

ENHANCED SAFETY PLAN



School Age Program

Facility Number: 9463

111 Alboro Street, Headingley, Manitoba

Centre Phone Number: 204-832-9050

Director: Lori Renton

Monterey Site Phone Number: 204-895-1147

Cell: 204 299 0564

Email: Brightbeginnings@mymts.net

FACILITY OVERVIEW



School Age Program, 111 Alboro Street, Headingley, Manitoba

Date Developed: February 2010

Last Revised: Sept 2018

Last Reviewed: Sept 2018

MELCC approved: Sept 2018

Reviewed and Approved by:

Sept 2018 Fire authority Sept 2018 Child care coordinator Sept 2018 Board of directors

Copies provided to:

- all supervisory staff and designated alternates
- 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 Team Leader maintains the authority to declare an emergency situation and implement evacuation, shelter-in-place or closure procedures. The director (or designated alternate) assumes responsibility when on-site. This responsibility includes communications with parents and the media.

First Designated Alternate: Opening Staff

Second Designated Alternate: Closing Staff

Third Designated Alternate: Most senior staff on-site

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 Assistant Director or Executive Director (or designated alternate).

COMMUNICATION BETWEEN CHILD CARE ROOMS

The centre has a stationary and cordless phone in main child care room (Room #6). The centre has access to the school intercom system to hear announcements and/or contact the school office. Staff use walkie-talkies, cell phones and IPADS to communicate with staff in other areas of the school or playground.

CHILDREN, STAFF AND BUILDING PERSONNEL

Children

Licensed for maximum of 55 spaces aged 4 to 12 years of whom no more than 20 are less than 6 years of age

Staffing

8 staff (4 minimum on any given day) including Team Leader
Executive Director is primarily located at main preschool site.

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 in Phoenix School which 17463 square foot, concrete structure, one level school
Day Care Centre

Spaces Used by Centre

4 rooms licensed for child care: Main child care room (Room # 6), Music Room (Room 2), Room 5 and Gym. Children use the bathrooms in the school hallway

Exits

Rooms #5

Main Exit: front door leading to parking lot

Alternate Exit: main entrance to school

Rooms #6

Main Exit: Fire exit in room

Alternate Exit: front door leading to parking lot

Room #2

Main Exit: North door leading to the playground

Alternate Exit: Main entrance of the school

Gym

Main Exit: Fire exit in gym

Alternate Exit: main entrance to school

Heating, Ventilation and Air Conditioning

Boiler system in most of the school, the child care centre main room has electric baseboard heaters, central air throughout the building and air exchanger /ceiling grills for ventilation.

FIRE SAFETY EQUIPMENT AND LOCATIONS

Fire Alarm System

Signal sent to alarm company which contacts the Fire Department. Fire alarm system includes emergency lighting and hardwired smoke detectors.

Fire Alarm System Control panel located: In the main entrance on the right-hand side

Monitored by: AAA Alarms at 949-0078

Fire Alarm Pull Stations located:

- Library - by the back door
- Child Care Centre (Room #6) - by the outside door
- Hallway by the South-East door
- Room 8
- Outside the Office
- Gym - by the back door
- Main entrance
- Hallway by the north exit

Fire Department Connection located:

No building connection – fire hydrants on street

Smoke Alarms

Hard wired into the all the rooms and hallways of the school

Carbon Monoxide Alarms

Wall mounted battery-operated alarm (AA) units

Located: in Portable Room

Replacement Date: November 2022

Portable fire extinguishers

- Hallway by the south east entrance
- Hallway outside the bathrooms
- In the Resource Area,
- Room 5 both exits
- Inside the Gym by the door to the hall
- Outside the Gym door to the hallway
- Hallway by the main entrance
- Across from the office
- Hallway by the north exit door.

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.

