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A Guide for School Board Education Continuity Planning

by
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This resource outlines considerations and guidelines to assist school boards in business continuity planning. Included in the report are:

- ✓ Information regarding the rationale for business continuity planning.
- ✓ Options to be considered.
- ✓ Suggested strategies.

Research Report #08-08

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Acknowledgement

This document was developed through collaboration and valuable input from a number of sources. We would like to acknowledge their participation and affirm their permission to adopt their ideas and processes.

- Saskatoon Public Schools Education Continuity Management Team
- Saskatchewan School Boards Association, Pandemic Preparedness Plan
- Bridges Consulting Group Ltd. – Risk and Continuity Planning Services
- The Business Continuity Institute (The BCI) – Good Practice Guidelines 2007
- Government of Saskatchewan Business Continuity Planning Guide and Workbook 2006
- Saskatoon Health Region Pandemic School Health Guide and Pandemic Fact Sheet
- University of Saskatchewan, Pandemic Influenza Preparedness Planning Guide

Table of Contents

Introduction and Overview	1
1. Education Continuity Plan (ECP) Objectives	1
2. The Education Continuity Lifecycle includes:	1
3. ECP Scope	1
Strategic Planning Considerations	2
4. Executive Council responsibilities.....	2
5. Disruptive event definitions.....	2
6. Recovery Time Objectives (RTO).....	3
7. Emergency Response Plan.....	3
8. Accountability, Roles, Responsibilities and Authority.....	3
10. Succession plan.....	7
11. Communications and Warnings.....	8
Operational Procedures.....	8
12. Disruption assessment.....	8
13. Continuity plan activation.....	10
14. Continuity teams	13
Supporting Procedures.....	13
15. Facilities.....	13
16. Financial Management.....	14
17. Human Resource Management.....	14
18. Information Systems	15
19. Vital Equipment.....	15
20. Vital Records	16
Maintenance and Testing Procedures	16
21. Maintenance Responsibilities	16
22. Activity schedule and triggers	16
23. Plan Exercise and Testing.....	17
24. Exercise activity schedule and triggers.....	17
25. Lessons learned.....	18
ECP Annex.....	Error! Bookmark not defined.
Annex A – Team Contact Information	Error! Bookmark not defined.
Annex B - Table of Critical Activity and Resources.....	Error! Bookmark not defined.
Annex C – Maintenance and Exercise Plan.....	Error! Bookmark not defined.

Introduction and Overview

1. Education Continuity Plan (ECP) Objectives

Education continuity management includes the processes, procedures, decisions and activities to ensure that school divisions can continue to function throughout disruptive events such as an emergency, a disaster or a crisis. The EC program includes an ongoing process of risk assessment and management. While the likelihood of a business disruption or disaster occurring is uncertain, we intend to have the capability to continue to provide essential services and to ultimately resume the delivery of all of our educational services.

School divisions are particularly committed to ensuring that they have the capabilities to:

- Attend to student and staff safety and well-being,
- Continue essential critical activities in the event of a disruption,
- Ensuring that we have sufficient capacity to sustain our essential critical activities, and
- Recover completely from a disruption and return to the “new normal” delivery of educational services.
- Review, maintain and enhance our Education Continuity Plan capability.

2. The Education Continuity Lifecycle includes:

- Planning and Preparation - the preparation of a proactive ECP plan designed to respond effectively to disruptive events that have the potential to interrupt education continuity.
- 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.

3. ECP Scope

a. The Education Continuity planning process:

- identifies educational activities that are essential,
- identifies potential impacts that affect essential activities,
- provides a framework for building resilience, and
- creates effective responses that will safeguard our students’ learning, our people, our organization and our community

b. This Education Continuity Plan (ECP) is based on recovery objectives that were developed through an impact assessment process. It is designed to provide a coordinated and practiced response to enhance our efforts in controlling the impacts of disruptions and continue to conduct our essential critical activities.

c. The plan also details the processes and principles for dealing with a number of key issues, such as employee and student support, key supplier agreements, internal and external communications.

