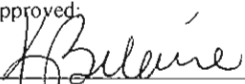
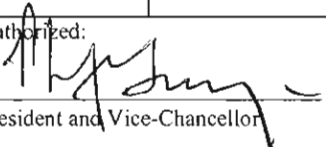
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Submitted: Risk Management Support Group	Approved:  Vice President, Administration	Authorized:  President and Vice-Chancellor

## 1. Purpose

- 1.1 A Business Continuity Plan (BCP) is a tool an organization uses to prepare for possible incidents that could jeopardize the organization's core mission and its long-term health. Incidents include internal events such as building fires or infectious diseases and regional incidents such as blackouts, or national incidents such as pandemic illnesses.

This Business Continuity Plan has been developed to:

- Assist the University community in its preparation for a crisis.
- Mitigate the impact of a crisis on the University's ability to carry out its core functions.
- Provide a communication process for a short-term business interruption such as an infectious disease that may affect staff levels but may also affect anyone within the McMaster community.
- Provide departments with a workbook including clear guidance on how to proceed in the event of an incident that may have a long-term effect on the department.


The overall goal of business continuity planning is to prepare for operational requirements in the event of a major occurrence, which interrupts service levels. Appropriate planning can reduce the impact on student learning and the level of operational disruption.

## 2. Scope

- 2.1 All McMaster University faculty, staff, and students.

## 3. Related Documents


- 3.1 Ontario Health Plan for an Influenza Pandemic
- 3.2 Occupational Health & Safety Act (OHSA), R.R.O 1990
- 3.3 Ontario Human Rights Code
- 3.4 Workplace Safety & Insurance Act of Ontario, 1997
- 3.5 McMaster University Crisis Response Plan 2008

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- 3.6 Relevant Collective Agreements
- 3.7 Emergency Management and Business Continuity Programs, CSA Std Z1600-08

## 4. Definitions & Acronyms

- 4.1 **Business continuity** - the ability to respond to an interruption of services by implementing a plan to effectively reduce business operations and restore essential business functions.
- 4.2 **Critical Function** – a function that when not delivered creates an impact on the health and safety of individuals or animals and that may lead to the failure of an Academic / Administrative / Research unit if activities are not performed in a specified time period.
- 4.3 **Infectious Disease** - a clinically evident disease resulting from the presence of pathogenic microbial agents, including viruses, bacteria, fungi, protozoa, multicellular parasites, and aberrant proteins known as prions. They are usually called communicable diseases due to their potentiality of transmission from one person or species to another.  
  
 Transmission of an infectious disease may occur through one or more diverse pathways including physical contact with infected individuals, through liquids, food, body fluids, contaminated objects, or airborne inhalation. Examples of such infectious diseases include Anthrax, Meningitis, Tuberculosis, etc.
- 4.4 **Pandemic** - a global disease outbreak. A pandemic occurs when a new virus emerges for which people have little or no immunity, and for which there is no vaccine. The disease spreads easily from person to person, causes serious illness, and can sweep across the country and around the world in a very short time. Pandemic influenza is a type of influenza that occurs 3-4 times per century.
- 4.5 **Employee** – Person who performs work or supplies services for monetary compensation.
- 4.6 **Illness** - Poor health resulting from disease of body or mind.
- 4.7 **Injury** – An injury is physical harm or damage to a person resulting in the marring of appearance, personal discomfort and / or bodily hurt or impairment.
- 4.8 **Occupational Disease** - An occupational disease is an illness that has its etiology in the work environment. It may be caused by acute or chronic exposure to a physical, chemical, or biological agent in the workplace. It may appear months or years after the exposure has occurred.
- 4.9 **Supervisor** – Person who has charge of a workplace or authority over an employee.