Water main: Janitor closet by the bathrooms

Main natural gas valve: Boiler Room

Air conditioner: Boiler Room

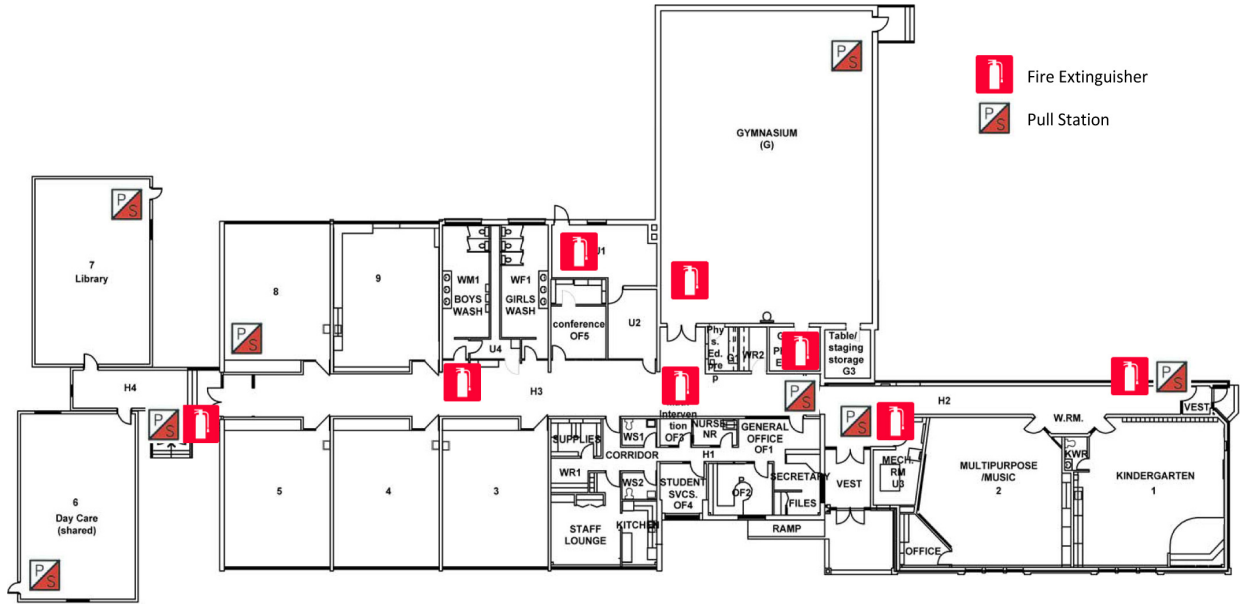
Water heater: Boiler Room

Electrical panel: In the Library

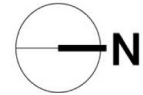
The following are identified on the electrical panel:

- air conditioner
- water heater
- exhaust fans in kitchens, bathrooms and any other spaces

EMERGENCY FLOOR PLAN



Phoenix School - Floor Plan



Communication Procedures

Bright Beginnings Educare and Phoenix School

In case of an emergency or threat of any kind to Bright Beginnings Educare and Phoenix School, 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 Bright Beginnings Educare is aware of a threat or in an emergency state, the Team Leader (or designated alternate) will:

1. Call contact the Executive Director or alternate designate and inform them of situation. The Director or designate will contact the school by telephone at 204-889-5053 or come to the school to communicate to the office. (when safe)
2. The Team Leader may call school office using school intercom or

Outside of school hours, the Executive Director or alternate will contact the on-site school custodian in person (when safe to do so).

Outside the centre's hours of operation, the Executive Director will contact the principal at 204-832-5423 (home) or by email ldaniels@sjsd.net.

When Phoenix School is aware of a threat or in an emergency state, the principal (or designated alternate) will:

1. Communicate using announcements over the school intercom or
2. Call the school age centre by telephone at 204-832-9050 (or preschool centre not located in school at 204-895-1147), when safe or
3. Walk down to the centre to communicate (when safe)

Outside of school hours, the custodian will contact the Executive Director or Assistant Director at 204-299-0564 or in person.

Outside the centre's hours of operation, the principal will contact the Executive Director at 204-299-0564 (cell).

Communication and safety procedures will be reviewed annually by the Executive , Assistant Director and school principal and revised as needed. This communication procedure is posted in the day care, school office and custodian's office.

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. Call 911
2. Ensure everyone evacuates fire area immediately.
3. Close doors to fire area.
4. Pull fire alarm bell.
5. Notify Team Leader (or designated alternate) as to the location of fire.
6. Proceed with evacuation following steps in *Upon Hearing Fire Alarm (or Instructions from Team Leader)*.

Team Leader (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

Staff should:

1. Verbally notify the Team Leader (or designated alternate) immediately.

Team Leader (or designated alternate) should:

1. Call 911 for fire department and state nature of emergency and address (School may take this responsibility). Contact Executive Director or Designate.
2. Verbally direct staff to lead *Evacuation Procedures*.
3. Executive Director or designate to notify school personnel by phone or in person.
4. Proceed with evacuation following steps in *Upon Hearing Fire Alarm (or Instructions from Executive Director or designate)*.

UPON HEARING CO ALARM - IMPORTANT - Do NOT PULL FIRE ALARM BELL

Staff should:

1. Verbally notify the Team Leader or Executive Director (or designated alternate) immediately.

Team Leader (or designated alternate) should:

1. 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

2. That centre is evacuating
3. Check with staff in all child care areas to see if any children or staff are showing signs or symptoms of CO exposure such as headaches, dizziness, nausea, vomiting, weakness, drowsiness, etc.
4. Notify school personnel of situation, that fire department has been called and that centre is evacuating.
5. Direct staff and children to put on jackets, boots, etc for protection in cold weather if no one is showing signs or symptoms.
6. Proceed with evacuation following steps in *Upon Hearing Fire Alarm (or Instructions from Assistant Director)*.

UPON HEARING FIRE ALARM (OR INSTRUCTIONS FROM TEAM LEADER)

All children, staff and visitors should:

1. Stop all activities immediately
2. Follow directions of Team Leader to evacuate building.
3. Meet in the assembly area at the back of the school at the only tree on the south end of building. Complete a face to name role call of children and staff and then proceed to the swing set to await further instruction from the school. Once at the swing set – one designated staff will walk over to the school designated area and provide an update of children. If the school is not in session – proceed to the library – place of shelter if needed.

