

Inclusive Workplace Emergency Response Plans

November 2015



A. Inclusive Workplace Emergency Response Plans

Under the Integrated Accessibility Standards Regulation (IASR) Algonquin College has an obligation to provide individualized workplace emergency response information to employees who have a disability, if the disability is such that the individualized information is necessary and the employer is aware of the need for accommodation due to an employee's disability.

This resource is designed to provide college managers with the information needed to develop inclusive workplace emergency response plans, including individual emergency response plans for employees who self-identify as having a disability and who have requested such a plan. It has been developed to

- educate managers and co-workers about appropriate processes for supporting employees with disabilities when developing workplace emergency response plans.
- provide managers and co-workers with practical suggestions they can use in developing inclusive workplace emergency response plans.
- provide the information that employees with disabilities need so they can participate in developing an individual emergency response plan.

An individual emergency response plan developed for an employee with a disability should be reviewed annually or sooner if changes occur in

- the employee's workplace situation, such as a change in location or schedule.
- the employee's disability-related needs, such as switching from using a cane to using a wheelchair to aid mobility.
- college safety or emergency protocols.

1. Familiarize employees with existing emergency systems and procedures.

Employers have a responsibility to provide a safe place for all employees to work. Algonquin has established a variety of systems and procedures to help ensure everyone's safety on campus. These include

- 24-hour security service.
- electronic security applications.
- emergency phone system.
- internal emergency phone number.
- integrated 911 services.
- emergency broadcasting system.
- emergency call boxes.
- safe-walk programs.
- emergency policies and procedures.

Specific policies and procedures have been developed for emergency circumstances such as disaster response planning, fire safety, evacuation, bomb threats, critical violent acts, or suspicious activity, among others.

Information related to these procedures should be routinely distributed to all employees through, for example, orientation programs or awareness campaigns.

- [Appendix F-1](#) contains a summary of the college's relevant emergency systems and procedures.
- Additional information can be obtained by visiting <http://www.algonquincollege.com/emergency-procedures/>

It is important that managers with supervisory responsibility be aware of and understand the existing emergency systems, policies and procedures that are in place at Algonquin, and that employees are aware of and understand them, too.

- [Appendix F-2](#) contains a checklist you may find helpful in ensuring that everyone in your area is aware of college emergency policies and procedures.
- [Appendix F-3](#) contains a list of the locations of your college's emergency call boxes and emergency collection or evacuation waiting areas.

2. Recognize the need for an inclusive workplace emergency response plan.

Employers have a responsibility to provide a safe place for all employees to work, including employees with disabilities. Workplace emergency preparedness and planning are important in meeting this responsibility.

A crisis situation affects everyone differently. Careful consideration of the unique needs of employees with disabilities must be factored into planning emergency response procedures.

Section 27 of Ontario Regulation 191/11 sets out employer responsibilities in this regard as follows:

Beginning of quote

Section 27: Workplace Emergency Response Information

- (1) Every employer shall provide individualized workplace emergency response information to employees with disabilities, if the disability is such that the individualized information is necessary and the employer is aware of the need for accommodation due to the employee's disability.
- (2) If an employee who receives individualized workplace emergency response information requires assistance and with the employee's consent, the employer shall provide the workplace emergency response information to the person designated by the employer to provide assistance to the employee.
- (3) Employers shall provide the information required under this section as soon as practicable after the employer becomes aware of the need for accommodation due to the employee's disability.
- (4) Every employer shall review the individualized workplace emergency response information,
 - a) when the employee moves to a different location in the organization;
 - b) when the employee's overall accommodations needs or plans are reviewed; and
 - c) when the employer reviews its general emergency response policies.
- (5) Every employer shall meet the requirements of this section by January 1, 2012.¹

End of quote

In order to ensure that the college meets its obligation under the regulation, it is important to remember that all information relating to emergency and safety procedures

¹O. Reg. 191/11 (s.27).

must also be made available in an appropriate alternative format to employees with disabilities upon their request.

3. Identify how disabilities may affect emergency response planning.

Emergency response planning must consider the needs of all employees. In emergency situations, employees with disabilities may require individual accommodations to take into account the nature of their disability. For example:

- An employee who is blind or has low vision may not have the ability to visually identify escape routes, directional information, instructions, objects or hazards.
- Employees who are deaf, deafened or hard of hearing may not have the ability to hear or react to audible emergency warning systems or oral instructions.
- An employee who has a physical/mobility disability may not have the ability to independently leave the workplace, use the stairs or open doors.
- An employee who has a speech/language disability, such as difficulty with articulation, voice strength, language expression or total loss of speech, may not have the ability to communicate clearly in an emergency situation.
- An employee with a disability may need additional time or assistance to respond to an order to evacuate as a result of their disability and the specific characteristics of the emergency.

