



EMERGENCY MANAGEMENT RESPONSE AND RECOVERY PLANNING GUIDE



Acknowledgements and Key Contributors

The B.C. Public Post-secondary Education Sector: *Emergency Management Response and Recovery Planning Guide* is a document developed in collaboration with subject matter experts from the B.C. Post-Secondary Emergency Planners group, Ministry of Advanced Education and Skills Training (AEST) and other partners. Special thanks are listed below to the following working group members and reference contacts for their involvement and significant contributions.

Send questions and comments to AEST's Business Continuity Advisor via [this link](#).

This guide and related templates are available for download on the provincial government [web site](#). The online version of this publication is the official version.

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Preface

Emergencies are unpredictable and even though some events, such as wildfires and freshet are cyclical in nature, the scale and impacts vary. There is often little warning that an event, or a series of events may cause wide-spread disruption in lives and communities. British Columbia's Public Post-Secondary Institutions (PSIs) are major centres where people gather, making emergency preparedness critical to the well-being of students, faculty and staff.

The B.C. Post-Secondary Emergency Planner (BCPSEP) group and the Ministry of Advanced Education and Skills Training (AEST) collaborated in the creation of this Emergency Management Response and Recovery Planning Guide (PS-RRG) to assist PSIs with the development of their emergency management and business continuity programs. The information contained within this PS-RRG may be customized to accommodate the unique organizational structure, risks and hazards of individual institutions.

This PS-RRG is organised into sections and provides a consistent sector approach for planning, responding to and recovering from emergencies.

SECTION 1 INTRODUCTION provides background information and some key PSI 'duty of care' considerations for protecting students, faculty, and staff.	SECTION 2 EMERGENCY MANAGEMENT PLANNING IN BRITISH COLUMBIA provides an overview of the Provincial structure and other models PSIs may consider incorporating into their Emergency Management program.
SECTION 3 DEVELOPING A POST-SECONDARY EMERGENCY PROGRAM contains guidance to prepare for and respond to emergency situations.	SECTION 4 POST-SECONDARY RECOVERY introduces "the five aspects of recovery" that PSIs should incorporate into their overall Emergency Management Program.

Introduction

Emergencies vary in size, scope, impact and intensity, ranging from small, localized incidents that might impact a single room or building, to a wide-area event resulting in casualties, loss of life, displacement of people, interruption of private and public services and extensive damage to infrastructure such as power, telecommunications, water and transportation routes.

The safety of students, faculty, staff and visitors is paramount; therefore, the public post-secondary sector is continuously working to manage the consequences of disasters by identifying and mitigating risks and developing strategies to effectively respond to and recover from all types of emergencies.

A catastrophic event may overwhelm the available local, regional, and provincial supports, requiring the PSI to provide resources to support response and recovery efforts. [The Emergency Program Act \[RSBC 1996\]](#) grants authorities the power to occupy and/or use resources required to respond, following the declaration of a Provincial State of Emergency.

If called upon, PSIs will be expected to support response and recovery efforts as a community resource providing supports such as reception centres, group lodging, food and medical services, cold storage/freezer facilities, shuttle services, vehicle parking and staging areas.

The Ministry of Advanced Education and Skills Training

During catastrophic events, AEST has a defined role in the [B.C. Earthquake Immediate Response Plan \(2015\)](#) and will work to support PSIs directly or via a liaison position with Emergency Management BC (EMBC)'s Provincial Emergency Coordination Centre (or Provincial Earthquake Response and Recovery Centre) where possible.

B.C. Public Post-Secondary Institutions

PSIs are key contributors to the economic and social success of a community. In a catastrophic event, PSIs may have critical resources such as labour force, equipment, and space that could be used in response efforts. Strategic planning and coordination among PSIs and community emergency program coordinators will aid community response and shorten recovery times.

Duty of Care

To ensure the safety of students, faculty, staff and visitors, PSIs must be in compliance with all relevant legislation including but not limited to:

- ▶ [Occupiers Liability Act](#)
- ▶ [Workers Compensation Act, and](#)
- ▶ [Occupational Health and Safety Regulation](#)

In addition to these statutes, PSIs are challenged with balancing privacy and undertaking search and seizure actions when protecting health and safety as per the following:

Life Trumps Privacy¹

In a joint news release in May 2008, the Privacy Commissioner of British Columbia and the Information and Privacy Commissioner of Ontario clarified an important principle for post-secondary institutions. The case that triggered the Ontario and BC Privacy Commissioners to issue a news release involved a Carlton University student, Nadia Kajouji, who committed suicide. University officials knew of her situation but did not report it to her parents or others.

They wrote:

If there are compelling circumstances affecting health or safety, or if an individual is ill, B.C.'s privacy laws allow disclosure to next of kin and others, including school officials and health care providers. Individual cases can be fuzzy, but if someone uses common sense and in good faith discloses information, my office is not going to come down on them. Privacy is important, but preserving life is more important.

Both Commissioners reiterated that such disclosure should not be considered routine but rather a necessary step to protect students in extraordinary circumstances.

The Supreme Court of Canada also ruled on the issue of the constitutionality of search and seizure in schools. In [R. v. M. \(M.R.\), 1998 CanLII 770 \(SCC\), \[1998\] 3 SCR 393](#), the court found that principals and school authorities, providing they were not acting as agents of the police, in other words, at the direction of the police, would be held to a different standard than exists in the criminal system.

¹ Adapted from Ministry of Education "Emergency Management Planning Guide for schools, districts + authorities" (2015)

The court wrote:

Teachers and principals are placed in a position of trust that carries the onerous responsibilities of teaching and of caring for the children's safety and well-being. In order to teach, school officials must provide an atmosphere that encourages learning. The possession of illegal drugs and dangerous weapons at school challenges the ability of school officials to fulfil their responsibility. Current conditions require that teachers and school administrators be provided with the flexibility needed to deal with discipline problems in schools and to be able to act quickly and effectively. One of the ways in which school authorities may be required to react reasonably is by conducting searches of students and seizing prohibited items. Where the criminal law is involved, evidence found by a teacher or principal should not be excluded because the search would have been unreasonable if conducted by police.

The permissible extent of the search will vary with the gravity of the infraction that is suspected. The reasonableness of a search by teachers or principals in response to information received must be reviewed and considered in the context of the circumstances presented including their responsibility to students' safety.



PSI administrators should be aware of safety and privacy responsibilities by reviewing the following guidance documents from the Office of the Information & Privacy Commissioner for British Columbia:

- ▶ [Guidance Document Disclosure of Personal Information of Individuals in Crisis \(Updated February 2022\)](#)
- ▶ [Guidance Document | FIPPA Section 25: The duty to warn and disclose \(December 2018\)](#)
- ▶ [Practice Tool for Exercising Discretion: Emergency Disclosure of Personal Information by Universities, Colleges and other Education Institutions. \(October 2008\)](#)

Roles and Responsibilities

The term responder has a broad definition and can include a passerby, volunteer, or someone with formal certification and employed to deliver emergency services such as police, firefighters, paramedics, medical doctors and nurses. It is critical that all responders operate within the bounds of their jurisdictional authority, regulations, and level of training and experience.

B.C.'s GOOD SAMARITAN ACT PROVIDES PROTECTION FROM LIABILITY FOR EMERGENCY AID UNLESS GROSS NEGLIGENCE FOR THOSE WHO ARE NOT EMPLOYED FOR THAT PURPOSE, OR DOES SO WITH A VIEW TO GAIN.



The following table provides additional details for various contributors within the Post-secondary sector.

<p>PSI Administration</p>	<ul style="list-style-type: none"> ▶ Employers are required under WorkSafeBC and Occupational Health and Safety Regulations to have and maintain emergency programs, resources and procedures. ▶ PSIs are expected to have an emergency management program, with dedicated staff, plans, training and volunteers to support emergency response and recovery. ▶ PSIs should expect to support community recovery efforts as a resource if called upon (support examples include providing space for reception centres, group lodgings, food and medical services, shuttle services, vehicle parking and staging areas). ▶ Impact assessments and situation reports must be provided to AEST if PSIs require ministry or provincial support.
<p>PSI Faculty, Staff and Students</p>	<ul style="list-style-type: none"> ▶ PSIs should expect to support community recovery efforts as a resource if called upon (support examples include providing space for reception centres, group lodgings, food and medical services, shuttle services, vehicle parking and staging areas).
<p>Local Authority</p>	<ul style="list-style-type: none"> ▶ Establishes and maintains an emergency management support organization. ▶ Appoints committees and a coordinator for the emergency management organization. ▶ Can delegate its jurisdictional powers and duties under a State of Local Emergency (SOLE). ▶ Prepares local emergency plans based on the hazards and vulnerabilities in their communities. <p><i>Additional information on Local Authority Emergency Management Regulations can be found at http://www.bclaws.ca/civix/document/id/lc/statreg/380_95</i></p> <p>PSI emergency program coordinators are encouraged to foster strong working relationships with their Local Authority Emergency Program Coordinators.</p>

First Responders

- ▶ Manage emergency operations at the site level via police, fire, ambulance, and other municipal/First Nations and/or regional agencies as required.
- ▶ Are responsible for activities including securing the perimeter, medical response, firefighting, and managing crowds or evacuation zones.

PSI emergency personnel are expected to work with first responders during emergencies. It is important to have established relationships with responders and local authority planners. Collaboration during pre-disaster planning and preparedness activities help establish these relationships.

Ministry of Advanced Education and Skills Training

- ▶ Activates ministry emergency/business continuity plans and liaises with the Government Services Branch of the Provincial Emergency Coordination Centre (PECC)/Catastrophic Emergency Response and Recovery Centre (CERRC).
- ▶ Activates a Ministry Operations Centre (MOC) to manage critical service recovery, gather situational understanding, and assess impacts to ministry business.
- ▶ Integrates response efforts through liaison(s) to the PECC/CERRC and/or PREOC as required.
- ▶ Provides a liaison to support the Emergency Support Services (ESS) Branch within the PECC, and/or the CERRC.
- ▶ Provides sector expertise and/or policy direction:
 - Supporting PSIs to meet the immediate needs of students, faculty and staff;
 - Consolidating impact assessments and situation reports of PSI facilities and services; and
 - Supporting coordination and access to PSI facilities and resources.