- d. The ECP is not a step-by-step set of actions that must be rigidly followed. It is intended as a coordinated and practiced guide, designed to assist managers and leaders in their response to disruptive events and situations.
- e. While the plan assigns roles, it does not replace or suspend day-to-day responsibilities and authorities. During recovery and resumption operations, decisions must be made by executive management, based on the nature of the event and in the best interests of our staff, students and partners.
- f. Division Superintendents, Managers and Coordinators need to be conversant with the overall structure and design of the plan. They are responsible for assessing the impacts of the disruption and they must maintain an awareness of the situation so that they can take the actions necessary to control the situation and enhance the recovery efforts of their team.
- g. This ECP describes:
- roles, responsibilities and authorities during disruptive events,
 - plans and procedures for responses to a disruption at the strategic executive management level, the operational department level and the tactical branch and school levels,
 - plans and procedures to ensure support and communication to staff, students, parents, partners and the community during the response and recovery process,
 - responsibilities for the recovery of each essential critical activity, and
 - key personnel, vital records and resources required to ensure the continuation of essential critical activities.
- h. There are management activities that, while they influence and support education continuity, are considered to be outside the scope of the responsibility assigned to the continuity planning and coordination team. These activities include:
- financial management policies and procedures,
 - human resource policies,
 - information and records management policy and procedures,
 - occupational health and safety programs, and
 - security procedures and plans.

Strategic Planning Considerations

4. Executive Council responsibilities include:
- Designation of continuity plan ownership and delegation of authorities.
 - Approval of disruptive event escalation procedures.
 - Disaster declaration and plan activation.
 - Approval of infrastructure and facility replacements required as a result of a disruption.
 - Approval of contracts and agreements that are outside the continuity plan requirements.
 - Risk control options that involve the changing, suspending or terminating an essential critical activity.
5. Disruptive event definitions.

- a. 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.
 - b. 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.
 - c. Crisis - a situation or event that, in the extreme, appears to overwhelm or has the potential to overwhelm existing resources.
6. Recovery Time Objectives (RTO) describes the established maximum allowable down time of each essential critical activity or function. The example below provides a common ranking system:

- | | | |
|-----------------------------|--------------|-------------|
| a. <u>High</u> - Priority 1 | 0 to 2 hours | - Immediate |
| | 2 to 8 hours | - Today |

Essential activities that must be available and functioning immediately or the impact will definitely result in the loss of life, infrastructure destruction, loss of confidence and / or significant loss of regulatory compliance capability.

- | | | |
|-------------------------------|----------------|-------------------|
| b. <u>Medium</u> - Priority 2 | 8 to 24 hours | - Before Tomorrow |
| | 24 to 48 hours | - Tomorrow |

Essential activities that must be available and functioning within 48 hours or the impact will likely result in loss of life, infrastructure destruction, loss of confidence and / or significant loss of regulatory compliance capability.

- | | | |
|----------------------------|-------------|--------------|
| c. <u>Low</u> - Priority 3 | 3 to 5 days | - This week |
| | > 5 days | - This month |

Essential activities that must be resumed within 2 weeks or the impact could result in loss of life, infrastructure destruction, loss of confidence and / or significant loss of regulatory compliance capability.

7. Emergency Response Plan.

- a. Its objectives are:

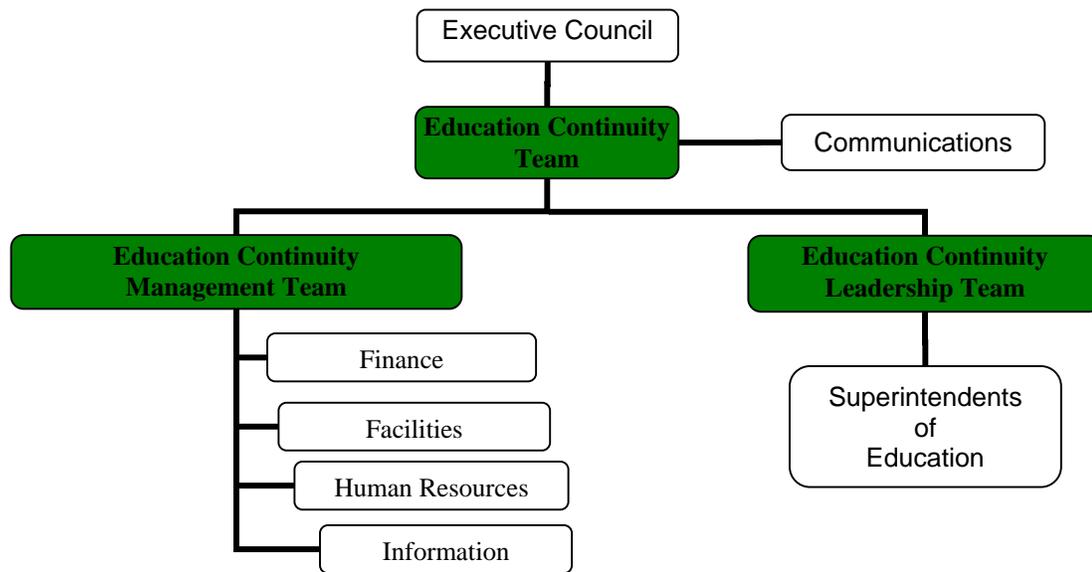
- Ensure the safety of students, staff, visitors and the community.
- Document procedures to facilitate decision making.
- Detail responsibilities.
- Educate building occupants so that emergency response actions can be accomplished in a safe, rapid and orderly manner.
- Educate building occupants on post emergency response procedures.
- Describe immediate communication procedures.
- Complement and support the Education Continuity Program.