Individual accommodations to address circumstances like these need to be considered at the outset when developing workplace emergency response plans.

4. Disability Etiquette

Being aware of disability issues and using disability etiquette is important in working to fulfill our responsibilities under the Integrated Accessibility Standards.

Consider the following general suggestions:

- Use people-first language to create a positive environment. When writing or speaking about a person with a disability, it's important to put the person first.
 - As an example, say "a person who is Deaf or hard of hearing" rather than "a deaf person."
- Choose the language you use carefully.

- As an example, a person who uses a scooter is not “confined” or “bound” to it; the scooter enables the person to travel to his or her destination.
- Be careful to not make assumptions about a person based on the term used to describe their disability.
- Be careful to not make assumptions about a person’s ability based on his or her appearance or use of assistive devices.
 - Individuals who use mobility devices, such as canes, walkers or wheelchairs, may use the device regularly or intermittently as required.
 - People who appear to be mobile may require accommodations such as accessible parking because they are unable to walk long distances due to other disabilities (for example, a person with asthma or other medical condition).
- Speak directly to a person with a disability, not to his or her support person (for example, an interpreter or intervenor).
- Respect personal space and property; do not touch a person with a disability or any assistive devices he or she may use.
- Extend the same courtesies to people with disabilities as you would to others. Ask whether the person needs assistance before you help.
- Remember that it’s fine to ask how you can help.

The guidelines below may help you become more aware of ways you can communicate more effectively with employees who have a specific disability.

a. People who are blind or have low vision

- Verbally greet and identify yourself before extending your hand to greet a person who is blind or has low vision. Use the same courtesy when entering a room.
- Offer to read written information aloud, when appropriate. Read the information as written, do not summarize it.
- Be aware that a guide dog is part of the person’s personal space and property; be careful to ask permission before interacting with a guide dog.
- Offer your arm when guiding the person. As you walk,
 - tell the person where you are going.
 - provide notice about upcoming steps or slopes.

- describe doors that are opening, obstacles in the path, structural changes or hazards.
- Say goodbye when ending a conversation so the person can anticipate the change.

b. People who are Deaf, deafened or hard of hearing; people who use American Sign Language (ASL)

People who are Deaf, deafened or hard of hearing may communicate in several ways. Pay attention to cues such as whether the person uses sign language, speech reading strategies, visual cues, writing or gesturing.

- Ask the person about his or her preferred method of communication.
 - When appropriate, provide a qualified sign-language interpreter or Communication Access Real time Translation (CART) service.
- Ensure that any multimedia you provide is accessible.
 - For example, training videos need to be captioned.
- Use an appropriate gesture, such as waving your hand or tapping the person's shoulder, to get his or her attention before you start speaking.
- Speak in a well-lit room that is free from background noise, if possible.
- Use a normal tone of voice unless asked to raise your voice.
- Rephrase if the person doesn't understand what you said.
- Ensure that a person who is speech reading can clearly see your mouth.
 - Keep your hands away from your face, and food or other items away from your mouth.
 - Keep your head turned toward the person while you are speaking.
 - Finish what you are saying before walking away.
- Direct your communication to the person and maintain eye contact with him or her when using a sign-language interpreter.
- Tell the person that you do not understand if you have trouble understanding what was said so you can find another way to communicate.
- Ensure that only one person speaks at a time during a meeting so that a person who is Deaf, deafened or hard of hearing can more easily follow the discussion and use the visual cues necessary to participate in the discussion.

c. People who are deafblind

People who are deafblind have some degree of hearing or vision loss. This can affect how they access information as well as how they manage different activities. Many people who are deafblind will be accompanied by an intervenor.

- Speak directly to the person, not to the intervenor.
- Identify yourself to the intervenor when you approach the deafblind person.
- Allow the person to explain to you how to communicate.
 - The person may not necessarily be completely deaf and blind; people who are deafblind may have some residual vision and/or hearing.

d. People with learning disabilities

A learning disability, such as difficulty receiving, expressing or processing information, does not limit a person's level of cognitive ability.

- Ask whether the person prefers verbal, written, or hands-on instruction, or a combination of methods.
 - As an example, if providing verbal instructions, it may be helpful to provide written instructions as a supplement.
- Be patient. Allow time for the person to respond.

e. People with mental health disabilities

People with mental health disabilities may have difficulty articulating their needs or interpreting social cues. They may feel uncomfortable in certain environments. It is important to be patient and allow time for the person to become comfortable.

f. People with physical/mobility disabilities

- Recognize that a person's wheelchair, scooter or other mobility device is personal property and forms part of his or her personal space.
- Be careful to not touch or lean on mobility devices and to not move them without being asked.
- Extend the same courtesies to people with disabilities as you would to others. Ask whether a person needs assistance before you help.
- Position yourself at eye level, if possible, when speaking for more than a few minutes with a person who uses a wheelchair or scooter.

