

# ENHANCED SAFETY PLAN

Les petites grenouilles Inc.

Facility Number: 1078

Location Address: 377 Sabourin Street, St-Pierre-Jolys

Main Centre Phone: 204-433-7976

Executive Director: Chantal Tackaberry

Assistant Director: Ginette Bertrand

Email Address: [cenpg@mts.net](mailto:cenpg@mts.net)

Mailing Address: Box 156, St-Pierre-Jolys, MB R0A 1V0

## FACILITY OVERVIEW

### Les petites grenouilles Inc.

377 Sabourin Street, St-Pierre-Jolys

Date Developed: March 2014

Last Revised:

Last Reviewed:

Reviewed and Approved by:

Fire authority  Child care coordinator  Board of directors

Copies provided to:

- all supervisory staff and designated alternates (including Board members)
- child care coordinator
- posted in each separate area for easy reference by all staff and the fire authority
- school principal

### **Purpose**

This safety plan is designed to provide guidance and direction to staff and the board of directors. This will help ensure the safety of the children, families, staff and visitors to our child care centre. It establishes clear and concise policy and procedures:

- to prepare staff on what to do in the event of different types of emergencies
- to evacuate safely to our designated place of shelter
- to shelter-in-place when it is safer to remain in the centre
- to close the centre due to severe weather, health-related or other emergencies
- to ensure the safety of children with anaphylaxis (life-threatening allergies)
- to ensure safe indoor and outdoor environments
- to control visitor access

### **Delegation of Authority**

The Executive Director (or designated alternate) maintains the authority to declare an emergency situation and implement evacuation, shelter-in-place or closure procedures. This responsibility includes communications with parents and the media.

First Designated Alternate: Assistant Director

Second Designated Alternate: Program Assistant

Third Designated Alternate: On-Site Staff Mentor

As the centre is located in a school, we follow the emergency procedures as directed by the School Principal and/or the School Division. As school personnel are always present, they may be consulted or be delegated authority by the Director (or designated alternate).

## **Communication**

Main centre has a stationary phone located in the staff room. There are cordless phones in the infant and preschool playrooms and the director's office. The video intercom phones can be used as an intercom between infant, preschool and office. The CPEF and Maternelle rooms do not have phones.

Staff members use walkie talkies (or personnel cell phones) to communicate from the playground and CPEF and Maternelle rooms.

Main centre has access to the school intercom to hear announcements but not to contact the school office. There is an intercom in the small hallway between the daycare and the school to contact the school office with if need be.

The CPEF and Maternelle rooms both have access to hear announcements and to contact the school office.

## **Children, Staff and Building Personnel**

### **Children**

Licensed for maximum of 86 spaces aged 12 weeks to 12 years including:

12 children aged 12 weeks to 2 years

44 children aged 2 to 6 years

30 children aged 6 to 12 years

Additional 10 preschool children enrolled in nursery school when school age children are present

### **Staffing**

21 total staff members including: (Executive Director, Assistant Director, Program Assistant and 2 Staff Mentors)

### **Building personnel**

School Principal is responsible for the school.

School Custodian is responsible for the maintenance of the building including the inspection and maintenance of the fire protection systems and equipment.

## **Building Description**

Located adjacent to École communautaire Réal-Bérard

5000 square feet attached to École communautaire Réal-Bérard

Childcare centre

### **Spaces Used by Centre**

The main centre is self-contained with infant and preschool playrooms, nap area, kitchen, staff bathroom, children's bathrooms, staff room and office.

School Age/Nursery School Space located just outside the main centre in school: Room 117 (CPEF) and Room 115 (Maternelle) with single washrooms within each room

Additional space used in the school: School washrooms are used during group routines times. Centre also has access to the gymnasium, music and computer rooms from time to time.

### **Main Centre Exits**

Main Exit: Centre's back door (north) leading to back of the school

Alternate Exit: Centre's entrance door (south)

Additional Exits: Fire door in preschool nap room and fire door in infant eating area

### **CPEF and Maternelle Rooms Exits**

Main Exit: Main school entrance

Alternate Exit: Passed school office to south exit to school yard

Additional Exits: Through hallway to main centre and exit out preschool nap room fire door

### **Gym Exits**

Main Exit: Fire door in gym leading to small parking lot and tennis courts

Alternate Exit: Up the stairs to the mezzanine, then down the stairs to fire exit

Additional Exits: Fire door in preschool nap room and fire door in infant eating area

### **Heating, Ventilation and Air Conditioning**

Heated floors, Central Air conditioning located on the roof of building

## **Fire Safety Equipment and Locations**

### **Security System**

Monitored by XL Alarms Ltd. 204-231-1072 or 866-623-7500

### **Fire Alarm System**

Fire alarm system signal sent directly to alarm company (includes sprinkler system in the infant spaces, hard-wired smoke alarms and heat sensors, pull stations, emergency lighting through main centre).

Fire Alarm System Control Panel located: school's electrical room

Monitored by: XL Alarms Ltd at 204-231-1072 or 866-623-7500

### **Fire Alarm Pull Stations Locations**

- Infant: Kitchen and nap room
- Preschool: Outside kitchen and in nap room
- Hallway to school
- Hallway just outside CPEF and Maternelle Rooms (#115 and 117)

### **Fire Department Connection Location**

On the right of the outside North exit of the centre

### **Smoke Alarms**

CPEF and Maternelle Rooms have hard wired smoke alarms and heat sensors in the hallway.

Hard wired smoke alarms in the main centre located: Kitchen, infant and preschool playroom

Installation Date: April 2011

### **Carbon Monoxide Alarms**

Battery-operated CO alarm units (regular batteries) verified by the school custodian once a month

Located: in infant space infant nap room, preschool space, preschool nap room, CPEF and Maternelle Rooms

Main Centre installed: April 2012 (replace unit in February 2017)

CPEF and Maternelle Rooms installed: February 2014 (replace unit in February 2019)

### **Portable fire extinguishers**

- north and south entrances of main centre
- centre kitchen
- in hallway just outside CPEF and Maternelle Rooms
- staffroom

### **Utility Shut-off Locations**

The School Custodian is responsible for the maintenance and inspection of all utilities. Child care staff do not have access to the utility shut offs. If a utility needs to be shut off in an emergency, staff must contact the School Principal or Custodian.

There is natural gas in the building.

### **EMERGENCY FLOOR PLAN**

See attached

## **School – Child Care Centre Communication Procedures**

In case of an emergency or threat of any kind to Les petites grenouilles Inc. and École communautaire Réal-Bérard, immediate communication must be ensured between the centre and the school.

Ongoing communication and updates are continued until the emergency or threat is over.

**When Les petites grenouilles Inc. is aware of a threat or in an emergency state, the director (or designated alternate) will:**

1. If in main centre, call the school by telephone at 204-433-7706 (when safe) or  
If in CPEF or Maternelle Rooms, communicate with the school office by intercom or
2. Walk down to school office to communicate (when safe)

**Outside of school hours**, the director will contact the school custodian at on his cell phone number (or in person).

**Outside the centre's hours of operation**, the director will contact the school principal at home using the school phone tree.

**When École communautaire Réal-Bérard is aware of a threat or in an emergency state, the school principal (or designated alternate) will:**

1. Communicate using announcements over the school intercom or
2. Call the main centre by telephone at 204-433-7976 (when safe) or
3. Walk down to the centre to communicate (when safe)

**Outside of school hours**, the school principal or custodian will contact the director at the centre.

**Outside the centre's hours of operation**, the school principal will contact the director at home using the school phone tree.

**These communication procedures are posted in the preschool room, CPEF and Maternelle Room and in the office of the school and custodian's area and will be reviewed annually by the centre director and school principal and revised as needed.**

## **EMERGENCY EVACUATION PROCEDURES**

Emergency evacuation procedures will be used in case of:

- fire
- a chemical or hazardous materials accident inside of the centre
- a suspected natural gas leak
- high level of carbon monoxide (CO) indicated by CO alarm

Emergency evacuation procedures may be also used in situations such as:

- bomb threat
- threatening behaviour inside the building
- a chemical accident in the area outside of the centre
- a health-related emergency such as utility failure or sewage back up

### **In Case of Fire**

#### **Staff should:**

1. Ensure everyone evacuates fire area immediately.
2. Close doors to fire area.
3. Pull fire alarm bell.
4. Notify director (or designated alternate) as to the location of fire.
5. Proceed with evacuation following steps in *Upon Hearing Fire Alarm (or Instructions from Director)*.

