

# **APPENDIX A –**

## **Departmental Business Continuity Plan Workbook**



**[INSERT DEPARTMENT NAME]  
Business Continuity Plan Workbook**

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

## TABLE OF CONTENTS

### **Appendix A: Business Continuity Workbook**

Supervisor Immediate Response	1
Communication	2
Communication Checklist	3
Revision Log	6
Emergency Contact List	7
Staff Absenteeism Log	8
Critical Supplies List	9
Critical Functions List	10
Critical Function Strategies	11
<b>Appendix B: Equipment and Supplies Stockpiled Centrally by University</b>	<b>12</b>
<b>Appendix C: Example of an Administrative, an Academic &amp; a Research Critical Function Strategies Worksheet</b>	<b>15</b>



## **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.

## 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.. at-home care of ill family members)</li> <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</li> </ul>

				sources (e.g. CMG, WHO, Public Health Agency of Canada, Ministry of Health and Long-Term Care, Hamilton public health)
--	--	--	--	--

**COMMUNICATION CHECKLIST - STUDENTS**

<b>TASK</b>	<b>Completed</b>	<b>In Progress</b>	<b>Not Started</b>	<b>Considerations</b>
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"/>	When deemed appropriate, departments should communicate with students regarding: <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>











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

# **APPENDIX B – Equipment and Supplies Stockpiled Centrally by University**

**EQUIPMENT AND SUPPLIES  
STOCKPILED BY UNIVERSITY ADMINISTRATION**

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

**EQUIPMENT AND SUPPLIES  
STOCKPILED BY UNIVERSITY ADMINISTRATION**

<b>ITEM</b>
Sterile gloves size 6, 6.5, 7.0, lidocaine, laceration kits
Surgical masks
Towels
Trash Cans

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

**HUMAN RESOURCES DEPARTMENT (Administrative) Sample Template  
CRITICAL FUNCTION STRATEGIES**

<b>Scenario:</b>		<b>IMPACT</b>		
<p align="center">Pandemic influenza reaches Canada. Therefore, staff and student absenteeism rate climbs to 35% for an 8-week period.</p>		<i>Low</i>	<i>Medium</i>	<i>High</i>
<b>Priority A Function:</b>	<b>PROBABILITY</b>	<i>High</i>		
Employee Payroll		<i>Medium</i>		<b>X</b>
		<i>Low</i>		
<b>Business Impact: (Quantitative/Qualitative)</b>				
Possibility of unpaid employees and the fallout that may bring.				
<b>Proactive Strategy:</b>				
<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>				
<b>Reactive Strategy:</b>				
<p>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.</p> <p>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.</p>				

**DEPARTMENT OF FRENCH (Academic) Sample Template  
CRITICAL FUNCTION STRATEGIES**

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>					

## SECURITY SERVICES & FACILITIES SERVICES Sample Template CRITICAL FUNCTION STRATEGIES

<b>Scenario:</b>			<b>IMPACT</b>			
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>	
<b>Priority A Function:</b>	<b>PROBABILITY</b>		<i>High</i>			
Protecting the safety and security of all persons on campus			<i>Medium</i>			<b>X</b>
			<i>Low</i>			
<b>Business Impact: (Quantitative/Qualitative)</b>						
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.						
<b>Proactive Strategy:</b>						
<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>						
<b>Reactive Strategy:</b>						
<ul style="list-style-type: none"> <li>- Canvass other university areas to determine available staff to utilize for security watch.</li> </ul>						

**SECURITY SERVICES & FACILITIES SERVICES Sample Template  
CRITICAL FUNCTION STRATEGIES**

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":		
The campus boiler must be operated and maintained regularly	<b>PROBABILITY</b>	<i>High</i>			
		<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					