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ENHANCED SAFETY PLAN

RIVERVIEW ASHLAND CHILD CARE CENTRE INC.

FACILITY NUMBER:

3022

LOCATION ADDRESS:

112 ASHLAND AVE
WINNIPEG, MB R3L 1K6

CONTACT PERSON(S):

CORINE ANDERSON – DIRECTOR
SUSAN PRIDHAM- ASSISTANT DIRECTOR
ESTHER MCNAIRNAY- FOREST NURSERY PRACTITIONER

PHONE NUMBER: (204) 477 0917

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EMAIL ADDRESS:

director@riverash.com- confidential & account info
info@riverash.com-attendance & non-confidential info

PROGRAM SPECIFIC EMAILS:

Preschool- riverashps@gmail.com

School Age- riverashsa@gmail.com

Forest Nursery- raccforest@gmail.com

MAILING ADDRESS:

112 ASHLAND AVENUE
WINNIPEG, MB R3L 1K6

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112 Ashland Avenue
Winnipeg, MB
R3L 1K6

Date Developed:
February 2010

Last Revised:
April 2024

Last Reviewed:
January 2025

Reviewed and Approved by:

Fire authority Child care coordinator Board of directors

Copies provided to:

- all supervisory educators and designated alternates
- child care coordinator/safety coordinator
- posted in each separate area for easy reference by all educators and the fire authority
- owner/City of Winnipeg

Purpose

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

- to prepare educators 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 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.

At the forest school site, the forest school practitioner - or designated alternate (in communication with the Director/Assistant Director when possible) maintains the authority to declare an emergency situation and implement evacuation or closure procedures . This responsibility includes communication with the director and parents.

Children, Educators and Building Personnel

Children

Licensed for maximum of 65 spaces aged 2 years to 12 years including:

 children aged 12 weeks to 2 years

20 children aged 2 to 6 years

45 children aged 6 to 12 years

Forest Nursery licensed for a maximum of 12 spaces aged 3 years to 6 years including:

 children aged 12 weeks to 2 years

12 children aged 2 to 6 years

 children aged 6 to 12 years

Educators:

17 total number of educators including:

1 Director (ECE III)

1 Assistant Director (ECE II)

1 Preschool Supervisor (ECE II)

1 Forest Nursery Practitioner (ECE II)

2 full time Early Childhood Educators II/III

10 Child Care Assistants

Building personnel:

Corine Anderson	Director/building inspection/maintenance
Fire Inspector	Annual fire inspections
Chubb Edwards	Testing and Maintenance Inspections (fire alarms, exit/emergency, lighting and portable extinguishers)
Black & McDonald	Furnace/Air Conditioner testing and maintenance
City of Winnipeg	Annual building/facility inspections

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Building Description:

The single story and crawl space building has a total floor area of 3,750 square feet. Facility was constructed in 1987. According to the 1998 Manitoba Building Code the Major Occupancy Classification is Group A, Division – Assembly.

The surrounding site has a level topography and the building is surrounded by grassy areas.

The exterior envelope of the building is constructed of stucco on metal lathe on wood stud wall construction and accented with a corrugated metal panel fascia. The pitched gable-style roof has an asphalt shingle cover with metal gutters and downspouts. Exterior windows consist of fixed vinyl sash with insulated glazing. The facility's entrances have swing-type hollow metal doors set in metal frames.

Building interior's ceiling and wall finishes are generally gypsum board. The floors are finished with linoleum. Interior openings are protected by wood doors set in wood frames.

The facility's superstructure is comprised of wood roof and floor decks on wood frame. The building's substructure is assumed to be concrete crawl space.

Spaces Used by Centre :

Total number of rooms: 3

Main floor: Room #1: School Age Room Room #2: Kitchen Room#3: Pre School Room

Gym Area: Adjacent to the School Age Room via hallway from Centre to Community Club

Exits:

Front door, back door, through gym out Community Club

Heating, Ventilation and Air Conditioning:

Heating and Air Conditioning: The building is conditioned by two gas fired furnaces, rated at 180,000 Btu/hr and 105,000 Btu/hr. The units are both manufactured by Lennox and were installed in 1986. Distribution ductwork delivers conditioned air to varies direct discharge louvers. The furnaces are supported by two DX condensing coils which provide A/C to the building. The DX coils are about 5 ton and 3 ton each; also installed in 1986. The furnaces vary the air flow to maintain temperature control within predetermined set points. Local supply distribution is accomplished through internally insulated sheet metal ductwork and overhead diffusers. Return air is by either a dedicated return air ductwork or an open plenum.

General building exhaust provisions for the bathroom, mechanical areas are accomplished by ceiling mounted exhaust fans.

Unit#1: East Side

A/C Manufacturer: Carrier Furnace Manufacturer: Lennox

Model #: G8R03-105-1 Serial #: 6386K71157

Type: Split Type: Gas

Unit #2: West Side

A/C Manufacturer: Carrier Furnace Manufacturer: Lennox

Model #: G8R-180-2 Serial #: 6386H56

Type: Split Type: Gas

Fire Safety Equipment and Locations:

Fire Alarm System:

System Manufacturer: Mirtone **Model #:** 7200
Single Stage **Prop #:** 40-994-0874

Fire Alarm System Control panel:

Located: at main front entrance at 112 Ashland Avenue, Winnipeg, MB R3L 1K6

Monitored by: CHUBB at 1365 Dugald Rd. Winnipeg, Manitoba R2J 0H3 (204) 631-4962

Fire Alarm Pull Stations located (local only):

Front main door entrance on wall

Back door entrance on wall

Gym door entrance on wall

Fire Department Connection:

Fire hydrant located on Ashland Avenue boulevard parallel to the playground

Smoke Alarms:

Hard Wired: School Age Room on ceiling in West corner of room
Pre School Room on ceiling in center of room

Battery Operated: On wall above gym entrance door
Pre School room in north east corner on wall

Portable fire extinguishers:

Type: Rechargeable, powder fire extinguisher

Locations: **Fire extinguisher #1** located at main entrance on wall beside door
 Fire extinguisher #2 located at back entrance by Pre School Room/girls
washroom
 Fire extinguisher #3 located in kitchen by mechanical room on wall

Utility Shut-off Locations :

shut-off instructions are posted by each utility

Water main: Located and labelled in art room by back door entrance. Shut off instructions posted by water heater.

