Floor Warden Manual

1. Introduction

Floor wardens are SFU employees trained to guide the SFU community during emergencies. They also help prevent unsafe conditions in their area and encourage co-workers and students to participate in emergency drills.

2. Roles and Responsibilities

Overview of Floor warden responsibilities

Knowledge of assigned area and emergency procedures

- Be familiar with your assigned areas, including areas of refuge, to ensure a safe and orderly evacuation of building occupants in the event of an emergency evacuation.

- Participate in orientation and training opportunities.

- Participate in regular drills.

- Participate in post emergency assessments.

Be an advocate for fire prevention and floor safety

- Regularly check your assigned areas for accumulation of combustible materials.

- Regularly check for dangerous ignition sources.

- Report malfunctioning exit signs and check for adequate lighting in public areas.

- Ensure that exit routes are not obstructed.

- Report any safety concerns or hazards to Safety & Risk Services immediately.

Floor Warden Role & Responsibilities

BEFORE an alarm

- Report any hazards and know the location of pull stations, fire extinguishers, emergency phones (if any), and all exits;
- Know the building's Assembly Point, Response Point (Fire Panel Location) and least 2 exits out of the building;

DURING an alarm

- Don your high visibility vest and clipboard
- Ensure your floor/Zone is quickly and efficiently evacuated;
- Occupants should be encouraged to walk and not run to the nearest exit doors and stairwells. DO NOT USE ELEVATORS;
- Close all doors and check washrooms, study areas;
- Do not argue with occupants if they don't evacuate, close doors and record names if known and room numbers and report them to the **Building Evacuation Coordinator (BEC)**;
- If you encounter smoke/fire on your sweep route, alter your route to the nearest safe exit and report to the BEC at the panel.
- Report the status of your floor/Zone to the Building Evacuation Coordinator at the response point particularly:

  o Location of persons with impairments
  o Location of persons unable to or refusing to evacuate
  o Any problems noticed during evacuation
  o If you have posted a no entry sign and the location

- Proceed to the Assembly point and await further direction from the Assembly Captain.

AFTER an alarm

- After the "all clear", participate in the "After Action Review";
- Bring up any concerns and discuss ways the evacuation could have been improved with your BEC.

Building Evacuation Coordinator (BEC) Role & Responsibilities

BEFORE an alarm

- Report any hazards and know the location of pull stations, fire extinguishers, emergency phones (if any), and the location of all emergency exits;
- Know your building's Assembly Point, Response Point (Fire Panel) and at least 2 exits out of the building;
- Maintain an Floor Warden list for the building. Ensure it is kept current with contact information and floor/Zone assignments.
- Identify persons with impairments.
- Distribute and maintain the vests/equipment (clipboard and forms).
- Prepare reports of alarm incidents and drills.

DURING an alarm

- When an alarm sounds, the BEC will meet the Floor Wardens at the response point, (Fire Panel and/or designated point);
- Record the status of evacuated areas and report:

    o Location of persons with impairments
    o Location of persons unable to evacuate or unwilling
    o Any problems noticed during evacuation

- Liaise with Campus Security and the Fire Department
- Appoint an Assembly Captain person for the Assembly point
- Provide status updates to the Assembly Captain as required

AFTER an alarm

- When building is safe to re-enter communicate the "ALL CLEAR" to the Assembly Captain;
- Participate in the "After Action Review". Bring up any concerns and discuss ways the evacuation could have been improved.

Assembly Captain Roles and Responsibilities

- Will be appointed by BEC during the evacuation to any Floor Warden;
- Ensures means of communication with BEC (e.g. cell, phone, radio, runner);
- Updates evacuees at the Assembly point on status of evacuation or other pertinent information as received from the BEC (e.g. ALL CLEAR, delays etc.).

What if there is no BEC to report to?

- In the event that no BEC's are available, the first Emergency Warden at the response point will assume this role. If a Floor Warden is uncomfortable with this, ask another Floor Warden for support and assistance.

3. Emergency Plan

The Evacuation Plan during an Alarm

All SFU building fire alarms are monitored by Campus Security and the Fire Department. When an alarm is activated, a notification is instantly sent to Security and the Fire Department. The fire alarm system may be used for evacuations other than Fire. All evacuation alarms should be treated as "real" and a proper evacuation conducted.

Campus Security and the fire department will respond to the building. All occupants of a building in alarm should immediately evacuate the building through the **nearest** and **safest** emergency exit and proceed to their designated Assembly Point.

