sick.

Recommendations may change during the course of the influenza pandemic. We will make public announcements through the internet, newsletters, and media, and parents can call the School Jurisdiction's hotline at (INSERT HOTLINE).

For more information on influenza pandemic and prevention, visit the website of (INSERT NAME OF HEALTH AUTHORITY) at <http://www.xxx>.

BUSINESS CONTINUITY PLAN

APPENDIX 'A'

SCHEDULE "O"

SAMPLE KEY MESSAGES FOR SCHOOL OFFICIALS (SCHOOL CLOSURES)

Schools have been ordered closed in _____, Alberta, effective _____ as a result of the influenza pandemic outbreak in our county.

Schools may be closed for an extended period of time (for example, up to _____ weeks).

We know this is a difficult time for our community and our hearts go out to those who are ill. We are working closely with health officials to deal with the situation and will keep parents updated with any important information.

Because influenza pandemic is easily spread from person-to-person, it is unsafe for large groups of people to gather and children should stay home. The purpose of closing schools is to decrease contact among staff and children in order to decrease their risk of getting sick and to limit the spread of infection.

During this time, children and adults should stay away from other people and groups, as much as possible. Health officials also advise people should not gather in other locations such as homes, shopping malls, movie theaters or community centers.

Parents can help protect their children and prevent the spread of influenza pandemic as they would colds and other influenza by taking the following precautions:

Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.

Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow.

Teach your children to stay at least three feet from people who are sick and stay home from work or school if you are sick.

Recommendations may change during the course of the influenza pandemic. We will make public announcements through the media and parents can call the School Jurisdiction's hotline at (INSERT NUMBER)

1. For more information on influenza pandemic and prevention, visit the website of (INSERT NAME OF HEALTH AUTHORITY) at <http://www.xxx>.



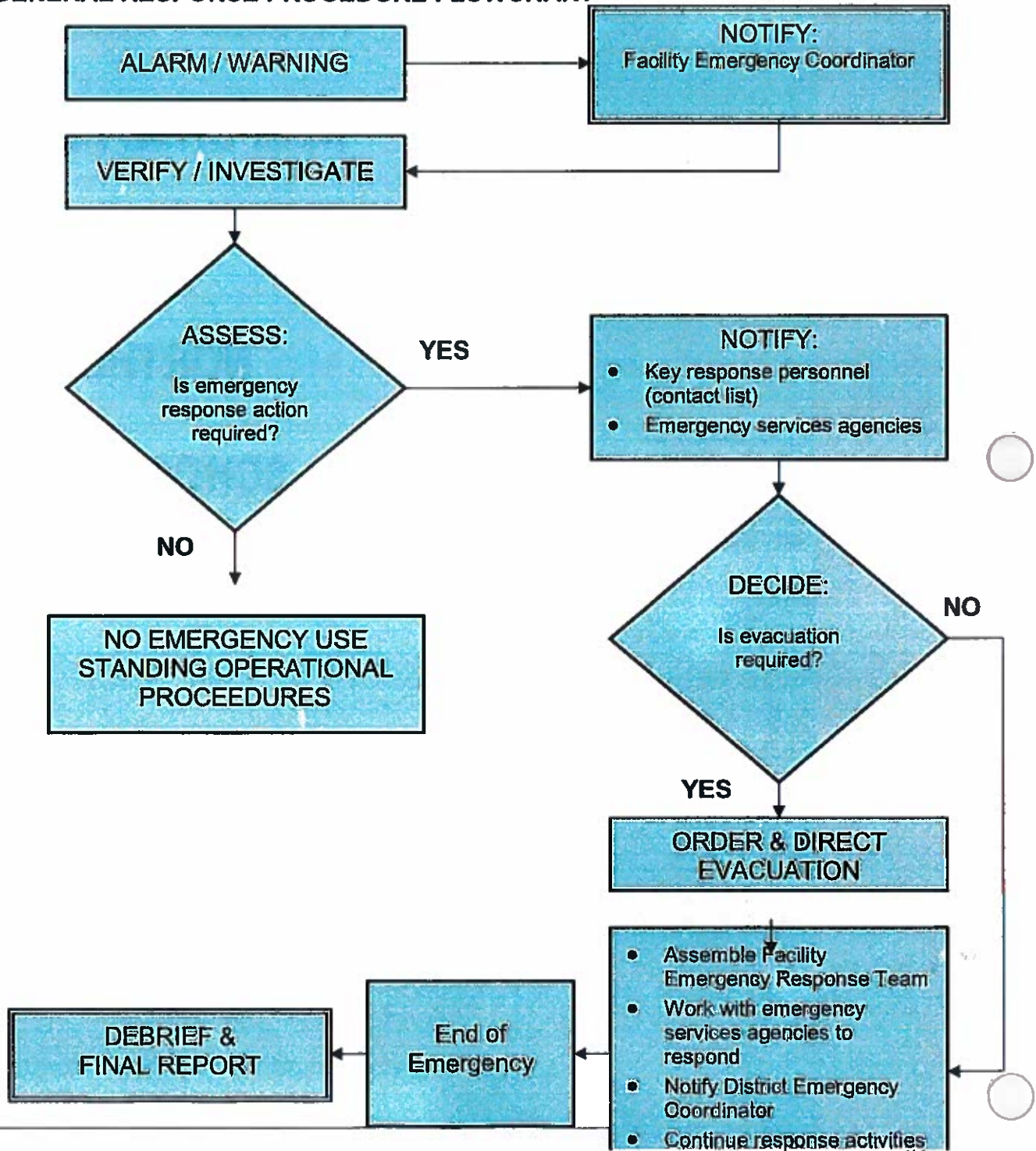
**FACILITY EMERGENCY
RESPONSE PLANNING
FOR
NORTHLAND
SCHOOL BOARD**

BUSINESS CONTINUITY PLAN
PART 2 – FACILITY EMERGENCY RESPONSE

**PART 2: FACILITY
EMERGENCY RESPONSE**

IMMEDIATE ACTIONS/CRITICAL INFORMATION

GENERAL RESPONSE PROCEDURE FLOWCHART



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PART 2 – FACILITY EMERGENCY RESPONSE

IMMEDIATE CONTACTS - EXAMPLES

****SCHOOL EMERGENCY RESPONSE ORGANIZATION**

FACILITY EMERGENCY RESPONSE TEAM CONTACTS

TITLE/NAME	HOME#	WORK#	CELL/ PAGER#
Facility Emergency Response Coordinator (Incident Commander) -			
School Administrator -			
* Facilities -			
* Transportation -			
* Caretakers-			
* Monitor -			
* First Aider -			

OTHER FACILITY / DEPARTMENT CONTACTS

TITLE/NAME	HOME#	WORK#	CELL/ PAGER#
District Emergency Response Coordinator			
Senior Mgmt. - Primary Occupant (PO)			
Senior Mgmt - Other Occupant (ODs)			
Business Continuity Contacts -			
Critical Incident Stress Resources			
Clinical Psychologist			
Infrastructure			
Legal Counsel Barrister & Solicitor			

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PART 2 – FACILITY EMERGENCY RESPONSE

OTHER CONTACTS

TITLE/NAME	24 HR #	OTHER
Fire Department -	911	
Ambulance Service -	911	
Police / RCMP -	911	
Health Centre / Hospital -		
Power Utility -		
Gas Utility-		
Water Utility-		
Electrician -		
Plumber / Pipe Fitter -		
Heating / Ventilation -		
Alberta Municipal Affairs - Emergency Management Alberta -		
Alberta Environment -		
Alberta Infrastructure and Transportation Dangerous Goods and Rail Safety Branch -		
Worker's Compensation Board (WCB) -		
Transport Canada - Dangerous Goods -		
Alberta Infrastructure -		
Other Contacts -		

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TIME AND EVENT LOG

Name: _____ Date: _____ Page No.-

#	TIME	EVENT / ISSUE/ CONTACT	ACTION TAKEN

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PART 2 – FACILITY EMERGENCY RESPONSE

1.0 INTRODUCTION

1.1 LEGISLATIVE MANDATE

School Boards are required to establish and maintain an emergency response plan to protect the safety and health of the staff, students, and to limit damage to property and to resume essential services in an emergency or disaster situation. This plan is mandated under the *Safety Codes Act*, the *Occupational Health and Safety Act* and the *Disasters Services Act*. (Diagram 1)

The *Safety Codes Act* establishes the district's responsibilities as the owner/occupier of buildings, while the *Occupational Health and Safety Act* sets out its obligations as the employer and the school or department employees. In addition, the *Government Emergency Planning Regulation of the Disaster Services Act* states "the head must also approve the department's emergency response plans and appoint an emergency planning officer to coordinate the preparation, maintenance and discharge of the emergency functions of the District."

1.2 POLICY

Purpose

The purpose of Northland Emergency Response Plan is to ensure:

- The safety and health of the districts staff, students, and other building occupants, the public and the environment,
- The protection of districts' properties, and
- Rapid and effective resumption of the districts' services, in the event of an emergency.

Policy Statement

Northland School Jurisdiction as the Primary Occupant in liaison with other Occupant Departments, shall develop, exercise, validate and maintain an emergency response plan to ensure a timely and appropriate response to emergencies and compliance with applicable laws, board policies, and legal codes of practice.

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PART 2 – FACILITY EMERGENCY RESPONSE

1.3 LEGISLATIVE AUTHORITY

The Emergency Response Plan is prepared under the authority of the *Government Emergency Planning Regulation of the Disaster Services Act, the Safety Codes act and the Occupational Health and Safety Act.*

1.4 RESPONSIBILITIES

Chief Executive Officer

The Superintendant of schools is responsible for the overall management of all aspects of the District's Emergency Response Plan.

Primary Occupant Department

The Primary Occupant is responsible for appointing the District Emergency Coordinator.

District Emergency Coordinator

The District Emergency Coordinator is responsible for coordinating the development, exercises, validation, maintenance and operations of the District Emergency Plan.

