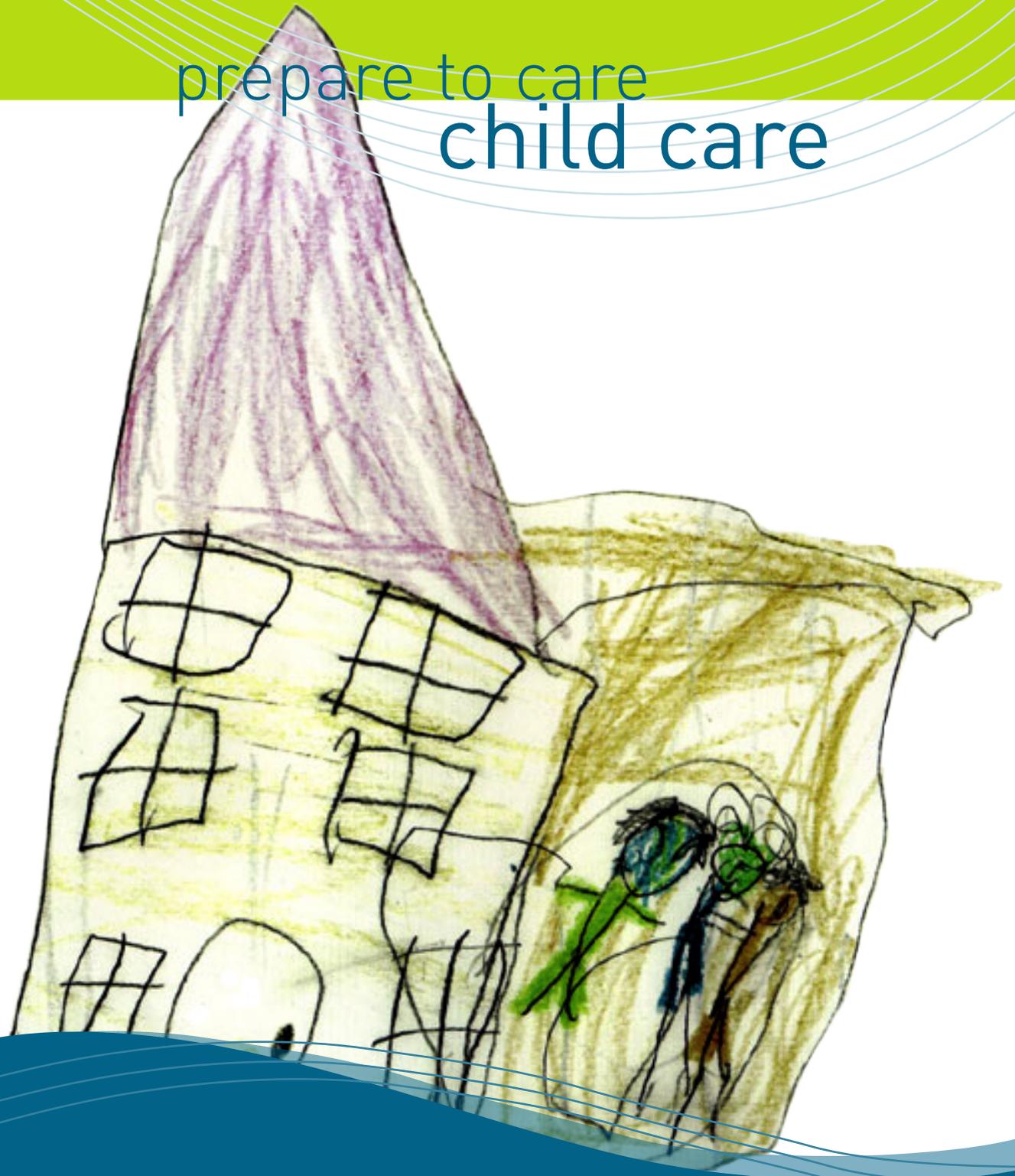


prepare to care
child care



ACKNOWLEDGEMENTS

Many thanks to all of the great sources for emergency preparedness information and expertise used in creating the guide, in particular the City of Richmond Emergency Management Office, North Shore Emergency Management Office, Provincial Emergency Program and the Snohomish Health District.

The cover image is a view of Hurricane Isabel, 2003, by a student of the Texie Camp Marks Children's Centre. Courtesy of FEMA: www.fema.gov/kids

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INTRODUCTION

Planning and preparing can lessen the impact of emergencies and disasters on the health and safety of staff and children, your child care facility and its operations.

This guide is designed to not only help child care providers meet the new emergency management specifications in the BC Child Care Licensing Regulation, but to take your emergency preparedness program far beyond the plan. It provides information to help you prepare an emergency program and plan, to implement and sustain them long-term.

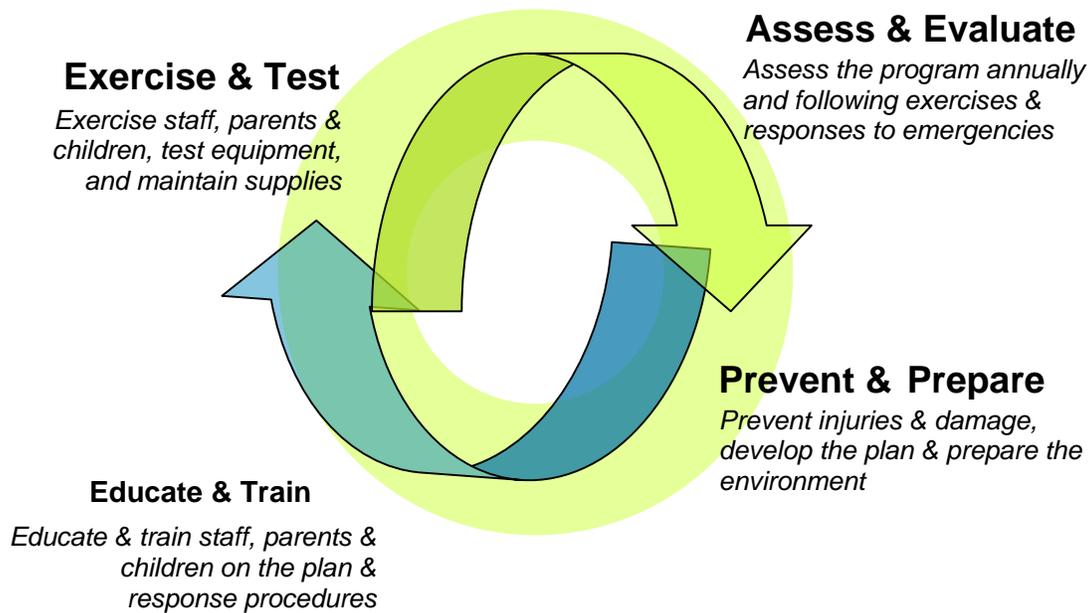
Forms and procedures labelled as *Plan Template*, which are available digitally, are designed to be customized to create an emergency plan to suit your unique situation. All the information in this document is for your use – paraphrase, plagiarize and make the information your own. The only thing we ask in return is for you to help us make it better.