g. People with speech/language disabilities

- Maintain eye contact during a conversation and focus on what the person is saying, rather than on how it is delivered.
- Be patient. Allow the person to finish what they are saying.
- Tell the person if you do not understand what they are saying.
 - Ask the person to repeat, and then repeat what you heard to verify.
 - Alternatively, ask the person to write down what was said.
- Consider talking with the person face-to-face as an alternative to talking on the phone.

h. People with other disabilities

Other disabilities may be temporary or permanent, visible or non-visible, such as, for example, fibromyalgia, chronic fatigue syndrome, arthritis, kidney disease, allergies, cancer, diabetes, HIV infections and seizure disorders, among others.

- Be careful to avoid making assumptions about the person or the disability.
- Remember it's all right to ask, "How may I help you?"

i. People who use service animals

Service animals assist people with disabilities in their day-to-day activities. In addition to guide dogs trained to assist people who are blind or have low vision, service animals can be trained to alert someone to sounds, pull a wheelchair, pick up items or assist with balance.

- Be careful to not pet or distract a guide dog or service animal.
- Be aware that a guide dog or service animal is part of the person's personal space and property. Be careful to ask permission before interacting with the animal.
- Ask where you should position yourself when preparing to walk alongside a person who is using a guide dog or service animal. Although walking on the side opposite the animal is the usual practice, circumstances may require something different.

5. Develop an individual emergency response plan for those who request it.

a. Contact Safety, Security & Emergency Management.

<http://www.algonquincollege.com/safety-security-services/>

When an employee self-identifies as a person with a disability, you may need to seek support from the department(s) that play a role in ensuring workplace safety and security at the college, such as security, occupational health and safety, or human resources. This will help ensure that your emergency response plan will align with existing college policies and procedures.

For example, it's important to be aware of

- the location of designated areas of refuge, collection points or evacuation points in your building.
- recommended evacuation routes and procedures.
- procedures for alerting designated campus security contacts.
- procedures and systems, such as emergency call boxes, for alerting first responders.

b. Consult with the employee with a disability.

To develop an individual emergency response plan, you will need to consult with employees with disabilities about their individual needs.

Focus on understanding the kinds of barriers that employees with disabilities can anticipate during an emergency situation. This will help inform you about the individual emergency response assistance that may be necessary to ensure the employee's safety.

It's important to remember that this is a process where everyone needs to be engaged. An employee with a disability should have an opportunity to express any specific needs that may arise during an emergency situation.

c. Consider establishing a support team.

Some employees with disabilities may require assistance in an emergency situation.

If an employee with a disability has an individual workplace emergency response plan and requires assistance in an emergency situation, the legislation makes it

clear that it is the college's responsibility to designate someone to provide that assistance:

Begin Quote

(2) If an employee who receives individualized workplace emergency response information requires assistance and with the employee's consent, the employer shall provide the workplace emergency response information to the person designated by the employer to provide assistance to the employee. (Section 27)

End Quote

To satisfy this requirement, and with the employee's consent, you may find it helpful to set up a volunteer support team, separate from any system of volunteer fire marshals that your college has in place, to provide assistance to an employee with a disability in an emergency situation. A team approach will help provide continuity when members of the support team are absent.

Support team members should be employees who

- are regularly located in the same area as the employee with a disability.
- volunteer of their own accord to provide assistance to the employee with a disability in an emergency situation.
- have a clear understanding of their roles and responsibilities in an emergency situation.

It is important to understand that an employer cannot force employees to be part of a support team. Support teams should be made up of volunteers who want to be part of the team.

It is rare for employees to decline creating a support team for a co-worker with a disability. Should this unlikely situation occur, the legislation requires that the college designate someone to provide assistance if the employee's individualized emergency response plan indicates that assistance is required.

As a manager tasked with ensuring the Integrated Accessibility Standards are implemented, be aware that you may need to involve representatives from other areas of the college, such as Human Resources, Occupational Health and Safety or senior management, or third-parties such as union representatives or outside experts, if no one volunteers so that the college can designate someone to provide assistance. You may find it helpful to consult with the appropriate areas of the

college before any such situation arises so that everyone has confidence that there is a process in place.

The college does not want employees to put themselves in danger during an emergency situation. Provide an opportunity for the employee with a disability to meet with the members of the support team or the person designated by the college to provide assistance to discuss any concerns.

d. Know the protocol for assisting others in an emergency.

Algonquin College has existing policies on the protocol for providing assistance to others during an emergency. Ensure that you are up-to-date on these existing policies.