Staff in each room should:

1. Direct children and staff to gather by room door. Count children.
2. Bring:
 1. Attendance record (with floor plan attached).
 2. Emergency backpack (including first aid kit, child information records, staff emergency information and contact information for school personnel).
 3. 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. Assign specific staff to:
 - Help children who require additional assistance.
 - Take the duffel bag with blankets for protection in cold weather (if it is safe to do so).
4. Lead evacuation out of the building.
5. Take attendance in the assembly area.
6. Report evacuation status to Team Leader (or designated alternate).

Last staff out of Each Room should:

1. Conduct a sweep of the room looking for any remaining children or adults.
2. Close all doors and windows, time permitting.

Team Leader (or designated alternate) should:

1. Conduct a sweep of the centre looking for any remaining children or adults.
2. Close all doors and windows, time permitting.
3. Review attendance record received from staff. Confirm that all children, staff and visitors are accounted for.
4. 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. Contact Executive Director (or designated alternate) 204 299 0564 as soon as possible.

6. Take direction from fire department (or school personnel).
7. Direct staff to return inside or proceed to designated place of shelter upon direction from fire department (or school personnel).
8. If staff and children proceed to designated place of shelter before fire department arrives:
 - If possible, assign a staff member to remain at main entrance to advise fire department.
 - Call 911 to inform of evacuation status (School may take this responsibility).
9. Post the name, location and contact number of the designated place of shelter on the outside door.
10. Executive Director or alternate to 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.
11. Executive Director or alternate to assign specific staff to contact parents with prepared statement using centre's communication program (email and cell phone) cell phone and office phone in designated place of shelter.
12. Executive Director or assistant to record an outgoing message on the centre's voice mail system.
13. Contact staff on outings to return to designated place of shelter, not the centre.
14. Team Leader and Executive Director or designate to be available to discuss event with parents when they pick up children.

After the event, the Executive 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. Tell the Chairperson of the Board of Directors.
4. Discuss incident with school personnel.
5. If necessary, call SRHA/WRHA Mobile Crisis Unit (204-940-1781) or Youth Mobile Crisis Unit (204-949-4777) to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.
6. 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

HEADINGLEY LIBRARY
49 Alboro Street, Headingley, MB
Tele: 204.888.5410

(Centre has a key in the main emergency back pack to use outside of library's hours of operation)

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 whistle
- 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
- 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

- Team Leader (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

School Procedures: School Division and school use phone tree to notify schools staff and child care program.

CLOSURE OF CENTRE FOR PORTION OF DAY

Executive 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. Include the centre's cell number.
4. Advise all staff not there at the time.
5. Advise school personnel if closure not initiated by school.

CLOSURE OF CENTRE FOR THE FULL DAY

Executive 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 CJOB (Phone: 204-786-2471).
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.

ADDITIONAL STEPS IF OUR BUILDING IS FLOODED

Executive 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

Executive Director (or designated alternate) should:

1. Contact Chair of the Board of Directors
2. Write and distribute a short letter telling parents about the event and any follow-up steps that will be taken.
3. Tell the Child Care Coordinator about the event.
4. Discuss incident with school personnel, as needed.
5. If necessary, call SRHA/WRHA Mobile Crisis Unit (204-940-1781) or Youth Mobile Crisis Unit (204-949-4777) to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.
6. 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

The following documentation will be maintained by the Team Leader 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 daily, monthly and annual checks to control fire hazards and inspect and maintain fire safety equipment
- evacuation and shelter-in-place practice drill record
- inspection and maintenance records for carbon monoxide alarm in daycare room

The Executive 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
- fire protection system annual inspection report by a qualified technician
- rotating use of fire alarm manual pull stations
- heating system annual inspection report by a qualified heating contractor

These 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.
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 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.
8. A daily safety inspection is performed in the morning

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.
3. Fire department access is 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 and fire hydrant.
4. All fire extinguishers in areas used by centre are checked by the Assistant Director 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 and on practise drill record
5. Battery operated carbon monoxide alarm in Portable is checked by the Team Leader to ensure proper function (documented).
6. 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
7. The inspection documentation for fire alarm system and equipment is maintained by the School Custodian for review by fire inspector.
8. Monthly Childcare Safety inspections reports are completed and kept on file at the Monterey Site.

ANNUAL INSPECTIONS AND MAINTENANCE

The following inspection documentation is maintained by the Executive Director/Assistant Director for review by fire inspector:

1. Fire extinguishers are inspected by certified agency (also documented on tag).
2. Batteries for carbon monoxide alarms are replaced annually on April 30 (documented).
3. Carbon monoxide units were replaced in April 2016.
4. Annual inspection report will be completed and stored at the Monterey Site.

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

1. Heating system is inspected by qualified heating contractor.
2. Fire protection systems are inspected by a certified technician:
 - emergency lighting
 - fire alarm system

WEATHER-RELATED EMERGENCIES

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

- winter storms
- tornadoes
- severe thunderstorms

School Procedures: School Division and school use phone tree to notify schools staff and child care program.