To provide feedback on this guide, please email emergency.management@vch.ca.

ASSESS & EVALUATE

Being prepared for an emergency means having more than an emergency plan on a shelf – it’s about ensuring staff and parents are personally prepared, understand their role during an emergency, and have an opportunity to train and practice. It’s about maintaining a program of readiness.

As illustrated below, developing your emergency preparedness program is a continual process of: **assessing** the hazards and your related risk; **evaluating** the success of your program in meeting those demands; **preventing** injuries and damage through hazard mitigation or preparing your environment; **preparing** your emergency supplies and plan to address response and recovery, **educating and training** staff, parents and children and **exercising and testing** your plan, supplies and equipment to ensure they will work when needed.



The Program

Involve key stakeholders in the process of developing your program. If you operate a family child care, involve your family, friends and neighbours. If you operate a child care facility or preschool in leased space, a community centre or school, work with the administrator or property management for that facility. Key steps in developing your program include:

- Conducting a site hazard assessment to identify and prioritize issues to be resolved and mitigate the risk
- Gathering, storing and maintaining emergency supplies
- Developing the plan to include, as a minimum, roles and responsibilities key contacts, response procedures and facility map
- Determine alternative modes of communication
- Determining evacuation routes, meeting place and re-location sites
- Learning how to protect yourself and children during an earthquake and other emergencies, manage utilities, evacuate and shelter in place
- Implementing the plan by providing opportunities for education, training and exercises

Continually assess and evaluate your program to reflect on progress, changes to your facility or operations, new or changing threats and hazards, lessons learned during exercises and the experience of actual emergencies.

TEMPLATE: Program Assessment

As a minimum complete a program assessment once a year, and following exercises and actual emergencies.

| Task | Status | Comments | Assigned To | Date Completed |
|--|---------------|----------------------|--------------------|-----------------------|
| Prevention & Preparedness | | | | |
| Site Hazard Assessment | | | | |
| Mitigate Non-Structural & Structural Hazards – Complete Hazard Hunt Form | | | | |
| Emergency Plan | | | | |
| Roles & Responsibilities | | | | |
| Communications Directory | | | | |
| Facility Map and Evacuation Plans Current & Posted | | | | |
| Response Procedures | | | | |
| Emergency Supplies Current & Maintained | | | | |
| Children’s Emergency Records Current & Maintained | | | | |
| Alternative Communication | | | | |
| Training & Exercises | | | | |
| Conduct Plan Orientation Sessions for Staff & Parents & a “Walkabout” Drill | | | | |
| Conduct Ongoing Emergency Education & Training to Staff & Parents | | | | |
| Conduct Monthly Drills - Incorporate Various Procedures – Sheltering & Earthquake Response | | | | |
| Conduct of Emergency Plan Exercises at Least Once a Year (Preferably Quarterly) | | | | |
| Maintain Training, Exercises & Testing Records | | | | |
| Date of Assessment: | | Completed by: | | |

PREVENT & PREPARE

Community Hazard Assessment

Knowing what hazards are likely to affect your community and understanding their potential impact will help you design an effective emergency program. In British Columbia, earthquakes, floods, forest fires, severe weather and chemical spills, are some of the hazards we can experience.

This guide generally provides an all-hazards approach to emergency planning – understanding that the hazards that can impact us have common consequences. For example, an earthquake, severe weather or a flood could cause the loss of power and telephone service and potentially cause the need to evacuate or shelter-in-place.

Site Hazard Assessment

Conduct a site hazard assessment to determine what risks exist at your facility or home. Prioritize those hazards that pose an immediate or significant threat to people, your facility and assets, and determine strategies to mitigate the risk.

During an earthquake, non-structural items cause the majority of injuries – being struck by flying and falling debris, large furniture toppling over, and other non-structural items. To prevent injury during earthquakes identify, prioritize and mitigate the threat by restraining, replacing, removing or relocating the hazards.

- Restrain bookshelves, cubbies and furniture over 4 feet tall by bolting them to structural elements in the wall/facility
- Re-locate heavy and breakable objects such as vases, potted plants from high shelves
- Re-locate cribs and beds away from windows and items that could block exit routes
- Restrain computers and electronic equipment
- Restrain lighting systems, hot water tanks and utility systems

Fasteners and equipment used to restrain furniture and household items can be purchased from home supply stores or specialty emergency suppliers. Information on emergency suppliers is provided in the Resource Section of this guide.

Structural and other hazards to consider include:

- Ensure home is bolted to the foundation
- Hot water tanks are bolted to studs in the wall or floor
- Brace lighting systems and gas appliances wherever possible
- Consider installing flexible metal connectors to connect appliances to rigid piping.

If you are in a leased or shared space, work with property management to mitigate the structural risks at your facility.

For more tips on how to mitigate the hazards, refer to the ***Emergency Management BC: Individual and Neighbourhood All-Hazard Emergency Preparedness Workbook***. The web address is provided in the Resource Section.