- b. Each school and / or facility will have a designated emergency response leader. The escalation and reporting procedures are outline in paragraph 9 below.

8. Accountability, Roles, Responsibilities and Authority.

The Education Continuity Management Program is designed, developed, reviewed and maintained through the Executive Council collaborative process. In the event of a significant disruption the traditional collegial decision making process would be suspended and for the time of the continuity plan activation, replaced by the Education Continuity Team command and control structure.

a. Education Continuity (EC) Management Organization



b. Executive Council responsibilities include:

- Approval of the Education Continuity Management Program.
- Designation of continuity plan ownership and delegation of authorities.
- Resource allocation to support the Education Continuity Management Program and Plans.
- Approval of essential and critical activity designation.
- Approval of essential and critical activity priority order of recovery.
- Approval of strategic continuity responses.
- Approval of risk management control activities.
- Approval of program maintenance activities.
- Division internal and external communications.
- Approval of infrastructure and facility replacements required as a result of a disruption.
- Approval of risk control options that involve the changing, suspending or terminating an essential critical activity.
- Review of post event action reports and approval of corrective actions.

c. Education Continuity Team - responsible to the Executive Council for:

- Education Continuity Management Program development and implementation
- Continuity plan development and implementation.

- Development and implementation of continuity maintenance activities.
- Disaster declaration and plan invocation / activation of the ECP.
- Direction and co-ordination of event responses.
- Activation and implementation of the communications plan.
- Division internal communications.
- Coordination with EMO and First Responders.
- Development of post event action reports and recommendations for corrective actions.
- Development of program maintenance plan/s.

d. EC Leadership Team

- Division strategic continuity plan development.
- Support assigned school's continuity plan development and implementation.
- Disruptive event impact assessment and declaration / invocation recommendations.
- Direction and co-ordination of assigned school's disruptive event responses.
- School and Team internal communications.
- Support coordination between assigned schools and the First Responders.
- Support assigned school's continuity maintenance plan and activities.
- Development of post event action reports and recommendations for corrective actions.

e. EC Management Team – responsible to the Education Continuity Team Leader for:

- Education Continuity Management Program development.
- Division continuity plan development and implementation.
- Coordination and synchronization of Department continuity plans.
- Development of Division level risk register.
- Disruptive event impact assessment and declaration / invocation recommendations.
- Disaster declaration and plan invocation / activation of the Plan.
- Direction and co-ordination of Division disruptive event responses.
- Activation and implementation of the Division communications plan.
- Division internal and external communications.
- Coordination with EMO and First Responders.
- Development of post event action reports and recommendations for corrective actions.
- Development and coordination of Division continuity maintenance activities.

f. Superintendent, Manager or Coordinator - responsible to the Director for:

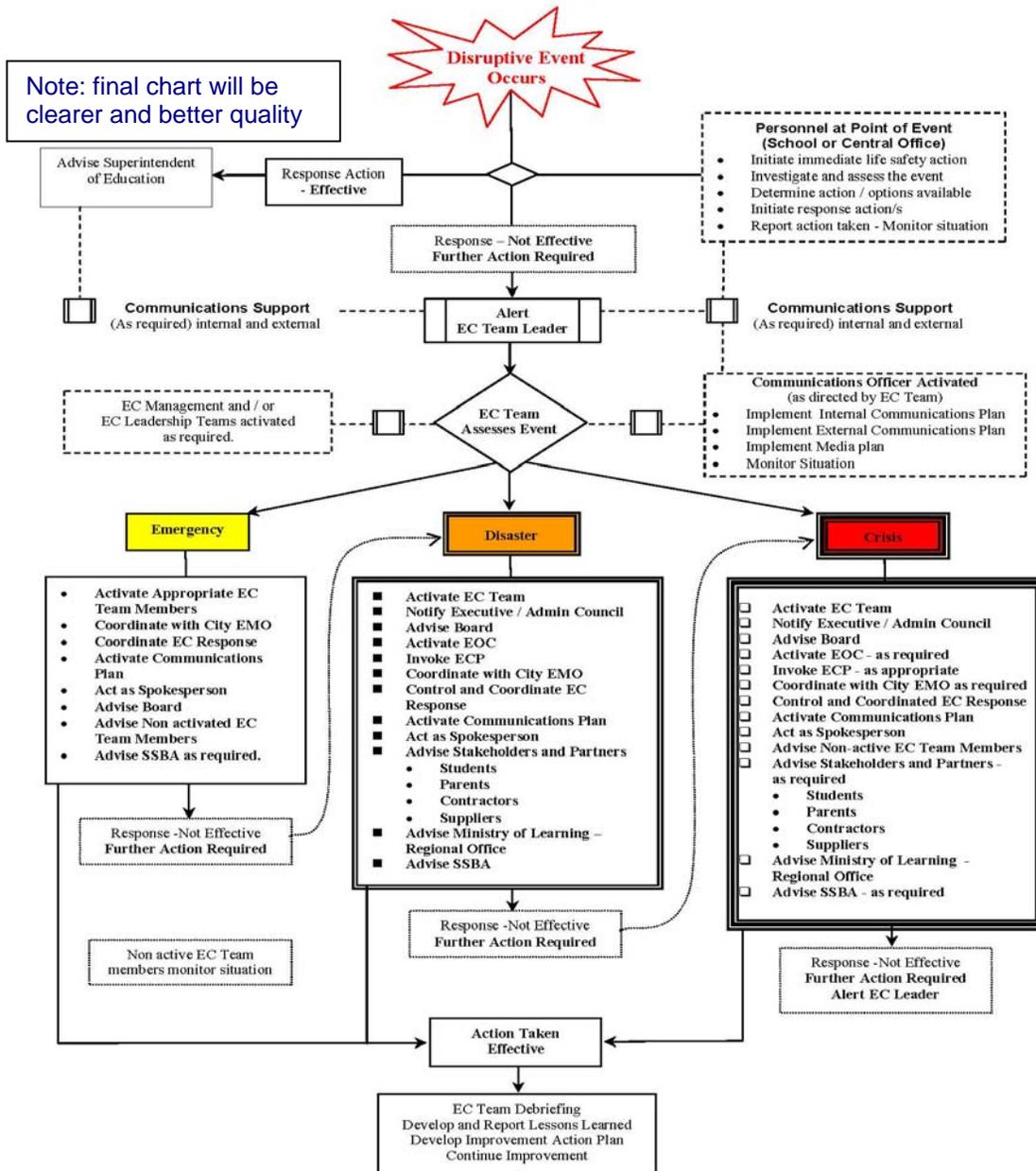
- Department continuity plan development and implementation.
- Development and upon approval implementation of Department continuity maintenance activities.
- Department level risk monitoring and control.
- Department level disruptive event impact assessment and development declaration / invocation recommendations.
- Activation of department response team/s.
- Direction and co-ordination of Department event responses.
- Activation and implementation of the Department communications plan.
- Department internal communications.
- Maintenance of department continuity plans.

g. Department / School Continuity Teams – responsible to department Superintendent / Manager for:

- Development and implementation of school emergency response plans.
- Development and implementation of school continuity plans.
- Risk monitoring and control.
- Activation of school emergency response plans.
- Disruptive event Impact assessment and reporting.
- Activation of continuity team.
- Recovery of assigned critical activities.
- Resumption of non-essential critical activities.
- Maintenance and rehearsal of school emergency response and continuity plans.

9. The following chart outlines the Disruptive Event Response and Escalation process.

Education Continuity Response Procedures



10. Succession plan.

a. School divisions must ensure the continuity of leadership by establishing and communicating a clear primary and alternate team leader succession process. If the Director of Education is absent or otherwise unavailable the order of succession will be as described below.

b. Names, phone numbers, and addresses are set out in the Team contact lists, Annex A.

- c. School divisions must ensure that all Alternate Leaders are fully trained and practiced in their respective leadership roles.

Continuity Team	Team Leader	Alternate Team Leader
Continuity Leader and Spokesperson	Director of Education	Deputy Director of Education
Education Continuity Team	Deputy Director of Education	
Communications Team	Communications Officer	
Education Continuity Management Team	Superintendent of Human Resources	General Manager of Information Services
Finance Team	Chief Financial Officer	Financial Analyst
Facilities Team	Superintendent of Facilities	
Human Resources Team	Superintendent of Human Resources	Principal on Assignment
Information Services Team	General Manager of Information Services	
Education Continuity Leadership Team	Manager, Facilities	Supervisor, North Facilities

11. Communications and Warnings.

- a. The designated spokesperson is the Director of Education.
- b. The designated alternate spokespersons are the Deputy Director of Education and *(insert position)*
- c. The Communications Officer is responsible for the development of internal and external core messages.
- d. Department Team leaders are authorized to communicate directly with schools, employees, suppliers and service providers.
- e. School representatives are authorized to communicate directly with on scene first responders and parents.