Emergency Management Planning in British Columbia

In British Columbia, the authority for emergency management planning, response and recovery is established by the following legislation and regulations.

- ▶ [Emergency Program Act \(1996\)](#)
- ▶ [Emergency Program Management Regulation \(1994\)](#)
- ▶ [Compensation and Disaster Financial Assistance Regulation \(1995\)](#)
- ▶ [Local Authority Emergency Management Regulation \(1995\)](#)

The *Emergency Program Act* grants authorities the power to occupy or use resources required to respond following the declaration of a Provincial State of Emergency.

In addition to these statutes, the [British Columbia Emergency Management System](#) is the Province's recognized guide for emergency preparation and management.

The British Columbia Emergency Management System (BCEMS)

BCEMS is B.C.'s adaptation of the internationally recognised Incident Command System (ICS) to command and control and is the standard for the Province.

BCEMS has been adopted by municipalities and agencies across British Columbia, helping to ensure a coordinated and organized approach to emergencies. It provides standardization, response goals, guiding principles and processes; emphasizing integration and partnerships at all levels.

This guide also references the BCEMS structure and [primary management functions](#) that promote collaboration among different agencies who may have little or no previous experience working together during a catastrophic event.

In order to effectively plan for emergencies, BCEMS lists eight response goals to guide decision makers in prioritizing response activities during the response and recovery phases of an emergency. The size and characteristics of an emergency event determine the proportional response and resources necessary.

**FOR SIMPLIFICATION,
BCEMS WILL BE
CONSIDERED SYNONYMOUS
WITH ICS THROUGHOUT
THIS DOCUMENT.**

BCEMS: Key Concepts

BCEMS Response Goals	Guiding Principles	Response Levels	Response and Recovery Phases
<ol style="list-style-type: none"> 1. Ensure the Health and Safety of Responders 2. Save Lives 3. Reduce Suffering 4. Protect Public Health 5. Protect Infrastructure 6. Protect Property 7. Protect the Environment 8. Reduce Economic and Social Losses 	<ul style="list-style-type: none"> ▶ Health and Safety ▶ Shared Responsibility ▶ All-Hazards Approach ▶ Collaboration and Engagement ▶ Common Approach ▶ Clear Communication ▶ Continuous Improvement 	<ol style="list-style-type: none"> 1. Site 2. Site Support 3. Provincial Regional 4. Provincial Central 	<ol style="list-style-type: none"> 1. Immediate Response 2. Sustained Response 3. Recovery

PSIs ARE ENCOURAGED TO ADOPT BCEMS IN THEIR EMERGENCY MANAGEMENT PROGRAMS AND COLLABORATE WITH THEIR LOCAL GOVERNMENT(S) AND OTHER EMERGENCY MANAGEMENT STAKEHOLDERS IN B.C.



The Four Pillars of Emergency Management

Emergency management in British Columbia is guided by four pillars: Prevention-Mitigation, Preparation, Response and Recovery. BCEMS is often considered for response only; however, it is important to note that BCEMS can, and should, be applied to all four pillars in emergency programs.



[Source: image from https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/emergency-preparedness-response-recovery/local-government/hrva/guides/companion_guide_to_the_hrva.pdf]

The four pillars are defined as²:

- ▶ **PREVENTION AND MITIGATION:** Prevention and mitigation refers to actions taken to identify and reduce the impacts and risks of hazards before an emergency or disaster occurs.
- ▶ **PREPAREDNESS:** Preparedness increases the ability to respond quickly and effectively to emergencies and to recover more quickly from their long-term effects, and involves actions taken prior to an event to ensure the capability and capacity to respond.
- ▶ **RESPONSE:** Response refers to actions taken during or immediately after an emergency or disaster for the purpose of managing the consequences.
- ▶ **RECOVERY:** Recovery refers to actions taken after an emergency or disaster to re-establish or rebuild conditions and services.

2. [Source: [Public Safety Canada](#)]

Emergency Management Continuum and other resources

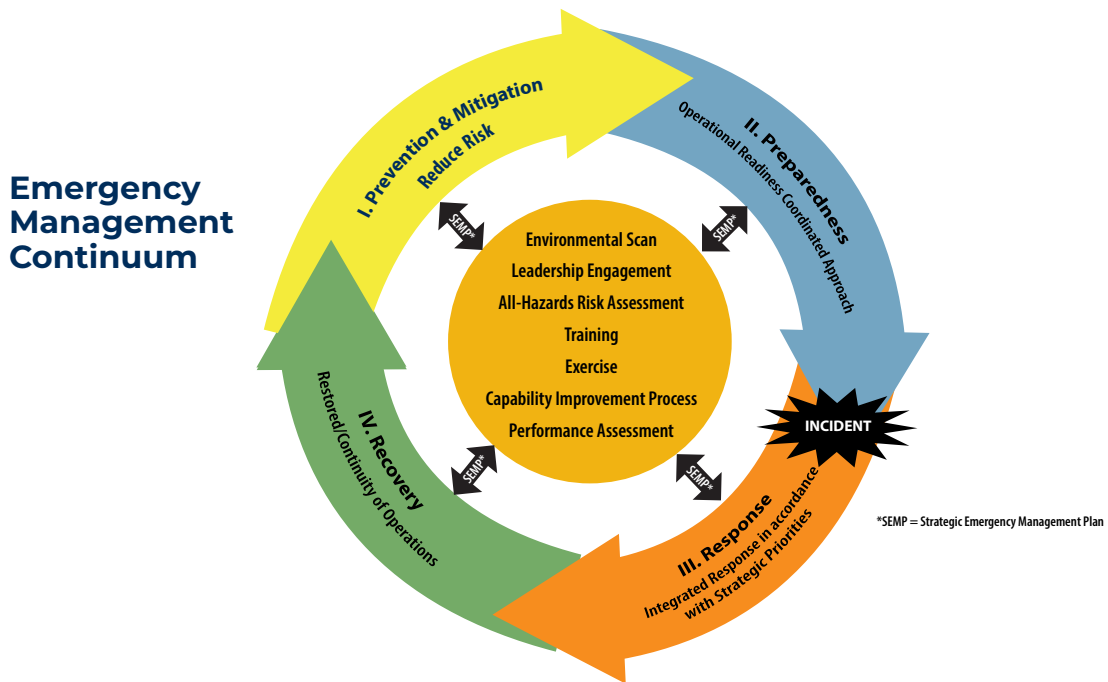
In addition to the BCEMS goals, PSIs may also refer to additional resources and guiding principles. Public Safety Canada's "[An Emergency Management Framework for Canada](#)" establishes a common approach for various federal, provincial and territorial emergency management initiatives including:

- ▶ Responsibility
- ▶ Comprehensive
- ▶ Partnerships
- ▶ Coherence of Action
- ▶ Risk based
- ▶ All-hazards
- ▶ Resilience
- ▶ Clear communication
- ▶ Continuous improvement
- ▶ Ethical

Emergency management involves not only the actual response to an emergency, but also a continuous process of planning, preparation, testing/practise and revision. It is a cyclical process of interdependent risk-based functions that can be undertaken sequentially or concurrently and are not independent of each other.

Emergency Management Continuum is depicted in the wheel diagram where all four risk-based functions of emergency management are interconnected and interdependent in a system from prevention and mitigation to preparedness, response and recovery. This system shows that an effective emergency management system ensures that prevention and preparedness efforts are in place to respond to and recover from an incident.

In the centre of the wheel are the main elements that influence the development of a Strategic Emergency Management Plan (SEMP). Those elements are as follows: Environmental Scan, Leadership Engagement, All-Hazards Risk Assessment, Training, Exercise, Capability Improvement Process and Performance Assessments.



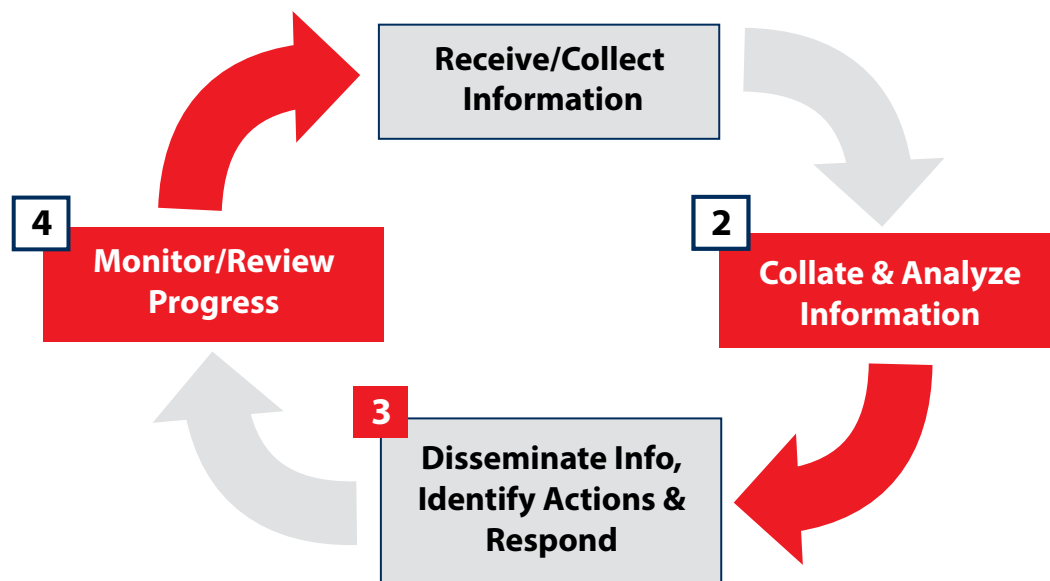
[Source: <https://www.combuilder.com.sg/emergency-management-with-scenario-planning-&-training>]

Plans must consider the specific characteristics of each PSI or campus. For example, rural PSIs may need to consider the distances separating campuses from student, faculty and staff member's homes as well as distances to emergency services and/or medical facilities. This could mean there is an expectation that the campus can provide extended support to those unable to leave the campus due to events like severe weather, road washouts and/or landslides.