PREPARATION

To prepare to care for children outside of regular centre hours or during a utility failure, together the Director or designate and Team Leader (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 Procedures

Executive Director (or designated alternate) should:

1. Monitor appropriate source listed below when there is potential for severe weather:
 - a. Environment Canada for weather watches and warnings on weather radio or local media
2. Notify Team Leader at school age centre of severe weather and provide direction.
3. Notify any groups on outings to return or take indoor shelter immediately.

Team Leader (or designated alternate) should:

1. Notify staff in playground to bring children inside in the event of a severe weather warning.
2. Reschedule outdoor play and all outings away from the centre.
3. 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. Executive 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.

Tornado or Severe Thunderstorm Procedures

Staff should:

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

Team Leader (or designated alternate) should:

2. Monitor the situation using information from Environment Canada on the weather radio.
3. Consult with school personnel and Executive Director (or designated alternate).
4. Make decision to enact *Shelter-in-Place Procedures: Tornado*. This decision may be made in consultation with school personnel and centre Executive Director.
5. Remind Staff:
 - 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.
 - Make sure flashlights and battery operated lights with fresh batteries are available in all areas of the centre.

SHELTER-IN-PLACE PROCEDURES: TORNADO

Protective Spaces: main school hallway between Room #5 and #8

Team Leader (or designated alternate) should:

1. Direct staff to lead *Shelter-in-Place Procedures: Tornado*.
2. Notify staff in playground to return indoors immediately.
3. Notify staff in other areas to come to main school hallway between Room #5 and #8.
4. Notify staff on outings away from centre to immediately seek the closest indoor shelter. Remind them to call back with their location.
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. Take attendance to make sure all children and staff are accounted for.
7. Advise Executive Director (or designated alternate) of the status of *Shelter-in-Place Procedures: Tornado*. The Executive Director or designate, will assist in steps 2 – 4 above

Staff should:

1. Direct children to gather by the classroom/gym door. Count children before returning to main school hallway (protective space).
2. Assign and communicate which staff to:
 - bring attendance record
 - bring the emergency backpack into the protective spaces (including the first aid kit, child information records, staff emergency information, contact information for school personnel)
 - help children who require additional assistance
 - take 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

After the event, Executive 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 Chair of the Board of Directors.
3. Tell the Child Care Coordinator about the event.
4. Discuss incident with school personnel.
5. If necessary, call SRHA/WRHA Mobile Crisis Unit (204-940-1781) or Youth Mobile Crisis Unit (204-949-4777) 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 Executive Director/Assistant Director 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
- 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
- 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

Executive 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 and school principal of the situation and public health authority's requirements and recommendations.
4. Provide regular updates to the child care coordinator and public health authorities.
5. 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
6. Notify parents of illnesses present in the centre and the symptoms to look for in their child.
7. Share resources and information with parents.
8. 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
 - 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

Executive 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

Team Leader (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.

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 parents and Executive Director (or designated alternate).
3. Complete an assessment of the factors related to the incident. If necessary, make changes to prevent injuries as discussed with Executive Director or designate.

INJURY REQUIRING MEDICAL ATTENTION

Team Leader (or designated alternate) should:

1. Call 911 for an ambulance.
2. Provide a copy of the parent's permission for emergency medical treatment.
3. Contact the Executive Director (or designated alternate) at the preschool centre as soon as possible for assistance.
4. 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.
5. Provide an incident report to the Executive Director (or designated alternate).

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 parents and Executive Director (or designated alternate).

After the event, Executive 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
 - 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

Team Leader (or designated alternate) should:

1. Notify Executive Director or designate alternate about the situation
2. Executive Director or designate to contact school personnel to:
 - 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 school, see if it is a breaker that has blown and restore power.
 - If a repair is required, to contact the repair service immediately to report the problem and get an estimated length of time without service.
3. If it a loss of service, contact the appropriate utility immediately to report the problem and get an estimated length of time without service.

Executive Director (or designated alternate) should:

1. Based on the information provided by the school, 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.
2. Notify the Chair of the Board of Directors
3. Based on the information provided by the school, 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.

Executive Director/Assistant 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, it will be kept in a safe, UNLOCKED location accessible only to the adults responsible. This location will be communicated with all staff during orientation.
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.
 - 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).

- Safety procedures for field trips and extra-curricular activities are in place.
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 Director or Team Leader 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. Submit all necessary documentation as required.
4. Provide the child care centre with adrenaline auto-injectors before the expiry date.
5. Make sure that auto-injectors are taken on field trips.
6. Participate in the development of a written *Individual Health Care/Emergency Response Plan* for their child, which is updated every year.
7. Be willing to provide safe foods for their child, including special occasions.
8. Provide support to the facility and staff as required.
9. 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.
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: (as developmentally appropriate)

1. Take as much responsibility as possible for avoiding allergens, including checking labels and monitoring intake
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
5. Promptly inform an adult as soon as accidental exposure occurs or symptoms appear
6. Keep an auto-injector on their person at all times, such as in a fanny pack
7. Know how to use the auto-injector

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 school

School Procedures: Notify school division, call 911 and evacuate.