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Hot Water Tank Heater: Labelled and located on the electrical panel in mechanical room

Furnace: Labelled and located on the electrical panel in the mechanical room

Air Conditioner: Labelled and located on the electrical panel in mechanical room

Key to mechanical room located on hook, secured to wall beside mechanical room.

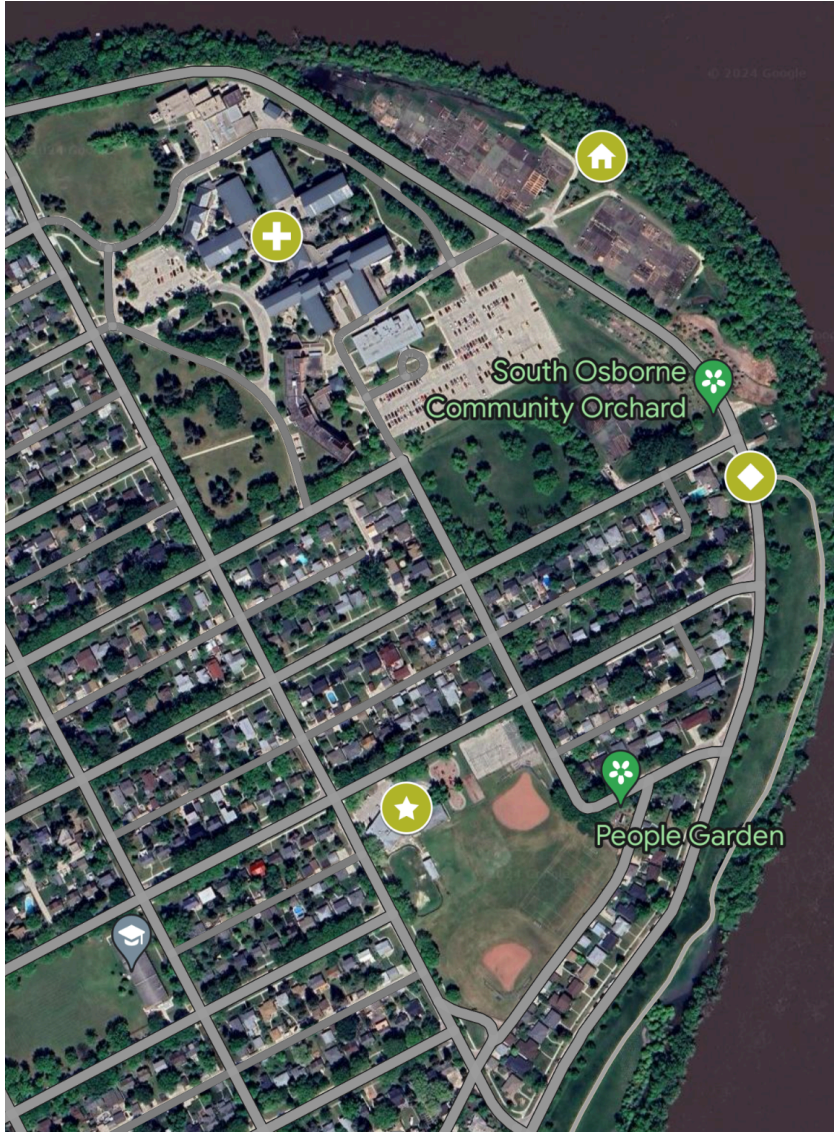
Key to the art room located on hook, secured to wall beside art room

The following are identified and labelled on the electrical panel located in the mechanical room:

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

Forest School Site Description

The house icon shows our main site along the Red River in the Riverview neighbourhood off Churchill Dr. This area slopes away from the dike road (Churchill Dr.), then flattens off. It is bound on the other side by the riverbank. This location includes areas of naturalised grassland, forest (Manitoba Maple, Willow, Elm, Cottonwood), landscaped grass, orchard and garden plots. The coordinates of this site are: 49°52'11.4"N 97°07'06.8"W



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

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

Educators should:

1. Ensure everyone evacuates the fire area immediately.
2. Close doors to the fire area.
3. Pull the fire alarm bell. Call 911 whenever safe to do so.
4. Notify director - (or designated alternate).
5. Follow direction from senior educators to evacuate all children, educators and visitors from the building.

Suspicion of Gas Leak

IMPORTANT - Do NOT pull fire alarm bell

Educators should:

1. Verbally notify the director - (or designated alternate) immediately.
2. Follow direction from senior educators to evacuate all children, educators and visitors from the building.

Director - (or designated alternate) should:

1. Verbally notify educators to evacuate the building.

2. Direct senior educators to lead Evacuation Procedures.
3. Call 911 for the fire department and state the nature of the emergency and address.
4. Assign educators to verbally notify other occupants of the building (Community Club).