Occupants should be exiting to the exterior of the building and are not to use building connectors/tunnels to get to the assembly point.

Evacuation procedures and routes

All Emergency Wardens should review the Assembly Point location for the occupants of the building they occupy. This information should also be included in student/ department orientations so the building occupants are aware of the Assembly Point for their building.

Assembly area maps for all three campuses can be found here.

4. All Hazard Emergency Responses

Five All-Hazard Emergency Responses

In an all-hazards approach, there are five key responses that can be appropriately implemented in the event of most emergencies. It is important to know that the responses are context specific and flexible. A decision to evacuate a school following an earthquake is not automatic. The decision must be made in light of the circumstances –damage to the building, the weather and other considerations.

These five responses are:

1 Drop-Cover-Hold On

Most people are familiar with the drop-cover-hold on response as it is the recommended immediate response for earthquakes. Drop-Cover-Hold On may be followed by a second response such as evacuation or shelter-in-place. However, it is also appropriate in the event of an explosion that causes buildings to shake or materials to fall from structures. The result is that structures become unstable and materials can fall, explode or disintegrate.

EXAMPLES: Earthquake   Explosion

2 Evacuate

When a building or area becomes unsafe, evacuation may be called for. The most common event requiring evacuation is fire, but other circumstances may also require evacuation. These include floods or a bomb threat within the school.

EXAMPLES: Fire   Bomb threat

                Chemical accident   Post-earthquake

                Explosion or threat   Tsunami
                of explosion

3 Lockdown

Lockdown is used to prevent intruders from entering occupied areas of a building or when it is necessary to isolate students and staff from a danger outside or within the building. Situations include active shooters or dangerous intruders. Staff and students are restricted in their movements to a specific area which is then protected through locking of exterior and classroom doors and covering windows. There may be other areas of the school that are capable of being locked down and these may also be designated as lockdown locations.

EXAMPLES: Dangerous intruder   Active shooter

                Barricaded suspect

4 Lockout (also known as Hold and Secure)

A lockout is used when it is necessary to secure a school because there is an emergency situation occurring outside the school. The exterior doors are locked and monitored to allow students and staff to enter but otherwise remain locked. Once inside, no one leaves the building. An active police incident in a neighbourhood would trigger a lockout. Confirm with local police when it is safe to lift the lockout.

EXAMPLE:

Police incident in area e.g. robbery or any serious criminal offence in close proximity to a school or where a suspect has been pursued by police and/or on foot near a school

5 Shelter in Place

A shelter in place order is used when personal safety is considered to be in danger if anyone leaves the school. It is usually associated with an environmental hazard where hazardous materials are released into the atmosphere. For example, a chemical spill or gas leak in the immediate vicinity of the school. Shelter in place might also be used in the case of a wild animal in the vicinity of the school (e.g. cougar or bear).

In the case of environmental hazards, steps may need to be taken to ensure the school is airtight – turning off furnaces, air conditioning, closing fume hoods and exhaust systems, covering and taping windows – and that the air is safe to breath.

EXAMPLES:

Environmental events e.g. chemical or hazardous materials spill external to the school

Weather events e.g. sudden blizzard

Any situation where evacuation may pose a greater risk than shelter in place

Dangerous wild animal e.g. cougar, bear

Dirty bombs

Missing child

Gas leaks

Not all emergencies require one of the five responses listed here. In fact, epidemics or outbreaks of highly communicable diseases will need a very different type of response, which may include closing schools if the situation is serious enough. Typically, less drastic measures are sufficient.

Source: Ministry of Advanced Education and Skills Training, Emergency Management Planning Guide