Chemical Accident Inside of Child Care Building

The Team Leader (or designated alternate) should:

1. Call 911 (school may take responsibility)
2. Enact evacuation procedures immediately.
3. Direct staff to follow *Evacuation Procedures*.
4. Notify school personnel.
5. Notify Executive Director or designated alternate

Chemical Accident Outside of Child Care Building

Team Leader (or designated alternate) should:

1. Call 911
2. Enact *Shelter-in-Place Procedures* or *Evacuation Procedures* based on instructions from the emergency response personnel
3. Follow: *Evacuation Procedures* or *Shelter-in-Place Procedures: Chemical Accident Outside of Building*
4. Contact the Executive Director (or designated alternate) as soon as possible.

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

Team Leader (or designated alternate) should:

1. Verbally direct staff to lead *Shelter-in-Place Procedures*. Tell staff to close windows and as many internal doors as possible.
2. Notify staff in playground to return indoors immediately.
3. Notify school personnel to:
 - Close and lock all exterior doors.
 - Turn off breakers that control air flow.
4. If there is time and it is needed, assign specific staff to cover sliding portion of windows with plastic wrap with masking tape to seal.
5. Notify Executive Director or alternate designate. Executive Director to
 - Notify staff on outings away from centre to immediately seek the closest indoor shelter and call back with their location.
 - Inform parents by phone, e-mail or text message as quickly as possible. Use a scripted message, if possible.
 - Direct parents to stay away from the area and listen to the local media for further updates on the situation.
6. Inform staff and children when emergency response personnel/school say it is safe to leave the building.

Staff in all rooms should:

1. Lead *Shelter-in-Place Procedures*.
1. Close and lock exterior windows.
2. Close as many internal doors as possible. Place a rolled up damp towel at the floor space at bottom of doors.
3. Take attendance to account for all children, staff and visitors.
4. Advise the Team Leader and Executive Director (or designated alternate) of the status of *Shelter-in-Place Procedures*.
5. Assign specific staff to prepare for evacuation by:
 - Having the emergency backpack (including the first aid kit, child information records, staff emergency information, contact information for school personnel) ready to go, should evacuation be ordered
 - Having required medications and specialized equipment for individual children with additional support needs ready.

After the event, Executive 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. Tell the Chair of the Board of Directors
4. Discuss incident with school personnel.
5. If necessary, call WRHA Mobile Crisis Unit (204-940-1781) or Youth Mobile Crisis Unit (204-949-4777) 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: Notify school division, call 911 and evacuate.

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 Assistant Director (or designated alternate) immediately to assess the situation.
- **Stationary Phone located:** in main child care room (Portable)

Bomb Threat Received by Telephone or in Writing

Staff member receiving a bomb threat by telephone should:

1. Call 911
2. Use the *Threatening Telephone Call* form to record as much information as possible.
3. Notify Team Leader (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 Assistant Director (or designated alternate) IMMEDIATELY.

Team Leader (or designated alternate) should:

1. Direct staff NOT to use any form of wireless communication.
2. Consult with Executive Director (or designated alternate). Determine if there is an immediate threat to safety based on the information available.
3. During school hours, go to school office to consult with principal.
4. Call **911** using a stationary (corded) phone. Consult with police for further steps.
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 staff to lead *Evacuation Procedures*.
 - Notify school personnel of decision to evacuate.
9. Call staff and children on outings away from centre (using a stationary (corded) phone). Advise staff not to return to centre until further notice or to proceed to designated place of shelter.

Staff should:

1. Lead *Evacuation Procedures* if enacted.
2. If a group of children are outside, assign specific staff to go to the playground and tell staff to gather in assembly area.

After the event, the Executive 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. Tell the Chair of the Board of Directors
4. Discuss incident with school personnel.
5. If necessary, call SRHA/WRHA Mobile Crisis Unit (204-940-1781) or Youth Mobile Crisis Unit (204-949-4777) 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 Team Leader (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. Call 911 and consult with police for further steps
4. Consult with Executive Director (or designated alternate) at preschool centre.
5. During school hours, go to school office to consult with principal.
6. Notify school personnel if centre is evacuating or not.

Bomb Threat and Suspicious Item

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.

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

Team Leader (or designated alternate) should:

1. Call 911 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.
2. Evacuate the immediate area where the suspicious item was found. Close the door to the area.
3. Direct staff **NOT** to use any form of wireless communication.
4. Enact the *Evacuation Procedures*. Do **NOT** use fire alarm.
5. Direct staff to lead *Evacuation Procedures* using only exits routes and areas that are free of suspicious items.
6. Call staff and children on outings away from centre using a stationary (corded) phone and advise staff not to return to centre and to proceed to designated place of shelter.
7. Tell school personnel (in person or using intercom/stationary phone) about the situation, that the centre is evacuating and the director is calling the police.
8. As soon as possible, contact Director (or designated alternate) at preschool centre.

Staff should:

1. Lead the *Evacuation Procedures*.
2. If group of children are outside, assign specific staff to go to playground and advise staff to gather in the assembly area.

After the event, the Executive 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. Tell the Chair of the Board of Directors.
4. Discuss incident with school personnel.
5. If necessary, call SRHA/WRHA Mobile Crisis Unit (204-940-1781) or Youth Mobile Crisis Unit (204-949-4777) to access the community crisis/trauma response team within 24 hours of the event for advice, resources or in-person support.