Facility Emergency Coordinator

The facility Emergency Coordinator is responsible for coordinating the development, exercises, validation, maintenance and operations of the Facility Emergency Plan.

Occupant Departments

All Occupant Departments shall participate and collaborate with the Primary Occupant in the development, exercise, validation, maintenance, and implementation of the Facility Emergency Response Plan.

Copies of the Facilities Emergency Response Plan are distributed according to the following list. Each copy is numbered, where it is kept is identified and the person responsible for that copy is named.

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PART 2 – FACILITY EMERGENCY RESPONSE

MANUAL #	LOCATION	RESPONSIBLE PERSON
1		
2		
3		
4		
5		
6		
7		

Departments

The management of each department/school is responsible for its compliance with this policy and the District's Emergency Response Plan.

All employees

That have direct role and responsibility in emergency planning and response activities shall contribute to the development and maintenance of an effective emergency response plan and act in compliance with the plan at all times.

NOTE: This policy was approved by the Board *

COMPONENTS OF THE EMERGENCY RESPONSE PLAN

The Emergency Response Plan for Northland School Division No. 61 District consists of three components:

- Emergency Preparedness Plan
 - Emergency Response Plan
 - Business Resumption and Recovery Plan
- Refer to Diagram 2

1.5 OBJECTIVES

The objectives of the Emergency Response Plan are to:

- Establish the framework for and responding to emergencies, effectively and efficiently.
- Provide general procedures for managing emergencies and specific procedures for responding to different types of hazards.
- Provide a training program for emergency management team members, staff and other building occupants.
- Provide an exercise plan to validate its effectiveness.

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PART 2 – FACILITY EMERGENCY RESPONSE

- Provide a maintenance plan to ensure that it is kept current.

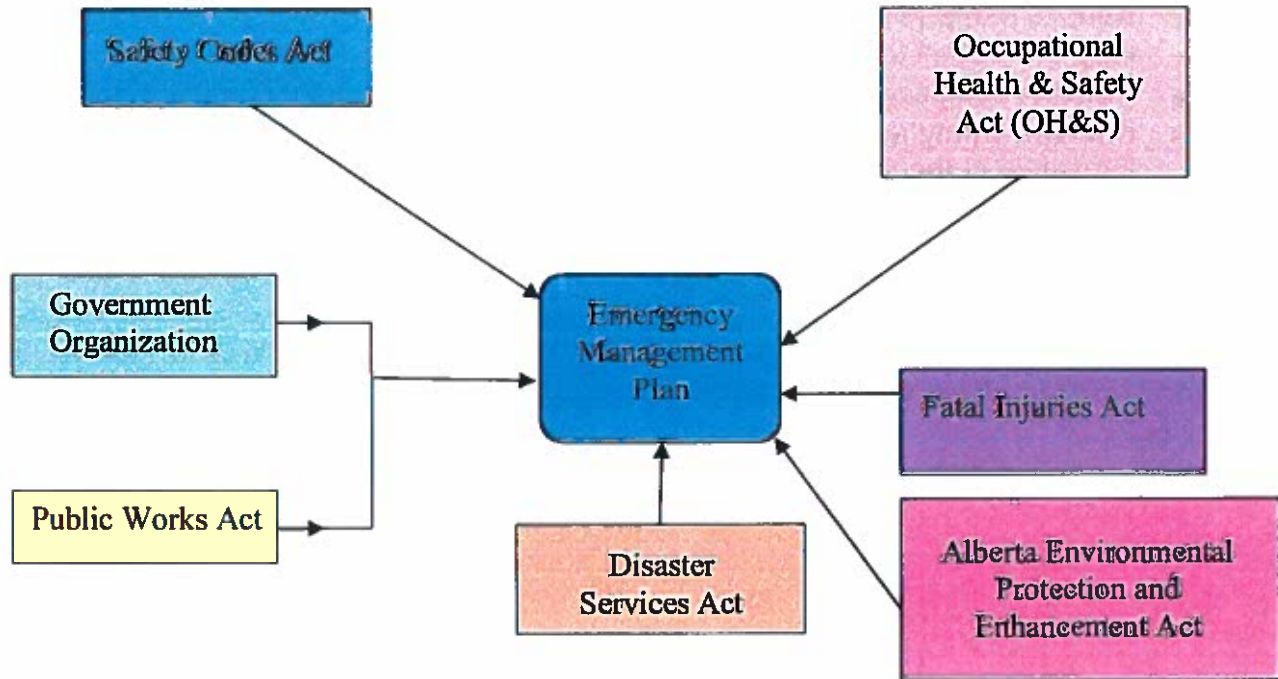
A well-planned and coordinated emergency response plan can:

- Increase protection of the safety and health of staff/students and the public.
- Reduce damage to the property.
- Help the district to recover faster.
- Assist in compliance with health and safety related regulatory requirements.
- Promote safety awareness and demonstrate the department's commitment to the safety of the staff and the public.

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PART 2 – FACILITY EMERGENCY RESPONSE

**DIAGRAM 1
LEGISLATION OVERVIEW**



2.0 ORGANIZATION: ROLES AND RESPONSIBILITIES

Overall, there are two major functions associated with facility emergency preparedness and response:

1. Planning and development of a plan
2. Training, exercising, validating, maintaining and implementing the plan.

The coordinated emergency management organization for Northland School Division No. 61 is shown in Diagram 2.2. In determining this organization, factors such as the availability at a facility of staff with emergency planning skills and the number, size, and complexity of the facilities, influenced the department/school's decisions on how best to establish an emergency organization.

2.1 ORGANIZATION FACILITY EMERGENCY RESPONSE TEAM (FERT)

As the District is responsible for all of its facilities, it has appointed a District Emergency Coordinator (DEC) who is also the Business Continuity Officer (BCO), and is responsible for the big picture of emergency management. The DEC

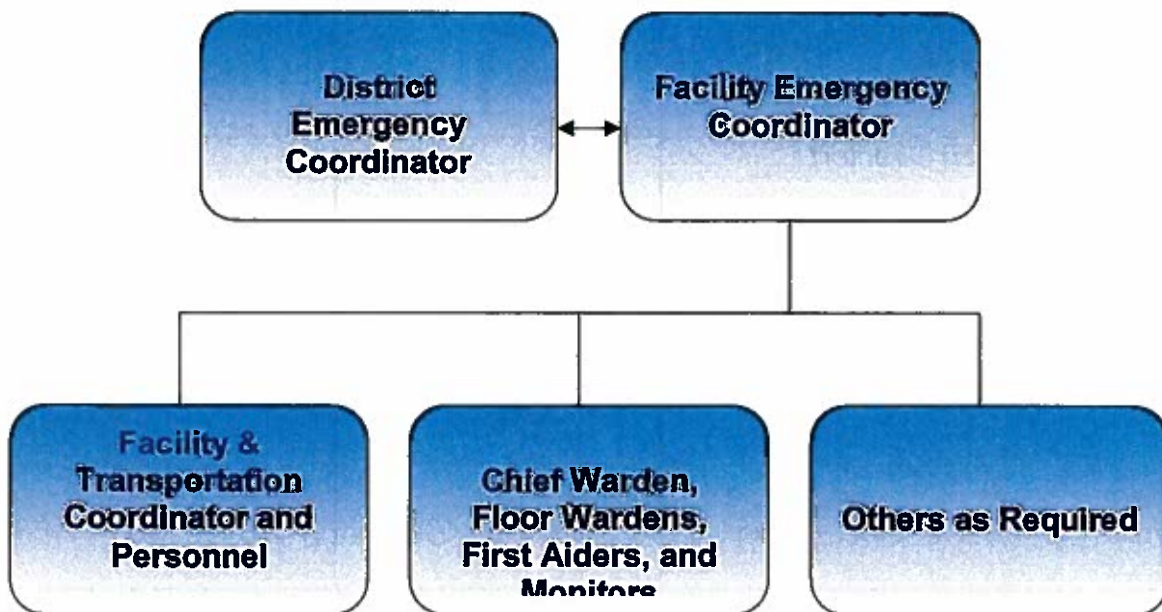
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PART 2 – FACILITY EMERGENCY RESPONSE

coordinates and controls all aspects of emergency management (emergency preparedness, response and business resumption and recovery). The DEC reports to the Superintendent of Schools. It is the responsibility of the DEC to coordinate the planning and development of each Facility Emergency Response Plan. The DEC will ensure that each Facility will have a Facility Emergency Response Team (FERT) from representatives of the departments, within the facility and works with the team to prepare and write the Facility Emergency Response Plan. After the Facility Emergency Response Plan is completed and approved by the Superintendent or executive management of the Primary Occupant, the Facility Emergency Response Team at the facility assumes the responsibility for the training, testing, implementing, and maintaining of the plan. The DEC has no emergency "operational" responsibilities. These are assigned to the Facility Emergency Response Coordinator, and the Facility Emergency Response Team.

There will be times when an emergency is so severe that it overwhelms the capabilities of the Facility Emergency Response Team. In those situations, the off-site support team, usually at the District level, may provide support to the Facility Emergency Response Team by managing all issues related to the emergency beyond the scope of responsibilities of the Facility Emergency Response Team and by providing support to the Incident Command Centre as requested.

2.2 FACILITY EMERGENCY RESPONSE TEAM MODEL/DIAGRAM



BUSINESS CONTINUITY PLAN
PART 2 – FACILITY EMERGENCY RESPONSE

2.3 STAFFING

POSITION	ASSIGNED	ALTERNATE(S)
<i>District Emergency Coordinator</i>		
<i>Facility Emergency Coordinator</i>		
<i>Central Office</i>		
<i>Facilities Director</i>		
<i>Transportation Director)</i>		
<i>Chief Warden</i>		

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PART 2 – FACILITY EMERGENCY RESPONSE

2.4 FACILITY EMERGENCY RESPONSE TEAM DUTIES AND RESPONSIBILITIES

2.4.1 District Emergency Coordinator (DEC)

The District Emergency Coordinator is responsible for the following **pre-emergency** activities:

- Coordinate the planning and development of a Facility Emergency Response Plan for each facility to which the DEC is assigned.
- Coordinate the department's overall program for testing and maintaining Facility Emergency Response Plans for all facilities assigned to the district.