Critical Information Gathering

Accurate and timely information supports immediate response priorities. Critical activities in the first hours and days following an emergency event are to save lives, provide Emergency Support Services (ESS) and mass care, obtain and share situational awareness, restore critical infrastructure and set the conditions to allow for co-ordinated sustained response and recovery efforts.

The figure below shows the information management process during the response phase.



[Source: https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/emergency-preparedness-response-recovery/embc/bcems/bcems_guide.pdf]

The decision to activate the appropriate response actions will be based on the analysis of the impact information received and may include:

- ▶ **ASSESS THE SITUATION:** Scale, severity, resources needed
- ▶ **ESTABLISH COMMAND:** Site Incident Commander takes control
- ▶ **DETERMINE AND ACTIVATE APPROPRIATE EMERGENCY RESPONSE:**
Refer to the [Develop Response Protocols](#) section of this PS-RRG for details
- ▶ **EXECUTE THE PLAN:** Put the plan into action- liaise with first responders
- ▶ **CONTACT PSI POLICY GROUP:** Alert PSI Emergency Response Teams as quickly as possible
- ▶ **MANAGE THE INCIDENT:** Focus on safety. Deploy human and other resources, manage evacuation
- ▶ **REVIEW:** Audit the response, consider what worked and what could be improved, and make adjustments



Developing a Post-Secondary Emergency Program

The following list identifies key outcomes that a comprehensive emergency program should include. The list is presented in a suggested order in developing the emergency program.

1. Establish an Oversight Committee
2. Develop a PSI (or campus) profile
3. Pre-assign roles & establish working group teams
4. Develop response protocols
5. Develop a communications plan
6. Develop a Business Continuity Plan (BCP)
7. Identify and resource necessary equipment and supplies
8. Conduct training and drills
9. Debrief and revise



Establish a PSI Oversight Committee

Bringing representatives from all areas of campus life into the planning process will be beneficial to understanding all potential impacts and will add expertise to the planning process.

Membership on the planning committee depends on the PSI's structure; however, broad representation could include:

- ▶ Policy Group senior member/designate
- ▶ Staff from each relevant department area such as (but not limited to) Security, Facilities, IT, Business Functions and Student Housing
- ▶ Faculty or Faculty Association
- ▶ Learning Support/Accessibility Office
- ▶ Indigenous Groups
- ▶ Student Associations
- ▶ Local Authority emergency management program

THE RESPONSIBILITY FOR SAFETY IS USUALLY DELEGATED TO THE PSI SECURITY MANAGER. ALTHOUGH THE OCCUPIERS LIABILITY ACT ASSIGNS A DUTY OF CARE TO THE "OCCUPIER" (e.g., PSI PRESIDENT AND BOARD), EVERYONE HAS THE ULTIMATE RESPONSIBILITY FOR THEIR OWN PERSONAL SAFETY.



Develop a PSI profile

Developing a PSI profile is critical to developing an emergency plan as the information will be used when completing a risk assessment and the development of mitigation and recovery strategies. Consider collecting the following information:

- ▶ PSI demographics, such as the number of students, faculty/staff, buildings, and proximity to hospitals
- ▶ Identify building tenant categories such as food vendors, daycares, community groups, fitness classes and include:
 - Names and contact information of tenants
 - Days and times of use
 - Identification of tenants requiring accommodation adjustments
 - Other relevant information
- ▶ Emergency or other key personnel contact information
- ▶ Floor plans showing potential hazards, evacuation routes, assembly areas, utility shut-offs, eyewash stations, supply stations, first aid, location and number/letter of entrances, etc.
- ▶ Map of the surrounding areas (Google maps or other programs are useful tools) showing any potential risks, hazards, evacuation routes and assembly/reunification areas

CONSIDER SHARING THE PSI'S PROFILE WITH LOCAL AUTHORITY EMERGENCY PLANNERS AS PART OF ONGOING COLLABORATION AND ENGAGEMENT.

[Appendix C: Threats and Hazards](#) provides the comprehensive list of all the hazards identified in the Province of B.C. [Appendix D: Conducting a Hazards Risks and Vulnerability Analysis](#) provides a toolkit for conducting a Hazards, Risks, Vulnerability Assessment (HRVA) that can be applied to PSIs, campuses, and/or buildings. This assessment will allow analysis of the highest risks that are present. HRVA's should be conducted on a regular basis (e.g., annually).

Pre-assign Roles & Establish Working Group Teams

As part of a team development approach, review [Form 1](#) to help identify staff best suited to fill functional roles. Note that the Incident Commander and Emergency Operations Centre (EOC) Director have discretion to delegate, reassign, or remove personnel during an incident.

- ▶ Assign personnel based on the skills, qualifications, and/or experience required (see Form 1).
- ▶ Review assignments regularly to address staffing and other adjustments.

Threat Assessment Team (TAT)

This section has been adapted from FEMA's [Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education](#).

Each threat incident must be treated as unique. The strength of the following model lies in the use of multi-disciplinary teams that investigate and evaluate all factors and contexts of the threat-maker's life and the specific incident of concern. A threat maker may not actually pose a risk to a target. Instead, the threat may be a cry for help. The challenge for the TAT is determining the true intentions of the threat-maker.

Each PSI should establish an institutional TAT team that includes designated resources in Security, Student Services, Human Resources, and the Registrar's Office. The PSI Security Manager typically leads and activates the TAT. The team will work collaboratively to make the best decisions with the information available. The senior management team must be informed whenever at TAT has been activated.

In alignment with the PSI profile, consider establishing additional incident working groups that would effectively support response and recovery efforts. These may include, but are not limited to international students, field programs, student housing, and other support teams.

Develop Response Protocols

Initial response procedures must be tailored to the needs of the PSI and be documented (along with awareness, training, and exercising discussed later) to provide clear direction and expectations. Consider the following list and determine which are applicable based upon the PSI profile.

- 1. BOMB THREAT/SUSPICIOUS PACKAGE:** This response should include package handling instructions for in and out-going mail, information gathering, threat assessment, and evidence preservation.
- 2. EARTHQUAKE (e.g., "DROP, COVER AND HOLD ON"):** This is the recommended immediate response for earthquakes that may be followed by a second response such as evacuation or shelter in place.
- 3. EVACUATION, ASSEMBLY/MUSTER, AND CHECK-IN:** An evacuation response may be required when a building or area becomes unsafe. The most common event requiring evacuation is fire, but it may be considered for other situations such as tsunamis, flood, hazardous materials or bomb threats.
- 4. HAZARDOUS MATERIAL/GAS LEAKS:** Includes measures for the safe identification, containment, isolation, neutralisation, and/or ventilation appropriate to the situation.

- 5. LOCKDOWN & LOCKOUT:** Lockdown is typically used in situations involving violent or dangerous behaviour to prevent intruders from entering occupied areas or when it is necessary to isolate building occupants from a danger outside or within the building. A lockout is used when it is necessary to secure a facility because there is a situation occurring outside. The exterior doors are locked and monitored to allow individuals to enter, but otherwise remain locked. Once inside, no one leaves. A police incident or wild animal could trigger a lockout. Confirm with local police when it is safe to lift the lockout.
- 6. PANDEMIC/COMMUNICABLE DISEASE PREVENTION:** Strategies and protocols developed in consultation with local Medical Health Authorities.
- 7. PROTESTS, RALLIES, AND MARCHES:** Actions should include strategies for crowd management when faced with legal activities and may include recommendations for maintaining peace and/or de-escalation.
- 8. RIOTS/CIVIL UNREST:** Responses may include crowd management and separation techniques as well as surveillance gathering and evidence preservation.
- 9. SEVERE WEATHER:** Protocols for unexpected or anticipated weather disruptions.
- 10. SHELTER IN PLACE:** A shelter in place order is used when personal safety is compromised if anyone exits the building. It is usually associated with an environmental hazard where hazardous materials are released into the atmosphere or the potential for human-wildlife conflict. Additional steps may be required to limit external air intake (i.e., turning off furnaces, air conditioning, closing fume hoods/exhaust systems and covering/taping windows).
- 11. VIOLENT INTRUDER (e.g., “RUN-HIDE-FIGHT”):** Strategies for escape, keeping targets and by-standers away, and applicable confrontation approaches for worst case scenarios.



Develop a Communications Plan

Communication is a vital component of emergency response and coordination. An emergency plan must describe how information will be communicated, what information is appropriate to be shared, when information will be distributed, and to whom the information should be directed.

- ▶ **INTERNAL COMMUNICATIONS** refer to communication directed to employees and/or faculty or within the PSI site and campus communities.
- ▶ **EXTERNAL COMMUNICATIONS** refer to communication with individuals or groups outside the PSI site and may include first responders, local authorities, business and community organizations, provincial agencies, and media. The external communications strategy should outline when, how and by whom information will be communicated.
- ▶ **FIRST RESPONDERS:** The Incident Commander will maintain communication with first responders throughout an emergency in order to report to the PSI's EOC.
- ▶ **FAMILY / RELATIVES:** The plan should specifically outline if, when, and how the PSI will communicate with family members during an emergency.
- ▶ **MEDIA:** The communication plan should specifically outline how media requests will be handled and who will act as a spokesperson. It is important to establish PSI media relation protocols and provide media training for the spokesperson. Social media handling is another critical component for external communications.