Upon Hearing Fire Alarm

All children, educators and visitors should:

1. Stop all activities immediately
2. Follow directions of senior educators to evacuate building.
3. Meet in the assembly area outside in courtyard area by the garage, adjacent to the playground.

Senior educators should:

1. Direct educators to gather with children and visitors by the inside of exit door.
2. Assign specific educators to:
 - Conduct a sweep of the centre looking for any remaining children or adults.
 - Lead evacuation out of the building.
 - Bring the attendance record (with floor plan attached) and take attendance in the assembly area.
 - Take the emergency backpack (including first aid kit, child information records, educators emergency information and contact information for others in building, schools/transportation services).
 - Help children who require 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.
3. Close all doors and windows, time permitting.
4. Report evacuation status to director/assistant director (or designated alternate).

Director - (or designated alternate) should:

1. Call 911 to ensure fire department is aware of the situation.

2. Review attendance record received from educators. Confirm that all children, educators and visitors are accounted for.
3. Advise the fire department of evacuation status (for example, complete with no possibility that any child care educators, children or visitors are unaccounted for).
4. Take direction from fire department.
5. Direct educators to return inside or proceed to designated place of shelter upon direction from fire department.
6. If educators and children proceed to designated place of shelter before fire department arrives:
 - If possible, assign an educator to remain at the main entrance to advise the fire department.
 - Call 911 to inform of evacuation status.
7. Post the name, location and contact number of the designated place of shelter on the outside door.
8. Prepare a written statement to relay to parents by telephone to let them know the children are safe, where to pick them up and whether they need to come early.
9. Assign specific educators to contact board members with prepared statement using centre's cell phone and office phone in designated place of shelter to commence emergency phone tree to contact all parents.
10. Contact educators on outings and at forest school site to return to designated place of shelter, not the centre.
11. Contact schools/transportation services and advise that the children should not be transported to the centre. Make necessary arrangements for children's care.
12. 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. 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.

In Case of Fire at Forest School Site

Educators should:

1. Ensure everyone evacuates the fire area immediately by blowing whistle to gather children, educators and visitors and meeting at Muster Point (Ed Engen Memorial

Garden)

2. Call 911 whenever safe to do so. At main site, use the following script for directions. If away from the main site, consult the map in the backpack for nearest intersection or landmark.

“We are in the community garden along Churchill Drive near Baltimore Road. The access road is across from Riverview Health Centre parking lot and orchard (specify if the garden road is accessible or not).”

Coordinates of main site: 49°52'11.4"N 97°07'06.8"W

3. Notify director (or designated alternate).
4. Follow direction from forest school practitioner to evacuate all children, educators and visitors to Riverview Ashland Childcare Centre or Riverview Health Centre if necessary.

DESIGNATED PLACE OF SHELTER AWAY FROM THE CENTRE

Riverview Health Centre

Name

1 Morley Avenue

Address

***452 3411/478 6887**

Phone number/Alternate number

***Facility Manager/Cherri-Ann Sheppard**

***Directions when contacting in an emergency:**

1. **Call main switchboard number 452 3411 at Riverview Health Centre (RHC).**
2. **Identify the emergency and the operator will contact RHC Facility Manager on duty.**
3. **The Facility Manager will coordinate the activities at RHC.**

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. Educators 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 educators.

Emergency Evacuation Drills

- minimum of one evacuation drill per month
- using alternate exit routes
- at different times of the day with varying numbers of educators
- a nap-time evacuation at least once annually
- complete evacuation to our designated place of shelter at least once a year

Use of Fire Alarm Manual Pull Stations (local only, alarm does not go directly to the fire department)

Director (or designated alternate) should:

- notify alarm company of the drill and that a pull station will be used
- make sure the alarm is reset immediately after the drill

Shelter-in-Place Drills

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

After Evacuation or Shelter-in-Place Practice Drills

director/assistant director (or designated alternate) will post this information for families

educators will try to discuss the drill with each family at departure time, particularly if their child found it interesting or upsetting

Forest School Emergency Evacuation Drills

- minimum of one evacuation drill per month

- at different times of day
- complete evacuation to our designated place of shelter at least once a year

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

Closure of centre for portion of day

Director - (or designated alternate) should:

1. Email parents or initiate phone tree and have board members contact parents on their list. Advise them to pick up their children early at the centre or at the designated place of shelter. Provide educators and board members with a scripted statement to use if helping notify parents.
2. Contact emergency contacts designated by parents (in vital information), 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 educators not there at the time.
5. Tell the building's other occupants (Riverview Community Club).
6. Inform Riverview School and used by school-age or kindergarten/nursery children.

Forest Nursery Closure for Part of the Day

In the event that Riverview Ashland Child Care must close the centre building as a whole for part of the day (due to health-related emergencies, weather related emergency, forest fire, flood), the Forest School Program will also close. In this situation:

The Director should:

1. Inform the Forest School Practitioner of the Closure

The Forest School Practitioner (or designated alternate) should:

1. Determine the appropriate pick up location (see map). The best location choice is the

main RAFS site:

- a. If the main site is not safe, pick up will be at the secondary drop off site (Churchill dr. at Balfour)
 - b. If secondary drop off site is not safe, pick up will be at Riverview Health Centre
2. Contact parents and advise them to pick up their children immediately at the pick up/drop off point or designated place of shelter depending on the safety of the situation (see forest school site map).
 3. Contact emergency contacts designated by parents (in vital information) if parents cannot be reached and tell them children must be picked up immediately. Confirm pick up location. .