Note: The DEC has **no** operational responsibilities during the emergency response.

2.4.2 Facility Emergency Coordinator (FEC)

The FEC is responsible for the following **pre-emergency** activities:

- Assist the DEC in the planning and development of the Facility Emergency Response Plan.
- Coordinate the training, exercising, testing, and maintaining of the Facility Emergency Response Plan.
- Serve as coordinator of the Facility Emergency Response Team.

The FEC is responsible for the following **emergency response** activities:

- Direct the implementation of the Facility Emergency Response Plan.
- Serve as the Incident Control Centre during emergency response operations.
- Work with other Incident Control Centres of local emergency services agencies when they arrive on scene.
- Notify central office when an emergency occurs.
- Confirm that senior management has been advised of an emergency situation.
- Maintain ongoing communication and liaison with:
 - Chief Warden
 - Local emergency services agencies
 - Senior management
 - Senior management and/or business continuity contacts of other Occupant Departments
 - Others as required.
- Provide direction to staff following an evacuation or once life safety response operations are completed.

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- Support orderly transition from emergency response operations to business recovery/resumption operations.
- Keep a written record of decisions and actions during response (see Event Log in Immediate Actions section of this Guide).
- Ensure post-incident debriefings are conducted and final report prepared and submitted.
- Other duties as required.

2.4.4 Chief Warden

The Chief Warden is responsible for the following **pre-emergency** activities:

- Work with the FEC to ensure facility staff is provided with training in accordance with Section 7 of this plan.
- Work with the FEC to ensure exercises are conducted in accordance with Section 7 of this plan.
- Keep written records of all emergency preparedness and response activities, including but not limited to tests, drills, false alarms and actual emergency responses.
- Other duties as assigned by the FEC.

The Chief Warden is responsible for the following **emergency response** activities:

- Implement emergency response procedures including evacuation plans.
- Serve as the facility's Incident Control Centres until the FEC arrives at the site or in the absence of the FEC.
- Maintain communications with the FEC.
- Verify with the FEC that appropriate emergency services agencies/authorities have been notified of the incident.
- Collect and verify head count information from assembly areas.
- Report head counts to the FEC and on-scene emergency services agencies.
- Coordinate search procedures with on-scene emergency services agencies if required.
- Other emergency response duties as required.

2.4.5 Floor Wardens

Floor Wardens are responsible for the following **pre-emergency** activities:

- Assist FEC and Chief Warden with training, exercise and maintenance activities as required.
- Know locations of the following on their floor:
 - Emergency exits
 - Alarm triggers

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- Fire extinguishers.
- Conduct emergency response orientations for new employees on their floor/class room.

Floor Wardens are responsible for the following **emergency response** activities:

- Know correct emergency procedures, exit routes and assembly points (in the event of an evacuation).
- Follow directions of the FEC and Chief Warden during emergency response operations.
- Coordinate emergency response activities including evacuations for their assigned floor/class room areas.
- Ensure assigned areas have been evacuated, and close, but not lock, all doors, and windows once an area has been evacuated.
- Conduct head counts at assembly point for their floor if evacuation is ordered.
- Report head count results to Chief Warden.
- Other emergency response duties as assigned by the Chief Warden.

2.4.6 Monitors

Monitors are responsible for the following **pre-emergency** activities:

- Assist with facility emergency planning as required.
- Participate in training and exercises.
- Inform Chief Warden of updates for the Facility Emergency Response Plan.

Monitors are responsible for the following **emergency response** activities:

- Enter the assigned areas (such as washrooms, meeting rooms) for the staff/students they have been assigned to assist and verify that they have been evacuated.
- Assist physically challenged persons (such as those that may not be able to evacuate down the stairs) that they have been assigned to, by the Floor Warden.
- Report the evacuation status to the Floor Warden.
- Other emergency response duties as assigned.

2.4.7 First Aiders

First Aiders' are responsible for the following **pre-emergency** activities:

- Assist with facility emergency planning as required.
- Participate in training and exercises.
- Inform Chief Warden of updates for the manual.

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First Aiders are responsible for the following **emergency response** activities:

- Provide initial first aid response to the extent of their abilities and training until trained medical responders are available.
- Report to the Chief Warden on status of casualties who have been given first aid.
- Report to the medical responders on the condition of any casualties who have been given first aid.
- Other emergency response duties as assigned by the Chief Warden.

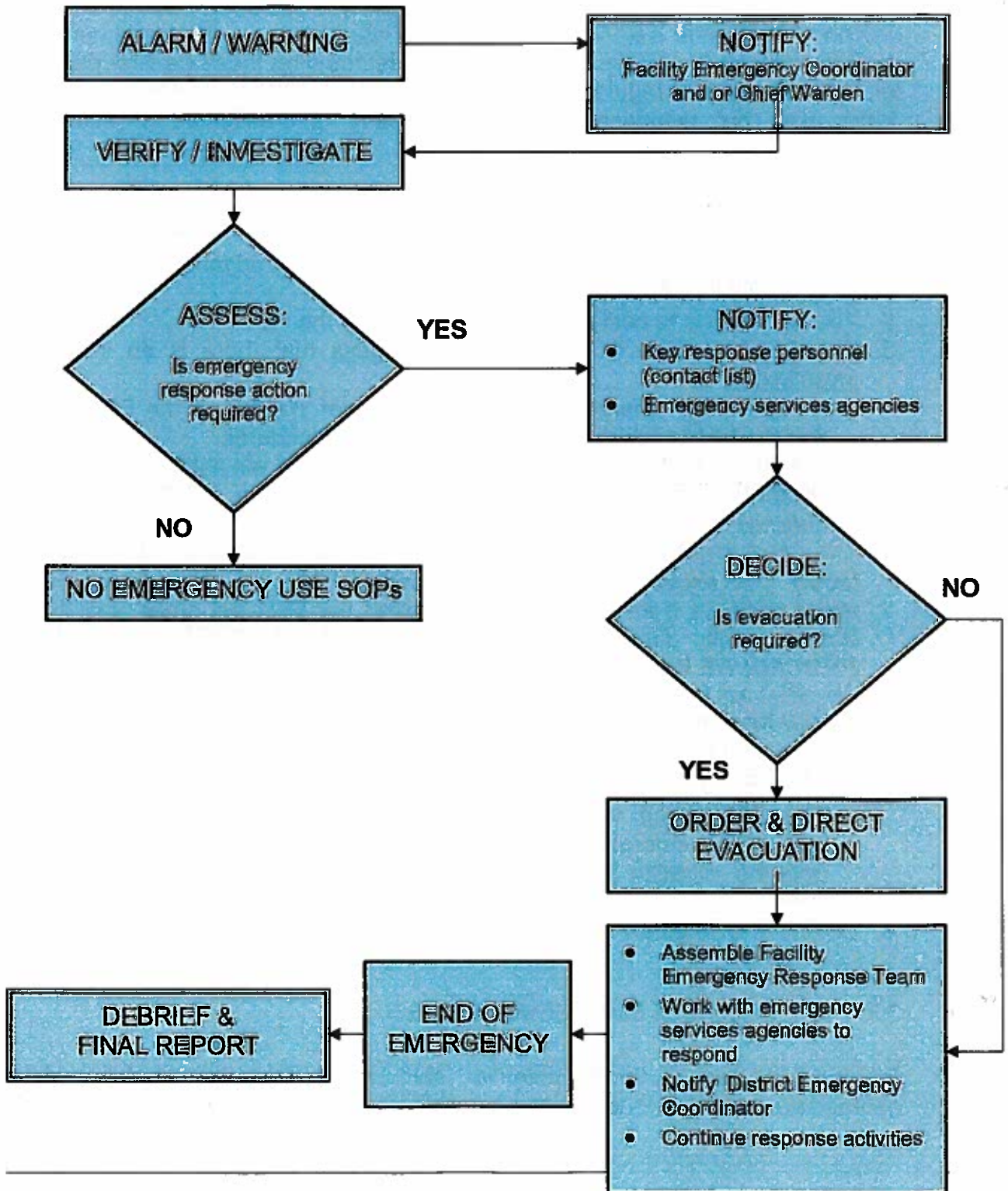
2.5 FACILITY EMERGENCY RESPONSE TEAM LOCATION

The Facility Emergency Response Team operates from the Incident Command Centre. The FEC in consultation with the Principal/Director and the Chief Warden, chooses the location of the Incident Command Centre at the time of the emergency, and positions it so as to safely exercise maximum control over the situation. As it is impossible to know in advance where in a facility an emergency will occur, the Incident Command Centre's location cannot be predetermined.

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PART 2 – FACILITY EMERGENCY RESPONSE

3.0 GENERAL RESPONSE PROCEDURES

3.1 GENERAL RESPONSE PROCEDURES FLOWCHART



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PART 2 – FACILITY EMERGENCY RESPONSE

3.2 RATIONALE FOR GENERAL RESPONSE PROCEDURE

General response procedures are required since it is possible that it may be necessary to respond to an extraordinary emergency or hazard that has not been previously addressed in the Facility Emergency Response Plan. The activities described in Section 3.0 General Response Procedures are the fundamental steps used to respond to any type of incident. Understanding these general procedures, through training and regular exercises, will help the Facility Emergency Response Team work out response procedures for any unforeseeable or extraordinary incidents when they occur.