THREATENING BEHAVIOUR PROCEDURES

The following procedures describe the response to threatening behaviour:

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

Staff should:

1. Call 911
2. Notify the Team Leader (or designated alternate) immediately when aware of:
 - threatening behaviour inside the centre or 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)

Team, Leader (or designated alternate) should:

1. Tell staff in the daily staff communication log book to contact the Executive 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 Executive Director (or designated alternate) at main centre of any threatening behaviour.
4. Notify school personnel of threatening behaviour when appropriate and/or their assistance is required.

SCHOOL LOCKDOWN PROCEDURES

Principal/Designate and Office staff

When a situation arises at a school, which requires the school to enter into lockdown, the principal or designate will establish the type of plan to implement:

1. **Hold and Secure (or lockout)** – which is essentially a situation where there is a reported threat that is on the way to or around the school, or
In the case of a “Hold and Secure” situation, the principal or designate will ensure, if possible, that lockdown signs are posted on the doors in order to inform unsuspecting individuals that may be attending the building at this time. Outside doors, if possible, should also be locked. As well, the principal will ensure that students on the grounds, but outside of the building, are alerted to re-enter the building as quickly as possible and go directly to an open classroom.
2. **School Lockdown** – where there is an imminent threat already in the building.

In both cases, the principal or designate will call 911 and notify Emergency Services of the need for immediate assistance and will contact the Board Office (888-7951). The Board Office will then ensure communication is established between the Division and those individuals in charge of the Emergency Services personnel that are attending or will be attending the school in question. The principal or designate will then announce over the public-address system:

**“A SCHOOL LOCKDOWN IS NOW IN EFFECT”,
“A SCHOOL LOCKDOWN IS NOW IN EFFECT”,
“A SCHOOL LOCKDOWN IS NOW IN EFFECT... NOW”**

Once Emergency Services personnel have determined that a threat no longer exists, the principal and/or designate will ensure that the parents are appropriately informed of the situation, either by the synrevoice electronic communication system or a letter, once direction has been provided by a member of Board Office Senior Administration.

During Classes

All students are to remain in class. Students in the hallways are to immediately enter the nearest open classroom. If there is no classroom close by, students should go to the closest washroom. Teachers, lock their classroom doors. Ignore a fire alarm. No one, under any circumstances, is to leave the classroom until further notice.

Before School, During Recess or Lunch and After School, Class Change in Progress

All students and teachers report immediately to the nearest open classroom. Teachers are to go to the closest open classroom door and lock the door as soon as the students have arrived. Ignore fire alarm. No one, under any circumstances, is to leave the classroom until further notice. Students in the hallways are to immediately enter the nearest open classroom. Students outside of their classroom are to immediately return to their class. Students in the gym are to report immediately to the girls/boys change room. Teachers lock their classroom doors. Ignore fire alarm. No one, under any circumstances, is to leave the classroom until further notice.

In the case of a School Lockdown, students outside would remain outside and the teacher would escort students to the evacuation site. In the case of a Hold and Secure situation, teachers, with direction from the principal or designate, will ensure students are brought into the school and returned to an open classroom.

Caretaker

1. Go to nearest lockdown area and, if possible, contact the Maintenance Shop of the situation. This should be a one-way communication (Caretaker to the Maintenance Shop). This will allow the Maintenance shop personnel to communicate with the Board Office, Transportation Department and any central maintenance staff.
2. Hurry students into the closest unlocked classrooms, office or storage room. If you have care and control of a student, keep him/her.

Teaching Staff

- Clear all hallways without delay. If at all possible, check nearby washrooms.
- Hurry students into the closest unlocked classrooms, office or storage room. If you have care and control of a student, keep him/her.
- Lock the door, turn off the lights and close the blinds/drapes. If the door will not lock from the inside, quickly pile desks and other heavy moveable items to deter entry.
- Have students sit quietly where they are not visible either from the door or outside windows.
- Try to maintain calm and silence. Do not answer knock on door.
- Do not use the intercom.
- If you have access to a cellular telephone, use it only to contact emergency services. Forbid students use of cellular telephones. This is to ensure that the cellular network does not ‘crash’ during a lockdown.
- Do not leave the room until a credible person (An administrator or designate) informs you that the danger has passed and advises you on how to safely exit the school.
- Once you and students in your care have exited the school, stay with them until you have all been taken to a secure alternate location.
- Remain available as requested to speak with police investigators.
- Do not speak with the media during the course of the police investigation.
- Make sure that you use the Division or MTS member support services that will be available to assist you in coping with your normal and natural response to such an event. Any staff away from the school with their class should be contacted if possible. Direct them to take their students to the evacuation site or other designated location. Substitute teachers are to be provided with this emergency information in sub folders.

All Other Support Staff/Adults (Secretarial Assistants, EAs, Lunchroom Supervisors, Guests

3. Go to nearest lockdown area/room and ensure that any students in your care go to this location as well. Lock the door, turn off the lights and close the blinds/drapes, if appropriate. If the door will not lock from the inside, quickly pile desks and other heavy moveable items to deter entry.