Trained communication professionals can advise on the most effective communication channels for the PSI. The communication plan should also consider protocols in the event of a power, mobile, network, and/or a landline disruption.

Develop a Business Continuity Plan (BCP)

The objective of a BCP is to restore critical functions following a significant disruption, within a predetermined period of time to avoid unacceptable impact consequences.

Additional information on business continuity program development can be found in [Appendix F: Planning Resources and Templates](#).

Identify and Resource Necessary Equipment and Supplies

Part of the planning process includes identifying, documenting, and procuring supplies needed for first aid, shelter, comfort and additional basic rescue needs. Adequate supplies should be available for incidents ranging from a few hours to a few days.

[GETPREPARED.GC.CA](https://getprepared.gc.ca) recommends everyone have an emergency kit that allows them to be self-sufficient for at least 72 hours.

Conduct Training and Drills

It is important that students, faculty and staff are aware of emergency plans and their role during an emergency. Awareness and training will promote calm and efficient responses during an actual emergency.

Drills comprise the practical implementation of training, putting theory into practice in a safe environment. The result is greater awareness, better understanding, improved capacity and reduced anxiety.

Where possible, co-ordinate exercises with local emergency responders such as police and fire departments.

- ▶ The British Columbia Fire Code requires that fire drills be conducted in accordance with their local authorities.
- ▶ The British Columbia Earthquake Alliance recommends that earthquake drills be conducted in accordance with their guidelines. PSIs should follow this guidance whenever possible.
- ▶ The RCMP recommends the K-12 school system employ two lockdown drills annually. The PSI sector should consider this standard.

Drills should include variations such as taking alternate routes if a usual route cannot be used. Other variations could include situations where students are not in the classroom, i.e., during lunch or class changes. PSIs are encouraged to involve stakeholders such as volunteers and first responders in these practices.

Debrief and Revise

To close the emergency response planning cycle, debriefing the event is important. Debriefing allows planners to improve mitigation, preparedness and response; and thereby, promote continuous improvement efforts. Debriefing is an important aspect of recovery and is to be conducted after both an actual emergency and following routine drills and exercises.

- ▶ Debriefing after a drill should take place as quickly as possible to ensure that the experience is fresh in people's minds; however, consider participant trauma and other psychological and physiological impacts prior to scheduling the debrief.
- ▶ Include all parties in a debrief session so that all perspectives can be considered.
- ▶ Consult with first responders or local authorities, if necessary, to gather information related to best practices.
- ▶ Revise the plan, as necessary, to improve the response for the next incident or drill.

Additional debrief considerations

- ▶ Conduct an annual review and update the emergency plan and site assessments
- ▶ Ensure required supplies and equipment are replenished
- ▶ Ensure that staff assignments are updated to reflect changes
- ▶ Arrange for faculty and staff training
- ▶ Ensure that new students, faculty and staff with special needs are appropriately accommodated

Debriefing and conducting After-Action Reviews (AARs) provide vital information to planners. It provides an opportunity to talk about the experience. This means that emotions will be very close to the surface. Care must be taken in deciding how the debriefing sessions will be characterized and facilitated. Employing the services of professionals may be necessary.

Also recognize that trauma can be felt throughout the entire community. Debriefing with those persons who were impacted by the emergency and those who were instrumental in the response is critical. The following links contain [provincial resources for conducting AARs](#) and [mental health support resources](#) available for students, faculty, and staff.

Additional Planning Considerations

Persons with Disabilities

Special needs planning requires extra consideration and support in the event of an emergency. Examples include:

- ▶ Caring for service animals
- ▶ Providing power for electrical devices such as respirators and wheelchairs
- ▶ Other considerations specific to individual needs
- ▶ [Mental health support resources](#)

The objective of the plan is to provide equitable access to safety and care. It is important to adapt plans for each identified individual and to keep those plans current.

Off-Site Activities

Students, faculty and staff may not always be on PSI property when an emergency occurs. PSI emergency plans should provide guidance, procedures and/or equipment for sponsored off-campus events.

Non-PSI Groups

PSIs often rent space to outside organizations, therefore, emergency plans need to consider how these groups should respond to incidents and emergencies.

Consider inviting facility users to PSI emergency planning sessions. Include the groups in training and debriefing sessions and keep them informed of any matters relevant to their presence on campus property.



Post-Secondary Recovery

The following extract from the Strategic Content section in the [AEST 2021/22-2023/24 Service Plan](#) outlines the importance of quickly recovering the post-secondary sector because of its role to the province and economy.

Underlying our work is the conviction that an inclusive, accessible, responsive and future-focused post-secondary education and skills training system, including the trades, provides pathways for British Columbians into good-paying, high-opportunity jobs and supports the economic recovery of our communities and province.

Another re-enforcing comment to recovering the post-secondary sector was included in B.C.'s Provincial Health Officer's March 8, 2021, letter to Post-Secondary Institution Presidents that emphasised mental health and other negative impacts that required a quick return to on campus learning.

My office and our medical health officers share your concerns about the wellbeing of young adults who are disproportionately affected by the pandemic, including worsening mental health, increased financial instability and diminished future prospects. We also acknowledge this has been a difficult and stressful time for faculty and staff. It is imperative to get back on campus for everyone's health and well-being.



Five Aspects of Recovery

The first four aspects of recovery have been adapted from *School Emergency Management: A Practical Approach to Implementation* by Jeff Kaye with Roy Hill and Blake Goetz (ISBN-10: 0988323117).

PSIs should develop recovery plans that ensure all five aspects are considered.

1. Emotional and Psychological Recovery: Responding to Trauma

Emotional and psychological recovery involves caring for the mental health of individuals who experienced or witnessed trauma as a result of an emergency, disaster or critical incident. A crisis response may be contained within the system where it occurs, and there may be adequate resources to respond. On the other hand, a traumatic event is often not contained where it occurs, and it affects multiple systems. There may be inadequate resources and outside support is needed.

Multiple terms are used, often interchangeably, to describe events that are traumatic. Terms such as crisis, tragic event, critical incident, traumatic event and trauma are just a few of the common expressions. These indicate that something has happened that would cause a state of mental, emotional and physical stress to individuals exposed to the situation.

PSIs will normally have access to critical incident teams when a traumatic event occurs. For most events the internal PSI supports will be adequate. PSIs may also request assistance from external consultants or employee benefits programs to provide the necessary qualifications and capacity required.

Another concern when planning for emergencies is consideration of the larger role a PSI can play in a community. In many cases, the post-secondary campus is the center of the community and is seen by the community as a place of refuge and support. In devastating situations, a community can become paralyzed by the extent of trauma. At these times, the PSI needs to embrace the community and work alongside organizations and individuals to help move the situation in a positive direction.

Finally, recognition must be given to the fact that some PSI staff may themselves be suffering severe trauma. Caring for those inside the system is also a responsibility that must be addressed.

2. Physical and Structural Recovery

Following a disaster, it may be necessary to repair or rebuild various PSI structures and other infrastructure. Delays in doing so can extend the emotional impact. Additional mental health support services may be required during reconstruction efforts.

Some reconstruction/repair cost funding may be available to the PSI under the provincial [Compensation and Disaster Financial Assistance Regulation](#) provisions under the *Emergency Program Act*.

3. Business Continuity Planning

A Business Continuity Plan (BCP) is activated when there is a significant disruption to operations. The intent of the plan is to ensure the continuation of critical services and functions following the initial emergency or threat. The BCP outlines steps and actions necessary to resume essential services as quickly as possible.

PSIs are not subject to provincial government BCP requirements and policy; however, the following link provides BCP program development guidance that PSIs may benefit from: <https://www2.gov.bc.ca/gov/content/governments/policies-for-government/core-policy/policies/business-continuity-management>.

4. Restoration of Academic Learning

A key component of the post-secondary sector is the education of students. The restoration of academic learning may involve temporary arrangements and special accommodations depending on the nature of the emergency. If the PSI cannot be opened in a timely manner, arrangements should be made to have students attend an alternate site, attend virtually or to connect with faculty and staff once or twice a week to pick up and drop off assignments. The intent is to minimize disruption to learning. This must be tempered, however, with a need to care for and attend to emotional well-being and this may delay a full return to routine.

5. Debrief and After-Action Reviews

Debriefing and conducting After-Action Reviews (AARs) provide vital information to planners. It provides an opportunity to talk about the experience. This means that emotions will be very close to the surface and care must be taken in how the debriefing sessions are characterized and facilitated. Employing the services of professionals may be necessary.

Also recognize that trauma can be felt throughout the entire community. Debriefing with those persons who were impacted by the emergency and those who were instrumental in the response is critical. The following link contains provincial resources for conducting AARs: <https://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery/local-emergency-programs/after-action-review>

Conclusion:

The BC Public Post-secondary Education Sector: Emergency Management Response & Recovery Planning Guide is a collaborative collection of content to help the reader understand the response and recovery planning development process for large-scale provincial emergencies.

The objective is to have plans in place that allow a return to normalcy following a significant disaster/event. This is not only important for PSIs, but also for the broader community as it encourages the re-establishment of routine (e.g., attending classes, going to work).

It cannot be overstated that PSIs must have regularly maintained and exercised response and recovery procedures that consider how to return the system back to a sustainable/normal state.

If you have a question or concern

Readers can submit questions or comments to AEST's Ministry Business Continuity Advisor at AEST.EM@gov.bc.ca.



Appendix A: BCEMS Response Levels and Tasks

There are four BCEMS levels that can be activated as necessary. PSI focus is at the Site and Site Support levels.