- In general, employees who cannot independently and safely leave a building should not be evacuated by volunteers. If possible, they should wait for trained emergency professionals to help with the evacuation.
- Support team members, or the people designated to provide assistance, need to understand clearly what their role is when assisting an employee with a disability in an emergency situation. (For example, they may be required to escort the employee to a designated evacuation point and to notify first responders of the location of the employee needing evacuation.)
- Employees with disabilities need to understand clearly what they are to do if they are alone when an emergency occurs. (For example, they may need to call a designated security contact from their existing location or from an emergency call box.)
- Employees with some disabilities may have difficulty articulating information in an emergency situation. Your college should have a plan of action on how it will respond to those employees if they are in an elevator when an emergency situation occurs since they may not be able to express their needs.

e. Address the individual needs of employees with disabilities.

Should an emergency situation occur, employees with disabilities may need specific assistance as a result of the nature of their disability or the circumstances of the emergency. You will need to address the needs of these employees individually.

The specific preferences of an employee with a disability regarding how they can best be helped in an emergency situation should be recorded in the employee's

individual emergency response plan and distributed to the departments responsible for emergency safety and security at your college.

If possible, try to provide an employee's preferred method of assistance if it will be safe for them and for others who may be involved. If this is not possible, discuss appropriate alternatives with the employee. It's important that everyone clearly understand the protocol and the reasons behind it.

The guidelines that follow offer some suggestions about factors to consider when drawing up an individual emergency response plan for an employee with a disability.

Employees who are blind or have low vision

Employees who are blind or have some residual vision will be familiar with their immediate workplace surroundings and their frequently traveled routes. If the route to be taken in an emergency is different from their commonly traveled routes, these employees may need assistance.

One common approach is for a support team member to offer to escort the employee along the emergency route. The support person should communicate as necessary to assure safe evacuation.

Deaf, deafened or hard of hearing employees

Deaf, deafened or hard of hearing employees may not hear audible emergency alarms. If the building is not equipped with fire-alarm strobe lights, these employees will need an alternative method to alert them to an emergency situation, particularly if they are located in an area where they may be isolated and there is no visual alarm.

Deaf blind employees

Deaf blind employees may not hear audible emergency alarms and may not be able to see visual warning systems such as flashing lights. These employees will need an alternative method to alert them to an emergency situation.

Employees with learning disabilities

While many employees who have a learning disability may not need an individual emergency response plan, they may need emergency response information to be provided to them in an accessible format. Employers have a responsibility to ensure that all employees are familiar with the procedures and protocol to be followed in an emergency situation.

Some employees with learning disabilities may require that this information be provided in plain language, or in a format that allows them to use assistive devices such as text-to-voice software.

Employees with physical/mobility disabilities

Employees with physical/mobility disabilities may or may not use a wheelchair, scooter or other mobility device.

When an emergency alarm is activated, a support team member should accompany an employee with a physical/mobility disability to the designated area of refuge, collection point or emergency evacuation waiting area as appropriate.

If the emergency involves an evacuation, and if the employee is not able to safely and independently evacuate the building, the support team member should follow the procedure recommended by your college. In general, the recommended procedure is for the support team member to notify the college security contact or first responders of the location of the employee who requires assistance for safe evacuation from the building.

If the employee with a physical/mobility disability is alone when an alarm is activated, the employee should follow the procedure recommended by your college for notifying the college security contact or first responders about his or her current location and the area of refuge/collection point/evacuation waiting area they are headed to.

Areas of refuge, collection points and emergency evacuation waiting areas are often located in the nearest stairwell landing. Since stairwell landings may be small, it is important to consider how an employee who uses a wheelchair or scooter can safely share the space when others are using the stairway to evacuate the building. Safety for all employees should be a priority.

Employees with speech/language disabilities

An employee with a speech/language disability may not have the ability to articulate important information during an emergency situation. Plan to use an alternative means of communicating in these circumstances.

Employees with other disabilities

Under the AODA, employees with temporary disabilities or disabilities as a result of chronic medical conditions have the right to request that an individual emergency response plan be developed.

Employees with temporary disabilities such as broken bones, illness, trauma or recent surgery may experience difficulty in complying with an order to evacuate.

These employees have the right to request that an individual emergency response plan be put in place for the duration of their disability.

Employees with chronic conditions, such as arthritis, rheumatism, diseases of the heart or lungs, seizure disorders, or neurological diseases with a resulting lack of coordination, have the right to, if they self-identify, have an individual emergency response plan developed.

Employees who use service animals

Ask employees who use service animals about their preferences regarding how their service animal should be handled or evacuated in an emergency situation. They should also outline how they can best be assisted if the service animal becomes hesitant or disoriented during an emergency situation.

It's important to ensure that this information about service animals is recorded in the college's emergency and safety planning documents.

f. Communicate and practice the individual emergency response plan.

