



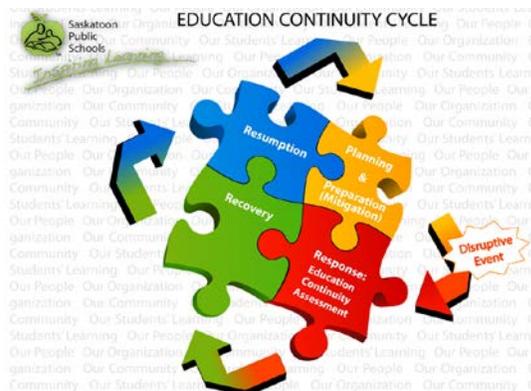
## AP 176 - EDUCATION CONTINUITY MANAGEMENT AND EMERGENCY RESPONSE PLANNING

### BACKGROUND

- a) The Division is committed to providing safe and caring learning and work environments for our students, staff, parents/guardians and members of our wider learning community who visit or utilize our facilities. We recognize the importance of implementing prevention and mitigation efforts and when necessary acting upon well established procedures when disruptive events threaten safety of person, property or learning. Education Continuity Management includes the processes, procedures, decisions and activities to ensure that Saskatoon Public Schools can continue to function throughout a disruptive event such as an emergency, disaster or crisis.
- b) Emergency – a present or imminent occurrence which has resulted in or may result in serious harm to the safety, health or welfare of people or in significant damage to property.
- c) Disaster – an emergency that has caused widespread and serious harm to the safety, health or welfare of people; or widespread damage to property or the environment.
- d) Crisis - a situation or event that, in the extreme, appears to overwhelm or has the potential to overwhelm existing resources.

Our *Education Continuity Plan (ECP)* includes an ongoing process of risk assessment and management. Saskatoon Public Schools is committed to ensuring we have the capabilities to:

- Attend to student and staff safety and well-being,
- Continue essential critical activities in the event of a disruption,
- Sustain our essential critical activities,
- Recover completely from a disruption and return to the “new normal” delivery of educational services,
- Review, maintain and enhance our Education Continuity Plan capability, and
- Incorporate the Education Continuity Planning Life Cycle in our strategic planning as part of our organizational culture.





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The Education Continuity Lifecycle includes the following elements:

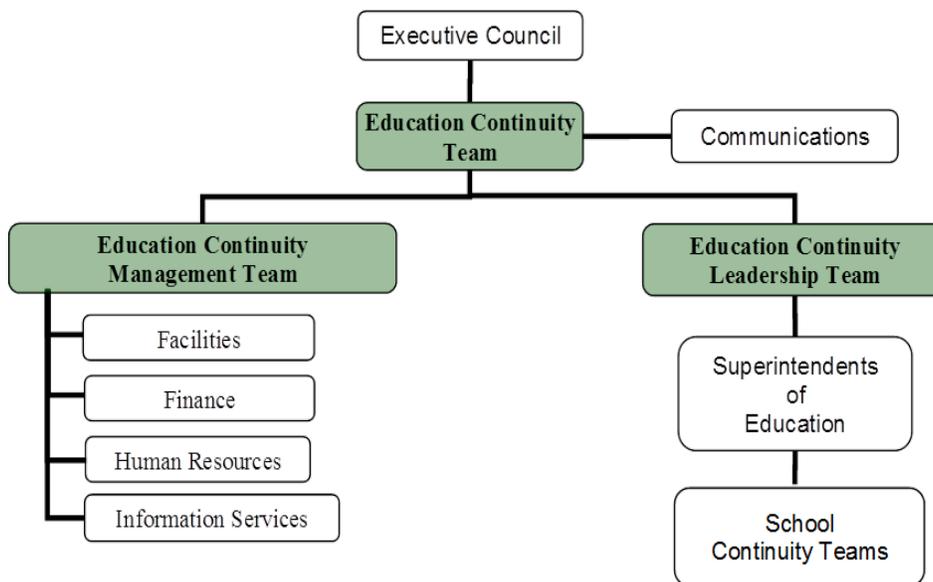
- *Planning and Preparation (Mitigation)* - the preparation of a proactive ECP designed to respond effectively to disruptive events that have the potential to interrupt education continuity. The Mitigation/Prevention component includes initiatives that are preventive in nature (i.e. threat assessment training, Non-violent Crisis Intervention, fire safety.)
- *Response* - the implementation of an education continuity assessment process and appropriate immediate scaled implementation of the ECP that includes the deployment of necessary supports and resources.
- *Recovery* - the prioritized recovery of critical functions to the defined minimal level.
- *Resumption* - resuming “ALL” educational services to the “new” normal levels.