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#### 4.10 **Acronyms:**

**BCP** - Business Continuity Planning

**CMG** – Crisis Management Group

**EHS** – Employee Health Services

**EOHSS** – Environmental and Occupational Health Support Services

**FHSc**-Faculty of Health Sciences Safety Office

**MOHLTC** - Ontario Ministry of Health and Long Term Care

**PHAC** - Public Health Agency of Canada

**WHO** – World Health Organization

**WSIA**– Workplace Safety & Insurance Act


**WSIB** – Workplace Safety & Insurance Board

## **5. Responsibilities**

### **5.1 Role of Senior Management:**

#### **Senior Managers and Their Designates shall:**

- In the event of a business disruption incident, take every reasonable precaution to protect workers and students.
- Ensure the University has a current BCP in place.
- Ensure that supervisors review the University BCP and develop work plans for their respective units. Such plans should include provision for continuity of student learning and the provision of ongoing essential services.
- Liaise with CMG as appropriate in the case of a crisis impacting the University.

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## 5.2 Role of Crisis Management Group (CMG)

### The CMG shall:

- Decide on all appropriate measures to be taken in response to a University business disruption such as an infectious disease pandemic.
- Ensure that all resources of the University are available as required.
- Adhere to all responsibilities as defined within the University's Crisis Response Plan in addition to Faculty/department specific Crisis Response Plans.

## 5.3 Role of Supervisor

### The Supervisor shall:

- Ensure that a BCP is developed and maintained for their area of responsibility.
- Inform, communicate, and ensure employees are educated about the BCP.
- Ensure employees are aware of the emergency contact and absence reporting protocol in case of a business interruption.
- Complete the Business Continuity Workbook and ensure it is located in a central and secure location.
- Adhere to the protocols and requirements established in the BCP and the Crisis Management Plan in the event of a business interruption.

## 5.4 Role of Employee


### The Employee shall:

- Learn the responsibilities under the BCP and those specific to his/her department/unit.

## 5.5 Role of Environmental and Occupational Health Support Services:

### EOHSS shall:

- Review incidents/issues involving business interruption impacting the health and safety of employees and students.

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- Provide Business Continuity Planning and Response training and education to supervisors and workers.

## 5.6 Role of Employee Health Services:

### **EHS shall:**

- Report incidents to the WSIB and/or Public Health, where applicable.
- Provide supervisors and union representatives with appropriate information regarding medical precautions in the workplace.
- Liaise with EOHSS, Security, Public Relations and Campus Health if appropriate regarding response and communication impacting the health of employees and students.

## 5.7 Role of the Office of Public Relations

### **Public Relations shall:**


- Maintain the University Public Relations Plan, with appropriate reference to the University Crisis Response protocols.
- If deemed necessary, supervise the set-up, organization, staffing and operation of a Public Inquiry Centre.
- Liaise with local, provincial and national media and issue news releases and background information as required.

## 6. Planning: Issues to Consider

In the planning and preparation phase, departments/supervisors must consider several factors when developing the department specific plan. These include: communication, materials and supplies, human resource issues, and continuity of student learning.

### 6.1 Communication

The main component of the BCP is a comprehensive and easy-to-follow communication plan. (Appendix A) The communication plan and availability of information to/with faculty, staff, students, parents/guardians/spouses/partners and the general public regarding preparation and prevention, and in the case of an outbreak, links to local, provincial and federal agencies must be

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readily available to all University employees and students. This can be accomplished by providing:

- Education materials/training sessions on business continuity fundamentals, employee and supervisory roles and responsibilities, occupational health and safety issues.
- A website devoted to on-campus business continuity preparedness, response, and recovery. Staff, faculty and students are encouraged to visit this website regularly, as the information is expected to change over time. This website is also the location where departments will be able to download the BCP Guide as well as the Departmental Business Continuity Plan Workbook.

The address of the website is:

<http://www.workingatmcmaster.ca/eohss/businesscontinuity/>

In the event of a business continuity interruption, communication with the general community will be the responsibility of the Public Relations Office, jointly with Crisis Management Group and also EOHSS, Security Services and EHS as appropriate.

Supervisors who are dealing with an infectious disease issue in the workplace should report such issues immediately to EHS and EOHSS. Issues impacting students should also be reported to the Campus Health Centre (CHC). Supervisors will be responsible for ensuring employees are aware of the emergency contact and absence reporting protocol. With guidance from Public Relations, EHS and EOHSS/FHS Safety Office, the supervisor will be responsible for dissemination of information within the work unit.


For example, in the event of a pandemic, all communications will follow the protocols of the McMaster University Crisis Response Plan.