Review the workplace emergency response plan with all of the employees in your area so that everyone knows what to expect, what to do, and who to notify if an emergency occurs. Provide an opportunity for all employees to practice responding to an emergency situation.

Arrange for the employee with a disability and the support team to conduct a run-through of the employee's individual emergency response plan to ensure that roles and responsibilities are clear, and to identify any possible issues that need to be addressed. Role-playing a practice emergency response is an important way to highlight any gaps in the plan or potential difficulties.

When discussing an employee's individual emergency response plan with co-workers, focus the discussion on the assistance to be provided to the employee with the disability. Respect the employee's right to privacy and do not discuss or communicate information about the disability.

6. Create the individual emergency response plan.

An individual emergency response plan must be developed when an employee has self-identified as a person with a disability and requests such a plan. [Appendix F-4](#) contains templates you may find helpful when creating an individual emergency response plan for employees with disabilities in your area.

a. Suggested approach for managers

When:

An employee self-identifies as a person with a disability.

Ask:

Does the employee want to have an individual emergency response plan in place?

If yes:

- Consult with the department(s) responsible for workplace safety and security to identify existing college policies and procedures.
- Consult with the employee to identify the employee's disability-related needs should an emergency require evacuation.
- Develop the individual emergency response plan in consultation with the employee.
- Identify a volunteer support team, if appropriate.
- Communicate the individual emergency response plan to all employees in your area.
- Practice the individual emergency response plan.
- Provide a copy of the individual emergency response plan to human resources, the college department(s) responsible for workplace safety and security and the employee.
- Review the individual emergency response plan annually in consultation with the employee, or sooner if there are changes to the employee's work situation or disability-related needs, or if the college's safety or emergency protocols change.

If no:

- Discuss the support available to the employee in case it is needed in the future.
- Make sure that the employee clearly understands the college protocols to be followed in an emergency when an employee cannot safely evacuate the building on their own.
- Review the decision annually or sooner if there are changes to the employee's work situation or disability-related needs, or if the college's safety or emergency protocols change.

b. Suggested approach for employees with disabilities

When:

You have a self-identified to your employer as a person with a disability.

Decide:

Do you want to have an individual emergency response plan in place?

If yes:

- Identify your disability-related needs in an emergency situation and discuss them with your manager.
- Develop the individual emergency response plan in consultation with your manager.
- Identify a possible volunteer support team, if appropriate.
- Confirm that the individual emergency response plan will be distributed to human resources and the college department(s) responsible for workplace safety and security, and retain a copy for yourself.
- Practice the individual emergency response plan with your support team.
- Review the individual emergency response plan each year in consultation with your manager, or sooner if your work situation or disability-related needs change.

If no:

- Review your decision annually, or sooner if your work situation or disability-related needs change.

- Make sure you clearly understand the college's emergency protocol to be followed when an employee with a disability cannot safely or independently evacuate the building.

7. Resources

a. Emergency Evacuation Orders

If you discover fire or smoke:

- **Remain Calm ~ Do not use elevators**
- **ACTIVATE** the nearest fire alarm pull station
- **CALL** the "5000" emergency line from a safe area to report the exact details of the fire
- **CLOSE** any doors/windows to the fire affected area, if safe to do so
- **LEAVE THE** building immediately using the nearest exit, moving to another building or at least 100m/300ft away from the building

IF YOU HEAR THE FIRE ALARM SOUND

b. Ministry of Community and Social Services

The Ministry of Community and Social Services provides a tip sheet and a 20-page informative guide to creating emergency response plans entitled ***Accessibility Standard for Employment: providing emergency response information for employees with disabilities.***

- <http://www.mcscs.gov.on.ca/documents/en/accesson/emergency/Emergency%20tip%20sheet%20employee%20disabilities.pdf>
- http://www.mcscs.gov.on.ca/documents/en/accesson/emergency/Guide_emergencyinformation_employees_eng.pdf

8. Appendices

Appendix F-1: College Emergency Policies and Procedures

<http://www.algonquincollege.com/safety-security-services/>

- Leave the building immediately using the nearest exit, moving to another building or at least 100m/300ft away from the building. Ensure persons with disabilities are assisted, as required.
- Persons in charge of a class or meeting or providing a service to the College, shall stop all activity and immediately ensure the class or group members evacuate the building by the nearest safe exit, moving to another building or at least 100m/300ft away from the building.
- Persons requiring assistance, who are unable to leave the building, shall proceed to the nearest collection point for persons with disabilities or nearest safe exit and wait for assistance from the Fire Department or fire emergency personnel. (*Maps indicating collection point and emergency phone locations are available from the Centre for Students with Disabilities*)
- DO NOT enter or return to the building until approved by the Fire Department and notified to do so by fire emergency personnel.