#### **Director (or designated alternate) should:**

1. Notify school personnel as to the location of fire.

### **Suspicion of Gas Leak - IMPORTANT - Do NOT pull fire alarm bell**

#### **Director (or designated alternate) should:**

1. Verbally direct senior staff in main centre and school age/nursery school rooms to begin *Evacuation Procedures* following steps in *Upon Hearing Fire Alarm (or Instructions from Director)*.
2. Verbally notify school personnel by phone or in person.
3. School personnel will call 911 for fire department and state nature of emergency and address.

**Upon Hearing Carbon Monoxide Alarm IMPORTANT - Do NOT pull fire alarm bell**

**Staff should:**

1. Verbally notify the director (or designated alternate) immediately.

**Director (or designated alternate) should:**

1. Check with staff in main centre and school age/nursery school rooms to see if any children or staff are showing signs or symptoms of CO exposure such as headaches, dizziness, nausea, vomiting, weakness, drowsiness, etc.
2. If anyone is showing signs and symptoms, direct senior staff to begin *Evacuation Procedures* immediately following steps in *Upon Hearing Fire Alarm (or Instructions from Director)*.  
  
If no one is showing signs or symptoms, direct senior staff to begin *Evacuation Procedures* and to tell children to put on jackets, boots, etc for protection in cold weather. Proceed with evacuation following steps in *Upon Hearing Fire Alarm (or Instructions from Director)*.
3. Notify school personnel and ask school to call 911 for Fire Department and tell them:
  - That CO alarm has been activated in a child care centre located in a school
  - If any staff or children are showing any signs/symptoms or not
  - That centre is evacuating

**Upon Hearing Fire Alarm (or Instructions from Director)**

**All children, staff and visitors should:**

1. Stop all activities immediately.
2. Follow directions of senior staff to evacuate building.
3. Meet in the assembly area outside of the centre:
  - Back doors – go around and gather on far side of the fence
  - Front doors – meet on the sidewalk west of the daycare entrance

**Senior Staff in Each Playroom should:**

1. Direct staff to gather with children and visitors by the inside of playroom door.
2. Count children before exiting room.
3. Assign specific tasks below to additional staff when available.



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4. Bring the following items:
  - Attendance record (with floor plan attached).
  - Emergency backpack (including first aid kit, child information records, staff emergency information and contact information for school personnel, other schools/transportation services).
  - Walkie talkie.
5. Lead evacuation out of the building.
6. Help children who require additional assistance.
7. Take attendance in the assembly area.
8. Report evacuation status to director (or designated alternate).
  - School Age/Nursery school staff must use walkie talkie to report attendance.

### **Second Staff in Each Playroom should:**

1. Conduct a sweep of the playroom looking for any remaining children or adults.
2. Bring the following items:
  - Back pack with fire ponchos for protection in cold weather (if it is safe to do so).
  - Required medications and specialized equipment for children with additional support needs if essential to their immediate safety and it is safe to do so.
3. Close all doors and windows, time permitting.

### **Director (or designated alternate) should:**

1. Conduct a sweep of the centre looking for any remaining children or adults, if safe to do so.
2. Call **911** to ensure fire department is aware of the situation. (School personnel may take this responsibility).
3. Review attendance records received from staff (and information from School Age/Nursery school staff via walkie talkie). Confirm that all children, staff and visitors are accounted for.
4. Send a runner to advise the fire department (or school personnel) of evacuation status (for example, complete with no possibility that any child care staff, children or visitors are unaccounted for).
5. Take direction from fire department (or school personnel).
6. Direct staff to return inside or proceed to designated place of shelter upon direction from fire department (or school personnel).

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7. If staff and children proceed to designated place of shelter before fire department arrives, school personnel should remain at main entrance to advise fire department of evacuation status (or director should call 911 to inform of evacuation status).
8. Post the name, location and contact number of the designated place of shelter on the outside door.
9. Prepare a written statement to relay to parents by telephone, e-mail or text to let them know the children are safe, where to pick them up and whether they need to come early.
10. Assign specific staff to contact parents with prepared statement using staff's personal cell phones and office phone in designated place of shelter.
11. Record an outgoing message on the centre's voice mail system.
12. Contact staff on outings to return to designated place of shelter, not the centre.
13. Contact schools/transportation services and advise that the children cannot come to the centre until further notice. Make necessary arrangements for children's care.
14. Be available to discuss event with parents when they pick up children.

**After the event, the director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. Discuss incident with school personnel.
4. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.
5. In case of carbon monoxide alarm, take the carbon monoxide unit(s) outside of the building to clear the sensor(s) and return the CO unit(s) to the interior location(s).

**DESIGNATED PLACE OF SHELTER AWAY FROM THE CENTRE**

**St-Pierre Recreation Center (Arena)**

545 Hébert Avenue

Phone number: 204-433-7806

Contact person: Chantal Tackaberry

Centre has a key to access Recreation Center (in envelope in infant emergency bag)

## **EVACUATION AND SHELTER-IN-PLACE PRACTICE DRILLS**

The following procedures are used to ensure the safety of children and adults in our centre.

Evacuation and shelter-in-place practice drills are documented on the Evacuation and Shelter-in-Place Drill Record form and maintained on file for at least one year. Staff and children are not told in advance of the drills. Parents and visitors are required to participate in the drill when in the centre and follow the direction of staff.

### **Emergency Evacuation Drills**

- minimum of one evacuation drill per month using a smoke alarm
- participate in all school fire drills using the fire alarm
- using alternate exit routes
- at different times of the day with varying numbers of staff
- a nap-time evacuation at least once annually
- complete evacuation to our designated place of shelter at least once a year

### **Shelter-in-Place Drills**

- minimum of one shelter-in-place drill every year

### **After Evacuation or Shelter-in-Place Practice Drills**

- director (or designated alternate) will post this information for families
- staff will try to discuss the drill with each family at departure time, particularly if their child found it interesting or upsetting

## **CENTRE CLOSURE PROCEDURES**

The following procedures and communication policies will be used in the event of partial or full day closure of the centre due to:

- weather-related emergencies such as a severe winter storm
- health-related emergencies such as a utility failure or the outbreak of illness
- floods
- forest fires

**School Procedures:** The centre is required to close if the school is closed due to weather or other emergencies. Parents are told in the policy manual to listen to Mix 96.7 FM and to verify the DSFM website.

### **Closure of centre for portion of day**

**Director (or designated alternate) should:**

1. Contact parents by telephone, e-mail or text message. Advise them to pick up their children early at centre or at designated place of shelter. Provide staff with a scripted statement to use if helping notify parents.
2. Contact emergency contacts designated by parents, if parents cannot be reached.
3. Post a note on the outside door with the name, location and phone number for the designated place of shelter.
4. Advise all staff not there at the time.
5. Advise school personnel if closure not initiated by school.
6. Inform other schools and transportation services used by school-age or kindergarten children.

### **Closure of centre for the full day**

**Director (or designated alternate) should:**

1. Attempt to contact all families and staff the previous evening or early in the morning by telephone, e-mail or text message. Provide staff with a scripted statement to use if helping notify parents.
2. Arrange to have the closure announced on Mix 96.7 FM (local radio station).
3. Record an outgoing message on the centre's voice mail system.
4. Post a note on the outside door, if possible.
5. Advise school personnel if closure not initiated by school.

6. Inform other schools and transportation services used by school-age or kindergarten children.

### **Additional steps to prepare for closure due to flooding or forest fire**

1. School personnel are responsible to make sure the building is prepared for closure (eg. turning off furnace, main power switch and the outside gas valve, time permitting.)
2. Director (or designated alternate) should take important documents such as child and staff information and financial records, time permitting.

### **Additional steps if our building is flooded**

#### **Director (or designated alternate) should:**

1. Contact school personnel to:
  - Contact Manitoba Hydro to disconnect power at the pole and make sure it is safe to re-enter the centre.
  - Schedule the cleaning, service and replacing of main circuit panels, light switches, electrical sockets, appliances, furnaces, etc by certified technicians.
  - Make arrangements to have all wiring inspected by a qualified electrician before turning power on.
  - Make arrangements for the natural gas to be turned on by a qualified professional.
  - Schedule appropriate cleaning for all flooded areas.
2. Contact parents with an expected reopening date as advised by school personnel.

### **After partial or full day closure**

#### **Director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. Discuss incident with school personnel, as needed.
4. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.
5. Contact fire and public health inspectors and the child care coordinator. Depending on the reason for closure, there may be requirements or recommendations to reopen centre.