TEMPLATE: Home Hazard Hunt

| Non-Structural Hazards | Qty | Priority* | Anchor¹ | Relocate³ | Relocate³ | Remove | Be Aware |
|----------------------------------|------------|------------------|---------------------------|-----------------------------|-----------------------------|---------------|-----------------|
| Cribs/Playpens Near Windows | | | | | | | |
| Heavy Objects on High Shelves | | | | | | | |
| Unsecured Bookcases | | | | | | | |
| Unsecured Shelving | | | | | | | |
| Freestanding Cabinets | | | | | | | |
| Unsecured Light Fixtures | | | | | | | |
| Hanging Mirrors/Picture Frames | | | | | | | |
| Unsecured Televisions/Computers | | | | | | | |
| Unsecured Equipment on Wheels | | | | | | | |
| Cupboard Doors | | | | | | | |
| Structural/Other Hazards | | | | | | | |
| Entrance/Exits Partially Blocked | | | | | | | |
| Windows/Glass | | | | | | | |
| Lighting System | | | | | | | |
| Fireplace | | | | | | | |
| Hot Water Tank | | | | | | | |
| Gas Appliances | | | | | | | |
| External Powerlines | | | | | | | |
| High Trees | | | | | | | |
| Masonry Chimney | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Date of Assessment: | | | | | | | |
| Completed By: | | | | | | | |

| * Priorities | | |
|--|--|---|
| A. Immediate: Altered ASAP/no expense | | ¹ Anchor: Secure, fasten |
| B. Short Term: Altered during term/little expense | | ² Refit: Add or change for safe |
| C. Long Term: Addition to budget | | ³ Relocate: Move to safer spot |
| D. No Action: Be advised of hazard | | |

Adapted from the North Shore Emergency Management Office

Emergency Supplies

In a major emergency or disaster you may be on your own for a minimum of 72 hours without outside resources, electricity or the use of other utilities. To minimize these impacts each facility should store enough supplies to sustain all staff and children at that site for a minimum of three days.

The supplies listed below are suggested supplies. If there are items that are not practical or applicable to your facility, use your own judgement regarding replacements or additions. Also consider supplies required for children with extra support needs.

| Emergency Supplies | |
|--------------------------|---|
| AM/FM Radio & Batteries* | Food & Water |
| Flashlight & Batteries | Paper Cups & Plates |
| Light Sticks | Manual Can Opener |
| Blankets | Medication |
| Dust Masks | Diapers & Wipes |
| Safety Gloves | Sanitation Supplies |
| Crowbar | Toilet Paper |
| Hard Hat | Portable or Alternate Toilet |
| Duct Tape | Children's Activities & Games |
| Plastic Sheeting & Tarps | Paper, Pencils & Indelible Markers |
| Gas Wrench | Facility Keys |
| Adjustable wrench | Signage |
| Shovel | Copy Emergency Plans |
| Alternative Lighting | Parent & Staff Call Lists |
| Hydrated Lime | Children's Emergency Records |
| Garbage Bags | Visual Communications Support System |
| Disaster First Aid Kit | <i>*To avoid corrosion store batteries separately</i> |

Food & Water

Facilities should store a 3-day supply of food and water. Choose non-perishable food that children will enjoy, meets their nutritional needs (low in sugar and salt) and required little or no preparation. Include food for children with restricted diets (GI feeds).

For adults the recommended quantity of water is 4 litres per day including enough water for sanitation and cooking. The recommended quantity of drinking water for small children is approximately 2 litres per day.

For instructions on how to purify water refer to the **Emergency Management BC: Individual & Neighbourhood All-Hazard Emergency Preparedness Workbook**.

First Aid Supplies

Whether purchasing a ready-made first aid kit or assembling your own, ensure these supplies are available when you need them by designating a kit for disaster use only.

| First Aid Supplies | | | |
|--------------------|--|--|------------------------------------|
| | Thermometer | | Band Aids (Various sizes) |
| | Scissors | | Sterile Gauze Pads (Various Sizes) |
| | Tweezers | | Non-Adherent Dressing |
| | Safety Pins | | Gauze Roll |
| | Disposable Gloves | | Triangular Bandage |
| | First Aid Book | | Non-Allergenic Tape |
| | Insect Repellent | | Splint Material |
| | Pain killers for Infants/Toddlers & Adults | | Alcohol Swabs |
| | | | Antibiotic Ointment |

Staff Kits

Staff should keep their own personal emergency supplies in a backpack or in their vehicles. Consider including supplies for an overnight stay:

- Sturdy Shoes
- Extra Clothes (warm clothing/rain gear)
- First Aid Kit
- Essential Medication
- Water
- Pre-Moistened Towelettes
- Tissue Paper
- Flashlight & Batteries
- Portable AM/FM Radio & Batteries
- Non-Perishable Food (granola bars)
- Knife
- Waterproof Matches/Candles
- Solar Blanket
- Whistle
- Local Map

Comfort Kits

To assist your facility in gathering essential supplies and to comfort the child, consider asking parents to provide comfort kits. Provide parents with seal-able plastic bag with a list of items to provide, such as:

- A photo or letter from home
- Small toy or book
- Small non-perishable food
- Bottle of water

Storage

Store essential emergency supplies that you may need if you have to evacuate or relocate in a “grab ‘n go” kit or easy to carry container such as a backpack, portable tote, or duffle bag on wheels. Place the kit near an exit route or in a location that is accessible and clear of hazards should you need to evacuate the facility. Ensure all staff know where the emergency supplies are stored and indicate their location on the facility map.

Maintain Supplies

Determine in advance the facility’s plan for replenishing and rotating supplies including who is responsible, where supplies are obtained, how supplies are paid for, and how often supplies are to be replaced.

Instructions on how to find emergency suppliers in your area are included in the Resource Section.