General response procedures are as follows:

1. First an alarm or warning is received. This alarm or warning could be received by any employee. It is also possible that there will be no advance warning or alarm. (e.g., bomb threat, tornado.)
2. The next step is to notify the Chief Warden and the FEC.
3. The Chief Warden or the FEC then verifies that there is an incident and investigates.
 - If there is no emergency situation, the Chief Warden or the FEC will direct that the facility return to standard operating procedures.
 - If there is in fact an emergency situation, the FEC will notify the key response personnel listed in the contact list as well as the necessary emergency services agencies.
4. The Chief Warden or the FEC will then decide whether or not to evacuate the facility. (The exception is a fire evacuation which is activated by an automatic fire alarm system.) If an evacuation is required the FEC will order, and the Chief Warden will direct, the evacuation. **THE CURRENT EVACUATION PROCEDURE WILL BE FOLLOWED.**
5. The FEC will then assemble the Facility Emergency Response Team.
 - The FEC and the Chief Warden will work with emergency services agencies to respond to the emergency situation.
 - The FEC is responsible for notifying senior management, as required.
 - The FEC along with the Facility Emergency Response Team and the responding emergency services agencies will continue response activities until the situation is brought under control and the emergency is declared over.
6. When the emergency is over, a debrief will be held and a final report written.

3.3 DETERMINING EMERGENCY LEVELS

Emergencies vary in threat, potential, and impact. One way of determining an appropriate response is to classify emergencies by their severity. A simple system

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for classifying the severity level of an emergency is described below. The system has three levels of emergency: Level I is the least serious, Level III the most serious. Each level contains criteria for judging an emergency. It is not necessary for an emergency to satisfy all criteria in a level in order to be classified at that level. It is only necessary for one of the criteria to be met.

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PART 2 – FACILITY EMERGENCY RESPONSE

3.3.1 LEVEL I:

- Low impact on people, property and facility operations
- Minor injuries, minor property or environmental damage
- Little or no media or regulatory attention
- Limited disruption of facility operations
- Facility personnel can handle the emergency
- No external assistance required

Examples: Small fire, short-term utility loss

3.3.2 LEVEL II:

- Moderate to high impact on people, property and facility operations
- A serious injury or fatality and/or moderate damage to property and/or environment
- Potential for significant disruption of services provided from the facility
- Evacuation and/or shutdown of facility may be required
- Incident has attracted attention of local (municipal, county) politicians
- Potential media attention
- The Facility Emergency Response Team requires assistance from local emergency services agencies
 - Other support may also be required

Examples: Controlled fire, explosion or substance release affecting more than one department, bomb threat, suspicious package, etc.

3.3.3 LEVEL III:

- High to very high impact on people, property and business operations
- Multiple serious injuries or fatalities
- Significant damage to department property and/or environment, public or private property
- High level of political, media, and regulatory attention
- Evacuation and relocation of department's services is required
- Disruption of all services provided from the facility
- May require complete shutdown of facility for up to two days
- Response will require involvement of local emergency services agencies and departmental management

Examples: Uncontrolled fire, major explosion, hostage taking, shooting incident, structural collapse.

3.4 WARNING/ALERTING

3.4.1 All Emergencies

are designed and constructed to meet high standards of Life Safety and includes:

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PART 2 – FACILITY EMERGENCY RESPONSE

Full sprinkler service	Full building alarms
Heat and smoke detectors	Alarm location panels
Emergency paging systems	24-hour Security staffing
Fully enclosed stairwells	Smoke exhaust systems

Facility warning/alerting and Alarms may be activated by: Any one of the above:

3.4.2 Actions on Alarms

When emergency alarms are sounded or an evacuation is ordered by the, FEC or Chief Warden, staffs evacuate the facility under the direction of the Chief Warden, Floor Wardens and Monitors. The Facility Emergency Response Team meets at a predetermined assembly location, if safe to do so. If this is not possible, the FEC selects an alternative location to serve as the facility Incident Command Centre. Facility emergency operations are coordinated from this location. After assessing the situation, FEC, in consultation with the emergency services agency Incident Control Centres determines the appropriate responses.

3.4.3 All Clear

When the emergency situation has been resolved the **ALL CLEAR** is announced by alarm, over the public address system or by messenger(s).

3.5 ACTIVATION

3.5.1 Facility Emergency Coordinator (FEC)

Upon notification of an emergency situation affecting the facility, the FEC will:

1. Respond to the emergency location, if safe to do so.
2. Assess the level of emergency based on information available (see Section 3.1).
3. Take necessary actions to initiate response activities.
4. Direct emergency response operations of the Facility Emergency Response Team and coordinate response with local emergency services agencies.

3.5.2 Facility Emergency Response Team Members

Upon notification of an emergency situation affecting the facility, the Facility Emergency Response Team members will:

1. Initiate immediate actions and control measures.
2. Notify the FEC immediately.
3. Report to the Incident Command Centre as assigned by the FEC.
4. Carry out duties as assigned by the FEC.

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3.5.3 Other (non- FERT) Facility Personnel and Visitors

Upon notification of an emergency situation affecting the facility, non-response personnel will:

1. Follow directions of the Facility Emergency Response Team and local emergency service agencies.
2. Take necessary actions to ensure personal safety.

3.6 COMMUNICATIONS SYSTEMS

The most likely form of communications between, staff/students and representatives of local emergency services agencies will most often be face to face or by telephone. All staff is to be aware of the following.

3.6.1 Internal

Equipment on Each Floor

- a) Fire alarms are distributed as follows:
- b) Emergency phones are available at:
 - ***
 - ***
 - ***
 - ***
- c) Portable ABC class fire extinguishers for putting out very small fires no larger than a waste paper basket fire.
- d) Manual break glass alarm pull stations, automatic smoke and heat detectors and, automatic sprinkler flow switches. Fire alarm bells sound throughout the entire building when any of these devices are activated.
- e) Traffic safety vest for wardens and assistant wardens. Each floor warden and assistant floor warden will have a copy of this emergency manual.

Communication Systems

A public address system, with speakers located in stairwells and in hallways the public address system will be used to communicate evacuation instructions. All Occupants must follow instructions broadcast over the PA system.

NOTE: The alarm is interrupted when the public address system is being used.

NOTE: Red fire phones located in elevator lobbies are for fire department use only.

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3.7 RESPONSE OPERATIONS

The Chief Warden and the Facility Emergency Response Team conducts initial emergency response operations until local emergency service agencies arrive on the scene. Local municipal emergency services agencies assume responsibility for emergency operations once they arrive on site. The Facility Emergency Response Team members remain available to work with local emergency services agencies and provide assistance in any way possible.

It should be noted that decisions made by responders during emergency operations might affect the complexity of recovery operations. Whenever possible, decisions made during response operations should take into account the implications these decisions will have on recovery. For example, a responder electing to try to contain a fire without having someone notify the fire department could lead to additional fire damage if the responder is unable to successfully extinguish the fire.

Jurisdictional resources may be called upon when needed to support the Facility Emergency Response Team in emergency response.

3.8 EVACUATION PLANS AND ASSEMBLY POINTS

Evacuation Plans and Rendezvous points are as directed, Evacuation Plans and in general they are as follows.

3.9 POST-EMERGENCY ACTIVITIES

The Departments Business Continuity Plan (BCP) will dictate any post-emergency activities that may be required. Recovery operations may include:

- Clean up.
- Public relations.
- Employee assistance.
- Litigation.
- Insurance claims.
- Repair of property damage.
- Restoration of services.
- Provision of an alternative facility, if required.

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PART 2 – FACILITY EMERGENCY RESPONSE

4.0 HAZARD ASSESSMENT

4.1 RISK ASSESSMENT

Risk analysis is an examination of the risk factors associated with each potential hazard to determine if a loss can occur. The purpose of a risk analysis is to determine which potential hazard we need to focus our control and remediation efforts on. Risk factor fall into three categories and each has a value scale, frequency, potential consequence, and hazard Probability.

4.2 IDENTIFICATION OF RISKS

Specific hazards for Northland were identified, categorized and rated. Hazards were placed into five categories.

1. Fire
2. Medical Emergencies
3. Natural Hazards
4. Man – made Hazards
5. Building Specific Hazards

Each hazard was rated and assigned an overall hazard assessment rating as low Medium or high. Five fundamental questions were considered.

- The safety of facility personnel and students?
- The safety of the public?
- The environment?
- The ability of Occupants to continue operations?
- The image of the District?

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HAZARD	Potential Consequence	Overall Risk Rating
FIRE	Critical	Low
MEDICAL EMERGENCIES	Life -Threatening	Medium
Pandemic (Influenza)	Life -Threatening	Medium
NATURAL HAZARDS		
Tornado	Life -Threatening	Low
Severe Winter Storms	Life -Threatening	Low
Floods	Critical	Low
Winter Storms	Critical	Low
	Critical	Low
Earthquakes	Critical	Low
MAN-MADE HAZARDS		
Suspicious Letters or Packages	Life -Threatening	Medium
Lightning strike	Life -Threatening	Low
Bomb Explosion	Life -Threatening	Low
Unknown Persons	Critical	Low
Violent Intruder/Hostage Taking	Life -Threatening	Low
Plane Crash	Life -Threatening	Low
Biological Attack or Release	Life -Threatening	Low
Chemical Attack or Release	Life -Threatening	Low
Radiological Attack or Release	Life -Threatening	Low
Nuclear Attack	Life -Threatening	Low
BUILDING SPECIFIC HAZARDS		
Loss of Power	Critical	Low
Loss of Water	Critical	Low
Loss of Gas	Critical	Low
Inflammables/Hazardous/Materials Spill	Critical	Low
Carbon Monoxide Build-up	Critical	Low
Loss of Major Equipment	Critical	Low
Halon Release	Critical	Low

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4.3 EXAMPLE OF RISK MATRIX

<p>Consequence of Occurrence</p> <p>High</p> <p>Low</p>	<ul style="list-style-type: none"> Major fire Tornado Wind or winter storm Plane crash Pandemic Influenza 			
	<ul style="list-style-type: none"> Bomb explosion Biological release Chemical release Radioactive fall out 	<ul style="list-style-type: none"> Violent intruder Hostage taking 		
	<ul style="list-style-type: none"> Inflammable materials spill Communication systems failure 	<ul style="list-style-type: none"> Suspicious letter or packages Medical emergency 	<ul style="list-style-type: none"> Unknown or suspicious persons 	
	<ul style="list-style-type: none"> Loss of public transportation systems Loss of access to site 	<ul style="list-style-type: none"> Carbon monoxide build up Battery spill Bomb threat 	<ul style="list-style-type: none"> Loss of power or utilities 	<ul style="list-style-type: none"> Loss of major equipment
	<ul style="list-style-type: none"> Halon release Roof leak Refrigeration release 	<ul style="list-style-type: none"> Loss of water Sewage system failure 	<ul style="list-style-type: none"> Electrical systems failure 	<ul style="list-style-type: none"> Mechanical systems failure
	<p>Low High</p> <p>Probability of Occurrence</p>			