## 6.2 Materials and Supplies

The University maintains quantities of equipment and supplies to protect the University's population, access to back-up supplies, and an efficient system for purchasing, storing and distributing those supplies in the event of a business interruption. A list of equipment and supplies that the University will stockpile centrally can be viewed in 'Appendix B'.

Supervisors will be responsible for defining workplace specific critical supply needs in addition to those stockpiled centrally.

In planning for a potential business continuity interruption supervisors should also consider storage and retrieval of data and information required to maintain adequate service levels. Steps should be taken to ensure appropriate information back-up, fire or flood resistant storage cabinets for sensitive documents, etc.

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### 6.3 **Employee Absenteeism and Redeployment**

In the event of a business disruption it is important that supervisors consider the impact of employee absenteeism and the need to redeploy staff. Supervisors should consider how to maintain required essential services to maintain business service during business interruptions. Such planning should include consideration of alternate work arrangements to minimize service disruption.

### 6.4 **Continuity of Student Learning**

Department heads/supervisors need to consider alternate education strategies (e.g. instruction via television, radio, mail, internet, teleconference/videoconference and take-home lessons instead of face-to-face instruction) for students in the event of cancellation of classes. See Appendix A.

Department heads/supervisors should ensure that their faculty members and academic staff consider the impact of their class attendance policies (e.g. participation, zero absenteeism) as these policies could lead to ill students attending class and increasing the possibility of transmission to other students.

Student Services such as Housing, Hospitality and Custodial services will need to continue providing basic services such as food services, cleaning, heating, lighting, etc., should students be required to remain in residence. For example, in the case of infectious illness students should not be asked to go home to their permanent residence as this may increase the risk of transmission and spread across the province, country and internationally.


## 7. **Business Continuity Preparation – completing your workbook**

The Business Continuity Workbook provides a planning template to facilitate a consistent methodology for crisis preparedness throughout the University. The purpose is to assist Academic / Administrative / Research departments / unit specific preparedness, response, and recovery activities. This entails taking steps to maintain/continue operations during a business disruption.

### 7. 1 **Infectious Disease**

Early reporting is essential to successfully responding to an infectious disease outbreak. Supervisors and/or Department Heads must ensure all available information of the incident is provided to EOHSS, the Manager, Employee Health Services (and/or Occupational Health Nurse), and Security Services as appropriate. Communication with the community and public at large will be the responsibility of the Public Relations Office via the Manager, EHS. For the McMaster community, this will include use of communications tools such as the Daily News and email.

The Manager, EHS, will liaise with Public Health, EOHSS, Security Services, the Workplace Safety & Insurance Board and other relevant organizations.

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## **Pandemic Planning**

In cases where an infectious disease becomes a pandemic, the University will implement the communication and Business Continuity Response Plan as noted below, using the Business Continuity Workbook see 'Appendix A'.

In the event of a pandemic, the Medical Officer of Health for the City of Hamilton will be the primary source of information about health-related issues.

In the event of a pandemic all communications will follow the protocols of the McMaster University Crisis Response Plan. Each department head is responsible for providing the CMG with up-to-date information related to their planning, response and recovery efforts. Communications to the University community and/or the public will be reviewed by the CMG and/or the Director of Public and Government Relations prior to being released.

For the McMaster community, this will include use of communications tools such as the Daily News, email, voicemail, University switchboard, sign boards and other means of communications. Communications for students will be coordinated with the Dean of Students and for faculty with the Provost and Vice-President (Academic).

## **Fire/Flood**

In the event of a fire or flood Security Services will secure the scene. EOHSS and Facility Services will determine next appropriate steps to manage the situation. All information on the event will be communicated through the McMaster University website and staff on the scene that will include Security Services, EOHSS, Facility Services and fire wardens.

## **Blackouts**


In the event of a blackout or power outage Security Services will secure the scene where possible. Direction will be given by the CMG through the most effective communication means available in the circumstance.

## **Overview of the Business Continuity Workbook**

The workbook located in 'Appendix A' is to be completed by each and every department with the involvement of all staff members. It is to be kept in a safe, secure and practical location so that it can be referred to in the event of a business continuity interruption. Please review the following subheadings for information on each particular worksheet.