## **CONTROLLING FIRE HAZARDS and INSPECTION AND MAINTENANCE OF FIRE SAFETY EQUIPMENT**

The following procedures will be used to ensure requirements under the Manitoba Fire Code are met to reduce and prevent the risk of fire by:

- controlling fire hazards
- inspecting and maintaining fire safety equipment

### **Documentation File**

The following documentation will be maintained by the director for review by the fire inspector. The designated alternate will know the location of this file, which will contain:

- copies of safety checklists used to document monthly and annual checks to control fire hazards and inspect and maintain fire safety equipment
- evacuation and shelter-in-place practice drill record

The director (or designated alternate) will refer the fire inspector to the School Custodian for the following documentation:

- fire extinguishers annual inspection report by a certified agency
- inspection and maintenance records for battery operated carbon monoxide alarms
- fire protection system annual inspection report by a qualified technician (including hard-wired smoke alarms)
- rotating use of fire alarm manual pull stations
- heating system annual inspection report by a qualified heating contractor

The following items have been integrated into our Safety Checklists to document the checks required on a daily, monthly and annual basis. The school custodian is responsible for the inspection and maintenance of the many of the items however child care staff are to be aware and notify custodial staff of any issues noted during their inspections.

### **Daily Inspections and Maintenance**

1. Evacuation procedures and floor plans are prominently posted in each room used by the centre.
2. Exit signs in all areas used by the centre are easy to see and lit.
3. Corridors and exits in all areas used by the centre are unobstructed and properly lit.

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4. Exits are free of snow and ice. There is a minimum of three meters (about 10 feet) cleared of snow outside of exit. There is a cleared path so that everyone can move further away from the building.
5. Fire doors and stairway doors in all areas used by the centre are NOT wedged or blocked open.
6. Electrical appliances in all areas used by the centre are unplugged when not in use (toaster, coffee maker, etc.)
7. All electrical outlets in areas used by the centre have covers in place (main centre has child proof outlets but CPEF and Maternelle require electrical outlet covers).
8. Lint traps in laundry equipment used by the centre are cleaned after each use.

### **Monthly Inspections and Maintenance**

1. Exit doors in all areas used by the centre are readily opened from the inside without the use of keys or other locking devices.
2. Fire department access is unobstructed. Exterior fire department connections are easy to see and unobstructed. For example, no vehicles may be parked in a fire route/lane. There is no excessive vegetation, snow or other obstructions to access routes, fire hydrant and fire department connections.
3. All fire extinguishers in areas used by centre are checked by school custodian to make sure:
  - proper type
  - hung in required locations
  - labelled
  - ready for use
  - tagged
  - properly charged (arrow in green zone)
  - monthly check documented on tag
4. Battery operated carbon monoxide alarms in areas used by centre are checked by school custodian to ensure proper function (documented). Custodian checks the battery level monthly and changes as required.
5. Storage areas are checked by school custodian to make sure:
  - combustible materials have not built up in basements, storage rooms, service rooms or stairwells
  - combustible materials are not stored next to water heaters and heating equipment
  - propane cylinders are not stored inside building
  - there is at least 18 inches clearance between storage and sprinkler heads

6. The inspection documentation for fire alarm system and equipment is maintained by the School Custodian for review by fire inspector.

### **Annual Inspections and Maintenance**

The following inspection documentation is maintained by the School Custodian for review by fire inspector:

1. Fire extinguishers are inspected by certified agency (also documented on tag).
2. Battery-operated carbon monoxide alarm units are replaced as directed in manufacturer's instruction (see Facility Overview).
3. Heating system is inspected by qualified heating contractor.
4. Fire protection systems are inspected by a certified technician:
  - emergency lighting
  - fire alarm system (including hard-wired smoke and heat detectors)
  - sprinkler system



## WEATHER-RELATED EMERGENCIES

The following procedures will be used in the event of the following in our area:

- winter storms
- flooding
- forest fires
- tornadoes
- severe thunderstorms

**School Procedures:** The centre is required to close if the school is closed due to bad weather. Parents are told in the policy manual to listen to Mix 96.7 FM and to verify the DSFM website.

### Preparation

To prepare to care for children outside of regular centre hours or during a utility failure, the director (or designated alternate) will ensure that:

- non-perishable food and water is stored and replenished at least annually
- flashlights and battery operated lights with fresh batteries are available in all areas of the centre
- fresh batteries are available for the weather radio or portable radio

## Winter Storm, Flood and Forest Fire Procedures

**Director (or designated alternate) should:**

1. Monitor appropriate source listed below when there is potential for severe weather, flooding or forest fires:
  - Environment Canada for weather watches and warnings on weather radio or local media
  - Manitoba Water Stewardship's Hydrologic Forecast Centre website ([manitoba.ca/waterstewardship/floodinfo](http://manitoba.ca/waterstewardship/floodinfo)) and local media during the spring run-off period and during other high water advisories for the area
  - Manitoba Conservation Fire Program website ([manitoba.ca/conservation/fire/](http://manitoba.ca/conservation/fire/)) as well as local media during forest fire season from April to October
2. Notify staff in playground to bring children inside in the event of a severe weather warning.
3. Notify any groups on outings to return or take indoor shelter immediately.
4. Reschedule outdoor play and all outings away from the centre.

5. Post information indicating that there may be a need for closure and reminding parents how the closure will be communicated.

**Additional steps for severe winter weather watch/warning or a blizzard warning**

1. Director and the board chair will consult on the need for emergency closure. Decision may be made by the School Principal or Division.
2. Follow *Emergency Closure Procedures* if required.

**Additional steps when there is potential for flooding or forest fire**

1. Director and the board chairperson will consult on the need for an emergency closure based on the information available from emergency response officials. Decision may be made by the School Principal or Division.
2. Director (or designated alternate) will:
  - advise parents and staff if a decision is made to close the centre
  - follow all instructions from emergency response officials
  - remind parents to listen to local media and emergency response officials for evacuation orders and assume that the centre will be closed until further notice
3. Follow *Emergency Closure Procedures* if required.

## **Tornado or Severe Thunderstorm Procedures**

**Staff should:**

1. Immediately contact the director (or designated alternate) if aware of a severe thunderstorm or tornado warning/sighting in the area.

**Director (or designated alternate) should:**

1. Monitor the situation using information from Environment Canada on the weather radio.
2. Make sure flashlights and battery operated lights with fresh batteries are available in all areas of the centre.
3. Direct senior staff in each playroom:
  - Not to use electrical equipment and avoid using the telephone.
  - To guide children to stay away from windows, doors, radiators, stoves, metal pipes, sinks or other electrical charge conductors.

- To unplug all electrical appliances in areas used by centre such as TVs, radios and toasters.
- 4. Consult with school personnel.
- 5. Make decision to enact *Shelter-in-Place Procedures: Tornado*. This decision may be made in consultation with school personnel.

## **SHELTER-IN-PLACE PROCEDURES: TORNADO**

**Protective Spaces:** Main Centre and Nursery School Program – along preschool nap room wall and school hallway with connecting door open

School Age Program – school hallway by school office (away from windows)

### **Director (or designated alternate) should:**

1. Direct senior staff in each playroom to begin *Shelter-in-Place Procedures: Tornado*.
2. Notify staff in playground to return indoors immediately.
3. Notify staff on outings away from centre to immediately seek the closest indoor shelter. Remind them to call back with their location.
4. Notify other schools/transportation services that the children cannot come to the centre until further notice. Make arrangements for the children's care.
5. Bring the weather radio operating on battery back up and cell phone to protective space to monitor when it is safe to leave the protective spaces.
6. Advise school personnel of the status of *Shelter-in-Place Procedures: Tornado*.

### **Senior Staff in Each Playroom should:**

1. Direct staff and children to gather by playroom door. Count children before proceeding to the protective spaces.
2. Assign specific tasks to additional staff when available.
3. Bring the following items into the protective spaces:
  - Attendance record (with floor plan attached).
  - Emergency backpack (including the first aid kit, child information records, staff emergency information, contact information for school personnel and other schools/transportation services).
  - Walkie talkie.
  - Required medications and specialized equipment for children with additional support needs if it is possible to do so safely and if essential for the immediate safety of a child.
4. Help children who require additional assistance.

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5. Once in protective space, take attendance to make sure all children and staff are accounted for.
6. Advise director (or designated alternate) of the status of *Shelter-in-Place Procedures: Tornado*.