TEMPLATE: Sample Emergency Menu

Supply serves 12 for 72 hours

| MEAL | FOOD | PORTION SIZE |
|-------------|--|-------------------------------|
| Breakfast | Oat Cereal Mandarin Oranges Milk (dry milk powder + water) | ½ cup ½ cup |
| Lunch | Tuna Saltine Crackers Green Beans Peaches | 1 ½ oz 4 ¼ cup ¼ cup |
| PM Snack | Granola Bar Pineapple Juice | 1 ½ cup |
| Dinner | Canned Spaghetti with Meatballs Green beans Pears | ½ cup ¼ cup ¼ cup |
| Breakfast | Whole Grain Flakes Applesauce Milk (dry milk powder) | ½ cup ½ cup |
| Lunch | Canned Chili Corn Crackers Apricots | ½ cup ¼ cup 4 ¼ cup |
| PM Snack | Graham Crackers Apple Juice Dried Prunes | 2 pieces ½ cup 2 T |
| Dinner | Canned Beef Stew Crackers Corn Peaches | ½ cup 2 ¼ cup ¼ cup |
| Breakfast | Oat Cereal Orange Juice Milk (dry milk powder) | ½ cup ½ cup |
| Lunch | Baked Beans Saltines Corn Pineapple Chunks | ½ cup 4 ¼ cup ¼ cup |
| PM Snack | Granola Bar Apple Juice | 1 ½ cup |
| Dinner | Canned Ravioli Green Beans Fruit Cocktail | ½ cup ¼ cup ¼ cup |

Remember to consider the food preferences of your children when developing your emergency menu.

TEMPLATE: Sample Emergency Food Supply Grocery List

Based on the previous menu

| Proteins | | |
|--------------------------------|----------------------------|------------------|
| Canned Chili | 15 oz. can = 4 servings | 3 – 15 oz. cans |
| Canned Beef Stew | 15 oz. can = 4 servings | 3 – 15 oz. cans |
| Canned Ravioli | 15 oz. can = 4 servings | 3 – 15 oz. cans |
| Canned Spaghetti/Meatballs | 15 oz. can = 4 servings | 3 – 15 oz. cans |
| Water packed Tuna | 12 oz. can = 6 servings | 2 – 12 oz. cans |
| Canned Beans | 28 oz. can = 6 servings | 2 – 28 oz. cans |
| Grains | | |
| Multigrain O Cereal | 20 oz. box = 20 servings | 1 — 20 oz. box |
| Whole Grain Flakes | 24 oz. box = 20 servings | 1 — 24 oz. boxes |
| No salt crackers | 16 oz. box = 38 servings | 1 — 16 oz. boxes |
| Graham Crackers | 14.4 oz. box = 13 servings | 1 — 16 oz. boxes |
| Whole Wheat crackers | 13 oz. box = 22 servings | 1 — 13 oz. boxes |
| Granola bars | 12 per box | 2 boxes |
| Fruits & Vegetables | | |
| Canned Orange Juice | 46 oz. can = 10 servings | 2 — 46 oz. cans |
| Canned Pineapple Juice | 46 oz. can = 10 servings | 2 — 46 oz. cans |
| Canned Apple Juice | 46 oz. can = 10 servings | 4 — 46 oz. cans |
| Canned Green Beans | 14.5 oz. can = 6 servings | 6-14.5 oz cans |
| Canned Peaches | 29 oz. can = 7 servings | 4-29 oz cans |
| Canned Apricots | 29 oz. can = 7 servings | 2-29 oz cans |
| Canned Applesauce | 48 oz. jar = 9 servings | 2 – 48 oz jars |
| Canned Corn | 15 oz. can = 7 servings | 4 – 15 oz cans |
| Canned Pineapple chunks | 20 oz. can = 5 servings | 3 – 20 oz cans |
| Canned Mandarin oranges | 11 oz. can = 5 servings | 3 – 11 oz cans |
| Canned Pears | 29 oz. can = 7 servings | 2 – 29 oz cans |
| Canned Fruit cocktail | 30 oz. can = 8 servings | 2 – 30 oz cans |
| Dried Prunes | 24 oz. bag = 18 servings | 1 – 24 oz bag |
| Milk | | |
| Non-fat Dry Milk Powder | | 1 Box |

Remember to consider the food preferences of your children when developing your grocery list.

Emergency Plan

As a minimum, your facility emergency plan should include:

- Roles & responsibilities – including staff, parents and property management
- Communications directory – including emergency and staff phone numbers
- Facility map
- Response & recovery procedures
- Inventory of emergency supplies

Staff Roles and Responsibilities

Whether operating a family or group child care or preschool, you will likely have a limited staff. While it is important to identify who is ultimately in charge and responsible for the response, all staff should know the emergency plan and be trained in the procedures.

In your emergency plan, pre-assign the roles and responsibilities of staff in becoming personally prepared, developing your emergency program and plan and their role during a response.

If you have a larger complement of staff, consider assigning staff to response teams designated to specific tasks following the emergency, such as:

- Damage Assessment
- Child Care
- Communications
- Utilities and Fire Suppression
- First Aid Kit

The ***City of Richmond Business Disaster Response and Recovery Guide*** outlines team responsibilities and response procedures. The web address is provided in the Resource Section.

Also identify in your plan, the roles and responsibilities or expectation of:

- Parents – to update child records, alternates authorized to pick up their child, and to develop their family emergency plan
- Property management or those who have a responsibility for your building – to provide access to utility controls, determine their responsibilities to reduce the risk of structural and non-structural hazards and reference their emergency plans

TEMPLATE: Roles & Responsibilities**Manager/Director/head of Child Care Facility**

- Create and maintain an emergency program and plan for Child Care Facility
- Conduct monthly evacuation drills and an exercise of the emergency plan, at least once a year
- Maintain records and documentation of emergency training, exercises and maintenance of supplies and equipment
- Lead the response to incidents and designate alternates in absence
- Establish agreements with re-location facilities and essential vendors/suppliers
- Ensure the supervision of children until they are released to parents or designated alternates

All Staff

- Develop and maintain personal emergency plan and preparedness
- Participate, review and assist in the development of the Child Care Facility emergency plans and procedures
- Attend and participate in emergency training and exercises
- Ensure the supervision of children until they are released to parents or designated alternates