### **7.5.1 Revision Log Workbook**



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The development and implementation of business continuity plans also involves maintenance. This worksheet is provided to record updates and / or changes to any section of your department's BCP. It includes the date revised, person making the revision, the page revised, whether the revision is an update or an addition (i.e. new), and a space for additional notes.

### 7.5.2 **Emergency Contact Log Workbook**

The best way to handle any emergency is to be prepared with an emergency contact list. The list should include contact information on all staff members in your department, emergency response crews, and any other personnel you might need to reach in order to keep your department running.

### 7.5.3 **Staff Absenteeism Log Workbook**

This worksheet is designed to log staff absenteeism in the potential absence of an electronic system during a crisis. The monitoring of staff will be valuable to the University, but also to the public health officials who maintain an active surveillance system. Each department / unit should ensure that regular absenteeism updates are provided to the CMG in the event of a business continuity interruption.


### 7.5.4 **Departmental Critical Supplies List Worksheet**

During a major business continuity interruption McMaster University depends on hundreds of suppliers for services, materials, equipment and parts. During a crisis, both local and international suppliers are likely to experience operational, production and shipping difficulties.

Therefore, this worksheet is aimed at identifying your critical supplies and suppliers in an attempt to prepare your department for potential supply chain slowdowns. Use this worksheet to record any supplies your department relies on for its day-to-day activities. Record the supply item's storage location, its supplier, and also any alternate suppliers in the event that your main supplier is unable to furnish the supplies.

Please pay close attention to suppliers who are core to the University's response to a business continuity interruption because their absence or disruption would endanger the health and safety of University employees or students, or significantly impact the University's ability to continue its operations (for example: food in residence). It is recommended that your department develop a plan to stockpile these critical supplies so that you will be well prepared, if and when a business continuity interruption occurs.

An objective of the business continuity planning process is to determine how an organization will maintain critical functions in the event of significant staff absenteeism. To begin the discussions related to critical functions, it is important to reach a common understanding of what determines a "critical function".

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### 7.5.5 Critical Functions Worksheet

Critical Function is defined as follows:

- A function that when not delivered creates an impact on the health and safety of individuals or animals.
- A function that may lead to the failure of an Academic / Administrative / Research unit if activities are not performed in a specified time period.

The worksheet provided will help your department identify critical functions. You must:

- Identify all the functions performed by your department / unit.
- Identify any “Surge Functions”, which are functions that may be increased as a result of the pandemic response. Take time to assess these functions as they will create more workload for your department’s staff.
- Identify any functions that can be done from home. Establish or expand departmental policies and tools that enable employees to work from home with appropriate security and network access to applications.
- Identify the position(s) in charge for carrying out the function.

Sort the functions into three categories:

- The first category should contain the critical functions (“Priority A”). Consider cross-training employees to perform critical functions to ensure resiliency.
- The second category should contain the functions (“Priority B”) that can be suspended for a short period of time (for example, services that can be suspended for one month).
- The third category should contain functions that can be suspended for an extended period of time (“Priority C”). These functions should be suspended in the event of a pandemic in order to allocate all remaining resources to “Priority A” functions.


After completing the Critical Functions List worksheet, create a strategy for each of the “Priority A” functions using the Critical Functions Strategy worksheet explained next.

### 7.5.6 Critical Functions Strategy Worksheet

Once you have identified and prioritized your critical Administrative / Academic / Research functions, you are ready to develop strategies. Examples of completed worksheets for Administrative, Academic and Research units can be found in Appendix C.

For each “Priority A” function you will need to develop the following:

- Pro-Active Strategy: If applicable, this is a control or action you can put in place before the disruption occurs in order to mitigate the effect. (e.g. implement security procedures, etc.)
- Active Strategy: A statement of the strategy to be implemented when the business disruption occurs. This becomes the basis for your departmental plan.

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## 8.0 Additional Information Resources

There are many organizations that are providing extensive up-to-date information on the subject of business interruptions. This section is presented as a resource tool in order to aid in your efforts for preparedness. The following are overviews and links to these resources.

### *World Health Organization (WHO)*

The WHO is the United Nations specialized agency for health. The WHO is the global leader in pandemic preparedness.