The higher levels are summarised below:

RESPONSE LEVEL	PRIMARY ROLE	SPECIFIC TASKS
Site	<p>Uses resources to solve problems arising from the emergency/disaster</p> <ul style="list-style-type: none"> • Responders at the site may come from various levels of government and from other stakeholders • Direction comes either from a single command or a unified command • Command is provided from a single on-site incident command post 	<p>Manages the tactical response to the emergency/disaster</p> <ul style="list-style-type: none"> • Takes responsibility for the safety and health of all those who are operating at the site • Evaluates risk on an ongoing basis • Determines the resources required to deal with the emergency/disaster
Site Support	<p>Supports and co-ordinates the overall emergency response activities within its geographical or functional jurisdiction. This level of support can be provided by one of the following:</p> <ul style="list-style-type: none"> • Department Operations Centre (DOC): Agencies that require unique functional support for their emergency activities may establish a DOC. A DOC is primarily concerned with supporting the emergency activities of the agency and ensuring that regular business activities continue. It can be established at the provincial, regional, or local level. For example, a local authority fire department may establish a DOC to respond to a specific emergency/disaster. Business and industry may also activate functional or geographic operations centres (e.g., Area Operation or Area Command Centre) 	<ul style="list-style-type: none"> • Maintains communication with the site level • Provides policy guidance • Co-ordinates the collection of situational awareness information and disseminates this information internally as well as with external stakeholders • Provides operational support (e.g., for evacuations) • Co-ordinates the local multi-agency support to the site level • Acquires and deploys additional resources obtained locally, from other EOCs, or from the provincial regional coordination level • Prioritizes and co-ordinates critical resources • Assists with media inquiries and responses

RESPONSE LEVEL	PRIMARY ROLE	SPECIFIC TASKS
<p style="text-align: center;">Site Support (cont'd)</p>	<ul style="list-style-type: none"> • Emergency Operations Centre (EOC): An EOC is set up off-site, ideally in a pre-designated facility, and is normally activated at the request of the incident commander or senior official. EOCs may be established by any level of government or the private sector to support the entire site or an individual agency • Regional Emergency Operations Centre (REOC): Local authorities or agencies may combine resources in an REOC. An REOC has the same function as an EOC, but allows for collaborative decision-making, co-ordinated resource requests, and prioritization of scarce resources between local authorities during regional emergencies/disasters. An REOC can also co-ordinate public messaging 	

PROVINCIAL REGIONAL COORDINATION LEVEL – When response requirements exceed the site support level, the Provincial Regional Emergency Operation Centre (PREOC) is activated to provide access to and coordination of provincial assets, specialists and information.

PROVINCIAL CENTRAL COORDINATION LEVEL – The Provincial Emergency Coordination Centre (PECC) leads the overall provincial government response and provides policy guidance and coordination support for the regional levels, manages the acquisition and deployment of provincial, federal and inter-provincial resources, and provides support to other provincial ministries.

Most emergencies will involve only the Site Operations and Site Support levels. Two scenarios are provided below for context.

Scenario 1

A small fire occurs in a classroom and is attended to by the local fire department. Students, faculty and staff are safely evacuated and return to the building within a short timeframe. This emergency does not involve support levels beyond the site level, though the institution may look to AEST for support in terms of financial assistance for repairs and reconstruction.

Scenario 2

An earthquake shakes the Lower Mainland during a weekday morning in November, causing differing levels of damage to buildings and knocking out many transportation and communication systems. PSIs across the area are impacted. Site Support level EOCs, including PSIs, municipal/local authorities, and higher levels of support are put into operation to provide support to the impacted sites.

Appendix B: Incident Command System (ICS)

The Incident Command System (ICS) is a standardized on-site management system designed to enable effective, efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.

The ICS is used to manage an incident and can be used equally well for both small and large situations.³

The ICS uses a team approach to manage critical incidents and provides a framework that outlines what should be done and who should be doing it. PSI responses are managed by following unified command structures that acknowledge the importance of collaborative control and decision-making. It provides a common language so that PSI emergency management officials and emergency responders can communicate and be understood during a critical incident. The ICS is designed to reduce the problems of miscommunication and to increase coordination during an emergency.

Unified Command is a team process, allowing agencies with primary responsibility for an incident to establish a common set of incident objectives or priorities at the site. The kind of incident, and the location of the incident, dictate the composition of the unified command. It is important to note that only key agencies with primary jurisdiction should occupy unified command positions.

Response Management Model

The BCEMS response management model for site and site support is based on ICS. Hence, response operations are guided by the following basic ICS concepts:

- Primary management functions
- Personnel accountability
- Modular organization
- Establishment and transfer of command
- Single command or unified command
- Unity and chain of command
- Management by objectives
- Action planning
- Manageable span of control
- Common terminology
- Communication and information management
- Comprehensive resource management

3. ICS Canada, <http://www.icscanada.ca/>

PRIMARY MANAGEMENT FUNCTIONS

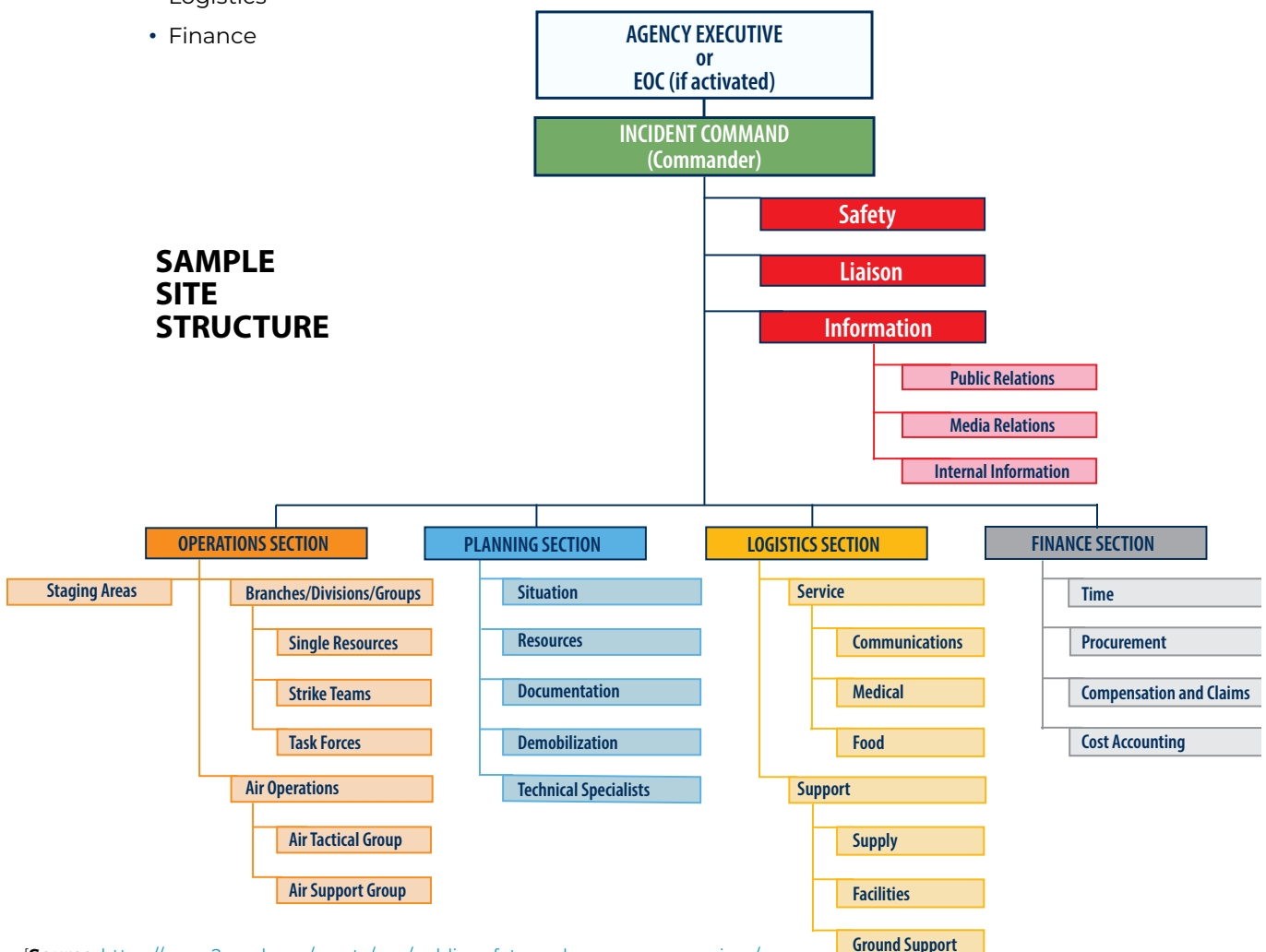


[Source: https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/emergency-preparedness-response-recovery/embc/bcems/bcems_guide_2016_final_fillable.pdf]

Whether at the site level or the site support level, the response structure is built around five primary management functions. These are:

- Command (site level)/management (site support level)
- Operations
- Planning
- Logistics
- Finance

SAMPLE SITE STRUCTURE



[Source: https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/emergency-preparedness-response-recovery/embc/bcems/bcems_guide.pdf]

Each function is assigned a standard colour for quick identification. These colours and the relationships between these functions are illustrated below, along with the respective duties and responsibilities:

OPERATIONS	PLANNING	LOGISTICS	FINANCE & ADMIN
<ul style="list-style-type: none"> • Ensure the safety of operational personnel • Establish the organizational structure within the operations function • Actively contribute to the development of operational objectives and strategies • Identify, direct and co-ordinate tactical operations (site level) • Support, co-ordinate, and assist with tactical operations (site support level) • Request (or release) resources as appropriate 	<ul style="list-style-type: none"> • Collect, evaluate and display information about the incident • Foster the development of common situational awareness • Develop action plans as directed • Conduct long-range planning and develop plans for incident demobilization • Prepare situation reports • Ensure documentation and data storage is organized 	<ul style="list-style-type: none"> • Obtain, maintain and track acquired personnel, facilities, equipment, and supplies • Co-ordinate closely with the operations function to obtain necessary resources and establish priorities • Ensure that critical resources are allocated according to approved plans • Provide communications resources and support • Provide resources, including food, lodging, transport service, etc. 	<ul style="list-style-type: none"> • Track, analyse, and report on financial projections and actual costs • Negotiate and monitor contracts and vendor agreements • Provide and maintain documentation related to reimbursement from third parties • Continuously monitor the effectiveness of the function and modify as required