Forest School Relocation for the Day

In the event that the forest school site is unexpectedly found unusable due to localized conditions (water levels, arborist/city workers, etc) the forest school practitioner should:

1. Assess if drop-off location is accessible and safe. If it can not be used, drop-off will move to the secondary drop-off location (Churchill Dr. and Baltimore) location walking path trailhead at Churchill Drive and Baltimore Road (beside the pumphouse).
2. Contact parents as soon as possible to use secondary alternate drop-off site
3. Post a notice on the Ed Engin Garden notice board with secondary alternate drop-off/pick-up site
4. Determine location for the day (walking program, green spaces or Riverview Ashland Childcare Centre/ Riverview Community Centre as necessary)
5. Advise the director of location changes
6. Contact parents if pick-up location has changed

In the event that outdoor conditions are hazardous (tornado warnings, freezing rain/ice, lightning, extreme heat/cold, etc), the forest school practitioner should:

1. Use a "forest call" to gather children and take attendance
2. Contact RACC to inform them the forest nursery group will be arriving to use the indoor space communicate with director and educators about a change to indoor location
3. Contact parents to communicate change to indoor location (RACC)

Closure of centre for the full day

Director - (or designated alternate) should:

Email all families and alert them to the closure.

Post on web page blog

Attempt to contact all families and educators the previous evening or early in the morning by email or phone tree (board members). Provide educators and/or board members with a scripted statement to use if helping notify parents

Post a note on the outside door, if possible.

Notify other occupants in the building (Riverview Community Club).
Inform Riverview School.

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

Director/assistant director (or designated alternate) should:

1. Make sure signs showing the locations of utility shut-offs and instructions are posted. Periodically review with designated alternate.
2. Turn off the furnace, and main power switch, time permitting.
3. Take important documents such as child and educators information and financial records, time permitting.

Additional steps if our building is flooded

Director/assistant director (or designated alternate) should:

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

After partial or full day closure

Director - (or designated alternate) should:

1. Write and distribute a short email telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. 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.
4. 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 the 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/assistant 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 daily, monthly and annual checks to control fire hazards and inspect and maintain fire safety equipment
- fire protection system annual inspection report by a qualified technician
- heating system annual inspection report by a qualified heating contractor
- fire extinguishers annual inspection report by a certified agency
- evacuation and shelter-in-place practice drill record

These following items have been integrated into our Safety Checklists to document the checks required on a daily, monthly and annual basis.

Daily Inspections and Maintenance

1. Fire alarm power indicator and trouble indicator lights are functioning correctly.
2. Evacuation procedures and floor plans are prominently posted in each room.
3. Exit signs are easy to see and lit.
4. Corridors, stairs and exits are unobstructed and properly lit.
5. Exits and exterior fire escapes 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.
6. Fire doors and other doors are NOT wedged or blocked open.
7. Electrical appliances are unplugged when not in use (toaster, coffee maker, etc.)

8. All electrical outlets have covers in place.
9. Lint traps in laundry equipment are cleaned after each use.

At Forest School Site:

1. Pathways to the Muster Point (Ed Engen Memorial Garden) are unobstructed by debris or snow
2. The Manitoba Fire Hazard Map and Environment Canada weather report are reviewed each morning:
https://www.gov.mb.ca/conservation_fire/Fire-Hazard/daily-fcst-firehazard.html
https://weather.gc.ca/city/pages/mb-36_metric_e.html

Monthly Inspections and Maintenance

- 1 Exit doors 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 un-obstructed. 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 are checked 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
- 4 Battery operated smoke alarms are checked to ensure proper function (documented).
- 5 Storage areas are checked to make sure:
 - combustible materials have not built up in storage rooms and service rooms
 - combustible materials are not stored next to water heaters and heating equipment
 - propane cylinders are not stored inside building or in attached garage/shed
- 6 Inspection documentation maintained for review by fire inspector for:
 - emergency lights inspection to make sure they work if the power fails

- rotating use of fire alarm manual pull stations for monthly evacuation drills – documented on evacuation drill record form

Annual Inspections and Maintenance

Inspection documentation maintained for review by fire inspector for the following:

1. Fire extinguishers are inspected by certified agency (also documented on tag).
2. Batteries for smoke alarms are replaced at least annually .
3. Heating system is inspected by a qualified heating contractor.
4. Fire protection systems are inspected by a certified technician:
 - emergency lighting
 - fire alarm system
 - portable extinguishers

WEATHER-RELATED EMERGENCIES

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

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

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
- signs indicating locations of utility shut-offs and instructions are posted and reviewed periodically with designated alternate.

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, forest fires and/or flooding :
 - 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) and local media during the spring runoff period and during other high water advisories for the area
 - Manitoba Conservation Fire Program website (manitoba.ca/conservation/fire/) as well as local media during forest fire season from April to October
2. Notify educators in the playground to bring children inside in the event of a severe weather warning.
3. Notify the forest school group and 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.
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.
2. Director - (or designated alternate) will:
 - advise parents 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.

Forest School Supervisor should:

1. In communication with the director (or designated alternate) follow the *Forest*

- School Relocation or Forest School Closure for Part of the Day Procedures*
2. Follow emergency procedures if required
 3. Follow procedures in RACC Enhanced Safety Manual when at the centre

Tornado or Severe Thunderstorm Procedures

Educators 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 a decision to enact *Shelter-in-Place Procedures*.

IN THE EVENT OF A TORNADO

1. Direct senior educators to lead *Shelter-in-Place Procedures*.
2. Notify educators in the playground to return indoors immediately.
3. Notify educators on outings away from centre and at Forest School Site to immediately seek the closest indoor shelter. Remind them to call back with their location.
4. Notify Riverview School that the children should not be transported to the centre and that educators cannot leave to pick them up. Make arrangements for the children's care.
5. Bring cell phone to protective space to monitor when it is safe to leave the protective spaces.