<http://www.who.int/csr/disease/influenza/pandemic/en/index.html>

### *Government of Canada*

One-stop access to information from Government of Canada departments and agencies on pandemic, avian and seasonal influenza.

[http://www.influenza.gc.ca/index\\_e.html](http://www.influenza.gc.ca/index_e.html)

### *Health Canada*

Health Canada is the Federal department responsible for helping Canadians maintain and improve their health, while respecting individual choices and circumstances. Health Canada, in partnership with provinces and territories, has a plan in place to ensure appropriate steps are taken to protect Canadians from a pandemic.

[http://www.hc-sc.gc.ca/ed-ud/prepar/flu-pandem/index\\_e.html](http://www.hc-sc.gc.ca/ed-ud/prepar/flu-pandem/index_e.html)


### *Public Health Agency of Canada*

In the event of a pandemic or any other infectious disease, the Public Health Agency of Canada is the lead organization for coordinating the health response.

[http://www.phac-aspc.gc.ca/influenza/pandemic\\_e.html](http://www.phac-aspc.gc.ca/influenza/pandemic_e.html)

<http://www.phac-aspc.gc.ca/id-mi/index-eng.php>

### *Centers for Disease Control and Prevention (CDC)*

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The CDC is committed to achieving true improvements in people's lives by preventing and controlling disease, injury, and disability.

<http://www.cdc.gov/>

***Canadian Centre for Occupational Health and Safety (CCOHS)***

A Pandemic Planning and Business continuity website that offers helpful documents and tools.

<http://www.ccohs.ca/pandemic/>

[http://www.ccohs.ca/pandemic/pdf/Business\\_continuity.pdf](http://www.ccohs.ca/pandemic/pdf/Business_continuity.pdf)

***The Ontario Ministry of Health and Long-Term Care (MOHLTC)***

The ministry is responsible for administering the health care system and providing services to the Ontario public. Their website contains The 2008 Ontario Health Plan for an Influenza Pandemic.

[http://www.health.gov.on.ca/english/public/program/emu/pan\\_flu/pan\\_flu\\_mn.html](http://www.health.gov.on.ca/english/public/program/emu/pan_flu/pan_flu_mn.html)

[http://www.health.gov.on.ca/english/providers/program/emu/pan\\_flu/pan\\_flu\\_plan.html](http://www.health.gov.on.ca/english/providers/program/emu/pan_flu/pan_flu_plan.html)

***City of Hamilton***

Public Health Services has developed a Hamilton Community Pandemic Plan.


<http://www.myhamilton.ca/myhamilton/CityandGovernment/HealthandSocialServices/PublicHealth/PandemicInfluenza/>

***NFPA 1600 Standard on Disaster/Emergency Management and Business Continuity Programs 2007 Edition***

<http://www.nfpa.org/assets/files/PDF/NFPA1600.pdf>


## **9 Records**

- 9.1 Departments are responsible for keeping records of their completed BCP in a secure and easily accessible location.

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# **APPENDIX A –**

## **Departmental Business Continuity Plan Workbook**


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**[INSERT DEPARTMENT NAME]**

## **Business Continuity Plan Workbook**

**For use by all managers, supervisors, department heads or persons with charge over an area.**

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Critical Function Strategies Worksheet




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## **SUPERVISOR IMMEDIATE RESPONSE**

In the event of a business continuity interruption supervisors/department heads are required to take immediate steps to mitigate the disruption. The immediate actions required in these emergency events are:

1. Supervisors/department heads are responsible to immediately assess the situation and ensure the safety and well-being of employees/visitors including providing prompt access to medical attention (as needed). Supervisors will implement their department Business Continuity Plan (BCP).
  - a. Immediate steps in this event are:
    - i. Determine critical function strategies
    - ii. Assess emergency contact list
    - iii. Assess your staff absenteeism log
    - iv. Determine your necessary critical supplies are up to date
    - v. Determine what functions must continue and what functions can be delayed
2. The supervisor/department head shall report the situation to Security Services for immediate response by calling 88 (on campus) or 905-255-4135 (off-campus).
  - a. Provide as much information as is available, including incident type, employees and students affected, etc.
3. Report to the Manager, Environmental & Occupational Health Support Services, (EOHSS). The Crisis Management Group (CMG) will convene as appropriate and determine necessary actions.
4. Media inquiries should be directed to the Office of Public Relations.
5. Employees should be encouraged to only return to work once safe to do so and the defined procedures have been followed.