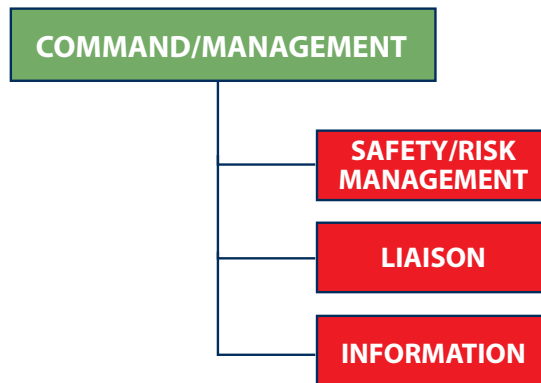
Command / Management

The command function consists of an incident commander (designated green) and the command staff (designated red) operating at the site level (Incident Command Post), while the management function consists of a director and the management staff operating at the site support (EOC level). At the site level, the leadership element is referred to as “command”. For site support, it is referred to as “management”, which conveys a leadership role that is focused on support, co-ordination, and strategic direction. The incident commander at the site and the director at the site support level are responsible for the following:

INCIDENT COMMANDER	EOC DIRECTOR
<ul style="list-style-type: none"> • Assuming overall responsibility for site level management of the incident • Determining incident objectives and strategies • Establishing an appropriate response structure/organization • Co-ordinating response activities with assisting agencies/organizations • Overseeing command staff functions (information, safety, and liaison) 	<ul style="list-style-type: none"> • Exercising overall management responsibility for activation, coordination, and demobilization of site support activities • Ensuring that sufficient support, policy advice, and resources are made available • Ensuring that appropriate staffing levels are established and maintained • Directing appropriate emergency (public/ stakeholder) information, risk management, and liaison actions

Both the incident commander and the director oversee the following command/management staff functions: information, safety/risk management, and liaison. As shown below, these staff functions are assigned the colour red for easy identification. These functions can be staffed with multiple officers depending on the scope of the emergency/disaster.

COMMAND MANAGEMENT FUNCTIONS



Adapted from BCEMS: https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/emergency-preparedness-response-recovery/embc/bcems/bcems_guide.pdf

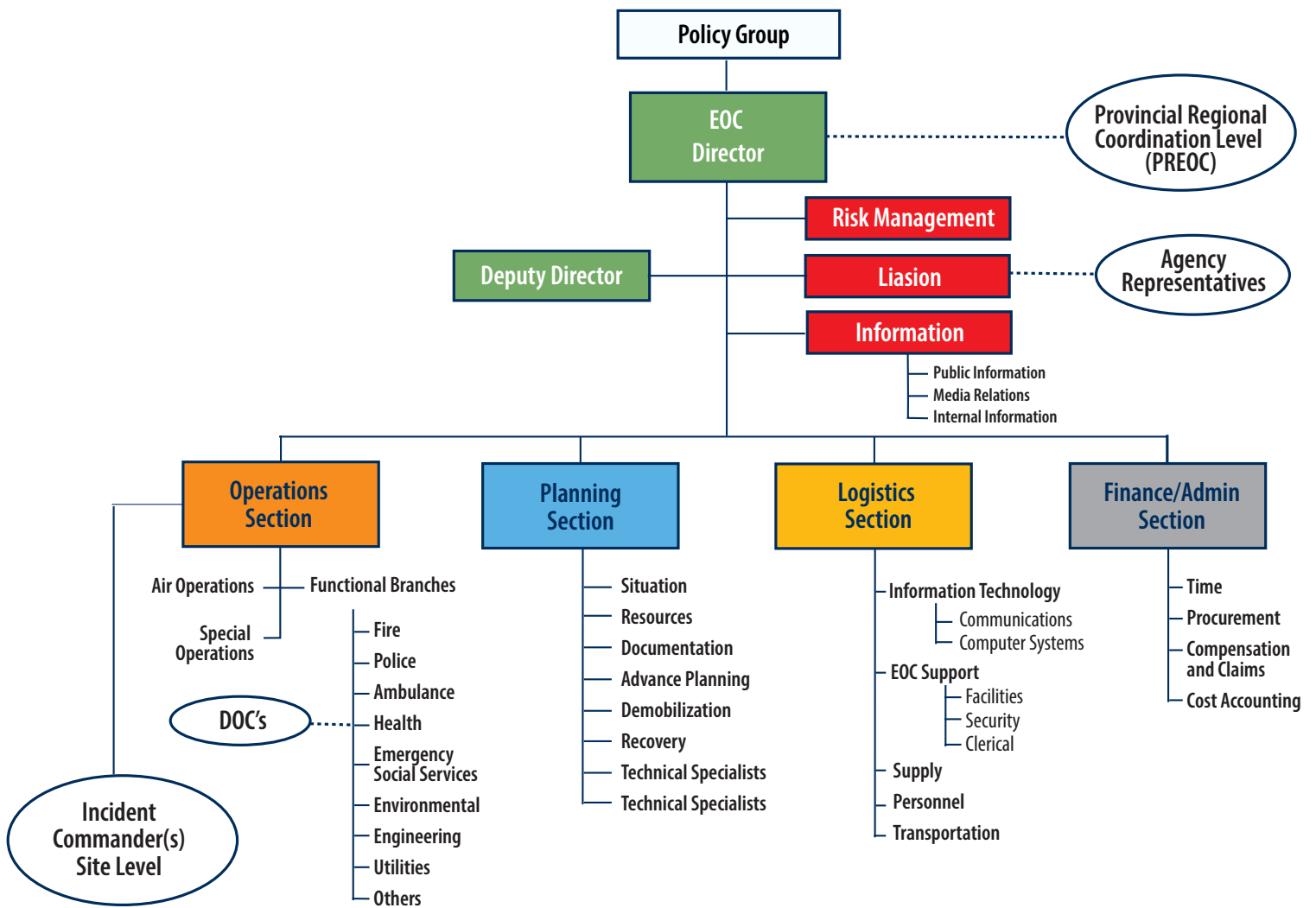
Each function, and corresponding officer role, has the following duties and responsibilities:

	DUTIES AND RESPONSIBILITIES (SITE LEVEL)	DUTIES AND RESPONSIBILITIES (SITE SUPPORT LEVEL)
Safety/Risk Management	<p>Safety</p> <ul style="list-style-type: none"> • Develop and recommend measures for ensuring personnel safety • Assess and/or anticipate hazardous and unsafe situations • Exercise emergency authority to stop and prevent unsafe acts • Develop worker care programs 	<p>Risk Management</p> <ul style="list-style-type: none"> • Ensure the implementation of safety measures and worker care practices • Ensure that risk management practices are applied throughout the EOC • Monitor situations for risk exposures and ascertain the probability and consequences of future events • Exercise authority to halt or modify any unsafe operations within or outside
Liaison	<ul style="list-style-type: none"> • Assist in establishing and coordinating inter-agency contacts • Maintain a point of contact for agency representatives from cooperating agencies • Monitor incident operations to identify current or potential inter-agency problems 	<ul style="list-style-type: none"> • Maintain a point of contact for and interact with agency representatives • Liaise with other EOCs and agencies/ departments not represented in the EOC • Provide information and guidance related to external agencies and organizations • Liaise and share information with local authorities, other EOCs, provincial and federal organizations
Information	<ul style="list-style-type: none"> • Ensure that information provided is complete, accurate, and consistent • Ensure that the organization has the capacity to receive and address public/ stakeholder inquiries • Provide information to the public/ stakeholders • Manage public/stakeholder relations • Provide information to the media and manage media inquiries and requests 	<ul style="list-style-type: none"> • Ensure that internal information is complete, accurate, and consistent • Serve as the coordination point for all public/stakeholder information, media relations, and internal information sources • Ensure that information provided to the public within the affected area is complete, accurate, and consistent

The key difference between functions and roles at the site level and site support level is the amount of resources available. At the site level, the Incident Commander can only work with what is available at the site. At the site support level, the EOC Director has access to additional resources that can assist and support the site level.

The names for the lead role at the site and site support level is another difference. At the site level, the Incident Commander has the highest level of authority. At the site support level, the comparative title to the Incident Commander is the EOC Director.

Emergency Operations Centre (EOC) Site Support Organization Chart



Appendix C: Threats and Hazards

British Columbia’s All-Hazard Plan can be found at <https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/emergency-preparedness-response-recovery/provincial-emergency-planning/embc-all-hazard-plan.pdf>.

The US Federal Emergency Management Agency (FEMA), in its publication [Guide for Developing High-Quality School Emergency Operations Plans for Institutes of Higher Education \(2013\)](#), has identified three categories of threat and hazards. The descriptions below are adapted from this publication.