Parents

- Review or be familiar with the Child Care Facility Emergency Plan and procedures
- Maintain child's records, including the family out-of-area contact, emergency card and designated alternates for pick-up

TEMPLATE: Staff Assignments

| | |
|---|--|
| Facility Leader/Incident Commander | |
| The leader is responsible for directing site emergency response activities, including oversight of the other disaster response teams. | |
| Team Leader | |
| Alternate Leader | |
| Team Members | |
| Assembly Point | |
| Responsibilities | Direct and coordinate emergency response activities Determine the need for and request outside assistance Interact with and assist first responders with requests for information and access to facility Collect, analyze and report information on facility damage, injuries and other response issues Responsible for the safety of staff and children |
| Supplies and Equipment | Hand-held radios Copy of Emergency Plan |
| Recommended Skills and Qualifications | Proven leadership and organizational skills Good communications skills |
| Forms | |
| Specific Training | Needs to be thoroughly training in the facility's emergency plan and procedures Knows the roles and responsibilities of all response teams |

Communications

Communications Directory

Creating and maintaining an emergency communications directory of contact information is another key component of your emergency plan. The directory should address how to contact:

- Staff – home phone, email and cell phone, emergency contacts
- Parents – alternates for pick up, home phone, email and cell phone
- Emergency Contacts & Resources – key contacts that support the operations of your facility, such as property management, building services, vendors and contractors

Out-of-Area Contact

During an emergency, local telephones can become overloaded. Making a long distance telephone call is often easier than a local call. To reconnect with friends and family following the incident, parents and staff should choose an out-of-area contact as part of their personal emergency plans.

- Choose someone who lives at least 160 km away, who has voicemail or an answering machine as your out-of-area contact
- Make sure all family members know the telephone number and how to use it
- Complete a contact card and have it with you at all times. Keep it in your wallet or laminate and attach to children's backpacks
- Immediately following the disaster stay off the phone, leaving it clear for life threatening emergencies. Once the immediate emergency is over, call your out-of-area contact
- Tell them how you are and where you plan to be

Choose an out-of-area contact for your facility as well and include this information in your communications directory and to parents.

Reliable Communications

The new BC Child Care Licensing Regulation identifies the need for child care providers to provide reliable communications for staff during an emergency. In addition to your facility phone line (hardwired in case of a power outage) and battery-operated AM/FM radio, alternative modes of communications for your facility may include personal cell phones, family 2-way radios, and amateur radio communication. Don't forget to include this information in your communications directory and on your emergency supplies inventory.

Communicating with Parents

Should you be required to evacuate your home or facility you will need to inform parents. This can be done by re-drafting messages for your voicemail and signs to post on the door of your home or facility.

Sample Relocation Notice

| | |
|---|-------------------------|
| Attention Parents | |
| Name of Child Care Facility Children & staff have relocated to | |
| Name of Relocation Site Address Phone Number | |
| Date: _____ | Signature: _____ |

Sample Voicemail

| | |
|---|-------------------------|
| <p>You have reached the <u>Name of Child Care Facility</u>. We are all safe: no one is hurt. We have evacuated to <u>Name of Relocation Site</u> at <u>Address</u>. Please pick up your child at (your regular time/as soon as possible).</p> <p>OR</p> <p>You have reached <u>Name of Child Care Facility</u>. We are all safe; no one is hurt. We have checked the building for safety. We are now spending time reassuring the children that everything is okay. Please pick up your child at the normal pick-up time.</p> | |
| Date: _____ | Signature: _____ |

TEMPLATE: Emergency Communication Directory

| Emergency Contacts | | | | | |
|-----------------------------|----------------|------------|-------|-------|-----|
| Agency | Phone | Cell Phone | Pager | Email | Fax |
| Fire, Police Ambulance | 911 | | | | |
| Property Management | | | | | |
| Relocation Site #1 | | | | | |
| Relocation Site #2 | | | | | |
| VCH Licensing Local Office | | | | | |
| Terasen Gas | 1.800.663.9911 | | | | |
| BC Hydro | 1.888.POWERON | | | | |
| Insurance Company Policy | | | | | |
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RESPOND & RECOVER

Response Procedures

In developing the response procedures for your plan, it is important to consider all the hazards that can impact your facility. While this guide takes an all-hazards approach, earthquakes are frequently highlighted because the consequences are common to other hazards. Earthquakes can cause utility damage and outages, localized flooding, chemical spills, evacuations and sheltering-in-place.

Earthquake Safety

To provide protect from flying and falling debris, the best way to protect yourself and others during an earthquake is to **DROP, COVER & HOLD**. When the shaking starts”

- **Drop** under a sturdy desk, table or piece of furniture
- **Cover** your face, head and neck
- **Hold** onto the legs of the furniture and hold this position while counting to 60

Identify safe places within your facilities – locations that are free from overhead hazards and are away from windows – such as under furniture, inner walls, corners or hallways. Mark these locations on your facility map.

For more hazard specific information please refer to the ***Emergency Management BC: Individual & Neighbourhood All-Hazard Emergency Preparedness Workbook***.

TEMPLATE: Earthquake Procedures

| | |
|--|--|
| When you feel the shaking of an earthquake, immediately: | |
| | Protect yourself – drop, cover and hold |
| | Calmly call out your earthquake command |
| | Direct all children & staff to drop, cover and hold until the shaking stops |
| | Stay away from windows, bookcases and other hazards |
| If no shelter/furniture is available: | |
| | Choose an inner wall, hallway or corner |
| | Crouch down with your back to the wall and protect your head and neck |
| If you are not indoors: | |
| | Stay away from overhead hazards |
| | Driving a vehicle, safely pull over in an area free of overhead hazards – power lines and overpasses |