Operational Procedures

12. Disruption assessment.

- a. Each facility and/or activity site will have an assigned Emergency Response Leader. In the event of a disruptive event personnel at the point of the event will conduct an immediate assessment of the impacts on safety and essential critical activities.
- b. To start controlling the impacts of the event, personnel at the point of the event will:

- Initiate immediate life safety action.
- Investigate and assess the nature and extent of the disruption.
- Determine actions required and options available.
- Initiate immediate emergency response actions, as required.
- Report actions taken to the EC Management Team Leader.

c. At a minimum the disruption assessment will consider the capability and status of:

- people – staff, managers, specialist skills,
- equipment – workstations, telephones, photocopiers, fax machines, filing cabinets,
- technology (hardware and software) – computers, laptops, printers, servers, routers, management systems, office suite, specialty software,
- vital records (paper or electronic) – contracts, personnel records, health records, databases, management system files / applications, programs applications, and
- workspace and facilities – offices, classrooms, environment controls, security.

d. The immediate and continuing assessment of the event impacts will be reported directly to the EC Team Leader.

e. The EC Team leader will the continue the impact assessment and based on the scale of the event will:

- assemble the EC Management Team and / or the EC Leadership Team,
- activate the Communications Team as required,
- designate the event as an Emergency, Disaster or Crisis,
- activate the Division Emergency Response Plan or Invoke the Education Continuity Plan

Assessment and Reporting Checklist			
	Activity	Responsibility	Action
	Complete initial assessment of impact (High, Medium, Low)	Employee at the point	Report assessment to Department / Site Leader
	Complete detailed assessment of impact on department critical activities (H, M, L)	Department / Site Team Leader	Report assessment to Education Continuity Team (emergency, disaster, crisis)
	Activate Education Continuity Management and/or Leadership Team	Education Continuity Team Leader	Communicate situation analysis and impact assessment
	Complete detailed assessment of impact on Division essential critical activities	Education Continuity Team	Declare – disaster / crisis Activate Continuity Plan Notify Continuity Teams
	Recovery / Continuity Team activated	Department / Team Leader	Notify Team members
	Communications plan developed	Communications Team	Internal core messages External core messages
	Operations Center activation		
	Facility and Equipment plans activated	Education Continuity Management Team	
	Information technology, vital records and telephony plans activated	Education Continuity Management Team	

13. Continuity plan activation

a. Invocation - Notification

The Education Continuity Team will gather all available information regarding the event and assess the impacts of the disruption. The conclusions / findings could range from a short term significant impact on one of our critical functions to a long term impact on all school divisions essential functions.

Based on this assessment the Education Continuity Team Leader will, as the situation dictates, formally communicate the “**disaster declaration**” to invoke the business resumption plan.

The formal declaration of a disaster will initially be communicated to:

- The Education Continuity Management and Leadership Teams
- The Director of Education
- The Ministry of Learning – Regional Office
- Saskatchewan School Boards Association

b. Result of disaster declaration

The Education Continuity Team Leader’s decision to “**declare a disaster**” is also the decision to activate and invoke the emergency management and business resumption plans. Disaster declaration and plan invocation actions may include authority for:

- Recovery teams (RT) to be activated.
- Disruption Operations Centre (DOC) to be activated.
- Alternate work locations to be activated.
- Recovery equipment contracts to be invoked.
- Information technology, vital records and telecommunications recovery plans to be activated.

c. Priority Order of Recovery.

Priority H, M, L	Essential Critical Activity	RTO (time)	Responsible Team
<i>High</i>	Media access to the Division	0 – 2 hrs	Communications Team
	Public access to the Division via phone		Communications Team
	Activate EC Team		EC Team Leader
	Advise Board		EC Team Leader
	Complete initial situation and impact analysis.		EC Management Team
	Notify Executive Council - communicate analysis including recommendations.		EC Management Team
	Coordinate and lead Emergency / Disaster Response.		EC Management Team
	Activate Internal Communications plan		EC Management Team
	Reception - Public access and information		HR Team