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## COMMUNICATION

In the event of a business continuity interruption, all communications will follow the protocols of the McMaster University Crisis Response Plan. Each department head is responsible for providing the CMG with up-to-date information related to their planning, response and recovery efforts. Communications to the University community and/or the public will be reviewed by the CMG and/or the Director of Public and Government Relations prior to being released.

For the McMaster community, this will include use of communications tools such as the Daily News, email, voicemail, University switchboard, sign boards and other means of communications. Communications for students will be coordinated with the Dean of Students and for faculty with the Provost and Vice-President (Academic).

For public communication, the Office of Public Relations will liaise with local, provincial and national media and will issue news releases and background information as required.

In the event of an infectious disease outbreak supervisors must notify the Manager, Employee Health Services who will in turn liaise with relevant agencies including Public Health, the Office of Public Relations, Security Services, Campus Health Centre, the Workplace Safety & Insurance Board and other relevant organizations.

A checklist is provided on following page to guide the department supervisor's communication planning process.

## COMMUNICATION CHECKLIST

TASK	Completed	In Progress	Not Started	Considerations
6.1 Communication Strategies Guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a strategy to communicate with: <ul style="list-style-type: none"> <li>▪ Staff</li> <li>▪ Students</li> <li>▪ Parents, spouses/ partners of students</li> </ul>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure that information regarding accessing grief counseling and other psycho-social services is available.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify who will be responsible within department for accessing up-to-date and reliable influenza pandemic related information via CMG and how this information will be disseminated to staff and students.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Determine which communication mechanisms will be used (e.g. hotlines, dedicated websites, telephone trees, etc).
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure communication messaging is tailored to the target population (i.e. takes into account varying literacy level, language and culture)
6.1 Communication Strategies Guide (continued)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Supervisors to communicate to staff about: <ul style="list-style-type: none"> <li>▪ components of the BCP (e.g. activation of the plan, who has the authority to cancel classes, etc.)</li> <li>▪ personal and family protection and response strategies (e.g..</li> </ul>


				<p>at-home care of ill family members)</p> <ul style="list-style-type: none"> <li>▪ roles and responsibilities</li> <li>▪ alternate instruction delivery mechanisms</li> <li>▪ promotion of annual flu vaccination clinics</li> <li>▪ infection prevention and control measures</li> <li>▪ re-assignment</li> <li>▪ policies regarding compensation, sick leave etc.</li> <li>▪ information from public health sources (e.g. CMG, WHO, Public Health Agency of Canada, Ministry of Health and Long-Term Care, Hamilton public health)</li> </ul>
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### COMMUNICATION CHECKLIST – STUDENTS

TASK	Completed	In Progress	Not Started	Considerations
6.2 Communicating with and educating students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure that appropriate contact information (e.g. staff and student lists) are kept up to date and are accessible by more than one person
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a communication strategy for advising staff and students of the cancellation and subsequent resumption of classes. Ensure staff and students are made aware of this communication strategy.
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>When deemed appropriate, departments should communicate with students regarding:</p> <ul style="list-style-type: none"> <li>▪ infectious disease fundamentals as provided by the CMG (e.g. signs and symptoms, modes of transmission, etc.)</li> <li>▪ personal and family protection and response strategies</li> <li>▪ social distancing</li> <li>▪ cancellation of classes for 4 to 12 weeks</li> <li>▪ alternate instruction delivery mechanisms</li> <li>▪ messaging from public health sources</li> <li>▪ policy addressing academic concerns of students resulting from prolonged absences from class</li> </ul>





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	<p><b>[INSERT DEPARTMENT NAME]</b></p> <p><b>STAFF ABSENTEEISM LOG</b></p>
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This worksheet is designed to log staff absenteeism in the potential absence of an electronic system during a pandemic. The monitoring of staff will be valuable to the University, but also to the public health officials who maintain an active surveillance system. Each department / unit should ensure that regular absenteeism updates are provided to the CMG in the event of a pandemic.