### PROCEDURES

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1. The Education Continuity Management Program is designed, developed, reviewed and maintained through the Executive Council collaborative process. In an emergency, disaster or crisis leadership and management of the situation will occur through the implementation of the Education Continuity Team command and control structure.

#### Education Continuity Management Command and Control



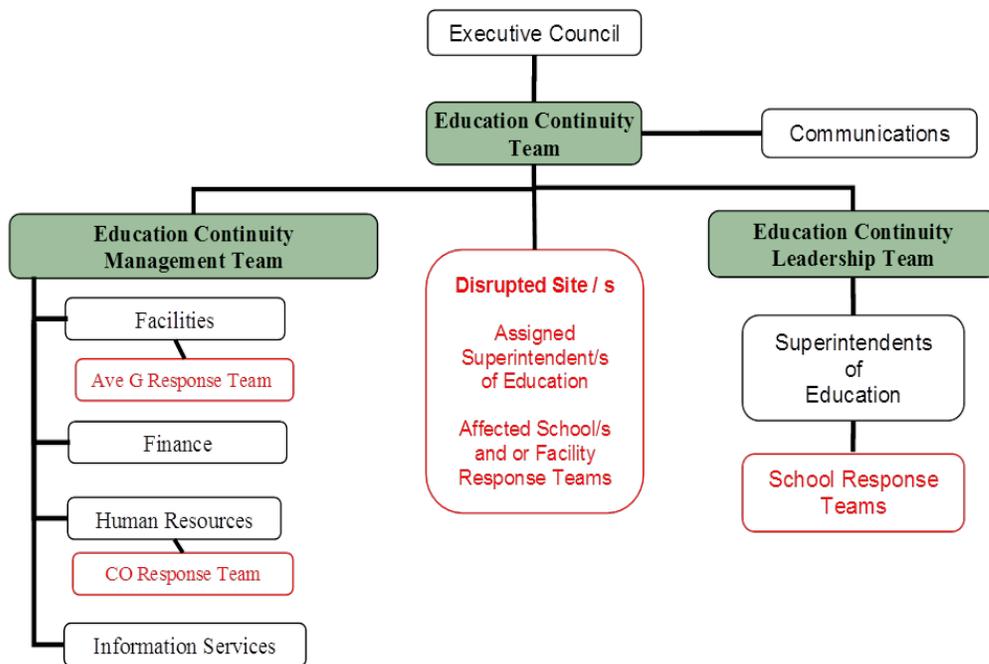


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2. Saskatoon Public Schools ensures the continuity of leadership by establishing and communicating a clear primary and alternate team leader succession process. Each Education Continuity Team Leader and the Principal/Response Team Leader will identify his or her designated alternates at the beginning of each school year. Saskatoon Public Schools will endeavor to ensure that all Leaders will be trained and practiced in their respective roles.
3. The Deputy Director will ensure that the Education Continuity Plan (ECP) is maintained and current. The Business and Education Continuity Team Leads and Continuity Team Members will monitor the existing continuity and response plans to assess suitability, paying particular attention to changes in administration procedures, team structures, education delivery responsibilities and capabilities. Changes to the continuity plan structure, organization objectives and team responsibilities will require the approval of the Education Continuity Leadership Team.
4. The Continuity Team will maintain levels of awareness and competency required to achieve recovery tasks and meet essential activity recovery objectives within established timeframes. In order to assist them in meeting the responsibilities as outlined, training will be provided. To maintain this level of awareness and competency all emergency response plans and education continuity plans will be practiced and tested annually by all teams. Department/School Continuity Teams will be responsible for the development, implementation and maintenance of department/school continuity plans. Superintendents will ensure that school continuity plans are coordinated, maintained and current.
5. A component of Saskatoon Public Schools' Education Continuity Plan (ECP) is the division's Emergency Response Plan (ERP). The objectives of this plan are to:
  - Provide for the safety of students, staff, visitors and building occupants while attending our schools or facilities.
  - Document procedures to facilitate decision making and outline roles and responsibilities.
  - Educate building occupants so that emergency response actions can be accomplished in a safe, rapid and orderly manner.
  - Educate occupants on post emergency response procedures.
  - Describe immediate communication procedures.
  - Complement and support division and school-based EC plans.