### **After the event, director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. Discuss incident with school personnel.
4. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

## HEALTH-RELATED EMERGENCIES

The following procedures and communication policies will be used in the event of an emergency due to:

- a child's medical condition
- communicable or food-borne illness in the centre or larger community
- serious injury of a child
- utility failure or sewage backup

### A Child's Medical Condition

**When a child enrolls with a medical condition or is diagnosed while attending the centre the director (or designated alternate) should:**

1. Make sure Unified Referral Intake System (URIS) applications are submitted.
2. Arrange staff training by a registered nurse related to the URIS *Individual Health Care Plan/Emergency Response Plan*.
3. Update the centre's safety plan with any special considerations required for the child.
4. Store *Individual Health Care Plan/Emergency Response Plans* in the appropriate staff communication area while considering the importance of confidentiality.
5. Make sure there are processes to monitor when a child's URIS plan will expire.
6. Arrange for plan to be updated and staff retraining to be conducted every year.
7. See the *Anaphylaxis* section for additional policies and procedures related specifically to life-threatening allergies.

### Communicable or Food-Borne Illness

#### **Prevention**

The following procedures are used to prevent outbreaks of communicable or food-borne illness:

- routine health practices
- cleaning and sanitizing schedules
- safe food handling practices
- disposable gloves are worn any time staff's hands may come in direct contact with blood (or body fluids containing blood) or staff have open cuts or sores on their hands

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- staff monitor children's health and ask parents about unusual symptoms observed in children (diarrhea, vomiting, abdominal pain, etc.)
- staff encourage parents to inform the centre of diagnosed illness after a visit to the doctor
- staff document symptoms, diagnosed illnesses or absences due to illness in the daily incident record
- a toileting log book is maintained to help identify children with diarrhea as a simple warning system of an illness outbreak

### **Outbreak of communicable or food-borne illness in centre**

#### **Director (or designated alternate) should:**

1. Contact the public health nurse for requirements for specific illnesses. Be sure to ask about any special precautions for non-immunized children or pregnant staff/family members.
2. Contact the public health inspector if directed to do so by the public health nurse.
3. Inform the child care coordinator of the situation and public health authority's requirements and recommendations.
4. Advise school personnel of the situation and public health authority's requirements and recommendations.
5. Provide regular updates to the child care coordinator and public health authorities.
6. Review the following procedures with all staff and make sure procedures are diligently followed:
  - proper sneezing and coughing etiquette
  - adult hand washing procedures
  - children's hand washing procedures
  - diapering and toileting procedures
  - cleaning and sanitizing procedures
  - procedures for the proper storage, handling and serving of food
7. Notify parents of illnesses present in the centre and the symptoms to look for in their child.
8. Share resources and information with parents.
9. Advise staff of requirements from public health or other authorities and make sure requirements are followed.

#### **Staff should:**

1. Review proper hand washing procedures with the children.
2. Go over sneezing and coughing techniques with the children.
3. Monitor bathroom visits to make sure procedures are followed.

4. Clean and sanitize toys, equipment and surfaces.
5. Encourage parents to discuss any health concerns, symptoms or diagnosed illnesses.
6. Document health concerns, symptoms or diagnosed illnesses in the daily incident record.

**Parents should:**

1. Discuss any health concerns or symptoms with staff.
2. Tell staff about any diagnosed illnesses.

**Contact with Public Health**

The public health authority will be contacted for advice and direction if any of the following illnesses are present in the centre:

- any illness prevented by routine immunizations: diphtheria, measles, mumps, pertussis (whooping cough), polio and rubella
- gastrointestinal infections such as a diagnosed case of campylobacter, E. coli, giardia, rotavirus, typhoid fever, salmonella gastroenteritis, shigella gastroenteritis and yersinia gastroenteritis
- diarrhea, if there are 2 to 3 or more children within 48 hours, because it could be a serious gastrointestinal infection
- group A streptococcus (invasive diseases such as toxic shock syndrome and flesh-eating disease)
- haemophilus influenza type b (Hib)
- hepatitis A virus (HAV)
- impetigo, if there is more than one diagnosed case in the same room within a month
- meningitis
- meningococcal disease
- strep throat and scarlet fever, if there are more than two diagnosed cases within a month
- tuberculosis

Public health will also be contacted about any bite that breaks the skin as blood tests may be required.

**Notification to Parents and Staff**

1. Parents and staff will be advised of any of the illnesses requiring contact with public health (above).
2. The notice will specifically advise parents to talk to their doctor and check their own child's immunization records about the following illnesses prevented by routine immunizations:
  - diphtheria

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- measles
  - mumps
  - pertussis (whooping cough)
  - polio
  - rubella
3. The notice will specifically advise staff or family members who are or may become pregnant that they should talk to their doctor and check their immunization status for the following illnesses:
- chicken pox
  - parvovirus B19 (fifth disease or “slapped cheek” syndrome)
  - rubella
  - measles
  - mumps
  - CMV (cytomegalo virus)

### **Additional steps: Outbreak of communicable or food borne illness in larger community**

#### **Director (or designated alternate) should:**

1. Monitor and respond to warnings from Manitoba Health and Healthy Living, Health Canada or the Canadian Food Inspection Agency. Be sure to visit their websites for additional information.
2. Consult with school and school division personnel.
3. Advise all staff of recommendations from Manitoba Health, Health Canada, the Food Inspection Agency, the public health inspector, the child care coordinator or school personnel. Make sure staff follow recommendations.



## Serious Injury of a Child

### Director (or designated alternate) should:

1. Help make the decision to provide first aid at the centre or call an ambulance.
2. Contact the parents or emergency contacts if parents cannot be reached.
3. Provide an incident report to the parents.

### Injury requiring first aid

#### Staff should:

1. Provide first aid according to the principles learned in their first aid training.
2. Document the incident as quickly as possible and provide an incident report to the director (or designated alternate).
3. Complete an assessment of the factors related to the incident. If necessary, make changes to prevent injuries.

### Injury requiring medical attention

#### Director (or designated alternate) should:

1. Call 911 for an ambulance.
2. Provide a copy of the parent's permission for emergency medical treatment.
3. Accompany the child to the hospital with a copy of the parent's permission for emergency medical treatment, if parents are not at the centre.

#### Staff should:

1. Attend to the child according to the principles learned in their first aid training until paramedics arrive.
2. Document the incident as quickly as possible.
3. Provide an incident report to the director (or designated alternate).

#### After the event, director (or designated alternate) should:

1. Complete an assessment of the factors related to the incident. If necessary, make changes to prevent future injuries. Contact school personnel if the required changes are the school's responsibility.
2. Notify the child care coordinator within 24 hours by submitting a Serious Injury Notification on-line or by telephone, the centre's insurance provider and the board chair.

## Utility Failure or Sewage Back up

The following procedures will be used in the event of sewage back-up or the loss of one of the following utilities:

- heat
- water
- hot water
- electricity
- natural gas

### **Director (or designated alternate) should:**

1. If it is a loss of electrical power, figure out if a loss of electrical power is specific to the school or if the area is without power. If it specific to the building, contact school personnel to see if it is a breaker that has blown and power can be restored.

If it is a loss of service or a repair is needed, contact the school personnel to contact the appropriate utility or repair service immediately to report the problem and get an estimated length of time without service.

2. Based on the information provided by the school (or utility company), contact the public health inspector to complete a risk assessment. The loss of any utility or sewage back-up may present a health risk to the children, staff and families.
3. Based on the information provided by the school (or utility company), contact the local fire authority to determine if the loss of the utility or sewage back-up presents a fire safety risk (for example, fire protection systems/life safety equipment or access to exits is compromised) and if there are alternative requirements during a loss of fire protection.
4. Advise staff on procedural changes required by public health (for example, the use of hand sanitizers and single-use food handling and service items) or the fire authority (such as the requirement for a fire watch).
5. Enact *Evacuation Procedures* or *Emergency Closure Procedures* if required by the public health authority or fire authority.
6. Follow *Evacuation Procedures* or *Emergency Closure Procedures*, if required.
7. Inform the child care coordinator of situation and the requirements and recommendations from public health or fire authority.

## ANAPHYLAXIS (LIFE-THREATENING ALLERGIES)

The following roles and responsibilities outline the procedures that will be followed if:

- a child currently in the centre has been diagnosed with a life-threatening allergy
- a child about to enrol in the centre has been diagnosed with a life-threatening allergy

### IMPORTANT

**Call an ambulance immediately to take the child to the hospital when an adrenaline auto-injector is used.**

The entire community has a role to play in ensuring the safety of children with a known risk of anaphylaxis in a community setting. To minimize risk of exposure and to ensure rapid response to an emergency, parents, children and centre staff must all understand and fulfill their responsibilities.