NATURAL HAZARDS	TECHNICAL HAZARDS	ADVERSARIAL AND HUMAN-CAUSED THREATS
<p>Earthquakes</p> <p>Tornadoes</p> <p>Lightning</p> <p>Severe wind</p> <p>Hurricanes</p> <p>Floods</p> <p>Wildfires</p> <p>Extreme temperatures</p> <p>Landslides or mudslides</p> <p>Tsunamis</p> <p>Volcanic eruptions</p> <p>Winter precipitation</p> <p>Infectious diseases, such as pandemic influenza, extensively drug resistant tuberculosis, Staphylococcus aureus, and meningitis</p> <p>Contaminated food outbreaks, including salmonella, botulism, and E. coli</p>	<p>Explosions or accidental release of toxins from industrial plants</p> <p>Accidental release of hazardous materials from within the [PSI], such as gas leaks or laboratory spills</p> <p>Hazardous materials releases from major highways or railroads</p> <p>Radiological releases from nuclear power stations</p> <p>Dam failure</p> <p>Power failure</p> <p>Water failure</p> <p>Fire</p>	<p>Arson</p> <p>Active shooters</p> <p>Criminal threats or actions</p> <p>Gang violence</p> <p>Bomb threats</p> <p>Domestic violence and abuse</p> <p>Cyber attacks</p>

Appendix D: Conducting a Hazards Risks and Vulnerability Analysis

Conducting a Hazards Risks Vulnerability Assessment (HRVA) identifies priority areas where strategies are needed to reduce the likelihood and consequences (i.e., risk) of applicable hazards. Once developed, these strategies and associated mitigative actions contribute to building greater PSI, campus, community, and regional resilience.

A common risk-based approach for conducting an HRVA is to assign ratings for the likelihood and consequences (impact) ratings for each hazard.

The two tables below have been adapted from EMBC’s Business Continuity Program Risk Assessment template and describe rating assignments for likelihood and consequence. These rating assignments can be modified, as appropriate, to the institution and should be confirmed with the PSI’s Risk Manager. The following is only one example.

LIKELIHOOD				
LEVEL	LIKELIHOOD	CRITERIA	PROBABILITY	YEAR RANGE
5	Almost Certain	Will almost certainly happen this year	Has happened more than once per year	1
4	Likely	Expected to happen	Has happened at this location once in 3 years	1-3
3	Possible	There is a chance it will happen	Has happened at this location once in 5 years	3-5
2	Unlikely	Not likely to happen	Has happened at this location once in 15 years	5-15
1	Very Unlikely	Would have to be a combination of unlikely events to happen	Has not happened at this location before	> 15

CONSEQUENCE		
LEVEL	CONSEQUENCE	CRITERIA – EXAMPLES
5	Catastrophic	<p>Complete loss of critical services; many functions may not be recoverable; significant infrastructure damage, credibility and integrity. Extended disruption – greater than 3 months.</p> <ul style="list-style-type: none"> • Multiple fatalities and injuries • Massive damage to buildings and equipment • Extended service interruption to systems and/or communications
4	Major	<p>A lengthy recovery (1 month), may require external help; national and prolonged provincial attention generated.</p> <ul style="list-style-type: none"> • Human impact results in multiple cases of permanent or total disability or multiple fatalities • Major damage to buildings and equipment • Major effect to business due to systems and communications outages
3	Moderate	<p>Recovery requires coordination and support; cooperation across jurisdictions. Impacts are short term (disruption for several days); significant regional media attention.</p> <ul style="list-style-type: none"> • Major injury or health effects • Moderate damage to buildings and equipment • Moderate effect to systems and communications
2	Minor	<p>Decreased efficiencies; can be dealt with at a department level but warrants disclosure to executive; minor service disruption.</p> <ul style="list-style-type: none"> • Minor injury or health effect to staff/clients • Minor damage to buildings and equipment • Minor effect to systems, communications, records; minor impact to programs, stakeholders and clients.
1	Insignificant	<p>Impacts can be dealt with by routine operations at the business unit level; little to no impact to stakeholders or clients; no media attention; no service disruption.</p> <ul style="list-style-type: none"> • Slight injury or health effect to staff/clients • Slight damage to buildings and equipment • Slight effect to systems, communications, access to records/information

After the likelihood and consequence assignments have been made, it will be easy to map the level of risk on the following Level of Risk Grid (also known as a “heat map”). Using a risk-management approach, it is best practice to direct resources to prevent or mitigate high likelihood and high consequence hazards as a higher priority than lower-level likelihood and consequence rated hazards.

LIKELIHOOD	CONSEQUENCE				
	INSIGNIFICANT	MINOR	MODERATE	MAJOR	CATASTROPHIC
ALMOST CERTAIN	LOW	MEDIUM	HIGH	EXTREME	EXTREME
LIKELY	LOW	MEDIUM	HIGH	HIGH	EXTREME
POSSIBLE	LOW	MEDIUM	MEDIUM	HIGH	HIGH
UNLIKELY	LOW	LOW	MEDIUM	MEDIUM	MEDIUM
VERY UNLIKELY	LOW	LOW	LOW	LOW	LOW

The following legend provides guidance on how to interpret HRVA results on hazard placement in the risk grid.

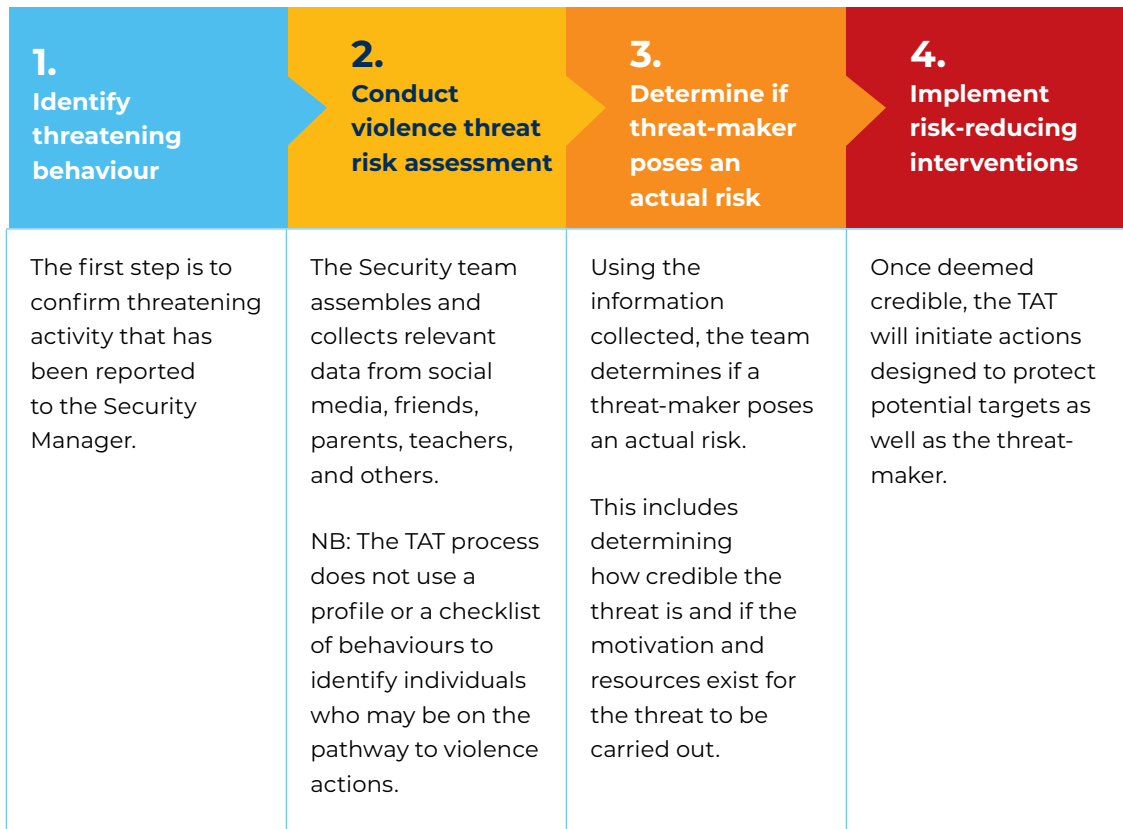
EXTREME	Unacceptable; treatment of the risk and immediate action is required.
HIGH	Current controls are ‘inadequate’ and considered intolerable; prompt attention is needed.
MEDIUM	Some controls are in place; it may be considered tolerable; responsibility must be specified.
LOW	Manageable by routine procedures.

Institutional risk tolerance (i.e., willingness to accept the risk and take no action) will be unique to the organisation’s executive and risk management branch. Additional risk tolerance factors will include financial and other resources available to address each hazard; and therefore, HRVA’s should be conducted regularly (e.g., annually) as conditions may change.

Appendix E: Conducting a Comprehensive Threat-Risk Assessment

After the initial level of risk is assessed and immediate risk-reducing interventions have occurred, a more comprehensive assessment may be required. The Threat Assessment Team (TAT) may include wider campus and community representation to collect data beyond the initial assessment.

A Threat-Risk Assessment has four basic steps.



PSIs should work with local law enforcement and other community partners to develop tailored threat assessment protocols. These protocols are essential and set out the TAT activation procedures, roles, responsibilities and communication protocols, including information sharing.

Appendix F: Planning Resources and Templates

Hazard Risk & Vulnerability Analysis

Description	https://www2.gov.bc.ca/gov/content/safety/emergency-management/local-emergency-programs/assessment-analysis#hrva
HRVA document library	https://www2.gov.bc.ca/gov/content/safety/emergency-preparedness-response-recovery/local-emergency-programs/hazard-risk-and-vulnerability-analysis/hrva-guides-resources

NB: [EMBC's online HRVA tool](#) is available to Local Authority and First Nations representatives with Business BceID accounts only.