TEMPLATE: General Response Procedures

| | |
|---|--|
| To follow after the immediate threat of an earthquake or other emergency: | |
| | Protect yourself – wear sturdy shoes, gloves and other protective gear, as needed |
| | Check for immediate hazards – fire, flooding, chemical spills |
| | Account for all staff & children |
| | Determine if evacuation or shelter-in-place is required |
| | Check for injuries & provide first aid |
| | Inspect for and respond to a disruption to utilities – gas, hydro, water and sewer lines |
| | Conduct an assessment of damage to your building |
| | Establish communications – listen to radio for local updates, check phone lines, if the phone is off the hook hang it up |
| | Notify VCH Licensing of a service delivery problem within 24 hours of isolated incidents |

Evacuation

Review existing evacuation plans to consider potential earthquake hazards. Things to consider when writing or evaluating your plans:

- Plans are current and posted, reflecting any changes to your facility
- Evaluate your existing evacuation routes to ensure you have 2 unobstructed escape routes
- Indicate the routes and exits on your facility map
- Determine who will lead the evacuation, such as the facility administrator or most senior staff member
- Consider transportation resources and procedures – keep vehicle gas tanks half full of gas

Know When to Evacuate

Evacuate when there is a life-threatening situation such as a fire or gas leak, or when you receive an evacuation order from local authorities. Following an earthquake, you should assess the situation first before evacuating. More hazards may exist outside the building such as downed power lines, broken and falling glass or building material. It may be safer and more comfortable to shelter-in-place.

When you do evacuate take your grab and go kit including staff and parent contacts, copy of the emergency plan and medication and the current attendance record or sign-in sheet.

Assembly Point

An assembly point is a safe meeting place to be used immediately following an evacuation. Choose a location that is easily accessible, clear of overhead hazards such as power lines. Choose a secondary location within the neighbourhood in case you need to evacuate further from your facility. Practice evacuating to your assembly points and taking account of all staff and children.

Re-location Sites

When determining a relocation or alternate site for evacuations, choose facilities that have suitable space and amenities such as washrooms and cooking facilities. Ideally choose another child care facility within walking distance. Make sure you speak with that facility and reach an agreement, preferably written, on the use of their space.

In the event of an emergency requiring an evacuation away from your facility, staff are always responsible for the care of the children until a parent, designated guardian or alternate are available to pick up the child.

TEMPLATE: Evacuation Locations

| | |
|----------------------------------|--|
| Evacuation Assembly Point | An area outside the facility that is designated for assembly of adults, children and visitors. |
| Location | |
| Secondary Assembly Point | An open or safe area within the neighbourhood should you need to evacuate further from your facility. |
| Location | |
| Relocation Sites | An alternate site within walking distance of your facility. These facilities must agree to serve as short-term hosts for your staff and children until parents are able to pick up their children. |
| | |
| Facility name: | |
| Location: | |
| Phone number: | |
| Alternate number: | |
| Contact person: | |
| | |
| Facility 2 name: | |
| Location: | |
| Phone number: | |
| Alternate number: | |
| Contact person: | |

TEMPLATE: Evacuation Procedures

| | |
|--|---|
| Assigned to/Lead: | |
| Building Evacuation | |
| | Make a quick assessment of the situation |
| | Evaluate the evacuation route to ensure a safe and clear route |
| | Give instructions to evacuate and to meet at the assembly point |
| | Assemble children in pairs with an adult leading and another following through evacuation |
| | Use equipment such as strollers and carriers to secure and evacuate toddlers and infants |
| | Take emergency supplies in grab & go kit, medication, key documentation including the current record of attendance/sign-in sheet |
| | Account for all staff, volunteers and children, take attendance |
| | Evaluate the situation with the help of first responders (police, fire and ambulance) prior to re-entry |
| | Keep parents informed |
| Site Evacuation | |
| If further evacuation is required or you are unable to re-enter your facility: | |
| | Determine host facility based on situation, hazard and weather |
| | Contact host facility with estimated arrival time of children and staff. (You may need to send a runner to pre-determine if route and facility are safe to occupy) |
| | Secure your facility if possible, shutting off utilities as required |
| | Transport all necessary medications, supplies, signs, emergency contacts, record of attendance/sign-in sheet |
| | Take attendance again once you arrive at the re-location site |
| | Notify families of evacuation and host facility information using emergency phone numbers, pre-recorded message on voicemail and posting signage on the door of your facility |
| | Make arrangements for support of children at host facility until re-united with families or return to evacuated centre |

Shelter-In-Place

Depending on the scenario, it may be safer for you to shelter-in-place. Following an earthquake, there may be more hazards outside the facility, and, therefore safer to stay indoors. If there is a chemical release, the local authorities or first responders may instruct people in the area to remain indoors and shelter-in-place.

To shelter-in-place during a chemical event, select an interior room with the fewest windows and vents, access to a telephone or an alternative means of communication. Identify this room in advance and note it on your facility map.

Learn how to turn off ventilation systems. If you lease space in a building, managed by a property management company, municipality or school, talk to them about how to access the necessary controls. Ensure you have adequate supplies to seal windows and doors to prevent contaminants from entering the room.

TEMPLATE: Shelter-In-Place Procedures

| | |
|--|---|
| | Assigned to Lead |
| | Gather all staff and children in to the room with the least windows & doors |
| | Place emergency supplies in the room you plan to shelter in |
| | Ensure you have access to a telephone or alternate communications |
| | Turn off ventilation systems, including heat, air conditioning and fans |
| | Close and lock all windows, doors and vents |
| | Close off non-essential rooms – storage areas, laundry room |
| | Seal gaps around windows, doors, vents, exhaust fans with pre-cut plastic sheeting and duct tape (use painters tape first to protect walls) |
| | Place a damp towel or blanket at bottom of door opening |
| | Come out of the building only when an all clear has been issued |
| | Keep parents informed and advise them to listen to the radio for safety instructions prior to coming to the facility |

Lockdown Procedures

To secure and protect staff and children when an unauthorized or suspicious person enters your facility or grounds, it may be necessary to implement lockdown procedures. Lockdown procedures are similar to shelter-in-place procedures in that they are to be used when it may be more dangerous to evacuate the facility than to stay inside. If the intruder is outside the facility secure all windows and doors, and gather all staff and children inside the building. If the intruder has entered the facility, secure staff and children in a safe room.