Priority H, M, L	Essential Critical Activity	RTO (time)	Responsible Team
	LDAP Management		IS Team
<i>High</i>	E-mail updates to trustees	2 – 8 hrs	<i>Communications Team</i>
	Ability to issue news releases and media advisories		<i>Communications Team</i>
	Ability to hold news conferences		<i>Communications Team</i>
	Ability to upload key messages and event updates to Division's public website		<i>Communications Team</i>
	SPS Spokesperson		<i>EC Team</i>
	Development and deliver key messages to external audiences.		<i>EC Leadership Team / Communications Team</i>
	Assess employee and student wellness and coordinate assistance		<i>EC Management Team</i>
	Activate EOC as required		<i>EC Management Team</i>
	Invoke ECP		<i>EC Management Team</i>
	Activate Internal and External Communications Plan		<i>EC Management Team</i>
	Control and Coordinated EC Response		<i>EC Management Team</i>
	Email capability		<i>IS Team</i>
	Education Continuity (emergency and crisis response)		<i>EC Team</i>
	Transport Students		<i>Finance Team – Transportation</i>
<i>Medium</i>	Ability to upload key messages & updates to Division's intranet/portal for all staff	8 – 24 hrs	<i>Communications Team</i>
	Synervoice message system for parents/guardians		<i>Communications Team</i>
	Ongoing external communications		<i>EC Leadership Team</i>
	Conduct detailed and ongoing impact analysis		<i>EC Management Team</i>
	Payroll		<i>HR Team</i>
	Substitute Deployment		<i>HR Team</i>
	Phones - Paging		<i>IS Team</i>
	Maplewood Student Information Systems		<i>IS Team</i>
	ADS		<i>IS Team</i>
	Intranet		<i>IS Team</i>
	Transportation		<i>IS Team</i>
	Public Web Pages		<i>IS Team</i>
	Maintenance of schools		<i>Facilities Maintenance Team</i>
	office for staff, critical repairs, elevators boilers etc.		<i>Facilities Maintenance Team</i>
	Replacing caretakers who are ill, subs		<i>Facilities Maintenance Team</i>
	Building controls, Metesys		<i>Facilities Maintenance Team</i>
	Transportation contract		<i>Finance Team –</i>

Priority H, M, L	Essential Critical Activity	RTO (time)	Responsible Team
	fulfillment		<i>Transportation</i>
<i>Medium</i>	Leave Approval	<i>24 – 48 hrs</i>	<i>HR Team</i>
	Rentals of schools		<i>Facilities Maintenance Team</i>
	Internet Access		<i>IS Team</i>
	Antivirus system		<i>IS Team</i>
	Payroll System		<i>IS Team</i>
	Backup Systems		<i>IS Team</i>
	Teaching and Learning Portal		<i>IS Team</i>
	Blackboard - Distance Ed.		<i>IS Team</i>
	Central File Storage		<i>IS Team</i>
	Security Cameras		<i>IS Team</i>
	Network Monitoring		<i>IS Team</i>
	Security Monitoring		<i>IS Team</i>
<i>Low</i>	Review capabilities and define new state mission critical activities	<i>3 – 5 days</i>	<i>EC Leadership Team</i>
	Support and sustain EC recovery actions		<i>EC Management Team</i>
	BAS- Financial accounting system		<i>Finance Team</i>
	BMR- on line budget inquiry access		<i>Finance Team</i>
	FRW- Financial report writer and report inquiry		<i>Finance Team</i>
	On-line purchasing program- on-line ordering system for wide variety of product ordered from many different suppliers		<i>Finance Team</i>
	Mileage program- mileage reimbursement program		<i>Finance Team</i>
	Online Application System		<i>HR Team</i>
	Human Resources/Financial		<i>IS Team</i>
	Online Teacher Application		<i>IS Team</i>
	Staff Mileage Application		<i>IS Team</i>
	School File Storage		<i>IS Team</i>
	Online Purchasing		<i>IS Team</i>
	Technical Support Desk		<i>IS Team</i>
	Secondary School staffing		<i>EC Leadership Team</i>
	Transport Students - Bus and taxi contractors		<i>Finance Team – Transportation</i>
	Transport Students - Special		<i>Finance Team – Transportation</i>
	Staffing Notification System		<i>HR Team</i>
<i>Low</i>	Destiny Library System	<i>> 5 days</i>	<i>IS Team</i>
	Finance System		<i>IS Team</i>
	recording Leaves vacation illness, union WCB		<i>Facilities Maintenance Team</i>
	School C&I support		<i>EC Leadership Team</i>
	Strategic Leadership - First Nations, Inuit and Metis		<i>EC Leadership Team</i>
	Communication with the Board's insurance broker		<i>Finance Team – Transportation</i>

Priority H, M, L	Essential Critical Activity	RTO (time)	Responsible Team

14. Continuity teams.

The essential critical activities and priority order of recovery that each department / branch is responsible for are detailed in Annex B, Table of Critical Activities and Resources.