Senior educators should:

1. Remind educators not to use electrical equipment and avoid using the telephone.
2. Direct educators to move children away from doors and windows.
3. Make sure flashlights and battery operated lights with fresh batteries are available in all areas of the centre.
4. Unplug all electrical appliances such as TVs, radios and toasters.

IN THE EVENT OF A TORNADO

1. Direct educators and children to gather in the protective spaces which is located in the basement room in the Riverview Community Club for the preschool and school age children. The Forest Nursery group will use the RCC Club for their in-centre days and will use Riverview Health Centre when at the forest school site.

2. Assign specific educators to:

bring the emergency backpack/duffel bag into the protective spaces (including the first aid kit, child information records, educators emergency information, contact information for others in building and schools/transportation services)

- take attendance to make sure all children and educators are accounted for
- 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

3. Advise director/assistant director (or designated alternate) of the status of Shelter-in-Place Procedures.

Educators should

1. Follow directions from senior educators.
2. Guide children to stay away from windows, doors, stoves, metal pipes, sinks or other electrical charge conductors. If time allows, gather children and bring them to protective space located in basement room in Riverview Community Club.

Educators at the forest school site should:

1. Immediately blow a whistle to gather children and check attendance/headcount
2. Ensure cell phone, first aid and vital info are with them
3. Go to Riverview Health Centre and find shelter in protective spaces

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

1. Write and distribute a short email telling parents about the event and any follow-up steps that will be taken.
2. Tell the Child Care Coordinator about the event.
3. 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.

Forest School Educators should:

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

IN THE EVENT OF A TORNADO WARNING

1. Immediately seek the closest indoor shelter (Riverview Health Centre if at main site) and notify the director of sheltering location
2. Bring cell phone to a protective space to monitor when it is safe to leave the protective space

IN THE EVENT OF A TORNADO WHILE AT MAIN SITE

1. Immediately blow whistle to gather children and adults
2. Bring educators and children to protective spaces at Riverview Health Centre when at the forest school site
3. Assign specific educators to:
 - a. bring the emergency backpack/duffel bag into the protective spaces (including the first aid kit, child information records, educators emergency information, contact information for others in building and schools/transportation services)
 - b. take attendance to make sure all children and educators are accounted for
 - c. help children who require additional assistance
 - d. 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
3. Advise director/assistant director (or designated alternate) of the status of evacuation procedures

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 RACC Inc. the director (or designated alternate) should:

1. Make sure Unified Referral Intake System (URIS) applications are submitted.
2. Arrange educators 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 educators 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 educators retraining to be conducted every year.
7. See the Anaphylaxis section for additional policies and procedures related specifically to life-threatening allergies.

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 educators's hands may come in direct contact with blood (or body fluids containing blood) or educators have open cuts or sores on their hands
- educators monitor children's health and ask parents about unusual symptoms observed in children (diarrhea, vomiting, abdominal pain, etc.)
- educators encourage parents to inform the centre of diagnosed illness after a visit to the doctor
- educators 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 educators/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. Provide regular updates to the child care coordinator and public health authorities.
5. Review the following procedures with all educators and make sure procedures are diligently followed:
 - proper sneezing and coughing etiquette
 - adult hand washing procedures
 - children's hand washing procedures
 - 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 educators of requirements from public health or other authorities and make sure requirements are followed.

Educators 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 educators.
2. Tell educators 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 influenzae 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 educators

1. Parents and educators 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 educators 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 (Cytomegalovirus)
 - COVID-19

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. Advise all educators of recommendations from Manitoba Health, Health Canada, the Food Inspection Agency, the public health inspector or the child care coordinator. Make sure educators follow recommendations.

Serious Injury of a Child

Director - (or designated alternate) should:

1. Help make the decision to provide first aid at the centre, use a defibrillator or call an ambulance.
2. Contact the parents or emergency contacts if parents cannot be reached.

Injury requiring first aid

educators should:

1. Provide first aid according to the principles learned in their first aid training or in the case of a stopped heartbeat, use a defibrillator according to the principles learned in defibrillator training.
2. Document the incident as quickly as possible and provide an incident report to the parents and director/assistant 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/assistant director (or designated alternate) should:

1. Call 911 for an ambulance.

Forest school site: use the following script for directions (if away from main site, consult map in backpack for nearest intersection or landmark)

“We are in the community garden along Churchill Drive near Baltimore Road. The access road is across from Riverview Health Centre parking lot and orchard (specify if the garden road is accessible or not).”

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.

Educators 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 director/assistant director (or designated alternate).

Educators at forest school site should:

1. Use whistle to gather children together at Muster Point (Ed Engen Memorial Garden)
2. Contact Director or designated alternate as soon as possible
3. Request additional educators at forest school site if needed and hold children until educators arrive and ratios are met

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.
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 Chairperson

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. In the case of a loss of electrical power, figure out if it is specific to the centre or if the area is without power. If it is specific to the centre, see if it is a breaker that has blown and restore power.
2. Contact the appropriate utility or repair service immediately to report the problem and get an estimated length of time without service.
3. 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, educators and families.
4. 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.
5. Advise educators 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).
6. Enact *Evacuation Procedures or Emergency Closure Procedures* if required by the public health authority or fire authority.
7. Follow *Evacuation Procedures or Emergency Closure Procedures*, if required.
8. Inform the child care coordinator of the 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 educators 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 educators 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. 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.
9. educators Training
 - Notify educators of the child with a known risk of anaphylaxis, the allergens and the treatment.