Transportation

4. Re-route buses away from schools
5. Meet with bus drivers to provide direction in case buses required at the staging area

Students

6. Respond to instructions as per lockdown drills
7. Share any potentially helpful information when requested by a credible adult.

Police

8. Assume command upon arrival at school

Parents

9. Report to designated staging area

SHELTER-IN-PLACE PROCEDURES

Threatening Behaviour Inside Centre or School

School Code Words

“**School Lockdown**” – when there is an imminent threat already in the building.

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: Room 2, Room 5, Room 6 and Gym can all be locked

Threatening Person in Another Part of the School

Team Leader (or designated alternate) **should**:

1. Call 911
2. Make sure staff in all playrooms are aware of the threat and tell them to:
 - Make sure all interior and exterior doors leading into the room are locked. Cover door windows.
 - Close and lock exterior windows. DO NOT close exterior blinds. Police need to see inside the building.
 - 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 to account for all children and staff in all rooms.
 - Advise Supervisor (or designated alternate) about the status of *Shelter-in-Place Procedures*, if safe to do so.
3. If group of children is outside, contact staff and tell them to go to the designated place of shelter immediately.
4. Notify staff on outings to stay where they are or to look for indoor shelter.
5. Notify school personnel about the status of *Shelter-in-Place Procedures*, if safe to do so.
6. As soon as possible, advise Executive Director (or designated alternate) of status of *Shelter-in-Place Procedures*.
7. DO NOT leave protective spaces until told by the police or school personnel.

Threatening Person in the Centre

Protective Spaces:

Room 2- go down low behind tall cupboards

Room 5 – go down low into locker area

Room 6 – go down low behind tall cupboards (or evacuate out fire door if threat severe)

Gym – go into storage room (or evacuate out fire door if threat severe)

Staff in room with the threatening person **should:**

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

Second staff in room with the threatening person should:

1. Call 911. Follow directions from police about what to do next.
2. Alert Team Leader and staff in other rooms about the threat and to request assistance by using code words: "Please ask Mrs. Renton to come <name of playroom>."
3. Notify school personnel about the situation and to request assistance.
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.

Team Leader (or designated alternate) should:

1. Notify Executive Director or designated alternate. Executive Director or designated alternate will come to school age site. Advise status of Shelter in Place Procedures.
2. Go to area with the threatening individual.
3. **If the person does not have a weapon:**
 - Talk to the person. Try to calm them down.
3. **If the person has a weapon:**
 - Take cover in the closest protective space with the children and staff.
4. Give the police floor plans and information about the number of children and staff and where they are.
5. As soon as possible, Executive Director or designated alternate to notify staff on outings to stay where they are or to look for indoor shelter.

Staff in other rooms without the threatening person should:

1. Lock the door to the room and cover door window.
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.
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 Executive Director (or designated alternate) about the status of *Shelter-in-Place Procedures*.
9. Stay in protective spaces that are out of sight from door until advised by Executive Director or Team Leader.

After the event, the Executive 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. Tell the Chair of the Board of Directors
4. Discuss incident with school personnel.
5. If necessary, call SWRH/WRHA Mobile Crisis Unit (204-940-1781) or Youth Mobile Crisis Unit (204949-4777) 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 Code Words

Hold and Secure (or lockout) – when there is a reported threat that is on the way to or around the school

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: school hallway (between fire doors and Room 5) away from exterior doors or gym

Team Leader (or designated alternate) should:

1. Call 911 to ensure police know about the situation
2. Direct staff in all rooms to begin *Shelter-in-Place Procedures*. Tell them if the threat is in the neighbourhood or on the property.
3. Notify staff and children in the playground to come inside immediately.
4. Make sure all exterior and interior doors leading into the centre are locked.
5. Notify school personnel to make sure they are aware of the situation and to lock other exterior doors.
6. 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.
7. Look at attendance records provided by staff to account for all children and staff.
8. If possible, advise school personnel (or designated alternate) of status of *Shelter-in-Place Procedures*.
9. Follow directions from the police/school about what to do next.
10. Tell staff when it is safe to leave the protective spaces as directed by the police/school.
11. As soon as possible, advise Executive Director (or designated alternate) of status of *Shelter-in-Place Procedures*.

Staff in Each Room 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 (school hallway or gym).
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 Team Leader and Executive Director (or designated alternate) of status of *Shelter-in-Place Procedures*.
8. DO NOT leave centre until advised by the Executive Director or Team Lead (or designated alternate).

After the event, the Executive 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 SRHA/WRHA Mobile Crisis Unit (204-940-1781) or Youth Mobile Crisis Unit (204949-4777) 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, all outside doors to the school are locked throughout the day except:
 - Main entrance by the school office is unlocked from approximately 8:00 am to 4:00 pm.
 - All visitors are to report to the school office. All school and child care staff are to approach unknown individuals and direct them to the school office.
2. On school in-services and holidays, all outside doors to the school are locked throughout the day.
3. When arriving at the centre, all staff, parents and visitors are to use the designated door outside at the south end of the building, which is equipped with a video intercom system. All individuals are to report to the main room, Room #6 which is equipped with a video camera outside the main door.
 - Staff must identify the individual on the monitor before releasing the door.
 - If the individual is unknown, staff must ask who they are, the purpose of their visit and request to see ID before allowing entry.
 - Room 6 is equipped with a 24 hour video surveillance system – notices posted.
4. 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.
5. Staff are required to sign children in and out on the attendance record.