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4.4 NOTIFICATION MATRIX

DIAGRAM 9 NOTIFICATION MATRIX

RISK LEVEL	TYPICAL INCIDENTS	NOTIFICATION
Level I Consequences: Low	Halon release Roof leak Winter storm Short term loss of utilities Minor wind storm Minor medical (heart attack)	Facilities Department *Municipal Emergency Services * Facility Emergency Preparedness Coordinator *OH&S Manager *District Emergency Coordinator *Emergency Management Alberta
Level II Consequences: Medium	Violent intruder Suspicious package Bomb threat Chemical release Biological release Inflammable materials spill Long term loss of utilities	RCMP Facility Emergency Coordinator Municipal Emergency Services Facilities Department District Emergency Coordinator Emergency Management of Alberta
Level III Consequences: High	Tornado Earthquake Nuclear attack Flood Major fire Building collapse	Facility Emergency Coordinator Municipal Emergency Services Facility Emergency Coordinator Facilities Department District Emergency Coordinator Emergency Management Alberta

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5.0 HAZARD-SPECIFIC RESPONSE PROCEDURES

5.1 FIRE

5.1.1 PURPOSE

Fire response procedures are designed to protect the health and safety of facility staff/students, and the public. These procedures are essential in emergency response operations to ensure a timely and suitable response to emergencies and to clearly define lines of authority and communication. All facility occupants share responsibility for the coordinated response and evacuation to fire. All fire alarms are to be responded to as real.

5.1.2 GENERAL INFORMATION

Occupants

- All personnel are to evacuate the facility immediately on the sounding of the fire alarm.
- Listen for and follow any instructions broadcast over the PA system
- Follow the floor warden's instructions, floor warden's have authority over their floor during an alarm and in an emergency
- Close Doors behind you, but do not lock doors to rooms that are being evacuated.
- Do not use elevators unless authorized by the FEC, the Chief Warden, or the local emergency services Fire Chief.
- Assemble at evacuation meeting locations for a head count.
- Do not leave the evacuation meeting locations until authorized to do so by FEC or an emergency services agency.
- Do not attempt to remove any equipment or vehicles from the facility.
- Do allow personnel of the Facility Emergency Response Team and emergency services agencies to carry out their assigned duties.
- Do obtain permission to re-enter *** from responding emergency services agency, the FEC, or the Chief Warden.

5.1.3 PROCEDURES

General Response Actions

If the fire is in your designated area:

1. Evacuate occupants from the immediate area.
2. Activate the alarm if it has not been activated.

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3. Attempt to extinguish the fire only if it is small and contained and you are trained in the operation of fire extinguishers. Use extreme caution at all times, under no circumstances takes any unnecessary risks or attempt any action that might pose a danger to persons or property.
4. If you have been able to successfully extinguish the fire, notify the Fire Services, the Chief Warden, and the FEC.

If you are not at your designated floor when the alarm sounds, go directly to the Impark Parking lot near the building. **DO NOT RETURN TO YOUR FLOOR.**

Facility Emergency Coordinator (FEC)

1. Upon activation of an alarm, proceed directly to the assembly location for the Facility Emergency Response Team of the facility.
2. Verify that the Facility Emergency Response Team has met at the same location.
3. Designate a facility Incident Command Centre.
4. Obtain information from the Chief Warden.
5. Brief senior representatives of responding local emergency services agencies as they arrive on site.
6. Work with local emergency services agencies to bring the emergency situation under control.
7. Open and maintain a time and event log.
8. Verify **ALL CLEAR** with local emergency services agencies.
9. In consultation with the Incident Control Centres and responding local emergency services agencies, advise Chief Warden that occupants may re-enter the facility.
10. Once re-entry is complete, coordinate a debriefing.
11. Review post-incident report prepared by Chief Warden.

Chief Warden

1. Upon activation of an alarm, notify the Fire Department, by calling 911 (if notification has not been made by a facility occupant) and proceed directly to the assembly location of the Facility Emergency Response Team of the facility.
2. Report status to the FEC.
3. Receive head counts from Floor Wardens.
4. Report head counts to the FEC.
5. Report to Fire Department any personnel remaining in the facility (physically challenged w/monitor, persons refusing to evacuate, etc.) and of persons injured.
6. Complete the "Evacuation Report" based on status reports provided by Floor Wardens, Monitors and First Aiders.

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7. Once **ALL CLEAR** is given, coordinate the safe re-entry of staff into the facility with Floor Wardens and Monitors.
8. Participate in a debriefing meeting to evaluate the evacuation procedures.
9. Submit a post-incident report to the FEC.

Floor Wardens

1. Upon activation of an alarm, assume control over assigned areas.
2. Assist all Staff/Students in that area, including visitors, clients and office staff to evacuate the facility using the nearest emergency exit.
3. Ensure designated persons requiring assistance and their monitor(s) are in the elevator lobby.
4. Ensure the stairwell evacuation proceeds calmly and efficiently. If anyone obstructs the evacuation, designate someone to retain that person until the mail flow has passed. If that person is unable to evacuate by the stairwells, retain that person at the nearest crossover floor.
5. Conduct visual inspection of the assigned area to ensure all persons have evacuated (including meeting rooms, washrooms, etc.)
6. Close, but do not lock, all doors.
7. Conduct a head count for their assigned areas including head count reports from monitors.
8. Report head count and status of assigned area to the Chief Warden.
9. Advise the Chief Warden:
 - a. Any occupant who refused to evacuate
 - b. The status of designated persons requiring assistance
 - c. Any hazards encountered such as smoke or obstructions
10. Ensure that evacuated personnel stay in a safe location.
11. Communicate instructions from the FEC and/or Chief Warden to evacuated personnel.
12. Assist in other emergency activities instructed by from the Chief Warden.
13. Once **ALL CLEAR** is given, assist the safe re-entry of staff into the facility.
14. Once re-entry is complete, participate in post evacuation debriefing meeting.

Floor Monitors

1. Locate pre-assigned persons requiring assistance with evacuation (i.e. physically challenged) and accompany them to assembly point to await further instructions.
2. Remain with person until the fire department arranges for their evacuation.
3. If there is fire or smoke in the area, remain near a stairwell. If forced to change location, use a regular phone to advise Chief Warden of your new location. **Evacuate only if there is fire or smoke in your area.** Otherwise, do not evacuate unless ordered by the fire department
4. Follow instructions broadcast over the public address system.
5. Assist in evacuation as requested by the fire department.

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Designated People Requiring Assistance

If you are on your regular floor when alarm sounds:

1. Go directly to the designated area where you will meet with your assigned monitor.
2. Follow instructions broadcast over the public address system.

If you are not on your regular floor when alarm sounds:

1. Go to the designated area.
2. Ask someone to remain as a monitor.
3. Remain near the exit doors of the lobby for instructions.

Facilities Director

With due regard to the situation, ensure the safety of facility system operations and the provisions of adequate facility security.

1. Obtain resources necessary to secure facility.
2. In the case of a fatality, assist in providing necessary security until Police and Medical Examiner have completed their investigations.
3. Ensure integrity of the emergency site until all other investigations are complete.
4. Other duties as assigned by the FEC.
5. Once re-entry is complete, participate in a debriefing meeting.

First Aiders

1. In the event of an evacuation, take your area first aid kit and proceed to the assembly location for the Facility Emergency Response Team.
2. If persons are injured, provide first aid.
3. Notify the Chief Warden if injured persons require additional medical attention.
4. Provide information to local emergency services medical personnel about injured persons who have been given first aid.
5. Once re-entry is complete, participate in a debriefing meeting and report completion.

EVACUATION ROUTES

Stairwells

NOTE: DO NOT use the elevators to evacuate the building.

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5.2 TORNADO / SEVERE WINDSTORM

5.2.1 PURPOSE

The protocols described in this section are designed to provide guidance for developing a planned response to a "Tornado or Severe Windstorm". The purpose is to minimize the potential risk to personnel and property. Tornadoes and severe windstorms may cause power outages, blocked roads and damage to facilities and facility systems, which can affect the safety of people.

5.2.2 GENERAL INFORMATION

Natural Hazards, such as tornadoes and severe windstorms represent an uncontrollable risk that can have a devastating effect on life and property. Environment Canada (EC) is the primary source of information for monitoring the threat of tornadoes and severe windstorms. Environment Canada issues weather watches and warnings to advise of weather conditions that may affect personal safety and/or property. Watches and warnings are issued via Environment Canada's Weather radio and through commercial radio and television stations. Weather radio is located on the FM radio band at a frequency between 162.40 and 162.55 MHz, depending on the listener's location. Weather radio broadcasts weather information 24 hours a day; this includes current conditions, and severe weather watches and warnings. Commercial radio and television stations will interrupt regular programming to issue weather watches and warnings.

- A "tornado watch" means conditions are favorable for the development of tornadoes within the areas and times specified in the watch.
- A "tornado warning" means one or more tornadoes are occurring in the area specified. The expected direction, development, and duration will be given in the warning.
- If the facility is in the path of a tornado, emergency precautions should be taken immediately.
- Be alert to what is happening outside. Some of the characteristics associated with tornadoes include:
 - A sickly greenish or greenish black colour to the sky,
 - Hail (is a real danger sign if a watch or warning has been issued),
 - Unusually high relative humidity,
 - A strange quiet that occurs within or shortly after the thunderstorm,
 - Clouds moving very fast, especially in a rotating pattern or converging towards one area of the sky,
 - A sound like a waterfall or rushing air that turns into a roar as it comes closer, the sound of a tornado has been likened to that of both railroad trains and jets,

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- Debris dropping from the sky, and or branches or leaves being pulled upwards, even if no funnel cloud is visible, and
- An obvious “funnel-shaped” cloud that is rotating.