INDIVIDUAL/POSITION RESPONSIBLE	PHONE	EMAIL
<b>(for collecting and reporting staff absentees)</b>		

<b>ABSENTEES</b>		
Name – Job Title	Duration	Reason (personal illness, family illness or other)








Once you have identified and prioritized your critical Administrative / Academic / Research functions, you are ready to develop strategies. Examples of completed worksheets for Administrative, Academic and Research units can be found in Appendix C. Please keep in mind that this worksheet can be used to develop strategies for other potential emergency scenarios.

For each “Priority A” function you will need to develop the following:


- Pro-Active Strategy: If applicable, this is a control or action you can be put in place before the crisis occurs in order to mitigate the effect of the occurrence (e.g. - contract a hot site; implement security procedures, etc.)
- Active Strategy: A statement of the strategy to be implemented when the scenario occurs. This becomes the basis for your departmental plan.
- 

Scenario:		IMPACT		
		<i>Low</i>	<i>Medium</i>	<i>High</i>
Critical Function “Priority A”:	<b>PROBABILITY</b>	<i>High</i>		
		<i>Medium</i>		
		<i>Low</i>		
Business Impact: (Quantitative/Qualitative)				
Proactive Strategy:				
Reactive Strategy:				

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## **APPENDIX B –**

### **Equipment and Supplies Stockpiled Centrally by University**


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	<p><b>EQUIPMENT AND SUPPLIES</b> <b>STOCKPILED BY UNIVERSITY ADMINISTRATION</b></p>
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ITEM
Alcohol Pads
Alcohol Sanitizer
Antimicrobial Soap
Antiseptic Hand Cleanser Alcohol Based
Aseptic disinfectant spray
Batteries
Biohazard bags
Biohazard/trash containers
Blankets
Disinfectant
Disinfectant hand/wipes
Disinfectant spray
Disposal Bags
Flashlights (x20)
Germicidal disinfectant spray for phones/desks
Germicidal spray for desktop use
Germicide - hands/work surface
Gloves Non-Latex All Sizes
Gloves, gowns
Goggles
Gown (Isolation, Protective)
Hand sanitizers
Hand washing soap





Infectious Waste bags
Latex Gloves, assorted sizes
Mask, Surgical Tie On W/Shield
Masks (Surgical and N-95)
Masks/face shields
N-95 Masks
PPE gloves, gowns, masks, N-95 Masks
PPE (N95) masks
Sharps containers
<b>ITEM</b>
Sterile gloves size 6, 6.5, 7.0, lidocaine, laceration kits
Surgical masks
Towels
Trash Cans

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## **APPENDIX C –**

### **Example of an Administrative, an Academic & a Research Critical Function Strategies Worksheet**

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	<b>HUMAN RESOURCES DEPARTMENT (Administrative) Sample Template</b> <b>CRITICAL FUNCTION STRATEGIES</b>
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Scenario:		IMPACT		
Pandemic influenza reaches Canada.  Therefore, staff and student absenteeism rate climbs to 35% for an 8-week period.		<i>Low</i>	<i>Medium</i>	<i>High</i>
Priority A Function:	PROBABILITY	<i>High</i>		
Employee Payroll		<i>Medium</i>		X
		<i>Low</i>		
Business Impact: (Quantitative/Qualitative)				
Possibility of unpaid employees and the fallout that may bring.				
Proactive Strategy:				
<ul style="list-style-type: none"> <li>- Arrange for computers to be set up at the homes of key payroll staff.</li> <li>- Have payroll positions backed up by other knowledgeable staff in the department, i.e. begin cross training.</li> <li>- Outsource the printing of payroll cheques to the Bank of ABC. Our current system will provide the bank with a payroll tape on a weekly basis.</li> </ul>				
Reactive Strategy:				
In the event of a prolonged interruption to the in-house computerized payroll system, we will get the bank to issue cheques based on the last payroll tape received. Overtime and expenses will be tracked manually and a manual cheque written to each applicable employee. When the in-house computerized system is running again, all manual transactions will be entered into the system in order to bring the payroll up to date.  Have people who are equipped to work from home, do so.  Contact employees if they will not be paid on time due to heavy back-up.				