See Fire Safety Plan for more detailed procedures

Persons with Disabilities

During an emergency, all members of the college community have a moral responsibility to assist in the evacuation of persons with disabilities.

Examples of disabilities are:

- visual impairments (reduced vision or blindness)
- hearing impairments (some degree of hearing loss or deafness)
- mobility impairments (those who use walkers, crutches, motorized scooters, wheelchairs, canes – may be short or long term)
- other medical conditions that pose a functional limitation

All persons with disabilities, who are able to use the stairs with or without assistance, shall evacuate according to the emergency evacuation orders.

Persons with disabilities who are unable to use the stairs should:

- If located on the ground floor, use the nearest safe and appropriate exit (ground level, wheelchair ramp etc.)

- If located on the second floor, move to the next building horizontally, if possible and if the alarm bells are not ringing in that building.
- If located in an area not described above, proceed to the nearest collection point or safe exit. Use the emergency phone to report your location. Wait at that location or inside the stairwell for assistance from the Fire Department or fire emergency personnel.

The Security Office may be contacted from any emergency telephone located near the exits. When contacted, Security will note your location and either Fire Department personnel or fire emergency personnel will respond if the situation requires further evacuation. Wait for the arrival of these personnel or for the all clear to be given before leaving the area.

Security Services maintains emergency evacuation equipment for persons who are mobility impaired. This equipment may be deployed by Security personnel or other responding emergency services personnel, dependent on the circumstances.

Following a fire alarm which does not necessitate the evacuation of persons with disabilities, Security Services will check all reported locations to ensure all such persons are advised of the "all clear".

Persons with impaired hearing may not perceive audible emergency alarms. In these cases, and where visual emergency alarms are not installed, alternative warning techniques should be given by faculty. This can be done by writing a note indicating the nature of the emergency or by turning the light switch on and off to gain the student's attention. Then, through gestures or writing, indicate what is happening and what should be done. Assist the student to evacuate the building, if necessary.

Appendix F-2: Emergency Awareness Checklist for Managers

Identify the emergency policies, procedures and systems currently in place at the college, and indicate the date you last reviewed them with employees in your area. Check “Yes” or “No” in the appropriate columns for both tables below, and answer the question at the end of this page.

Element	YES (√)	NO (x)	Details	Date reviewed
24-Hour security service				
electronic security applications				
emergency phone system				
internal emergency phone number				
integrated 911 services				
emergency broadcasting system				

Policies and Procedures for the following:

Element	YES (√)	NO (x)	Details	Date reviewed
fire safety				
evacuation				
bomb threats				
violent acts				
suspicious activities				
other				

This material should be reviewed annually. What is the date for next annual review? _____

Appendix F-3: Location of Emergency Call Boxes (Phones) and Collection Points

Building	Floor	Stairwell	Location	Collection Point
A	1		A-142 Hallway	
A	1		A-138 (Inside)	
A	1	E1	A-113 Hallway	YES
A	1	D1	A-104 Hallway	YES
A	1		A-145 Hallway	
A	1		A-129 Thunder Alley	
A	2	D2	A-203A Hallway	YES
A	2	C2	A-213 Hallway	YES
A	2		A-226 Hallway	YES
B	1	F1	B-165 Hallway	YES
B	1		B-150 Hallway	YES
B	1	D1	B-143 Hallway	YES
B	1	C1	B-133 Hallway	YES
B	1	B1	B-121 Hallway	YES
B	1	A1	B-102 Hallway	
B	1		B-Cafeteria	
B	2	D2	B-243 Hallway	YES
B	2	F2	B-255 Hallway	
B	2	C2	B-233 Hallway	YES
B	2	A2	B-202 Hallway	YES
B	2	B2	B-221 Hallway	YES

Building	Floor	Stairwell	Location	Collection Point
B	3	B3	B-321 Hallway	YES
B	3		B-364 Hallway	
B	3	A3	B-302 Hallway	YES
B	3	F3	B-357 Hallway	YES
B	3	E3	B-351 Hallway	YES
B	3	D3	B-343 Hallway	YES
B	3	C3	B-333 Hallway	YES
B	4	F4	B-457 Hallway	YES
B	4	E4	B-453 Hallway	YES
B	4	D4	B-443 Hallway	YES
B	4	A4	B-402 Hallway	YES
B	E		Elevator North	
B	E		Elevator South	
C	0		C-027 Hallway	YES
C	0		C-017 Hallway	YES
C	0		C-022 Hallway	
C	1	E1	C-131 Hallway	YES
C	1	F1	C-132 Hallway	YES
C	1		C-104 Ladies Washroom	
C	2		C-216 Hallway	YES
C	2		C-J Link West	
C	2		C-J Link East	