### SPS Emergency Response Command and Control Structure



6. Ideally prevention is the best defense against the occurrence of a disruptive event, but an ERP is critical in all situations to guide responses, coordinate actions and minimize the disruptive and negative impacts resulting from an event.
7. Saskatoon Public Schools' ECP and ERP plans have been developed with intra-organizational and interagency collaboration in order to benefit from expert advice, knowledge of best practices and to secure expected and coordinated responses. A few of the prominent agencies with which Saskatoon Public Schools has collaborated include: Saskatoon Police Service, Saskatoon Fire and Protective Services, City of Saskatoon Emergency Measures Organization and the Saskatoon Health Region.
8. The effectiveness of our response to an event depends upon well-defined procedures and the preparedness of staff to implement those procedures. Employees of Saskatoon Public Schools are expected to be familiar with the Division ECP and ERP. Each school/facility is to have a well defined and aligned school/facility-specific response plan.
9. Therefore the Team Leader shall:
  - 9.1 establish on a yearly basis a school/facility-based Response Team charged with the responsibility to develop, review, revise and implement emergency plans and ensure that the plans are based on the administrative procedures, guidelines and templates outlined in Saskatoon Public Schools' *Emergency Response Plan*. This team must include the building operator, administrative support staff, and teachers and include at least one representative from the local Occupational Health and Safety Committee.



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- Response Teams are encouraged to invite School Community Council involvement in the review process if deemed appropriate, students may also be involved in the process.
- 9.2 establish on a yearly basis a school/facility-based Continuity Team charged with the responsibility to develop, review, revise and implement Education Continuity Plans.
  - 9.3 ensure that school/facility-based Emergency Response Plan and the Education Continuity Plan are communicated to all stakeholders.
  - 9.4 exercise the Emergency Response Plan and Education Continuity Plan so that all stakeholders are aware of, and able to respond with, the appropriate responses.
10. In the event that an emergency, disaster, crisis or tragic event occurs, Team Leader shall follow the procedures outlined in the Response Plan. This includes calling appropriate First Responders (i.e. Saskatoon Police Service, Saskatoon Fire and Protective Services, ambulance services), informing their Superintendent of Education/Deputy Director and if necessary following tragic events/TERT Procedure Guidelines and accessing TERT resources.
  11. The Team Leader will work closely with the appropriate Superintendent and the Communications Officer in the development of a communication plan in response to a disruptive event. Every effort will be made to provide students, parents and guardians, staff and other stakeholders with prompt and accurate information.
  12. Following an impact assessment, the Education Continuity Leadership Team will determine if the implementation of an Education Continuity Plan is required and if so the Team Leader will implement school/facility-based Education Continuity Plan.
  13. Following a disruptive event, the Team Leader will prepare an incident report that describes the emergency, disaster or crisis, the actions taken, and the required follow-up. This report will be reviewed by the school's Superintendent of Education and the Education Continuity Leadership Team to assess any required changes to school response plans and division protocols.

Reference: Education Act: Section 85 (w)  
SPS Risk Assessment (2009)  
SPS Tragic Event Procedural Guidelines  
SPS Tragic Events: A Resource Guide for Schools  
SPS Education Continuity Plan  
SPS Emergency Response Plan  
Administrative Procedure 310: Safety  
Administrative Procedure 313: Fire Safety  
Administrative Procedure 364: Canadian Flag Procedures and Protocol  
Administrative Procedure 365: Memorials and Memorial Services  
Administrative Procedure 367: Student Bullying and Harassment

Date Last Revised: June, 2014