Business Continuity

Disaster Recovery Institute (DRI) Canada	https://www.dri.ca/
Professional Practices for Business Continuity Practitioners	https://www.dri.ca/professional_practices.php
Business Continuity Institute (BCI)	https://www.thebci.org/
ISO 22301:2019 Security and Resilience — Business Continuity Management Systems — Requirements	https://www.iso.org/standard/75106.html

Emergency Management Organisation Resources

<p>Ministry of Advanced Education and Skills Training</p>	<p>Emergency Support</p>
<p>Emergency Management British Columbia</p>	<p>BCEMS: https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/emergency-preparedness-response-recovery/embc/bcems/bcems_guide.pdf</p> <p>Emergency Coordination Centre (ECC) operation 24/7: To report a provincial emergency, contact the ECC at 1-800-663-3456</p> <p>Regional Offices: https://www2.gov.bc.ca/gov/content/safety/emergency-management/contact-us</p> <p>EmergencyInfo BC Resources (e.g., Tsunami Alerts/ Notifications, River Forecast Centre, Wildfire Services): https://www.emergencyinfobc.gov.bc.ca/resources/</p> <p>PreparedBC: http://gov.bc.ca/PreparedBC</p> <p>Provincial Emergency Plans: https://www2.gov.bc.ca/gov/content/safety/emergency-management/emergency-management/provincial-emergency-planning</p>
<p>Federal Emergency Management Agency (US)</p>	<p>Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education.</p>

Appendix G: Key Acronyms⁴

AAR: After Action Review

ADM-EC: Assistant Deputy Ministers' Emergency Committee

B.C.: British Columbia

BCEMS: British Columbia Emergency Management System

DOC: Department Operations Centre

EMBC: Emergency Management British Columbia

EOC: Emergency Operations Centre

EPA: *Emergency Program Act*

ESS: Emergency Support Services (formerly Emergency Social Services)

HRVA: Hazard Risk Vulnerability Analysis

ICS: Incident Command System

M-DEC: Ministers – Deputies' Emergency Council

MOC: Ministry Operations Centre

PECC: Provincial Emergency Coordination Centre

PREOC: Provincial Regional Emergency Operations Centre

PSI: Post-Secondary Institution

TAT: Threat Assessment Team

4. [Source: Adapted from <https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/emergency-preparedness-response-recovery/provincial-emergency-planning/irp.pdf>]

Appendix H: Glossary⁵

ASSISTANT DEPUTY MINISTERS' EMERGENCY COMMITTEE: The Provincial senior officials committee representing affected ministries and program operations devoted to public safety, as well as federal representatives and stakeholders. Its role is to ensure cross-government and multi-agency coordination and strategic and policy direction to the Director of the Provincial Emergency Coordination Centre.

BRITISH COLUMBIA EMERGENCY MANAGEMENT SYSTEM: An emergency management system founded on the principles of the Incident Command System. BCEMS is required to be used by all ministries and crown corporations and cross-jurisdictionally in B.C.

BUSINESS CONTINUITY: An ongoing process supported by senior management and funded to ensure that the necessary steps are taken to identify the impact of potential losses and maintain viable recovery strategies, recovery plans and continuity of services.

DEPARTMENT OPERATIONS CENTRE: A supporting structure to an EOC that is primarily concerned with supporting the emergency activities of the agency and ensuring that regular business activities continue.

EARTHQUAKE: Ground shaking and radiated seismic energy caused most commonly by sudden slip on a fault, volcanic or magmatic activity, or other sudden stress changes in the earth.

EMERGENCY LODGING: Either an emergency shelter or medium-term lodging.

EMERGENCY OPERATIONS CENTRE: The physical location at which the coordination of information and resources to support domestic incident management activities normally takes place. An EOC may be a temporary facility or may be in a more central or permanently established facility, perhaps at a higher level of organization within a jurisdiction.

EMERGENCY SUPPORT SERVICES: Short-term assistance to British Columbians who are forced to leave their homes because of fire, floods, earthquakes or other emergencies. This assistance includes food, lodging, clothing, emotional support and family reunification. In British Columbia, local authorities are responsible for planning and operating emergency responses within their jurisdictional areas, including Emergency Support Services (ESS).

IMMEDIATE RESPONSE: The Immediate Response Phase comprises activities occurring from the onset of the event (e.g., earthquake) and focuses on lifesaving, integration of leadership and coordination, logistics, and setting the conditions for a sustained, co-ordinated response and recovery effort.

5. [Source: Adapted from <https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/emergency-preparedness-response-recovery/provincial-emergency-planning/irp.pdf>]

LOCAL AUTHORITY: Under Section 1(1) of the *Emergency Program Act*, a local authority means:

- (a) for a municipality, the municipal council; or
- (b) for an electoral area in a regional district, the board of the regional district; or
- (c) for a national park, the park superintendent or the park superintendent's delegate if an agreement has been entered with the Government of Canada under section 4 (2) (e) in which it is agreed that the park superintendent is a local authority for the purposes of this Act.

LONG-TERM RECOVERY: Phase of recovery that may continue for months or years and addresses complete redevelopment and revitalization of the impacted area, rebuilding and relocating damaged or destroyed social, economic, natural and built environments and a move to self-sufficiency, sustainability and resilience.

MASS CARE: An emergency response function, co-ordinating congregate sheltering, feeding, distribution of emergency supplies, reunification of children and dependant adults with their parents/guardians, first aid, psychosocial considerations, recovery transition needs, information services, and household pet/service animal coordination. These services are offered to survivors of disasters by governments, IGO/NGOs and community organizations. Following a catastrophic incident, mass care can be provided to people by neighbours, private businesses, families or individuals. Services can thus be formally co-ordinated and administered by authorities, or informally provided and co-ordinated within communities by community members by the 'whole of community' approach.

MINISTERS – DEPUTIES' EMERGENCY COUNCIL: The Ministers–Deputies Emergency Committee (M-DEC) comprises the key ministers and deputies involved in the management of the provincial response to a damaging earthquake. The M-DEC will provide high-level policy decisions. It will also ensure the full complement of B.C. government human and material resources, from all ministries, crown corporations and agencies, are committed in support of the overall government response.

PREPAREDNESS: Activities undertaken prior to an emergency to ensure an effective response to, and recovery from, the consequences of an emergency event.

PROVINCIAL EMERGENCY COORDINATION CENTRE: The central emergency operations centre activated to provide overall coordination of the integrated provincial response to an emergency or disaster. The Provincial Emergency Coordination Centre manages the overall provincial government response, which includes the provision of support for the regional levels. This may include consultation with senior elected officials, management of emergency information for the public, resource coordination and policy guidance. Communications and collaboration with external agencies such as crown corporations, federal emergency response agencies, IGO/NGOs and other provinces are managed at the Provincial Central Coordination level.

PROVINCIAL REGIONAL EMERGENCY OPERATIONS CENTRE: The Provincial Regional centre responsible for co-ordinating regional response activities, supporting local authority Emergency Operations Centres (EOCs), assigning regional (provincial and federal assigned) critical resources, providing regional messaging, and providing situational understanding to the PECC/PERRC.

RECEPTION CENTRE: Sites where evacuees may be received and registered during a disaster. They may be a facility such as a recreation centre, church hall, school, hotel lobby or even a tent. It depends on what is available in the community, or what is needed.

RECOVERY: Refers to those measures taken to recover from an emergency or disaster and return communities to pre-emergency conditions. Recovery activities include: site-restoration; the reconstitution of government operations and services; and measures for social, political, environmental and economic restoration.

RESPONSE: Actions that must be carried out when an emergency exists or is imminent. Response includes immediate actions to save lives, protect property and meet basic human needs. Response measures immediate and short-term effects of an emergency or disaster. The aim of these measures is to ensure that a controlled, co-ordinated and effective response is quickly undertaken to minimize its impact on public safety, environment and infrastructure. Response activities include the execution of emergency operations plans and of prevention activities designed to limit the loss of life, personal injury, property damage and other unfavourable outcomes.

SITUATIONAL UNDERSTANDING: The continual process of collecting, analysing and disseminating intelligence, information and knowledge to identify, comprehend and process high priority information about the incident and its effects in impact areas in order to develop a common operating picture. This process allows organizations and individuals to anticipate requirements and respond effectively.

SITUATION REPORT: Periodic operational summaries of the disaster situation, including the status of operations, threat and geographical information, identification of operational priorities and requirements, reports on their major response and recovery activities, unmet needs, and recommended actions, as well as data on emergency social services, infrastructure and other critical information requirements.

SUSTAINED RESPONSE: Characterized by defined operational periods and resources necessary to support response operations, sustained response continues until life/health issues and other critical response objectives are addressed.

Form 1: Position Role Candidate Assessment

All personnel called upon to respond to an emergency or disruption must be suitably trained and equipped to carry out and discharge the duties they are assigned to.

The following table is intended as a quick assessment survey tool of available staff/volunteers for establishing an EOC team. Additional criteria (other skills questions) can be added to suit specific organizational or role needs.

ROLE	CATASTROPHIC	YES
Information Officer	Has previous experience in this role?	
	Has experience preparing media briefings?	
	Has strong written/communication skills?	
	Can quickly process large volumes of incoming material?	
	Can quickly extract key/important facts from large volumes of material?	
	Has strong time management skills?	
	Has strong recording keeping abilities?	
Liaison Officer	Has previous experience in this role?	
	Has a network of organizational stakeholders and partners?	
	Is comfortable reaching out to others?	
	Has experience bringing others to consensus?	
Safety Officer	Has previous experience in this role?	
	Has knowledge of safety regulations, policies, & practices?	
	Is comfortable issuing an immediate order (e.g., call an "ALL STOP!") in order to address safety issues?	
	Has strong multi-tasking skills?	
	Can quickly process large volumes of incoming material?	
Operations Chief	Has previous experience working in this role?	
	Is a 'doer' (committed to actioning items/completing tasks)?	
	Follows direction on assigned tasks?	
	Seeks clarification on items if the provided direction is unclear?	

ROLE	CATASTROPHIC	YES
Planning Chief	Has previous experience in this role?	
	Is a forward & strategic 'thinker'?	
	Thinks outside-the-box?	
	Comfortable presenting views from an alternative perspective?	
Logistics Chief	Has previous experience in this role?	
	Has experience in procurement/purchasing?	
	Has an established network of product suppliers?	
	Knows how to establish an Operations Centre?	
	Has strong communication/information technology skills?	
	Has strong time management skills?	
	Has strong recording keeping abilities?	
Finance and Administration Chief	Has previous experience in this role?	
	Has strong financial/accounting skills?	
	Has experience/knowledge of Disaster Financial Assistance?	
	Has strong record-keeping skills?	