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5.2.3 PROCEDURES

Tornado / Severe Windstorm Watch

1. Once the FEC is made aware of a Tornado/ Severe Winter storm Watch he/she notifies the Chief Warden and senior management of the tornado/severe windstorm watch and ensures that senior management of other Occupant Departments are notified of the watch.
2. The FEC will then monitor for any Advanced Warning Broadcast from Environment Canada Weather radio and/or local weather broadcasts.
3. The Chief Warden, in turn, advises the Floor Wardens, Monitors, and First Aiders of the watch.
4. Floor Wardens and Monitors inform occupants in their assigned area of the tornado watch and advise them to keep calm.
5. Floor Wardens and Monitors instruct occupants to move away from exterior walls, windows and large glass areas (i.e. roof, atrium, etc.) and to be prepared for evacuation when order is given by the FEC or Chief Warden.
6. All occupants stay calm and follow the directions of the Floor Warden or Facility Emergency Response Team members.

SCENARIO 1: Tornado / Severe Windstorm Advance Warning Is Provided

1. Once the FEC is advised of a tornado/severe windstorm advance warning broadcast by Environment Canada Weather radio and/or local weather broadcasts.
2. The FEC notifies the Chief Warden, who in turn notifies the Floor Wardens, Monitors, and First Aiders, of the warning. FEC ensures the senior management and all Occupant Departments are advised of the warning.
3. The FEC assesses the information available and determines if the threat is imminent.
4. If the threat is imminent, the FEC orders relocation of all building occupants to the safest area of the building.
5. The Chief Warden, Floor Wardens and Monitors direct building occupants to relocate to the safe location.
6. Floor Wardens and Monitors conduct a visual inspection of all assigned areas to ensure all persons have evacuated.
7. Facility Operations and Security Coordinator and personnel direct staff outside the facility to move inside and to the safe location.
8. The FEC ensures the safety of the assembly area is maintained.
9. Floor Wardens and Monitors conduct a head count and report results to the Chief Warden.
10. If a tornado strikes the building, the FEC and Facility Emergency Response Team provide assistance to local emergency services agencies, including establishing an emergency medical staging area, as required.

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11. Once the tornado appears to have passed, the FEC obtains advice and direction from local emergency services agencies regarding the threat situation and the safety of the facility.
12. Once the local emergency services agencies determine that the facility is safe for reoccupation.
 - a) The Chief Warden, Floor Wardens and Monitors direct building occupants to return to their work space. The FEC informs all Occupant Departments of the situation, coordinates a debriefing meeting of the Facility Emergency Response Team, and submits a post-incident report to the senior management.
 - b) If the local emergency services agencies and/or the senior management determine that the facility is not safe for reoccupation, the FEC obtains direction from the senior management regarding further actions. The department's Business Continuity Plan provides procedures for further actions.

SCENARIO 2: If a Tornado Strikes the Facility without Advance Warning

1. If a tornado strikes a facility without advance warning, the FEC orders immediate relocation to a safe location this location will be chosen once the extent of the damage is ascertained.
2. Once the safe location is decided the remaining procedures: Includes the same steps 5 to 12 as shown in Scenario 1 above.

Insert Evacuation Floor Plans and Meeting Point Plan for your facility here.

5.3 SEVERE WINTER STORMS (ICE STORM / BLIZZARD)

5.3.1 PURPOSE

The purpose of a planned response to an "Ice Storm or Blizzard or Severe Winter Weather" is to minimize the potential risk to Staff/Students and property. Ice storms, blizzards and severe winter weather may cause power outages, blocked roads and damage/collapse to facilities and facility systems, which can affect the safety of personnel and damage property.

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5.3.2 PROCEDURES

SCENARIO 1: Severe Winter Storm Advance Warning Is Provided

1. Once the FEC is made aware of a Severe Winter Storm (Ice Storm/Blizzard) watch, he/she notifies the Chief Warden and senior management of the severe winter Storm (Ice Storm/Blizzard) watch. Ensuring that senior management and other departments are notified of the watch.
 2. The FEC will then monitor for any Advanced Warning Broadcast from Environment Canada Weather radio and/or local weather broadcasts.
 3. The FEC notifies the Chief Warden, who in turn notifies the Floor Wardens, Monitors, and First Aiders, of the warning.
 4. The FEC assesses the information available and determines if the threat is imminent. The FEC ensures the senior management, and all Departments are advised of the warning. The FEC consults with senior management and local emergency services agencies to determine if it is safe to send staff/students home in advance of the storm. Once the decision of senior management is made, all occupants, through the Facility Emergency Response Team will be informed of its decision.
 5. If the threat is imminent, the FEC orders relocation of all building occupants to a safe location, **the decision to move to another location will be taken once the severity of the situation is known.**
 6. The Chief Warden, Floor Wardens and Monitors direct building occupants to relocate to the safe location.
 7. Floor Wardens and Monitors conduct a visual inspection of all assigned areas to ensure all persons have evacuated.
 8. The FEC, direct staff outside the facility to move inside and to a safe location, and take steps to prevent any freeze up of facility equipment and services if possible.
 9. The FEC ensures the safety of the assembly area is maintained.
 10. Floor Wardens and Monitors conduct a head count and report results to the Chief Warden.
 11. If a severe winter storm strikes, the Facility and Facility Emergency Response Team provide assistance to local emergency services agencies.
 12. Once the storm appears to have passed, the FEC obtains advice and direction from local emergency services agencies regarding the threat situation and the safety of the facility. The FEC advises the Chief Warden and the Floor Warden team of the direction provided by the agencies and/or senior management.
12. EITHER:
- a. If local emergency services agencies and/or the senior management determine that the facility is safe for reoccupation, the Chief Warden, Floor Wardens and Monitors direct building occupants to return to their work space. The FEC informs all Occupant's and senior management of the

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situation, coordinates a debriefing meeting of the Facility Emergency Response Team, and submits a post-incident report to the senior management.

- b. OR: If the local emergency services agencies and/or senior management determine that the facility is not safe for reoccupation, the FEC obtains direction from senior management regarding further actions.

SCENARIO 2: If a Severe Winter Storm Strikes the Facility without Advance Warning

1. If a Severe Winter Storm (Ice Storm/Blizzard) strikes a facility without advance warning, the FEC orders immediate relocation to a safe location this location will be chosen once the extent of the damage is ascertained.
2. Once the safe location is decided the remaining procedures: Includes the same steps 5 to 12 as shown in Scenario 1 above.

5.4 MEDICAL RESPONSE (SERIOUS INJURIES / FATALITIES)

5.4.1 PURPOSE

The purpose of a planned response to medical emergencies is to ensure timely medical attention. Medical emergencies can occur through the normal planned daily duties of employees as well as during emergencies. These may occur to individuals in the emergency area at the time of occurrence, or to response workers injured in the performance of their duties.

This section describes how medical emergencies will be dealt with at the facility by the Facility Emergency Response Team. Facility First Aiders will provide emergency first aid to injured persons in the facility within the limits of their training and equipment. Local emergency services agencies generally have well developed ambulance services and facility First Aiders could reasonably expect that trained emergency medical personnel will be on scene fairly soon after notification.

5.4.2 PROCEDURES

1. A person (i.e. a facility occupant) discovering an injured person;
2. summons or gets a bystander to summon the Chief Warden and/or a First Aider; and
3. Calls local emergency services (911), specifying ambulance, and fire or police assistance.
4. Injured persons are not to be moved unless they are in imminent danger.
5. Do not endanger your own life in an attempt to assist another.

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6. Stay with the injured person until help arrives in the form of a facility First Aider or emergency medical personnel from local emergency services agencies.
7. Brief the First Aider or local emergency services agencies on the condition of the injured person. Also explain what, if anything has been done for them.
8. First Aiders:
 - a. Provide first aid as required,
 - b. Ask local emergency services agencies for additional medical services as required by injured person, and
 - c. Notify Security who will contact the Occupational Health & Safety, and the Facility Emergency Response Coordinator.
9. The Worksite Supervisor or FEC ensures the incident scene is secured until investigations are completed.
10. The Worksite Supervisor or FEC ensures that statements are taken from those involved.
11. The Worksite Supervisor or FEC ensures that pictures of the scene are taken as required.
12. The Worksite Supervisor or FEC ensures that statements for Government OH&S, WCB, police, etc. are prepared.
13. The Worksite Supervisor or FEC initiates identification of victim(s) if possible.
14. The Worksite Supervisor or FEC will notify senior management.
15. The Worksite Supervisor or FEC coordinates notification of next of kin.
16. The Worksite Supervisor or FEC assists in identifying personal support services for immediate family.
17. The Chief Warden, upon receipt of an emergency notification, proceeds to the emergency location and assists the First Aider(s) and The Worksite Supervisor as required and notifies the FEC.
18. The FEC notifies senior management of the all departments if there are serious injuries or fatalities and provides overall response coordination as required.

5.5 BOMB THREAT

5.5.1 PURPOSE

The purpose of a planned response to a "Bomb Threat" is to minimize the potential risk to personnel and assess potential property damage. It is also to help facility personnel to not to over-react to a bomb threat.

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5.5.2 PROCEDURES

General Bomb Threat Procedures

When a bomb threat is received by telephone, the person receiving the call should:

1. Listen carefully.
2. Be calm and courteous.
3. Do not interrupt the caller.
4. Obtain and record as much information as possible (using attached Form 5.1.)
5. Attempt to keep the caller talking as long as possible.
6. Notify another person on site if you can, preferably while caller is on line.
7. Notify Security, the police (911), FEC and/or Chief Warden.
8. The FEC and the Chief Warden proceed to the Incident Command Centre.