Emergency Management

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

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

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

[**Source:** https://www.combuilder.com.sg/emergency-management-with-scenario-planning-&-training]
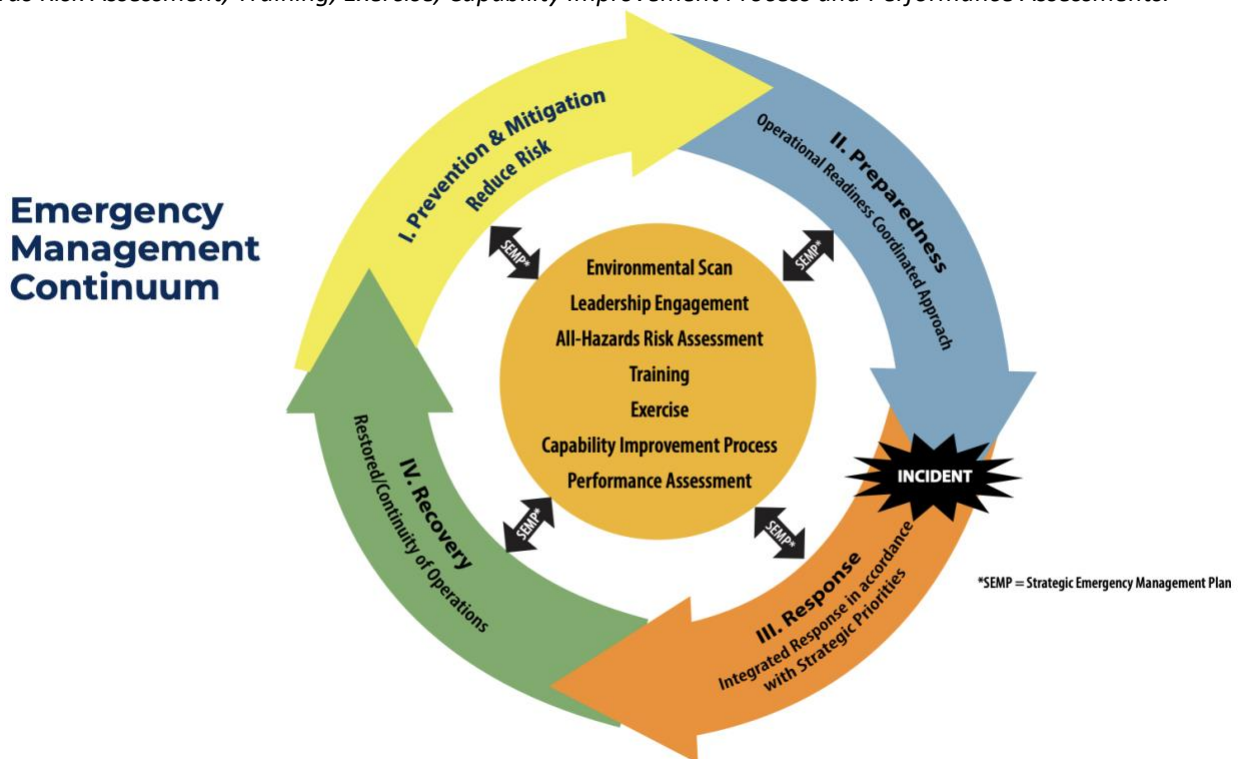
5. Emergency Communication

SFU Alerts

SFU Alerts is a suite of urgent notification systems that allows the university to quickly notify students, faculty, and staff using a variety of methods including:

- **Alertus Desktop Notifications** - Pop-up alerts on SFU-managed computers
- **SFU snap** – Download SFU snap to receive push notifications on mobile devices.

    - Download on Google Play
    - Ensure that push notifications are enabled in your phone settings:
        - iPhone: *Settings > SFU snap > Notifications > toggle on "Allow Notifications"* Android: *Settings > Apps > SFU snap > toggle off "Block", toggle on "Priority".*
        - Download on the Apple App Store
- **SFU Twitter** - @SFU
    - Note: you do not require a Twitter account to view messages
- **SFU Website** – www.sfu.ca
- **Email messages** - to staff, faculty, and registered SFU students
- **Campus digital screens** – located across all three campuses

6. Floor Warden Training

As per BC Fire Code, evacuation drills are held annually, additional requirements are identified for select buildings across campus. Emergency Management is responsible to organize drills and tabletop scenarios to test Floor Warden procedures.

Floor Warden Training will be moving to a Canvas course. In person training and Emergency Preparedness sessions will be provided semi-annually.

Fire Extinguishers

- Before you do anything pull the nearest fire alarm;
- Do not attempt to extinguish the fire unless you have been trained and you feel it is safe to do so. This should be done in pairs.
- When operating a Fire Extinguisher remember **PASS:**
    - **(P)**ull the safety pin
    - **(A)**im the nozzle
    - **(S)**queeze the trigger handle
    - **(S)**weep from side to side
- If at any point you feel unconfident, unsafe or discover the fire cannot be extinguished leave the fire area, close the door, evacuate and wait for the fire department at the main level of the building, with the BEC.