### Director (or designated alternate) should:

1. Work as closely as possible with the parents of the child with a known risk of anaphylaxis. Regularly update emergency contacts and telephone numbers.
2. Immediately start appropriate planning for an *Individual Health Care Plan/Emergency Response Plan* that considers the age and maturity level of the child, the specific allergen and the centre's circumstances.
3. Submit a URIS application with parents, including *An Authorization for the Release of Information* form. Remind parents that it will need to be completed every year.
4. Have parents complete an *Authorization for Administration of Adrenaline Auto-Injector* form.
5. Contact the public health nurse (or contracted nursing agency if the public health nurse is not available) to develop the *Individual Health Care Plan/Emergency Response Plan* and schedule staff training.
6. Identify a contact person for the nurse.
7. Inform other parents that a child with a life-threatening allergy is in direct contact with their child (with written parental approval). Ask parents for their support and cooperation.
8. Inform school personnel that a child with a life-threatening allergy is present in the building (with written parental approval).
9. If it is not developmentally appropriate for the child to carry an auto-injector, make sure the adult responsible for that child wears it in a fanny pack. An alternative is to keep it in a safe, UNLOCKED location accessible only to the adults responsible.
10. Staff Training
  - Notify staff of the child with a known risk of anaphylaxis, the allergens and the treatment.
  - Have all staff (and possibly volunteers) receive instruction on using an auto-injector.
  - Inform all substitute staff about the presence of a child with a known risk of anaphylaxis. Be sure to advise them of the appropriate support and response, should an emergency occur.

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- Store the *Individual Health Care Plan/Emergency Response Plan* in the staff communication areas for easy access while keeping in mind the importance of confidentiality.
  - Arrange an annual in-service through the nursing service to train staff and monitor personnel involved with the child with life-threatening allergies.
11. Help with carrying out policies and procedures for reducing risk in the centre.
- Post allergy alert forms with photographs, in the staff room, kitchen, eating area and other appropriate locations (with written parental approval).
  - Develop safety procedures for field trips and extra-curricular activities.
12. Make sure there are processes to:
- Monitor when a child's *Individual Health Care Plan/Emergency Response Plans* will expire.
  - Annually review and submit a URIS Application form to make sure there is an *Individual Health Care Plan/Emergency Response Plan* for each child with a life-threatening allergy.
  - Monitor the expiry dates for children's adrenaline auto-injectors. Remind parents about expiry as needed.
  - From time to time, remind other parents in the centre how important it is to make sure packed lunches and snacks are allergen-free.

### **Responsibilities of all staff:**

1. Receive annual URIS training in caring for a child with anaphylaxis.
2. Display a photo-poster in the child care centre (with written parental approval).
3. Discuss anaphylaxis with the other children, in age-appropriate terms.
4. Encourage children not to share lunches or trade snacks.
5. Choose products that are safe for all children in the centre (parental input is recommended).
6. Instruct children with life threatening allergies to eat only what they bring from home, if applicable.
7. Reinforce hand washing to all children before and after eating.
8. Facilitate communication with other parents.
9. Follow policies for reducing risk in eating and common areas.
10. Enforce rules about bullying and threats.
11. Leave information in an organized, prominent and accessible format for substitute staff.
12. Plan appropriately for field trips. Make sure auto-injectors are taken on field trips and emergency response plans are considered when planning the trip.

**Responsibilities of the parents of a child with anaphylaxis:**

1. Tell the centre director about the child's allergies and needs.
2. Provide their child with an up-to-date auto-injector. If it is not developmentally appropriate for the child to carry it, parents should confirm the auto-injector is in a specified location (safe, UNLOCKED location accessible only to the adults responsible), or on the person of the adult responsible for the care of the child.
3. Make sure their child has and wears a medical identification bracelet.
4. Submit all necessary documentation as required.
5. Provide the child care centre with adrenaline auto-injectors before the expiry date.
6. Make sure that auto-injectors are taken on field trips.
7. Participate in the development of a written *Individual Health Care/Emergency Response Plan* for their child, which is updated every year.
8. Be willing to provide safe foods for their child, including special occasions.
9. Provide support to the facility and staff as required.
10. Teach their child (as developmentally appropriate):
  - to recognize the first signs of an anaphylactic reaction
  - to know where their medication is kept and who can get it
  - to communicate clearly when he or she feels a reaction starting
  - to carry his or her own auto-injector on their person (for example, in a fanny pack)
  - not to share snacks, lunch or drinks
  - to understand the importance of hand washing
  - to report bullying and threats to an adult in authority
  - to take as much responsibility as possible for his or her own safety

**Responsibilities of all parents:**

1. Cooperate with the child care centre to eliminate allergens from packed lunches and snacks. (if applicable)
2. Participate in parent information sessions.
3. Encourage children to respect the child with a known risk of anaphylaxis and centre policies.
4. Inform the staff before food products are distributed to any children in the centre.

**Responsibilities of the child with anaphylaxis:**

1. Take as much responsibility as possible for avoiding allergens, including checking labels and monitoring intake (as developmentally appropriate).
2. Eat only foods brought from home, if applicable.
3. Wash hands before and after eating.
4. Learn to recognize symptoms of an anaphylactic reaction (as developmentally appropriate).
5. Promptly inform an adult as soon as accidental exposure occurs or symptoms appear (as developmentally appropriate).
6. Wear a medical identification bracelet.
7. Keep an auto-injector on their person at all times, such as in a fanny pack (as developmentally appropriate).
8. Know how to use the auto-injector (as developmentally appropriate).

**Responsibilities of all children (as developmentally appropriate):**

1. Learn to recognize symptoms of anaphylactic reaction.
2. Avoid sharing food, especially with children with a known risk of anaphylaxis.
3. Follow rules about keeping allergens out of the centre and washing hands (as developmentally appropriate).
4. Refrain from bullying or teasing a child with a known risk of anaphylaxis.

## CHEMICAL ACCIDENT PROCEDURES

The following procedures will be used in the event of a chemical accident:

- inside of the centre (for example, the inappropriate mix of household cleaners)
- in the area outside of the centre

**School Procedures:** If the chemical spill is inside the school, school uses fire alarm to evacuate building. If outside the building, move children away from a spill. Decide if air and electricity should be turned off, call 911 and wait for a response.

### Chemical Accident Inside of Child Care Building

**Director (or designated alternate) should:**

1. Enact evacuation procedures immediately.
2. Direct senior staff in each playroom to follow *Evacuation Procedures*.
3. Notify school personnel. School will call 911 for the fire department if the school custodian cannot clean up the spill.

### Chemical Accident Outside of Child Care Building

**Director (or designated alternate) should:**

1. Enact *Shelter-in-Place Procedures* **or** *Evacuation Procedures* based on instructions from the emergency response personnel
2. Follow: *Evacuation Procedures* **or** *Shelter-in-Place Procedures: Chemical Accident Outside of Building*

### **Shelter-in-Place Procedures: Chemical Accident Outside of Building**

**Director (or designated alternate) should:**

1. Verbally direct senior staff in each playroom to begin *Shelter-in-Place Procedures*. Remind them to close windows and as many internal doors as possible.
2. Notify staff in playground to return indoors immediately.
3. Make sure all exterior and interior doors leading into centre areas are closed and locked.
4. Notify school personnel to:
  - Close and lock all other exterior doors to school.
  - Turn off breakers that control air flow.

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5. Notify staff on outings away from centre to immediately seek the closest indoor shelter and call back with their location.
6. Notify other schools/transportation services that the children cannot come to the centre until further notice. Make arrangements for the children's care.
7. Inform parents by phone, e-mail or text message as quickly as possible. Use a scripted message, if possible.
8. Direct parents to stay away from the area and listen to the local media for further updates on the situation.
9. If there is time and it is needed, assign specific staff to take additional measures to protect indoor air: Use plastic and masking tape to cover and seal bathroom exhaust and grilles, range vents, dryer vents and other openings to the outdoors as much as possible.
10. Inform staff and children when emergency response personnel/school say it is safe to leave the building.

### **Senior Staff in Each Playroom should:**

1. Lead *Shelter-in-Place Procedures*.
2. Assign specific tasks below to additional staff when available.
3. Close and lock exterior windows and close internal doors. Place a rolled up damp towel at the floor space at bottom of doors.
4. Take attendance to account for all children, staff and visitors.
5. Advise the director (or designated alternate) of the status of *Shelter-in-Place Procedures*.
6. Prepare for evacuation by:
  - Having the emergency backpack (including the first aid kit, child information records, staff emergency information, contact information for school personnel and other schools/transportation services) ready to go, should evacuation be ordered
  - Having required medications and specialized equipment for individual children with additional support needs ready.