When implementing lockdown procedures, ensure that you are communicating with staff as calmly as possible, call 911 immediately and follow the direction of the police. By controlling access to, and movement and noise within the facility, emergency personnel are better able to manage and respond to the threat.

TEMPLATE: Lockdown Procedures

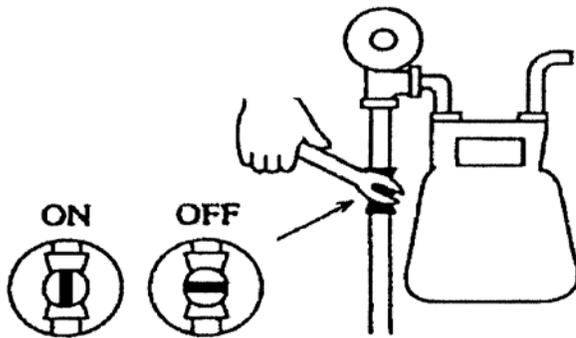
| | |
|--|---|
| | Assigned to/Lead: |
| | Call 911 as soon as possible |
| | Communicate with staff to initiate lockdown procedures |
| | Gather children and staff inside, preferably in an interior room away from the intruder with access to telephone and other communications (turn phones on quiet or vibrate) |
| | Keep everyone away from windows and doors. Choose an inner wall. |
| | Close, lock and cover all windows and doors. Barricade doors if possible. |
| | Speak as calmly as possible around the children. Provide quiet activities to help keep children focused and quiet |
| | Remain indoors until you receive further instruction from emergency personnel/the police |

Loss of Utilities

Various emergencies or hazards can cause the loss of utilities. To respond effectively to utility outages:

- Identify the location of utility controls and shut-offs on your facility map
- Label the controls and shut-off valves at the source, tag them with instructions on how to properly turn them off, including ventilation systems
- Teach all staff how, when and where to turn them off
- Keep utilities clear of debris and hazards

Electricity & Gas



Leave the gas on unless you suspect that there is a leak – if you smell the “rotten egg” smell of gas, hear the hiss of escaping gas or see a ruptured gas line or connection. Gas could be an excellent source for heating and cooling your facility. If you turn it off, only a qualified gas technician can turn it back on safely.

If experiencing a power outage in your neighbourhood, BC Hydro provides information on the status of the outage, area affected and more online. The web address is provided in the Resource Section.

Water & Sewer Lines

Water and sewer lines can be damaged in a significant earthquake. If you experience a water leak there could be various shut-off locations:

- Localized at the appliance
- Valve inside your home of facility, where water supply enters your facility, often located in the basement or garage
- Valve outside your home or facility at the municipal source

Following a major earthquake you should assume that sewer lines are broken and that using the toilet could cause a sewage spill. Include in your emergency kit, supplies to create alternative toilets – a portable toilet or industrial pail & sealable lid, garbage bags, and hydrated lime for disinfecting waste.

TEMPLATE: Gas Leak Procedures

| | |
|---|--|
| Assigned to/Lead: | |
| If you do not detect the rotten egg smell, hear the hissing of escaping gas or see a broken gas line, consider leaving the gas on. | |
| If a gas odour or sound of escaping gas is detected: | |
| | Don't smoke, light matches, operate electrical switches, use either cell or telephones, or create any other source of ignition |
| | Immediately evacuate staff and children to the assembly point (following evacuation procedures and routes) |
| | Leave doors open and any windows that may already be open |
| | Turn off the gas at the meter located outside your home or facility |
| | Turn the shut-off valve ¼ turn |
| | Gas is off when the valve is perpendicular to the pipe |
| | Do not turn the gas back on, only a certified gas technician can do it safely. |
| | Call 911 or the Terasen Gas 24 hour emergency line at 1-800-663-9911 |