- Have all educators (and possibly volunteers) receive instruction on using an auto-injector.
- Inform all substitute educators 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 educators communication areas for easy access while keeping in mind the importance of confidentiality.
- Arrange an annual in-service through the nursing service to train educators and monitor personnel involved with the child with life-threatening allergies.

10. Help with carrying out policies and procedures for reducing risk in the centre.

- Post allergy alert forms with photographs, in the educators room, kitchen, eating area and other appropriate locations (with written parental approval).
- Develop safety procedures for field trips and extra-curricular activities.

11. 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 educators:

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 educators.
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/assistant 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 educators 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.
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 educators 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

Chemical Accident Inside of Child Care Building

Director - (or designated alternate) should:

1. Enact evacuation procedures immediately.
2. Call 911 for the fire department.
3. Direct educators to follow *Evacuation Procedures*.
4. Notify other building occupants (Community Club).

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/assistant director (or designated alternate) should:

1. Verbally direct senior educators to lead Shelter-in-Place Procedures and close windows and as many internal doors as possible.
2. Notify educators in the playground to return indoors immediately.
3. Close and lock all exterior doors.
4. Turn off breakers that control air flow (located in the mechanical room).
5. Notify educators on outings away from centre and at forest school siite to immediately

seek the closest indoor shelter and call back with their location.

6. Notify Riverview School and Montessori Learning Centre that the children should not be transported to the centre and that educators cannot leave to pick them up until further notice. Make arrangements for the children's care.
7. Inform parents by phone tree initiated by director/assistant director to board members 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 educators to take additional measures to protect indoor air:
 - Seal any obvious gaps around exterior windows and doors.
 - Place a rolled-up damp towel at the floor space at the bottom of doors.
 - Cover and seal bathroom exhaust and grilles, range vents, dryer vents and other openings to the outdoors as much as possible.
 - Put plastic over the windows to seal.
10. Inform educators and children when emergency response personnel say it is safe to leave the building.

Senior educators should:

1. Lead Shelter-in-Place Procedures.
2. Direct specific educators to close and lock exterior windows and to close as many internal doors as possible.
3. Take attendance to account for all children, educators and visitors.
4. Advise the director/assistant director (or designated alternate) of the status of Shelter-in-Place Procedures.
5. Assign specific educators to prepare for evacuation by:
 - Having the emergency backpack/duffel bag (including the first aid kit, child information records, educators emergency information, contact information for others in building and 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. 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

IMPORTANT

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

- DO NOT use any form of wireless communication (pagers, cell phones, Blackberries, two-way radios, etc.).
- Contact the director/assistant director (or designated alternate) immediately to assess the situation.

Bomb Threat Received by Telephone or in Writing

Educator receiving a bomb threat by telephone should:

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

Educator 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/assistant director (or designated alternate) IMMEDIATELY.

Director - (or designated alternate) should:

1. Determine if there is an immediate threat to safety based on the information available.
2. Direct educators NOT to use any form of wireless communication.
3. Call **911** using a land phone. Consult with police for further steps.
4. 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.
5. Notify police of the caller's phone number if call display or call trace was successful.

6. Make sure the person who answered the threatening phone call or found the written message is available to be interviewed by police.
7. If there is an imminent threat to safety:
 - Enact Evacuation Procedures. Do NOT use fire alarm.
 - Direct senior educators to lead *Evacuation Procedures*.
8. Assign specific educators to:
 - Go to the playground and tell educators to remain there or proceed to a designated place of shelter.
 - Call educators and children on outings away from the centre (using a land line). Advise educators not to return to the centre until further notice or to proceed to designated place of shelter.
 - Contact any other occupants of the building such as Riverview Community Club. Do NOT use wireless communication.

Senior educators should:

1. Lead *Evacuation Procedures* if enacted.

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. 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 educators NOT to touch or move it (even if it has already been moved).
2. Evacuate the immediate area and close the door.
3. Try to determine if it is suspicious and dangerous or if it is an ordinary item.
4. Call 911 using a land phone and 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.

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.

Bomb Threat and Suspicious Item

If a bomb threat is received and a 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 educators not to use any form of wireless communication.
3. Enact the *Evacuation Procedures*. Do NOT use a fire alarm.
4. Direct senior educators to lead *Evacuation Procedures* using only exits routes and areas that are free of suspicious items.
5. Call **911** using a land phone and state the nature of the emergency.
6. Notify police of the caller's phone number if the call display or call trace was successful.
7. 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.

Senior educators should:

1. Lead the Evacuation Procedures.
2. Assign specific educators to:
 - Go to the playground and advise educators to remain there or proceed to the designated place of shelter.
 - Call educators and children on outings away from centre using a land line and advise educators not to return to centre and to proceed to designated place of shelter.

Contact any other occupants of the building such as Riverview Community Club. Do NOT use wireless communication.

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. 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.

THREATENING BEHAVIOUR PROCEDURES

The following procedures describe the response to threatening behaviour:

- inside the centre or on the property
- in the neighbourhood

Educators should:

1. Notify the director/assistant director (or designated alternate) immediately when aware of:
 - threatening behaviour inside the centre or on the property
 - threatening behaviour 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 immediately if there is a threat to safety.

Director - (or designated alternate) should:

1. Tell educators in the daily educators communication log book to contact the director/assistant 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 educator
 - 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.