### **After the event, director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. Discuss incident with school personnel.
4. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.



## BOMB THREAT PROCEDURES

The following procedures describe how we will respond to:

- a bomb threat received by telephone or in writing
- a bomb threat received and suspicious item found

**School Procedures:** Call 911. School principal or designated persons will search the school. If a suspicious package is found, school will be evacuated immediately.

### IMPORTANT

If a bomb threat is received and/or a suspicious package is found:

- DO NOT use any form of wireless communication (including cordless phones, pagers, cell phones, Blackberries, walkie talkies, etc.).
- Contact the director (or designated alternate) immediately to assess the situation.
- **Stationary (corded) Phone:** located in the staff room

## Bomb Threat Received by Telephone or in Writing

**Staff member receiving a bomb threat by telephone should:**

1. Use the *Threatening Telephone Call* form to record as much information as possible.
2. Notify director (or designated alternate) IMMEDIATELY after the call and discuss information on the *Threatening Telephone Call* form.

**Staff member finding a bomb threat in writing should:**

1. Leave the note where it is and do NOT touch or move it (even if it has already been moved).
2. Notify director (or designated alternate) IMMEDIATELY.

**Director (or designated alternate) should:**

1. Direct staff **NOT** to use any form of wireless communication.
2. Determine if there is an immediate threat to safety based on the information available.
3. During school hours, consult with school principal (in person or with stationary phone).
4. Call **911** using a stationary (corded) phone. Consult with police for further steps.

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5. In consultation with police, determine if there is an immediate threat to safety based on the information available and decide whether or not to evacuate.
6. Notify police of the caller's phone number if call display or call trace was successful.
7. Make sure the person who answered the threatening phone call or found the written message is available to be interviewed by police.
8. If there is an imminent threat to safety:
  - Enact *Evacuation Procedures*. Do **NOT** use fire alarm.
  - Direct senior staff in each playroom to begin *Evacuation Procedures*. Send a staff to CPEF and Maternelle Rooms (do not use walkie talkies or call staff member's cell phones).
  - Notify school personnel of decision to evacuate.
9. Call staff and children on outings away from centre (using a stationary phone). Advise staff not to return to centre until further notice or to proceed to designated place of shelter.

### Senior Staff in Each Playroom should:

1. Lead *Evacuation Procedures* if enacted.
2. If group of children from your room is outside in playground, assign specific staff to go to the playground and tell staff to gather in assembly area (do not use walkie talkies).

### After the event, the director (or designated alternate) should:

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. Discuss incident with school personnel.
4. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

## Bomb Threat and Suspicious Item

**If a bomb threat is received and suspicious package, letter or object is found, there is an immediate threat to safety.**

### Director (or designated alternate) should:

1. Evacuate the immediate area where the suspicious item was found. Close the door to the area.
2. Direct staff **NOT** to use any form of wireless communication.

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3. Enact the *Evacuation Procedures*. Do **NOT** use fire alarm.
4. Direct senior staff in each playroom to begin *Evacuation Procedures* using only exits routes and areas that are free of suspicious items. Send a staff to CPEF and Maternelle Rooms (do not use walkie talkies or call call staff member's cell phones).
5. Notify school personnel (in person or by stationary phone) about the situation, that the centre is evacuating and the director is calling the police.
6. Once at least 150 feet away from building (can use cell phone) or at designated place of shelter:
  - Call **911** for the police and state the nature of the emergency.
  - Notify police of the caller's phone number if call display or call trace was successful.
  - Make sure the person who answered the threatening phone call (or found the written message) and found the suspicious package is available to be interviewed by police.
  - Call staff and children on outings away from centre and advise staff not to return to centre and to proceed to designated place of shelter.

### **Senior Staff in Each Playroom should:**

1. Lead *Evacuation Procedures*.
2. If group of children from your room is outside in playground, assign specific staff to go to the playground and tell staff to gather in assembly area (do not use walkie talkies).

### **After the event, the director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. Discuss incident with school personnel.
4. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

### **If suspicious item is found but no bomb threat has been received, the director (or designated alternate) should:**

1. Advise staff NOT to touch or move it (even if it has already been moved).
2. Evacuate the immediate area and close door.
3. Try to determine if it is suspicious and dangerous or if it is an ordinary item.
4. During school hours, consult with school principal (in person or by stationary phone).

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5. Call 911 using a stationary (corded) phone and consult with police for further steps.
6. In consultation with police, determine if there is an immediate threat to safety based on the information available and decide whether or not to evacuate.
7. Notify school personnel if centre is evacuating or not.

**In the case of a suspicious powdery substance, all persons believed to have had contact with it must:**

1. Gather together in a separate area away from those who did not have contact.
2. Stay to get the appropriate medical assessment and treatment.

## THREATENING BEHAVIOUR PROCEDURES

The following procedures describe the response to threatening behaviour:

- inside the centre or inside another part of school
- on school property or in the neighbourhood

### Staff should:

1. Notify the director (or designated alternate) immediately when aware of:
  - threatening behaviour inside the centre or another part of the school
  - threatening behaviour on the property or in the neighbourhood (either by seeing it or being told by the police)
  - a threat made in writing or received by telephone (do not move, touch or delete the evidence)
2. Call **911** for the police if there is an immediate threat to safety.

### Director (or designated alternate) should:

1. Tell staff in the daily staff communication log book to contact the director (or designated alternate) immediately if a person who may become threatening arrives at the centre. For example, if a person has made a threat or is extremely upset such as:
  - a recently fired staff person
  - a parent concerned about a situation at the centre
  - a parent who has become angry, violent or made threats to take a child with respect to a custody dispute
2. If the threat is received in writing, by telephone or voice mail:
  - Call the police immediately. The police can help assess the level of risk to your safety and help you decide on next steps.
  - Do not touch, move or delete the threat or evidence so the police can investigate properly.
3. Notify school personnel of threatening behaviour when appropriate and/or their assistance is required.

## SHELTER-IN-PLACE PROCEDURES

### Threatening Behaviour Inside Centre or School

**School Procedures:** État d'urgence, Lockdown" repeated 3 times over the intercom

**If the threat is in another part of the school,** stay where you are and lock the door, if not possible to lock door and it is safe to do so - go to the closest lockable room.

**If the threat is in the room that you are in,** take children to another room or protective space if possible, if not possible, move away from the threat behind furniture.

**Lockable Doors:** Hallway doors into infant and preschool areas, preschool nap room, director's office, staff room and staff washroom

### Threatening Person in Another Part of the School

**Protective Spaces (away from windows and doors):**

**Infant Room** – take children to infant diapering area

**Preschool Room** – take children to areas between kitchen and preschool nap room and between staff washroom and director's office

**CPEF Room** – take children to nook on other side of bathroom

**Maternelle Room** – take children to nook by washroom and 2<sup>nd</sup> exit

**Director** (or designated alternate) **should:**

1. Make sure senior staff in all playrooms are aware of the threat and tell them to:
  - Make sure all interior and exterior doors leading into the main centre, CPEF and Maternelle rooms are locked.
  - Close and lock exterior windows. DO NOT close exterior blinds. Police need to see inside the building.
  - CPEF and Maternelle Rooms - cover windows (on and/or beside doors) into the school hallway.
  - Turn off lights.
  - Stay in protective spaces that are out of sight from doors and windows.
  - Help children who need additional assistance.
  - Take required medications and specialized equipment for children with additional support needs if essential to their immediate safety and it is safe to do so.
  - Take attendance and report status of *Shelter-in-Place Procedures* to the Director.
2. If group of children are in the playground, tell staff to take children to the designated place of shelter immediately.

3. Notify staff on outings to stay where they are and not to return to the centre until further notice.
4. Notify other schools/transportation services that the children cannot come to the centre until further notice. Make plans for the children's care.
5. Review attendance reported by senior staff in all playrooms to account for all children and staff.
6. Notify school personnel about the status of *Shelter-in-Place Procedures*, if safe to do so.
7. DO NOT leave protective spaces until told by the police or school personnel.

## Threatening Person in the Centre

### Protective Spaces

**Infant Room** – take children to infant nap area – go down low behind half wall. If threat was severe, exit out of main or nap room hallway door and go to preschool room

**Preschool Room** – take children to preschool nap room, staff room, director's office and/or staff washroom and lock the door

**CPEF Room** – take children to nook on other side of bathroom. If threat is severe, attempt to exit room and take children to preschool room

**Maternelle Room** – exit with children through the door that is away from the threat. Take children to CPEF Room or to school staff room and lock door.