Once Police Arrive on Scene

1. The FEC and the Chief Warden will ensure that the police are directed to the person who received the call or package.
2. The FEC and the Chief Warden will coordinate a search of the facility under police direction.

Note: No evacuation is carried out at this stage unless ordered by the police.

If a Suspicious Package Is Found

1. Do not touch or move package.
2. Mark package location and advise police of its whereabouts.
3. Evacuate immediate area of package.
4. Police to determine what to do with package and provide instructions.
5. If police order the evacuation of the facility, the FEC communicates the evacuation order and the Chief Warden, Floor Wardens and Monitors direct the occupants to evacuate in accordance with the evacuation plan (to be developed by the FEC and Facility Emergency Response Team).
6. When the **ALL CLEAR** is provided by the police, the Facility Emergency Response Coordinator will inform the Chief Warden and Floor Wardens to relay this information to all occupants.

If a Suspicious Package Is Not Found

1. Police will determine whether or not it is safe to have staff remain in the facility and advise the FEC accordingly.

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2. When the ***ALL CLEAR*** is provided by the police, the FEC will inform (a) the Chief Warden and Floor Wardens to relay this information to all facility occupants.
3. The FEC coordinates a debriefing meeting and the preparation of a post-incident evaluation report (including lessons learned and actions to improve the response plans.)

Note: All threats including bomb threats, genuine or otherwise, must be documented and reported to the police and security for follow up.

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FORM 5.1 - BOMB THREAT / ANONYMOUS TELEPHONE CALL RECORD

Date _____

Time _____

Caller's _____

Sex ☐ Male ☐ Female

Approximate _____

Age _____

Accent _____

- Listen and remain calm
- Do not interrupt caller
- Attempt to keep caller talking
- Record as much information as you can while call is in progress
- **Signal someone to call the Police**
- **Notify Facility Emergency Coordinator and Chief Warden**

Threat (Exact
Wording) _____

Questions What time will the bomb
explode? _____

Where is it located? _____

What does it look like? _____

Why did you plant the
bomb? _____

Where are you calling
from? _____

What is your name? _____

Did caller reveal any identifying particulars? (i.e. nickname, familiarity
with staff, etc.) _____

Did caller appear familiar with the bomb location?

☐ Yes ☐ No

VOICE: _____

SPEECH: _____

LANGUAGE: _____

MANNER: _____

BACKGROUND: _____

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<input type="checkbox"/> Loud	<input type="checkbox"/> Fast	<input type="checkbox"/> Excellent	<input type="checkbox"/> Calm	<input type="checkbox"/> Office Machines
<input type="checkbox"/> Soft	<input type="checkbox"/> Slow	<input type="checkbox"/> Good	<input type="checkbox"/> Angry	<input type="checkbox"/> Factory Machines
<input type="checkbox"/> High Pitched	<input type="checkbox"/> Distinct	<input type="checkbox"/> Fair	<input type="checkbox"/> Rational	<input type="checkbox"/> Street Traffic
<input type="checkbox"/> Deep	<input type="checkbox"/> Distorted	<input type="checkbox"/> Poor	<input type="checkbox"/> Irrational	<input type="checkbox"/> Airplanes
<input type="checkbox"/> Raspy	<input type="checkbox"/> Stutter	<input type="checkbox"/> Foul	<input type="checkbox"/> Coherent	<input type="checkbox"/> Trains
<input type="checkbox"/> Pleasant	<input type="checkbox"/> Nasal	<input type="checkbox"/> Use of certain	<input type="checkbox"/> Incoherent	<input type="checkbox"/> Animals
<input type="checkbox"/> Intoxicated	<input type="checkbox"/> Slurred	<input type="checkbox"/> words/phrases	<input type="checkbox"/> Deliberate	<input type="checkbox"/> Bedlam
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> Emotional	<input type="checkbox"/> Party Atmosphere
			<input type="checkbox"/> Righteous	<input type="checkbox"/> Music
			<input type="checkbox"/> Laughing	<input type="checkbox"/> Voices
			<input type="checkbox"/> _____	<input type="checkbox"/> Mixed
				<input type="checkbox"/> Quiet
				<input type="checkbox"/> _____

REMARK
S: _____

Name of
Recorder: _____

Date: _____

5.6 HAZARDOUS MATERIAL RELEASE

5.6.1 PURPOSE

The purpose of a planned response to a "Hazardous Material Release" is to minimize the potential risk to personnel, and to contain and remediate the hazard. In addition the planned response is intended to protect, as much as possible, employees and the general public in the event of such an incident.

5.6.2 GENERAL INFORMATION

Spills of hazardous materials over a certain threshold require that the spill be reported to Alberta Environment for investigation. Threshold limits for different chemicals are identified in the *Alberta Environmental Protection Act*.

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5.6.3 PROCEDURES

General Response Actions

1. Sound the appropriate alarm.
2. Notify the FEC the immediate area of the spill.
3. It may be necessary to evacuate the entire facility. In this case, the FEC orders the Chief Warden, the Floor Wardens, and the Monitors to carry out the evacuation.
4. If safe to do so, the FEC contain the spilled substance to limit its spread.
5. If the spill involves a flammable substance the FEC ensures that all ignition sources are eliminated.
6. The FEC assesses the nature of the spill to determine if the clean up can be handled with facility resources or if outside expertise is required.
7. If the spill can be handled by the facility personnel, they will carry out containment, clean up and disposal of the spilled material.
8. If facility personnel cannot handle the spill, the FEC will call in local emergency services agencies, contract specialists and/or the Alberta Transportation Dangerous Goods Team to assist.
9. The FEC notifies Alberta Environment if required.
10. The FEC notifies the senior management of all departments' of the situation.
11. When the **ALL CLEAR** is provided by the appropriate local emergency services agencies, the FEC informs the Chief Warden and Floor Wardens to relay the information to facility occupants.
12. The FEC coordinates a debriefing meeting and prepares a post-incident report.

5.7 PROLONGED UTILITY FAILURE or MAJOR EQUIPMENT FAILURE

5.7.1 PURPOSE

The purpose of a planned response to "Loss of Utilities or Major Equipment Failure" is to minimize the potential risk to personnel and property. A prolonged loss of utilities or a major equipment failure may affect the safety of facility occupants and disrupt the facility's business operations.

5.7.2 GENERAL INFORMATION

Loss of utility supply may be the result of on-site failure (i.e. line rupture) or may be the result of loss of supply from a utility provider. ** does contain back-up systems, which will affect the impact of certain types of disruptions.

The loss of utility supply, the failure of any major components of the facility's heating; cooling and ventilation systems or the failure of any major component of the facility's

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fire alarm or security systems may not result in an immediate risk to health and safety of the staff. Nor does such a loss or failure normally present an immediate risk to property. A prolonged outage may cause health and safety problems for facility occupants. It may also cause significant disruptions to critical program delivery and damage to the facility.

5.7.3 PROCEDURES

General Response Actions

1. Notify the FEC.
2. The FEC contacts the Facility Emergency Response team, or external service providers as required.
3. The Facility Principal/Manager will verify the extent of the outage (how much of the facility is affected and how long is the outage is expected to continue) and advise the FEC.
4. The FEC discusses the situation with senior management to determine a course of action.
5. The FEC may order the Chief Warden and Floor Wardens to evacuate the facility if required.

Loss of Power

Contact Facilities, who will inform all occupants of how long the outage is expected to last.

Loss of Natural Gas

Natural gas is required to heat the facility. On cold days, the facility temperature may quickly drop to uncomfortable levels. Extended outages will necessitate the draining of all facility water systems to prevent damage from frozen pipes.

Loss of Water

Water is required for staff health (drinking water and washrooms) and for certain facility equipment. Loss of water in excess of 2-3 hours may create a public health issue. Consider bringing in water from an outside source (bottled water). Also consider sending staff home or to alternative facilities until water service is restored.

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Failure of Major Equipment

Contact the Director of Facilities, who will inform all occupants of how long the equipment is expected to be out of service.

1. Heating:
2. Cooling:
3. Ventilation:
4. Facility computer:
5. Fire alarm panel:
6. Card access security system:
7. Electrical distribution systems:
8. Emergency generator:
9. UPS systems:

5.8 HOSTAGE SITUATION/ WORKPLACE VIOLENCE

5.8.1 PURPOSE

The purpose of a planned response to a “Hostage Situation or Workplace Violence” is to protect employees and the general public in the event of such an incident.

5.8.2 GENERAL INFORMATION

The first outside response to a shooting or violent incident will probably be by local law enforcement agencies. If there is a serious or protracted emergency such as a hostage situation, a Special Weapons and Tactics Team (SWAT) or other specialists may be called to respond. Depending on the location of the facility, it may take some time for these resources to arrive.

5.8.3 PROCEDURES

The FEC will be the focal point for immediate response before law enforcement arrives, as well as for recovery activities after the police leave the premises. However while on the scene, law enforcement has complete authority. All facility occupants shall cooperate with police efforts and follow their instructions.

General Response Actions

1. Notify the FEC.
2. The FEC will contact police as required.
3. If required, the FEC will instruct the Chief Warden and the Floor Wardens will evacuate.

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4. If required, the FEC will also instruct Facilities to secure certain areas or a facility.

When a Violent Intruder is encountered in the Workplace

1. Any staff aware of a violent intruder must notify the FEC and describe the individual and the direction he or she was travelling.
2. The FEC notifies police.
3. The FEC notifies senior management of all departments.
4. The FEC keeps police informed of the situation until they arrive on site.
5. If directed by the police, the FEC instructs the Chief Warden and Floor Wardens to evacuate and secure applicable area(s) of the facility.
6. As directed by the police, the FEC instructs the personnel to secure all areas and monitor the situation from a safe vantage point.
7. The FEC instructs the Facility personnel to safeguard crime scene area(s) and evidence.
8. The FEC suggests area(s) that the police and other emergency service agencies may wish to avoid.
9. The FEC assembles witnesses or others with important relevant information for police interviews.
10. The FEC provide information to police as needed regarding:
 - a) The facility and site,
 - b) Available personal background of the persons involved,
 - c) Possible keys, utility shut-offs, communication panels, heating and ventilation systems, and
 - d) Possible areas for staging, command posts, emergency medical services, etc.
11. The FEC starts and maintains an incident log identifying situation, time, responses etc.
12. When the **ALL CLEAR** is provided by the police, the FEC informs (a) the Chief Warden and Floor Wardens to relay the information to facility occupants and (b) the senior management of all Occupants of the situation.
13. After the end of the incident, the FEC coordinates a debriefing meeting and prepares a post-incident report.