Threatening Behaviour Inside Centre or On Property

Director - (or designated alternate) should:

1. Make the decision to enact Shelter-in-Place Procedures.
2. Direct senior educators to lead the *Shelter-in-Place Procedures*.
3. Tell senior educators where the threatening person is and whether they seem to have a weapon or not.
4. If the person does not have a weapon:
 - Direct a senior educator to call 911 for the police.
 - Talk to the person. Try to calm them down.
5. If the person has a weapon:
 - Call 911 for the police immediately.
 - Take cover in the closest protective space.
6. Follow directions from the police about what to do next.
7. Give the police floor plans and information about the number of children and educators and where they are.
8. As soon as possible, notify educators on outings to stay where they are or to look for indoor shelter.
9. As soon as possible, notify Riverview School that the children should not be transported to the centre and that educators cannot leave to pick them up. Make plans for the children's care.
10. Please note that the office can be locked from the inside and a panic button is located on the wall above the printer.

Senior educators should:

1. Quietly direct educators to gather with children into the protective spaces as far away from the threatening person as possible in the Riverview Community Club.
 - If the threat is on the property, direct educators and children to quickly move inside, take cover or drop to the ground, depending on the situation.
 - If the threat is inside the centre, direct educators and children in the playground to go to the designated place of shelter immediately.

2. Assign specific educators to:
 - take attendance to account for all children and educators
 - 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
3. If safe to do so, advise the director/assistant director (or designated alternate) about the status of *Shelter-in-Place Procedures*.

Educators should:

1. Gather children in the nearest protective space away from the threatening person (such as the Riverview Community Club or Riverview Health Centre).
2. Lock the door to the room and cover the door windows.
3. Turn off lights.
4. Close and lock exterior windows.
5. If the threat is inside the centre, DO NOT close exterior blinds or curtains. Police need to see inside the centre.
6. Stay in protective spaces that are out of sight from doors and windows.
7. DO NOT leave protective spaces until told by the director/assistant 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. 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.

Threatening Behavior at the Forest School Site

Forest School Supervisor should:

1. Tell educators where the threatening person is and whether they appear to have a weapon or not.
2. If the person does not have a weapon:
 - Direct an educator to call 911 for the police.
 - Talk to the person. Try to calm them down.
5. If the person has a weapon:
 - Call 911 for the police immediately.
 - Take cover in the closest protective space.
6. Follow directions from the police about what to do next.
7. Give the police a map of the site area and information about the number of children and educators and where they are.
8. As soon as possible, notify the director - or designated alternate.

Educators should:

1. Quietly gather with children into the protective spaces as far away from the threatening person as possible to Riverview Health Centre, or take cover, or drop to the ground depending on the situation
2. Assign specific educators to:
 - take attendance to account for all children and educators
 - 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.
3. If safe to do so, advise the director/assistant director (or designated alternate) about the status of the situation.
4. **DO NOT** leave protective spaces until told by the director/assistant director (or designated alternate).

After the event, the Forest School Supervisor should:

1. Provide the director with a detailed account of what occurred

SHELTER-IN-PLACE PROCEDURES

Threatening Behaviour in Neighbourhood

IMPORTANT

DO NOT leave the centre until the police tell you it's okay.

Director - (or designated alternate) should:

1. Direct senior educators to lead *Shelter-in-Place Procedures*. Tell them the threat is in the neighbourhood.
2. Notify educators and children in the playground to come inside immediately.
3. Make sure exterior doors are closed and locked.
4. Notify educators with children on outings and at the forest school site to stay where they are (if safe to do so) or find the closest indoor shelter. Have educators call back to say where they are.
5. Look at attendance records provided by educators to make sure all children and educators are accounted for.
6. Notify Riverview School that the children should not be transported to the centre and educators cannot leave to pick them up. Make plans for the children's care.
7. Call **911** to make sure police know about the situation.
8. Follow directions from the police about what to do next.
9. Tell educators when it is safe to leave the protective spaces as directed by the police.

Senior educators should:

1. Direct educators to gather with children away from exterior windows and doors.
2. Assign specific educators to help children who need additional assistance.
3. Take attendance to account for all children.
4. Advise director/assistant director (or designated alternate) of status of *Shelter-in-Place Procedures*.

educators should:

1. Gather with children in areas away from exterior doors and windows.

2. Close and lock exterior windows.
3. If possible, close blinds or curtains.
4. DO NOT leave centre until advised by the director/assistant 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. 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:

- educators are aware when parents and children arrive or depart
- educators 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 educators when someone else will pick up their child. If educators don't know the person, they will ask for photo ID.
- educators 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 educators need to be told when there are changes to who is allowed to pick up their child. educators then update the designated pick-up list for that child.
- When visitors are expected, educators note it in the educators log book so all educators 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 educators, educators must ask to see photo 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 educators are informed. educators are also required to pay particular attention to make sure the child remains safe.
- Educators' photos are posted on parent bulletin boards and on our website to help parents get to know all the educators and their names.

Controlling and Monitoring Visitor Access

1. All doors are locked throughout the day and the only access is available through the back entrance which is monitored by an intercom system.
2. When arriving at the centre, all educators, parents and visitors must use the designated locked entrance after identifying themselves through the intercom. Once identified, a designated educator will confirm their identity through the window on the door and escort them into the centre.
3. During primary parental pick up and drop off times, an educator is assigned to monitor the intercom and answer as quickly as possible as all doors are locked.
4. educators 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. educators are required to sign children in and out on the attendance record.
6. Parents are required to directly tell an educator when they are leaving the building, with or without their children and are aware that other people are not allowed into the centre as they enter or exit.
7. The doors are equipped with chimes. Educators are required to visually check when they hear the chime to make sure a child is not leaving without an appropriate adult.