Supporting Procedures

15. Facilities

a. In the event of a disruption and activation of the Continuity Plan there will be an urgent requirement for alternate work locations.

- The Facilities Team is responsible for acquiring and coordinating the occupation of alternate work facilities.
- The Facilities Maintenance Team is responsibility for inspections and damage assessment.
- The Facilities Maintenance Team is responsibility for coordinating the cleanup and repairs to damaged facilities and work areas.

b. Designated primary and secondary alternate work locations are:

Continuity Team	Primary Alternate Work Location	Secondary Alternate Work Location	Facility Provider / Landlord
<i>Education Continuity Team</i>	<i>EOC -</i>	<i>Alternate EOC -</i>	<i>Insert details</i>
<i>Education Continuity Leadership Team</i>	<i>EOC -</i>	<i>Alternate EOC -</i>	<i>Insert details</i>
<i>Superintendents of Education - Support</i>			
<i>Education Continuity Management Team</i>	<i>EOC -</i>	<i>Alternate EOC -</i>	<i>Insert details</i>
<i>Finance Team</i>			
<i>Facilities Team</i>			
<i>Human Resources Team</i>			

<i>Information Services Team</i>			
<i>Elementary Schools</i>	<i>Under development</i>		
<i>Secondary Schools</i>	<i>Under development</i>		
<i>Insert a row for each team identified in paragraph 4.4</i>			

- c. The Information Systems Team is responsible for coordinating alternate site configuration and connectivity. Each Continuity Team is to ensure that their alternate site requirements are correctly detailed in Annex B.

16. Financial Management

- a. In the event of a disruption and activation of the Continuity Plan there will be urgent purchases and expenses. The Finance Team is responsible for:
- advising the Continuity Team on legal and insurance issues related to the recovery process,
 - activating alternate methods for processing staff pay,
 - activating alternate accounts receivable processes - invoicing and collection,
 - activating alternate accounts payable processes - service provider payment,
 - communicating and coordinating with insurance company and adjustor/s,
 - accessing and coordinating the transfer of emergency funds,
 - documenting and reconciling continuity expenditures (example: purchases, hours worked, etc.)
- b. Project # *(insert financial management system identifier)* is established as the cost centre for the assignment of commitments related to a **“Declared Disaster”**. Allowable commitments and encumbrances include:
- information technology equipment lease and / or rental,
 - recovery travel and meal expenses,
 - alternate work space rental or lease,
 - vehicle rentals,
 - local purchase of office supplies and equipment.
- c. Commitments that exceed existing signing and commitment authorities must be submitted to the Education Continuity Team Leader for consideration and approval.
- d. The Finance Team is responsible for establishing and maintaining disruption service contracts and service level agreements with vendors.

17. Human Resource Management

- a. In the event of a disruption and activation of the Continuity Plan there will be urgent human resource related activities. The HR Team is responsible for monitoring risks related to employee well-being and position staffing.
- b. The HR Team is responsible for establishing the location and well-being of staff not accounted for immediately following a disaster and /or an evacuation.
- c. The HR Team maintains a staff information database that contains vital personal contact information (home address, emergency contacts and telephone numbers)
- d. The HR Team will provide guidance and direction on all matters regarding labour standards, employee benefits and pay related issues such as over-time, call-ins. The recording and tracking of employee hours is a (insert department) Team essential task.
- e. In the event of a “Declared Disaster” our policy with regards to time off is (insert reference or details). Communications with employees will be maintained through their respective team calling trees as well as an employee telephone hot-line and our website.
- f. The HR Team will coordinate initial and ongoing employee crisis and family support through group benefits and assistance program service providers.

18. Information Systems

- a. In the event of a disruption and activation of the Continuity Plan there will be an urgent need to access information systems, programs, applications and vital records. The IS Team is responsible for maintaining and recovering the computing and data systems.

b. The Priority Order of Recovery for systems and applications is:

Priority H, M, L	Critical System / Application	RTO (time)	Supported Team
<i>High</i>	<i>Describe essential activity</i>	<i>0-2 hrs</i>	<i>Insert the applicable activity owner</i>
		<i>2-8 hrs</i>	
<i>Medium</i>			
<i>Low</i>			

19. Vital Equipment

- a. In the event of a disruption and activation of the Continuity Plan there will be an urgent requirement for vital equipment and supplies. The (insert appropriate department) is responsible for the procurement of these items of equipment and office supplies.