### **Senior staff in room with the threatening person should:**

1. Attempt to move the individual away from the children into the centre or school hallway.
2. Talk to person and try to diffuse the situation.

### **Second staff in room with the threatening person should:**

1. Alert director and staff in all playrooms about the threat and to request assistance by using code words: "S.v.p. demander à Madame Tackaberry de venir dans la salle \_\_\_\_\_."
2. Notify school personnel about the situation and to request assistance.
3. If the individual has a weapon or is very threatening, call **911** for the police immediately.
4. If threat has been moved out of the room:
  - Lock the door to the room and cover door window.
  - Turn off lights.
  - Close and lock exterior windows. DO NOT close exterior blinds. Police need to see inside the centre.

If threat is still in the room:

- Take children to protective space as far away from threat as possible. Lock door if possible or barricade with furniture.
- Help children who need additional assistance
- Take required medications and specialized equipment for children with additional support needs if essential to their immediate safety and it is safe to do so.

Director (or designated alternate) should:

1. Go to area with the threatening individual.
2. **If the person does not have a weapon:**
  - Talk to the person. Try to calm them down.
  - If threat becomes severe, direct specific staff to call 911 for the police and call school personnel for assistance.
- If the person has a weapon:**
  - Call 911 for the police immediately and call school personnel for assistance.
  - Take cover in the closest protective space with the children and staff.
3. Follow directions from the police/school about what to do next.
4. Give the police floor plans and information about the number of children and staff and where they are.
5. As soon as possible, notify staff on outings to stay where they are and not to return to the centre until further notice.
6. As soon as possible, notify other schools/transportation services that the children cannot come to the centre until further notice. Make plans for the children's care.

**Senior Staff in other rooms without the threatening person should:**

1. Lock the doors to the room and cover windows to hallway.
2. Turn off lights.
3. Close and lock exterior windows. DO NOT close exterior blinds. Police need to see inside the centre.
4. If group of children from your room are in the playground, tell staff to take children to the designated place of shelter immediately.
5. Help children who need additional assistance.



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6. Take required medications and specialized equipment for children with additional support needs if essential to their immediate safety and it is safe to do so.
7. Take attendance to account for all children and staff.
8. If safe to do so, advise Director (or designated alternate) about the status of *Shelter-in-Place Procedures*.
9. Stay in protective spaces that are out of sight from doors and windows.
10. DO NOT leave protective spaces until told by the by the Director.

### **After the event, the director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. Discuss incident with school personnel.
4. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

## **SHELTER-IN-PLACE PROCEDURES**

### **Threatening Behaviour On School Property or in Neighbourhood**

**School Procedures:** État d'urgence, Lockdown" repeated 3 times over the intercom

**IMPORTANT** - DO NOT leave the centre until the police/school tell you it's okay.

**If the threat is on the property**, direct staff and children to quickly move inside, take cover or drop to the ground, depending on the situation.

**If the threat is in the neighbourhood**, direct staff and children to go inside immediately.

**Protective Spaces (away from windows and doors):**

**Infant Room** – take children to infant diapering area

**Preschool Room** – take children to areas between kitchen and preschool nap room and between staff washroom and director's office

**CPEF Room** – take children to nook on other side of bathroom

**Maternelle Room** – take children to nook by washroom and 2<sup>nd</sup> exit

**Director (or designated alternate) should:**

1. Direct senior staff in each playroom to begin *Shelter-in-Place Procedures*. Tell them if the threat is in the neighbourhood or on the property.
2. Notify staff and children in the playground to come inside immediately.
3. Make sure all exterior and interior doors leading into the centre, CPEF and Maternelle rooms are locked.
4. Notify school personnel to make sure they are aware of the situation and to lock other exterior doors.
5. Notify staff with children on outings to stay where they are (if safe to do so) or find the closest indoor shelter. Have staff call back to say where they are.
6. Look at attendance records provided by staff to account for all children and staff.
7. If possible, advise school personnel (or designated alternate) of status of *Shelter-in-Place Procedures*.
8. Notify other schools/transportation services that the children cannot come to the centre until further notice. Make plans for the children's care.
9. Call **911** to make sure police know about the situation (School may take this responsibility).
10. Follow directions from the police/school about what to do next.
11. Tell staff when it is safe to leave the protective spaces as directed by the police/school.

**Senior Staff in Each Playroom should:**

1. If the threat is in the neighbourhood - direct staff to gather with children away from exterior windows and doors.

If the threat is on the property – go into protective spaces.

2. Close and lock exterior windows. If possible, close blinds or curtains.
3. Assign specific tasks below to additional staff when available.
4. Help children who need additional assistance.
5. Take required medications and specialized equipment for children with additional support needs if essential to their immediate safety and it is safe to do so (to protective space).
6. Take attendance to account for all children.
7. Advise director (or designated alternate) of status of *Shelter-in-Place Procedures*.
8. DO NOT leave centre until advised by the director (or designated alternate).

**After the event, the director (or designated alternate) should:**

1. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. Discuss incident with school personnel.
4. If necessary, call the Regional Health Authority to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

## **CONTROLLING VISITOR ACCESS**

The following procedures describe how we control and monitor visitor access to ensure:

- staff are aware when parents and children arrive or depart
- staff are aware of expected or unexpected visitors
- people who do not belong in the centre are prevented from entering unnoticed

### **Preparation**

- There are policies that ask parents to tell staff when someone else will pick up their child. If staff don't know the person, they will ask for ID.
- Staff are told about custody arrangements and what to do if the non-custodial parent arrives at a time outside of the arrangements.
- Parents are informed in the parent policy manual that staff need to be told when there are changes to who is allowed to pick up their child. Staff then update the designated pick up list for that child.
- Parents and staff are informed in the parent and staff manual to be cautious and not allow other people to enter the centre as they are entering or exiting the centre.
- When visitors are expected, staff note it in the staff log book so all staff are aware. For example, this may include a different pick-up person, a utility repair person or practicum supervisor for an early childhood education student.
- If the visitor is unknown to the staff, staff must ask to see identification.
- Expected visitors are welcomed and escorted to the appropriate area in the centre.
- When we learn during the enrolment process, in an Inclusion Support Program meeting or through observation, that a child has a tendency to leave areas unescorted or is not fearful of strangers, all staff are informed. Staff are also required to pay particular attention to make sure the child remains safe.

### **Controlling and Monitoring Visitor Access**

1. On school days, in-services and holidays, all outside doors to the school are locked throughout the day except:
  - Main entrance is unlocked between 7 am and 11 pm. Designated school staff have keys to open additional doors during recess and lunch.
  - Visitors are to report to the school office upon arrival and are to wear a visitor badge around their neck.
  - School administrative staff are to monitor entry during school hours. Custodians are on site from 7 am to 11 pm.
  - Custodians are to question individuals that are not known to them to ask why they are there and what do they need. They are to accompany them to the school main office.

## Les petites grenouilles - Enhanced Safety Plan

2. All exterior and interior doors leading into the main centre are locked through the centre's hours of operation.
3. The designated daycare entrance (south) is equipped with a video intercom system. The interior monitors are located in the office, infant space and preschool space.
4. When arriving at the centre, all staff, parents and visitors must use the designated entrance and use the video intercom. The staff must identify the individual on the video monitor (or window) before releasing the door. If the person is not recognized, staff use the audio intercom to ask who they are, the purpose of their visit and identification.
5. All interior doors leading CPEF and Maternelle Rooms are locked through the centre's hours of operation. Staff look through the window to identify individuals before opening the door. If the individual is unknown, staff contact main centre to see if this person is expected and request ID before allowing access.
6. Responsibility for responding to the intercom:
  - beginning and end of the day - staff members on the opening and closing shifts
  - during the day: Executive or Assistant Director
  - substitutes and new staff are not to respond to the intercom until they are familiar with the families.
7. Interior doors are locked between the centre and the school and can only be accessed by designated key holders.
8. Staff are required to welcome parents and children into the centre, share pertinent information and help the child to get involved in the centre's activities.
9. Staff are required to sign children in and out on the attendance record.
10. Parents are required to directly tell a staff member when they are leaving the building, with or without their children and to not allow other people into the centre when entering or leaving the centre.
11. Staff are required to visually check when they hear someone at the door to make sure a child is not leaving without an appropriate adult.
12. When children and staff are playing outside, staff re-enter the main centre by buzzing the intercom at the main entrance of the centre. The main entrance to the school is unlocked for re-entry to CPEF and Maternelle rooms.
13. School age children usually use the washroom within CPEF and Maternelle rooms. During daily routines, school washrooms are used and children are taken as a group with staff. When children are outside in the playground, if someone needs to go in to use the washroom, a staff member escorts the child inside or the whole group goes into the school.
14. Indirect Supervision for Children with Written Parental Permission
  - When an individual child needs to use the school washroom (when the washroom in the room is occupied), the child's safety is monitored by the staff by leaving the playroom door open and by checking in the hallway leading to the washroom. Sometimes, staff assign a "buddy" to go with the child.
  - See *Appendix: Indirect Supervision Policy* for written permission form provided to parents

## SAFE INDOOR AND OUTDOOR SPACE PROCEDURES

The following procedures describe how we ensure:

- safe indoor spaces
- safe outdoor spaces

### Staff should:

- Watch for any safety concerns throughout the day.
- Correct the situation to the best of their abilities and document what was done.
- Bring concerns to the attention of the director (or designated alternate). Make sure action is taken, if needed.
- Note any safety concerns and related reminders about appropriate procedures in daily staff communication log book.
- Watch for suspicious activity in the neighbourhood and report it to the director and the police, if necessary.
- Stay alert to their surroundings when in the playground or on outings.
- Trust their instincts and, if they feel uncomfortable in a place or situation, to gather the children and leave immediately.