Educators at the Forest School Site should:

1. Ensure boundary flags are intact and replace if damaged
2. Ensure children know site boundaries and review regularly with new children
3. Carry their own accurate attendance list and do head count periodically and always when moving location or when someone is passing through the site.
4. Carry a whistle in order to call back children when needed
5. Note anyone passing through the site and greet them

SAFE INDOOR AND OUTDOOR SPACE PROCEDURE

The following procedures describe how we ensure:

- safe indoor spaces
- safe outdoor spaces

Educators 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/assistant director (or designated alternate). Make sure action is taken, if needed.

- Note any safety concerns and related reminders about appropriate procedures in daily educators communication log book.
- Watch for suspicious activity in the neighbourhood and report it to the director/assistant 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.

Educators on opening shift should:

1. 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. Give the checklists to the director/assistant director (or designated alternate).
4. Make sure the director/assistant director is aware of any concerns and things that need to be done.
5. Note any safety concerns and related reminders about appropriate procedures in the daily educators communication log book.

Educators 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 educators communication log book.

Director - (or designated alternate) should:

1. Make sure monthly and annual inspections are completed and documented on the appropriate checklists.
2. Complete and document any required repairs or actions.
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.
5. Communicate safety concerns or changes to procedures to all educators:
 - Note concerns in the daily communication log book.
 - Review at an educators 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.

Forest School Inspection, Maintenance and Assessments

Forest School Site Daily Inspections and Maintenance

1. Ground is swept for any dangerous material
2. Paths are free and unobstructed
3. Muster point is accessible and unobstructed
4. During spring melt: river water level is below the bank.
 - a. Directions for relocating program found under Forest School Relocation, pg 14

Forest School Site Seasonal Inspections and Maintenance

1. Site assessment reviewed to note and monitor any changes in the environment
 - a. Completed site assessments and templates are filed in the Site And Risk/Benefit Assessment Binder in the director's office
2. Site drop-off/pick-up is assessed and location determined (garden road when open, Baltimore trail-head when road is closed)
3. Tools are inspected and maintained, including sharpening for tools with blades.

Educators at the Forest Nursery Site should:

1. Perform a Risk/Benefit Assessment for any sites, activities or events for which one hasn't been completed.
2. Access the *Site and Risk/Benefit Assessments Binder* to review completed assessments:
 - a. Forest Nursery Site assessment, reviewed seasonally (includes ground to canopy layers, access to site, site boundaries, other people and animals on site, and structures)
 - b. Tool use
 - c. Climbing Trees
 - d. Building Forts
 - e. Using Ropes
 - f. Throwing Things
 - g. Hitting Things
 - h. Running and Chasing Games
 - i. Encountering Neighbours
 - j. Puddles in cold temperatures
 - k. Rough and Tumble Play

SUPERVISION IN OUTDOOR AND PUBLIC PLACES

The following procedures describe how we supervise children in outdoor and public spaces to ensure:

- educators are aware of where children are at all times
- educators follow procedures if a child is missing

Educators should:

- Record each child's arrival and departure on the attendance record and their personal attendance list
- Perform a headcount periodically during the program and always when the group moves or splits up, and when neighbours pass through the site.
- Communicate face-to-face or by radio to record which children each educator is responsible for if the group splits up

Procedures if a child is lost:

If an educator is unable to locate a child after looking and calling their name, they should:

- blow a whistle to gather all children together
- perform a headcount to ensure all other children are accounted for
- assign an educator to stay with and hold the other children while all other adults search
- alert the centre and the director by phone or radio, ask for additional educators if needed/possible
- alert parents of missing child
- call 911 for police

Boundaries:

At the forest school site, establishing site boundaries is essential to supervising children effectively, educators should:

- Mark boundaries with flagging tape and ensure damaged flags are replaced
- Walk the boundary with children daily until they demonstrate an understanding of the site boundaries
- Ensure staff have site lines of boundaries during the program

EDUCATOR TRAINING

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

Training for New educators

New educators are required to:

1. Read the enhanced safety plan and discuss it with the director/assistant director (or designated alternate).
2. Review the *Daily and Monthly Indoor Safety Checklists* with the director/assistant director (or designated alternate) to learn how to control fire hazards and their responsibility to address any fire safety issues that they see. Educators are instructed to bring fire safety issues to the attention of the director/assistant director. Issues not resolved by the director/assistant 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/assistant director (or designated alternate) to learn how to improve their participation and to have their questions answered.
5. Review *Forest Nursery Site and Risk/Benefit Assessment Binder* and *Forest Nursery Staff Manual* if spending time in the Forest Nursery Program

The director - (or designated alternate) will show new educators the locations of:

- Educators 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 other occupants of the building
 - > contact information for schools serviced by the centre
- fire alarm pull stations

- fire extinguishers
- emergency backpacks that contain child information records and educators emergency information
- first aid kits /duffel bag
- 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 educators:

- 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 educators

All educators 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/assistant 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/assistant 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 educators 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 educators.

EDUCATOR AND BOARD ANNUAL REVIEW

The enhanced safety plan will be reviewed annually at the board meeting:

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

Any necessary changes or revisions will be made including:

- increases or decreases in educator 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 educators and designated alternates
- posted in the child care centre for reference by the fire authority
- kept in the educators communication area for easy access and review by child care educators
- reviewed by child care coordinator
- reviewed by the fire authority

The enhanced safety plan will be reviewed annually with all full-time educators at the October meeting and part time educators will have the opportunity to read and review the manual during their regularly scheduled shift in the month of October or after revisions have been approved.

Individual Health Care Plan/Emergency Response Plans

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.