Building	Floor	Stairwell	Location	Collection Point
C	3	C3	C-346 Hallway	
C	3	B3	C-302 Hallway	YES
C	3		C-336 Inside Access Centre	
C	4	A4	C-423 Hallway	YES
C	4	B4	C-429A Hallway	YES
C	5	A5	C-514B Hallway	YES
C	5	B5	C-548 Hallway	YES
C	E		North Elevator	
C	E		South Elevator	
CA	1	A1	CA-S/E Entrance	
CA	1	B1	CA 103 Hallway	
CA	1		CA-112 Hallway	
CA	1		CA-126E Hallway	
CA	1		CA-125 Hallway	
CA	1		CA-North Entrance	
CA	2	A2	CA-202A Hallway	
CA	2	B2	CA-203 Hallway	
CA	2	C2	CA-206 Hallway	
CA	2	E2	CA-218 Hallway	
CA	2	F2	CA-222C Hallway	
CA	2		CA-216 Cafeteria	

Building	Floor	Stairwell	Location	Collection Point
CA	2		CA locker bay South Wall	
CA	2		CA locker bay West Wall	
CA	2		CA locker bay Middle	
CA	2		Cafeteria West Wall	
CA	2		West Bridge (CA213)	
CA	2		CA-224 Hallway	
CA	3	A3	CA 317 Hallway	YES
CA	3	B3	CA 318 Hallway	
CA	3	C3	CA-305 Hallway	
CA	4	A4	CA-416 Hallway	YES
CA	4	B4	CA-419 Hallway	
CA	4	C4	CA-406 Hallway	
CA	5	A5	CA-543 Hallway	YES
CA	5	B5	CA-501 Hallway	
CA	5	C5	CA-518 Hallway	
CA	PH	A	By A-Stairwell	
CA	PH	C	By C-Stairwell	YES
CA	E		Elevator #1 S/E	
CA	E		Elevator #2 S/W	
CA	E		Elevator #3 N	
D	1		D Main Entrance	

Building	Floor	Stairwell	Location	Collection Point
E	1	A1	West Entrance	
E	1		N/E Entrance	
E	1		E115 Hall	
E	1		East Entrance	
E	2	A2 (west)	By A west Stairwell	
E	2	A2 (East)	By A East Stairwell	
E	2	C2	By C Stairwell	YES
E	2		By Main staircase	
E	3	C3	By C-Stairwell	YES
E	3		E-337 Hallway	
E	3		E-341 Hallway	
E	E		Elevator #1	
E	E		Elevator #2	
H	E		H-Main Entrance	
H	1	B1	H-127 Hallway	YES
H	2	A2	H-208 Hallway	YES
H	2		H-200 Hallway	YES
H	E		Elevator	
J	1	B1	J-Block South Ent.	
J	1		J-Block East Ent.	
J	2	B2	J-220 Hallway	YES

Building	Floor	Stairwell	Location	Collection Point
J	2		C-J Link East	
J	2	A2	J-2nd Floor North	
J	2	B2	J-2nd Floor South	YES
J	3	B3	J-3rd Floor South	YES
J	3	A3	J-3rd Floor North	YES
J	3	B3	J-318 Hallway Phone	
J	3	A3	J-305 Hallway Phone	
J	E		Elevator	
M	1		M-104-a LADIES WASHROOM	
M	1		M Main Entrance	
N	1		N-East Entrance	
N	2	B2	N-220 Hallway - T link	YES
N	2	A2	N-212 Hallway	YES
N	2		N-200 Hallway	
N	E		Elevator	
P	1		P-1st Floor West	
P	1		P-1st Floor Main N	
P	1		P-1st Floor Main S	
P	1	B1	P-1st Main Lobby	
P	1		P-1st Floor East	
P	1		By Sim. Lab P-128	
P	2	B2	P-2nd Floor East	YES

Building	Floor	Stairwell	Location	Collection Point
P	2		P-2nd Floor West Link	
P	2		By Sim. Lab 2nd floor	
P	3	B3	P-3rd Floor East	YES
P	3	A3	P-3rd Floor West	YES
P	E		Elevator	
R	1	K1	By K-1 Exit	
R	1	J1	By J-1 Exit	
R	1	B1	By B-1 Exit	
R	1	G1	By G-1 Exit	
R	1	F1	By F-1 Exit	
R	1	E1	By E-1 Exit	
R	1	C1	By C-1 Exit	
R	1	A1	By A-1 Exit	
R	1	D1	By D-1 Exit	
R	1		South Lobby	
R	2	K2	By K-2 Stairwell	
R	2	J2	By J-2 Stairwell	
R	2	H2	By H-2 Stairwell	
R	2	E2	By E-2 Stairwell	
R	2	D2	By D-2 Stairwell	
R	2	A2	By A-2 Stairwell	
R	2	B2	By B-2 Stairwell	