### Staff on opening shift in main centre should:

1. Check all safety-related items in the infant and preschool rooms and in the centre's playground on the *Opening Duties List*.
2. Correct any safety concerns to the best of their abilities and document what was done.
3. Make sure the director is aware of any concerns and things that need to be done.
4. Note any safety concerns and related reminders about appropriate procedures in the daily staff communication log book.

### First staff in CPEF/Maternelle Rooms should:

1. Check all safety-related items in the CPEF/Maternelle Rooms on the *Opening Duties List*.
2. Correct any safety concerns to the best of their abilities and document what was done.
3. Make sure the director is aware of any concerns and things that need to be done.
4. Note any safety concerns and related reminders about appropriate procedures in the daily staff communication log book.

**Staff on the closing shift should:**

1. Do a walk-through and make sure all appliances are unplugged, the stove is turned off, etc.
2. Note any safety concerns and related reminders about appropriate procedures in the daily staff communication log book.

**Director (or designated alternate) should:**

1. Make sure monthly and annual inspections for which the centre is responsible are completed and documented on the appropriate checklists.
2. Complete and document any required repairs or actions. Contact school personnel if the repairs or actions are the school's responsibility.
3. Review enrolment forms, Inclusion Support Program intake and review meeting minutes and URIS *Individual Health Care/Emergency Response Plan* as applicable for any specific requirements for a child with additional support needs.
4. Make any necessary changes to indoor or outdoor spaces to make sure children with additional support needs are safe. Contact school personnel if required changes are the school's responsibility.
5. Communicate safety concerns or changes to procedures to all staff:
  - Note concerns in the daily communication log book.
  - Review at a staff meeting and, depending on how serious the situation is, share with the board of directors.
6. Make sure safety concerns that relate directly to parents or require a change in their behaviour are posted in a prominent area. If the concern is serious, write a letter to each parent.

## STAFF TRAINING

The enhanced safety plan will be reviewed and specific responsibilities will be discussed with the director (or designated alternate) when a staff member is given responsibilities for fire safety or emergency response procedures.

### **Training for New Staff**

#### **New staff are required to:**

1. Read the enhanced safety plan and discuss it with the director (or designated alternate).
2. Review the *Opening Duties List* and *Monthly Indoor Safety Checklists* with the director (or designated alternate) to learn how to control fire hazards and their responsibility to address any fire safety issues that they see. Staff are instructed to bring fire safety issues to the attention of the director. Issues not resolved by the director can be taken to the board.
3. Review *Individual Health Care Plan/Emergency Response Plans* for all children enrolled with anaphylaxis (life-threatening allergies). Be trained in the use of a child's auto-injector and child-specific avoidance strategies detailed in each individual plan.
4. Review several practice drills with the director (or designated alternate) to learn how to improve their participation and to have their questions answered.

#### **The director (or designated alternate) will show new staff the locations of:**

- staff communication log book (containing important information to read daily and a list of code words for emergency procedures found in the front cover)
- emergency phone number list including:
  - > the centre's location address
  - > designated place of shelter
  - > contact information for school personnel
  - > contact information for other schools serviced by the centre
  - > contact information for transportation services used by kindergarten or school age children
- fire alarm pull stations
- fire extinguishers
- emergency backpacks that contain child information records and staff emergency information
- first aid kits
- a copy of the enhanced safety plan
- *Individual Health Care Plan/Emergency Response Plans* for all children enrolled with anaphylaxis (life-threatening allergies) or other applicable health conditions



- adrenaline auto-injectors for children with anaphylaxis

**The director (or designated alternate) will discuss and demonstrate to new staff:**

- when to use a fire extinguisher
- what type of fire extinguisher to use
- how to use the PASS method in the use of a fire extinguisher

**Training for All Staff**

**All staff will:**

1. Review their actions, as well as the actions of the children, after each practice evacuation or shelter-in-place drill and discuss ways for improvement.
2. Review how to use a fire extinguisher at least once a year.
3. Be retrained in the use of a child's auto-injector and child-specific avoidance strategies detailed in each *Individual Health Care/Emergency Response Plan* for children with anaphylaxis (life-threatening allergies) at least annually.
4. Be retrained in specific plans detailed in each *Individual Health Care/Emergency Response Plan* for children with other applicable health conditions at least annually.

**BOARD OF DIRECTORS ROLES AND RESPONSIBILITIES**

**The roles and responsibilities of board members are outlined in our board orientation package indicating:**

1. New board members are required to read the enhanced safety plan and to discuss it with the director (or designated alternate).
2. The board will review and discuss the enhanced safety plan at board meetings at least annually.
3. Board members will review annual fire, public health and child care centre inspection checklists to ensure that the director (or designated alternate):
  - addresses any fire safety issues
  - monitors that all procedures to control fire hazards are completed
  - makes sure all required inspections and maintenance of fire safety equipment are completed and documented as required
  - addresses any public health concerns
  - addresses any child care licensing non-compliance issues or other concerns

4. The board will encourage staff to bring fire safety or other safety issues to their attention as stated in personnel policies, during employment orientations and during annual reviews of enhanced safety plan with all staff.

## **STAFF AND BOARD ANNUAL REVIEW**

**The enhanced safety plan will be reviewed annually at the board meeting in November by:**

- all supervisory staff and designated alternates
- the board of directors

Any necessary changes or revisions will be made including:

- increases or decreases in staffing levels
- increases or decreases of licensed number of children
- changes to rooms or floor spaces occupied by the child care centre
- changes to emergency procedures

If revisions are made, new copies will be printed with the revision date and submitted to the child care coordinator for review and approval. If the revisions are related to fire safety or fire evacuation procedures, a copy will also be submitted to the fire inspector for review and approval.

The revised enhanced safety plan will be:

- distributed to all supervisory staff and designated alternates
- posted in the child care centre for reference by the fire authority
- kept in the staff communication area for easy access and review by child care staff
- reviewed by child care coordinator
- reviewed by the fire authority

The enhanced safety plan will be reviewed annually with all staff at the staff meeting in November or after revisions have been approved.

### **Centre - School Annual Review**

Controlling visitor access procedures for the child care centre and school will be reviewed by the centre director and school principal annually in November. It will also be reviewed when there is a change in school principal, custodian or secretary and/or centre director.

### **Individual Health Care Plan/Emergency Response Plans (URIS)**

Plans will be reviewed every year for each child enrolled with anaphylaxis (life-threatening allergies) or other applicable health conditions.

The director (or designated alternate) will monitor expiry dates for individual plans.

## APPENDIX: INDIRECT SUPERVISION POLICY

Tuesday, February 11 2014

**RE : Indirect Supervision**

**Regulation: 8(1)**

Dear parent(s),

This letter is in regards to the indirect supervision that we sometimes provide to our school age children when they are in attendance at the school age program.

We allow the children to go to the washrooms that are adjacent to the school age room in the École communautaire Réal-Bérard school. We ensure the door to the school age room is left open and a staff member checks the hallway frequently.

I would ask your permission to proceed in this manner and in so doing, that you print your child's name at the bottom of this letter followed by your signature. This letter will then be put in your child's file for his/her records.

Should you have any questions, please do not hesitate to contact us at 204-433-7976.

Thank you,

Chantal Tackaberry  
Executive Director

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Name of child

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Name of child

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Parent signature