6. 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.
7. Staff are required to visually check when they hear the door to make sure a child is not leaving without an appropriate adult.
8. During school hours, the interior doors to child care rooms are locked.
9. The gym is only used outside of school hours when the outside doors are locked. Staff are to continually monitor the gym doors at all times.
10. Children are directly supervised into the school when coming in to use the washroom from the playground and the staff wait outside the washroom door.
11. Indirect Supervision for Children with Written Parental Permission
 - Children must ask staff when they need to leave the room to go to the washroom or their locker in the hallway.
 - Staff note the children's names and time they left the room to use the washroom on the white board and erase it out when they return to the room. The staff monitor the time to make sure the children return in a reasonable amount of time (approximately 3 to 5 minutes).
 - When children go to their locker, children leave the door open and staff monitor the time to make sure the children return in a reasonable amount of time (approximately 30 seconds to 1 minute.)
 - If children want to move to a different room or playground when the group is not moving, they must tell staff. Staff use walkie talkies or cell phones to let the staff in the other area to expect the child and to say when the child has arrived. The staff monitor the time to make sure the children return in a reasonable amount of time (approximately 1 to 2 minutes)
 - In all situations, if children do not return to the directly supervised area within a reasonable amount of time, staff go to check on them and request assistance from another staff when needed.
 - For additional information see *Appendix: Indirect Supervision Policy*

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 Team Leader (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 should:

1. Review all items on the Opening Duties list. Complete the *Daily Safety Checklist – Indoor* and *Daily Safety Checklist – Outdoor*.
2. Correct any safety concerns to the best of their abilities and document what was done.
3. Make sure the Assistant 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. Complete the End of the day *Daily Safety Checklist*
3. Note any safety concerns and related reminders about appropriate procedures in the daily staff communication log book.

Executive Director/Assistant Director (or designated alternate) should:

1. Make sure bi-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 Executive 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 Executive Director (or designated alternate).
2. Review the *Opening/closing Duties List and Bi-Monthly Indoor Safety Checklists* with the Team Leader (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 Team Leader (or designated alternate) to learn how to improve their participation and to have their questions answered.
5. Sign off that they have received training

The Team Leader (or designated alternate) will show new staff the locations of:

- staff communication log book (containing important information to read daily)
- emergency phone number list including:
 - the centre's location address
 - designated place of shelter
 - contact information for school personnel
- 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 Executive 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 Executive Director and 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 by the Executive Director and board 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 February 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 Executive Director and school principal annually in October. It will also be reviewed when there is a change in school principal, custodian, secretary, Executive Director and/or Assistant Director.

At this time, the school emergency response plan and school tree will be reviewed and discussed. If revisions are made, the principal will provide revised copies to the Executive 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 Executive Director (or designated alternate) will monitor expiry dates for individual plans.



Indirect Supervision Policy

Children may be supervised in one of two ways: directly or indirectly.

Direct supervision refers to when staff are directly in the same room/area and able to see and/or hear your child. Children are always directly supervised while outside.

Indirect supervision refers to when the staff are not in the same room/area and may not be able to see or hear your child directly but are still monitoring your child’s safety. Staff will take into account the age, developmental level and individual needs of each child as they determine the level of supervision required for each situation. As each child grows and develops, they need opportunities to practice independence and build self-confidence. Indirect supervision encourages these skills.

The following procedures are in place to ensure the children’s safety:

- Children must ask staff when they need to leave the room to go to the washroom or their locker in the hallway.
- Staff note the children’s names and time they left the room to use the washroom on the attendance clip board and stroke it out when they return to the room. The staff monitor the time to make sure the children return in a reasonable amount of time (approximately 3 to 5 minutes).
- When children go to their locker, children leave the door open and staff monitor the time to make sure the children return in a reasonable amount of time (approximately 30 seconds to 1 minute.)
- If children want to move to a different room or playground when the group is not moving, they must tell staff. Staff use walkie talkies to let the staff in the other area to expect the child and to say when the child has arrived. The staff monitor the time to make sure the children return in a reasonable amount of time (approximately 1 to 2 minutes)
- In all situations, if children do not return to the directly supervised area within a reasonable amount of time, staff go to check on them and request assistance from other staff when needed.

My child _____, _____ (birth date)
has demonstrated the ability to act independently with only indirect supervision during the following situations.

✓	Type of Indirect Situation	Parent Initial	Date
	walk from the daycare room to the washroom, change clothes (if need be), use the toilet, wash hands, and return to the room		
	go to his/her own locker in the school hallway to return or bring an object/clothing to a daycare room		
	deliver a written message to another room		
	walk between different daycare rooms, gym and/or playground		
	on swim trips, may get undressed and dressed in locker room privately with staff outside the door		
	on field trip, may use a public washroom appropriate to one’s own gender with staff outside the door		

Parent Signature: _____

Date: _____

Daycare Director: _____