Building	Floor	Stairwell	Location	Collection Point
R	2	G2	By G-2 Stairwell	
R	2	C2	By C-2 Stairwell	
R	2	F2	By F-2 Stairwell	
R	3	A3	By A-3 Stairwell	
R	3	B3	By B-3 Stairwell	
R	3	E3	By E-3 Stairwell	
R	3	C3	By C-3 Stairwell	
R	3	D3	By D-3 Stairwell	
R	3	G3	By G-3 Stairwell	
R	3	K3	By K-3 Stairwell	
R	3	F3	By F-3 Stairwell	
R	3	J3	By J-3 Stairwell	
R	3	H3	By H-3 Stairwell	
R	4	K4	By K-4 Stairwell	
R	4	H4	By H-4 Stairwell	
R	4	J4	By J-4 Stairwell	
R	4	E4	By E-4 Stairwell	
R	4	A4	By A-4 Stairwell	
R	4	B4	By B-4 Stairwell	
R	4	C4	By C-4 Stairwell	
R	4	D4	By D-4 Stairwell	
R	4	F4	By F-4 Stairwell	

Building	Floor	Stairwell	Location	Collection Point
R	4	G4	By G-4 Stairwell	
R	5	H5	By H-5 Stairwell NORTH	
R	5	H5	By H-5 Stairwell SOUTH	
R	5	J5	By J-5 Stairwell	
R	5	K5	By K-5 Stairwell	
R	E		R-Elevator #4	
R	E		R-Elevator #5	
R	E		R-Elevator #1	
R	E		R-Elevator #2	
R	E		R-Elevator #3	
S	1		109A Hallway	
S	1		N/W Entrance	
T	1		N/E By T-130	
T	1	C1	N/W By T-119	
T	1	B1	S/W By T-115	
T	1	A1	S/E By T-105	
T	2	A2	S/E Hallway By T-202	
T	2	B2	S/W Hallway By T-218	
T	2		Bit & Bites Hallway - J Link	
T	2		N/E T-N Link By T-231	
T	3	A3	T-304 Hallway	YES

Building	Floor	Stairwell	Location	Collection Point
T	3	B3	T-320 Hallway	
T	3	C3	T-327 Hallway	YES
T	E		Elevator	
V	E		Exterior Entrance N/W	
V	1		V-110 Hallway	
V	E		Exterior East	
Z	1		Main Lobby	
Exterior	Fitness zone		Lot-1 (Turn Around)	
Exterior	P-LOT		Lot-7 West	
Exterior	P-LOT		Lot-8 East	
Exterior	P-LOT		Lot-9 NW	
Exterior	P-LOT		Lot-9 South	
Exterior	P-LOT		Lot-9 East	
Exterior	P-LOT		Lot-10	
Exterior	P-LOT		Lot-11 Residence	
Exterior	P-LOT		Lot-12	
Exterior	P-LOT		Lot 9 N/E	

Appendix F-4: Individual Emergency Response Plan Templates

The following three pages contain templates you can use to create individual emergency response plans for employees who have self-identified as a person with a disability and who have requested such a plan.

Individual emergency response plan

Part 1: General Information

Employee Name	
Employee No.	
School / Department	
Campus / Office	
Program	

	Buildings used
1.	
2.	
3.	
4.	
5.	

	Location and floor levels in respective buildings
1.	
2.	
3.	
4.	
5.	

Daily timetable	Time from	Time to
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

Areas used outside of normal working hours	
Nearest accessible washroom	
Closest emergency collection point	

Signature: _____ **Date:** _____

Print name: _____

Individual emergency response plan
Part 2: Personal Information

Employee Name	
Employee No.	
School / Department	

Check Yes or No or make a mark in the appropriate columns.

Question	Yes	No
Do you have a full time personal assistant?		
Can you hear audible alarm signals?		
Can you use stairs safely in an emergency?		
Would you use the stairs without assistance?		
Can you follow exit signage without assistance?		
Do you use a wheelchair and/or any other device to aid your mobility?		
If yes, please describe:		
Do you use your wheelchair at all times while in the workplace?		
Do you use an electric wheelchair?		
Do you use a manual wheelchair?		

Are there measures that could be introduced that would help you when responding during an emergency situation?

If yes, please explain:

Signature: _____ **Date:** _____

Print name: _____ **Contact No.** _____

Individual emergency response plan
Part 3: Personal Response Plan

Employee Name	
Location of Workstation	
Hours of Employment	

Support Team Member	Location

Assistance required:

Agreed evacuation route:

Closest collection point:

Signatures

Employee: _____

Date: _____

Manager: _____

Date: _____

Security: _____

Date: _____

Copies to:	Check ✓
Employee	
Manager	
Human Resources	
Security	

Date reviewed	Employee	Manager