	<b>DEPARTMENT OF FRENCH (Academic) Sample Template</b> <b>CRITICAL FUNCTION STRATEGIES</b>
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Scenario:		IMPACT			
Pandemic influenza reaches Canada.  Therefore, staff and student absenteeism rate climbs to 35% for an 8-week period.		<i>Low</i>	<i>Medium</i>	<i>High</i>	
		<i>High</i>	<i>Medium</i>	<i>Low</i>	
Priority A Function:	PROBABILITY	<i>High</i>			
Classroom lectures		<i>Medium</i>			X
		<i>Low</i>			
Business Impact: (Quantitative/Qualitative)					
Classes could be cancelled for an undefined time period. Students may submit complaints. School might have to return part of the students' tuition impacting the departments' funds.					
Proactive Strategy:					
<ul style="list-style-type: none"> <li>- Determine if any classes could be taught online. Begin to set up a logistical plan for the ones that can.</li> <li>- Set-up a web page that lets students know on a real-time basis which classes are still running and which ones are not.</li> <li>- Complete the Departmental Business Continuity Plan found on the Environmental and Occupational Health Support Services web site.</li> </ul>					
Reactive Strategy:					
<ul style="list-style-type: none"> <li>- Get the classes that can be taught online up and running.</li> <li>- Update the web page devoted to the status of lectures, on a daily basis.</li> <li>- Offer any help/expertise to any other departments who are not as well prepared.</li> </ul>					



	<b>SECURITY SERVICES &amp; FACILITIES SERVICES Sample Template</b> <b>CRITICAL FUNCTION STRATEGIES</b>
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Scenario:		IMPACT			
Pandemic influenza reaches Canada.  Therefore, staff and student absenteeism rate climbs to 35% for an 8-week period.		<i>Low</i>	<i>Medium</i>	<i>High</i>	
Priority A Function:	PROBABILITY	<i>High</i>			
Protecting the safety and security of all persons on campus		<i>Medium</i>			<b>X</b>
		<i>Low</i>			
Business Impact: (Quantitative/Qualitative)					
Minimized security presence on campus could result in increase in any crime. If crime increases there will be a minimized presence to investigate and report on the incident.					
Proactive Strategy:					
<ul style="list-style-type: none"> <li>- Identify any retired security employees who may be able to come back and work</li> <li>- Determine areas that can go without security services for an extended period of time</li> <li>- Prepare education and guidance materials to assist Senior Management Team in evaluating their security needs</li> <li>- Complete the Business Continuity Plan Workbook found on the Environmental and Occupational Health Support Services web site.</li> </ul>					
Reactive Strategy:					
<ul style="list-style-type: none"> <li>- Canvass other university areas to determine available staff to utilize for security watch.</li> </ul>					

	<p><b>SECURITY SERVICES &amp; FACILITIES SERVICES Sample Template</b></p> <p><b>CRITICAL FUNCTION STRATEGIES</b></p>
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Scenario:		IMPACT			
Pandemic influenza reaches Canada.  Therefore, staff and student absenteeism rate climbs to 35% for an 8-week period.		<i>Low</i>	<i>Medium</i>	<i>High</i>	
Critical Function "Priority A":	<b>PROBABILITY</b>	<i>High</i>			
The campus boiler must be operated and maintained regularly		<i>Medium</i>			
		<i>Low</i>			<b>X</b>
Business Impact: (Quantitative/Qualitative)					
If the boilers fail, it will impact the ability to provide heat to buildings on campus. If other areas have no heat, it would present inappropriate working conditions. Having no heat would also have an impact on the ability to teach classes.					
Proactive Strategy:					
Cross train employees to be able to monitor the boilers to determine if they are failing.  Maintain contact lists of retired employees, contractors, and volunteers that are qualified to perform the work.  Investigate alternative heating measures i.e. heat sharing with McMaster University Medical Center					
Reactive Strategy:					
Assign administrative staff to call people on the contact list  Assign staff to a schedule of frequent checks of boilers when staffing levels do not allow for continual maintenance					