Insert Evacuation Floor Plans and Meeting Point Plan for your facility here.

5.9 SUSPICIOUS PERSONS

5.9.1 PURPOSE

The purpose of a planned response to "Suspicious Persons" is to minimize the potential risk to personnel.

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5.9.2 GENERAL INFORMATION

Unknown persons may be in the workplace for a variety of reasons including that they are:

- New employees.
- Private contractors or company representatives.
- Lost or unauthorized visitors.
- Criminals conducting pre-theft activities to identify potential targets, escape routes and existing security measures.
- Persons with personal agendas against government.

Criminals will try to "blend in" by acknowledging greetings or inquiries from others. Criminals will not run off when challenged unless they feel threatened or they have been recognized. Once on site, criminals look for a "target of opportunity" such as wallets or purses left unattended, laptop computers, etc. Criminals normally take portable, concealable items of high value.

5.9.3 PROCEDURES

General Response Actions

1. Notify the FEC of the whereabouts and actions of suspicious persons.
2. The FEC notifies senior management of all Occupants.
3. The FEC contacts police as required.
4. The FEC establishes a log of the incident.

When an Unknown Person Is Encountered in the Workplace

1. Observe the individual and evaluate whether they may represent a threat to the work place. Indicators of a potential threat are:
 - Signs of alcohol use such as flushed face, glassy eyes, slurred speech and odour.
 - Signs of drug use, including dilated or pinpoint pupils.
 - A weapon or something that could be used as a weapon in their possession.
 - School property in their possession.
 - Unkempt appearance, including body odour, extremely dirty clothes, skin or hair.
 - Their presence makes you feel uneasy, anxious or afraid.

When Challenging an Unknown Person

1. Maintain a safe distance between yourself and the person being challenged.

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2. Do not place yourself between the person and an escape route.
3. Be direct and persistent but non-threatening with your enquiry.
4. Use open-ended questions such as "Who are you here to see?" or "What department are you looking for?"
5. Verify the accuracy of their appointment or other explanation through a phone call to the appropriate person.
6. If there are inconsistencies in the confirmation suggesting a false explanation, notify the FEC as to the nature and description of the individual and the direction they were travelling.
7. Notify other employees and ask them to assist by noting any sightings of the suspicious person.
8. If the suspect person becomes threatening, abusive, or violent, back away and wait for the FEC to respond to the situation.
9. The FEC will repeat the above steps. If the person does not belong in the facility, they will be asked to leave. The FEC will contact police.

When Unknown Persons in the Workplace Are an Obvious Threat

1. Notify a co-worker or supervisor in the immediate area.
2. Notify the Facility Operations and Security Coordinator and the FEC as to the nature and description of the individual and the direction they were travelling.
3. The FEC will notify the police.
4. The FEC will proceed to the incident location.
5. The FEC will attempt to remove person(s) being threatened by the unknown person from the area and, if necessary, from the facility.
6. All personnel will avoid, as much as possible, provoking the unknown person.

5.10 SUSPICIOUS LETTER OR PACKAGE

5.10.1 PURPOSE

The purpose of a planned response to a "Suspicious Letter or Package" is to minimize the potential risk to personnel.

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5.10.2 PROCEDURES

When a Suspicious Package Is Received/Reported

1. Treat the package as if it potentially harmful.
2. Look for the following indicators:
 - No return address
 - Excessive postage
 - Addressed to title only
 - Badly typed or written
 - Lopsided/uneven or bulky packaging
 - Strange odour
 - Possibly mailed from another country
 - Excessive tape or string
 - Wrong title or name
 - Misspelled words
 - Protruding wires
 - Oily stains or discoloration
2. Do not move, shake, bump, open or smell the package.
3. Evacuate to a nearby area (remain within the general vicinity)
4. Do not leave the building until instructed to do so by the police or the FEC.
5. Isolate package if possible.
6. The FEC notifies police and the DEC.
7. The FEC notifies the senior management of all Occupants and keeps them informed.
8. The FEC will meet and escort police to the area where the package was found and to the person who received the package.
9. If directed to do so by the police, the FEC communicates the evacuation order to the Chief Warden, Floor Wardens, and Monitors.
10. Police and other emergency services agencies are to handle the incident in accordance with the **Protocol for the Handling of Suspicious Packages**.
11. When police issue an **ALL CLEAR** the FEC will instruct the Chief Warden, Floor Warden, and the Monitors to inform the occupants.
12. The FEC coordinates a debriefing meeting and the preparation of a post-incident evaluation report (including lessons learned, etc.)

6.0 RESOURCES

6.1 INTERNAL RESOURCES

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6.1.1 Equipment

The following materials and equipment are available at the facility:

EQUIPMENT	QUANTITY	LOCATION
Fire Extinguishers		
•		
•		
•		
First Aid Kits		
•		
Personal Protective Equipment		
•		
•		
•		
Spill Kits		
•		
•		
•		

6.2 EXTERNAL RESOURCES

6.2.1 External Resource Contacts

External resources are the resources held by agencies and other commercial suppliers that may be accessed during an emergency or following an emergency.

SERVICE/ EQUIPMENT TYPE	CONTACT NAME	AGENCY/ COMPANY	PHONE#	ALTERNATE#

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7.0 TRAINING, EXERCISES AND PLAN MAINTENANCE

7.1 TRAINING

Training is a basic requirement for an effective emergency response organization, and is a continuous process. People with different roles and responsibilities require different types of training. The type of training required for each type of role in the facility is described below.

7.1.1 Non-Responder Facility Personnel

Anyone who may be affected by an emergency in the facility is given basic information about the emergency plan. This training, called **Plan Familiarization** consists of an overview of the plan itself and of the actions that staff should carry out to protect their own safety. Plan familiarizations sessions are generally short and do not go into extensive detail.

7.1.2 Facility Responders

Training for the Facility Emergency Response Team members consists of:

- Basic plan familiarization,
- Techniques of managing emergency operations, and
- Public and media relations (for selected Facility Emergency Response Team members).

7.1.3 Off-Site Resources

Joint training with local emergency services agencies is conducted whenever the opportunity presents itself. The emergency service agencies are offered the opportunity to:

- Tour the facility.
- Review the Facility Emergency Response Plan.
- Participate in training activities.
- Participate in exercises.

Facility personnel also take advantage of opportunities to participate in applicable training conducted by the local emergency services agencies.

Training Frequency

Training is conducted as follows:

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Non-Facility Emergency Response Team Facility Personnel

- Plan Familiarization: 2009 once a year
- #### **Facility Emergency Response Team Members**

- Managing Emergency Operations: Bi Annually
- Public and Media Relations: Bi Annually

7.2 EXERCISES/VALIDATION

Exercises are useful in preparing people to perform their emergency response roles. They help to:

- Test emergency plans.
- Test training.
- Familiarize personnel with roles and responsibilities.
- Practice skills of emergency response.
- Identify opportunities to improve emergency plans.
- Test equipment, procedures and protocols.
- Develop and improve working relationships with other emergency response organizations.
- Build confidence in responders.
- Increase confidence in the plan.
- Maintain general awareness of the plan.

There are three basic types of emergency response exercises. Each serves a unique purpose. A brief description of each is given below, followed by recommendations on how often to schedule such exercises.

7.2.1 Table-Top Exercises

Table-top exercises are round-table discussions of potential emergency situations. They are used to evaluate elements of the emergency response plan and promote thought about the plan and its suitability.

7.2.2 Drills

Drills are hands-on activities that provide an opportunity to practice particular elements of the emergency response system such as facility evacuation and head counts. They are used to develop specific skills and build confidence in people's ability to perform required tasks in an emergency.

7.2.3 Full Simulations

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Full simulations allow emergency responders to practice the complete emergency response plan. These are used primarily to see how all the different parts of an emergency response organization function together.

7.2.4 Exercise Frequency

- Table-Top exercises will be conducted a minimum of once a year
- Drills will be conducted once a year
- A full simulation emergency exercise will be conducted once every three years

7.3 PLAN MAINTENANCE

7.3.1 Plan Review

The effectiveness of this emergency response plan depends on how well it is kept up to date and the effort put into continuously improving it. Plan maintenance is the key to this continuous improvement process. The Facility Emergency Response Plan will be reviewed at least once a year by the Facility Emergency Response Team. Plan reviews and updates will be completed no later than January 31 each year.

A manual holder who finds items in the manual that need to be changed may submit a "Revision Request Form" to the Facility Emergency Response Coordinator (see Form 7.1 for a sample form). This initiates the process of reviewing the manual.

7.3.2 Updating

Any changes identified in the review process will be incorporated into the Facility Emergency Response Plan. Any changes identified during training and exercises will also be incorporated into the Facility Emergency Response Plan when it is reviewed. Under the direction of the FEC, changes will be made to each copy of the plan on the distribution list. If major changes arise in hazards, operations, facilities or personnel, the manual may be amended before the scheduled review date.

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FORM 7.1 REVISION REQUEST FORM

TO: Facility Emergency Coordinator (FEC)

Request

Date:

SECTION

NUMBER:

PARAGRAPH

NUMBER:

DESCRIPTION OF REVISION:

REQUESTED

BY:

ADDRESS:

MANUAL NUMBER:

☐

Request Acknowledgment

☐

Approval Date

☐

Request Numbered and Logged

☐

Revision
number

☐

Review
Date

☐

Revision Date

☐

Correspondence Required

☐

Issue Date