- b. The vital equipment requirements are displayed at Annex B, Table of Critical Activities and Resources.

20. Vital Records

- a. In the event of a disruption and activation of the Continuity Plan there will be an urgent need to access and use electronic and paper based vital records. These records contain the information necessary to continue operations without delay under abnormal conditions, to recreate our legal and financial status and to preserve the rights and obligations of the Division, its employees and students.
- b. (Insert department) Team is responsible for identifying, classifying and recording the vital records that are fundamental to the functioning of the Division and its ability to govern in the event of a disruption.
- c. The IS Team is responsible for the protection, storage and recovery of electronic vital records.
- d. (Insert department) Team is responsible for the protection, storage and recovery of paper vital records.

Maintenance and Testing Procedures

Our business environments are dynamic and constantly subject to changes in people, process, risk and goals. Maintenance of the ECP must involve the interaction of a wide range of managerial and operational roles from both a business and technical perspectives. The objective of the maintenance program is to ensure that the plan is current, fit-for purpose and known.

The continuity maintenance plan has three components:

- a. Review the plan – audit and evaluation of procedures, capabilities and documentation.
- b. Exercise the plan – team and team member rehearsals, practises and testing of systems (technology) to demonstrate competence and capability.
- c. Resolve gaps and conflicts - corrective action to address identified deficiencies and initiate revisions to program plans.

21. Maintenance Responsibilities

- a. The ECP will be maintained by (insert position). Revisions and amendments can be made to the plan at any time.
- b. The (insert position) and continuity team leaders will continually monitor the existing continuity plan and response solutions to access suitability, paying particular attention to changes in administrative structures, changes within team structures, education delivery responsibilities and capabilities.
- c. Changes to the continuity plan structure, organization objectives and team responsibilities will require the approval of the Education Continuity Team Leader.

22. Activity schedule and triggers

- a. The ECP and department team plans will be reviewed on annual basis, by team leaders.

- b. An annual audit of the ECP and selected team plans will be conducted by (insert position). The schedule is attached at Annex C.
- c. Documentation and plan reviews are mandatory when:
 - there is significant change to the leadership or administration structure,
 - there is significant change to education delivery commitments,
 - there is a significant change in a risk exposure
 - there is a significant change in process, location or technology
 - there has been an emergency or disaster.

23. Plan Exercise and Testing

- a. Scope:
 - continuity leaders and team members will maintain levels of awareness and competency required to achieve recovery tasks and meet essential activity recovery objectives within designed timeframes,
 - to attain this level of competency, team responsibilities, processes and continuity response options will need to be practiced and tested annually by all teams.
- b. Exercises will be conducted as:
 - Tabletops,
 - walk-thoughts,
 - simulations,
 - technology tests, or
 - full operational disruption exercises.
- c. Exercise objectives will include:
 - to evaluate our current continuity capability,
 - to identify areas for improvement,
 - to provide information and instil confidence in exercise participants,
 - to develop team work,
 - to raise awareness of Education Continuity throughout the organization, and
 - to validate the effectiveness and timeliness of planned continuity plans and procedures.
- d. Responsibilities
 - the (insert position) is responsible for designing, scheduling and facilitating exercises and tests,
 - team leaders should conduct team practice sessions to maintain familiarity with the plan and facilitate regular reviews of procedures and documentation, with the results submitted to the Education Continuity Leader for review.

24. Exercise activity schedule and triggers

- a. Exercises, practice sessions and technology tests will be conducted during the (insert month) and / or (insert month) timeframes. The schedule is attached at Annex C.

- b. An annual unannounced exercise of selected team plans will be conducted by (insert position).
- c. Exercises and practice sessions are mandatory when:
 - there is significant change to the leadership,
 - there is significant change to essential activity responsibilities,
 - there is a significant change in a risk exposure,
 - there is a significant change in process, location or technology
 - there has been an emergency or disaster.

25. Lessons learned

- a. Lessons learned, observed plan discrepancies and identified gaps will be documented by (insert position) and distributed to teams for their information and appropriate resolution.
- b. Records of results will be retained to establish a history of these activities for long term reference and comparative analysis of results from session to session.
- c. Team Leaders are responsible for resolving gaps identified within their sphere of responsibilities and influence. The (insert position) will monitor gap resolutions and recovery plan adjustments on an ongoing basis. The lessons learned and gap resolutions will be reviewed with team leaders prior to the next scheduled exercise.
- d. Solutions or plan adjustments that may result in a change in responsibilities, a change in capabilities or that involve a significant financial commitment will be submitted to executive for review and approval.