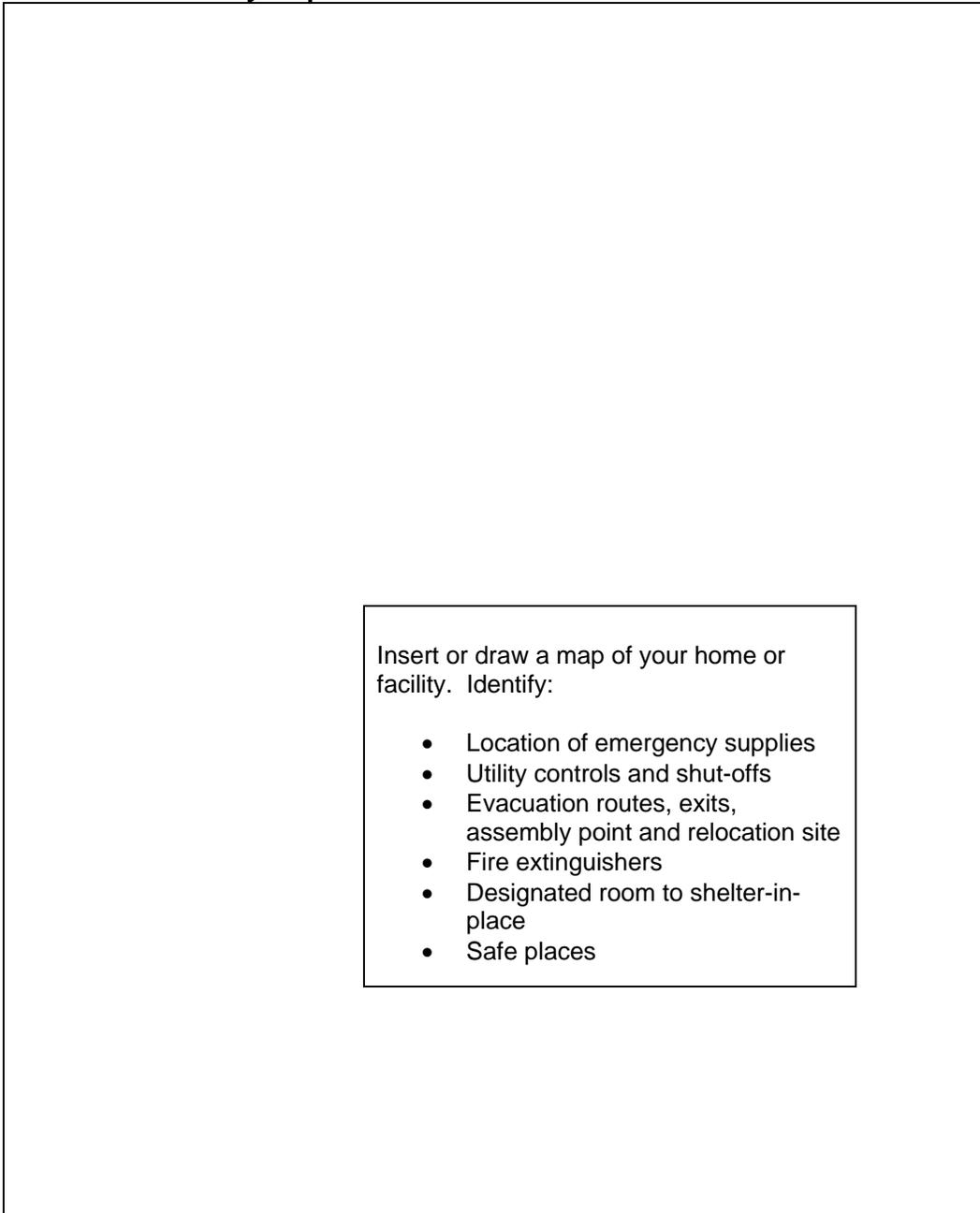
TEMPLATE: Power Outage Procedures

| | |
|---|---|
| Assigned to/Lead: | |
| Check your neighbour's power. If the power outage is limited to your home or facility: | |
| | Check your circuit breaker panel or fuse box |
| | To turn off the power at the breaker, turn your face away from the panel. Start by turning off the individual breakers then the main switch |
| If the power is out in your surrounding area: | |
| | Turn down thermostats and disconnect all electrical heaters and appliances to reduce the initial demand when the power is reconnected |
| | Unplug computers, DVD players, TV's, microwaves to protect against possible surges when the power is restored |
| | Turn off all lights except one, which will alert you when the power has been restored |
| | Keep the doors of your refrigerator and freezer shut as much as possible to maintain the cold temperature |
| | Once the power is restored, turn on only the most essential appliances and wait 30 minutes before reconnecting others |
| | To report an outage or downed power lines call BC Hydro 1.888.POWERON (1 888 769 3766) |

TEMPLATE: Sanitation Procedures

| | |
|---|---|
| Assigned to/Lead: | |
| Following a major earthquake, assume that sewer lines have been damaged: | |
| | Ensure sewer lines are intact |
| | If not, do not allow the toilet to flush |
| | Use an alternate toilet - portable toilet, industrial pail with seat lid, or remove water from toilet bowl, line with two garbage bags (puncture holes in the inner bag to separate liquid) |
| | Dispose of waste wisely – Separate liquid and solid waste |
| | Disinfect solid waste – use gloves and powdered hydrated lime |
| | Store solid waste in industrial pail with tight fitting lid |

TEMPLATE: Facility Map



Insert or draw a map of your home or facility. Identify:

- Location of emergency supplies
- Utility controls and shut-offs
- Evacuation routes, exits, assembly point and relocation site
- Fire extinguishers
- Designated room to shelter-in-place
- Safe places

RECOVER

A critical part of the recovery process is attending to the emotional or mental health issues of staff, children and their families. Encourage staff to take care of themselves first by having a support network in place, taking care of their physical well-being (eat, Sleep, exercise), sharing their feelings with adults and seeking help when needed. Children are better able to cope with a traumatic event if their parents and caregivers offer support and assistance.

Helping Children Cope with Disaster

Provided by FEMA (US Federal Emergency Management Association)

Disasters can be very frightening and traumatic, especially for young children. There are several things that you can do to help the children in your care cope with their feelings.

Reassure the children that they will not be left alone and that you are there to protect them.

- Be aware of changes in a child's behaviour but also know that some children may; not outwardly show their distress
- Keep to routines such as meals, activities, and naps, as much as possible
- Avoid allowing young children to watch or listen to news coverage of the disaster
- Give simple but truthful answers to children's questions and make sure children understand your answers. Don't give more information than the children can use and understand
- Give children opportunities to express their feelings through activities such as play-acting, using dolls, storytelling, painting, or drawing
- Be especially supportive of the children's feelings and need to be close. Give lots of hugs, smiles, and kind words
- Reassure children that they are not responsible for the disaster. Listening to children's stories about disasters and feelings may help
- If possible, take a moment away from the children and make sure you address your own fear and anxieties by talking with other adults
- Seek professional assistance when needed. Use the Mental Health Checklist, provided on the following page, to assist you in determining the need for additional assistance. Your own knowledge of the child and your instincts about the child's needs will also help you make a decision. When in doubt, call for professional help

TEMPLATE: Mental Health Checklist

This checklist provided by FEMA can assist parents, teachers and child care providers in determining if a child is in need of professional counselling following a disaster or traumatic event.

Add up the pluses and minuses to obtain a final score. If the child scores more than 35, it is suggested you seek a mental health consultation.

Note: Preoccupation with death, unusual accident proneness or suicidal threats are reasons for immediate consultations. It is also recommended that any child who has been seriously injured or who has lost a parent, sibling or caregiver by death, have a psychological evaluation and/or therapy.

| Question | If yes, | Score |
|---|---------|-------|
| Has the child experienced more than one major stress within a year of this disaster, such as a death in the family, molestation, a major physical illness or divorce? | +5 | |
| Does the child have a network of supportive, caring persons who continue to relate to him daily? | -10 | |
| Has the child had to move out of his house because of the disaster? | +5 | |
| Was there reliable housing within one week of the earthquake with resumption of the usual household members living together? | -10 | |
| Is the child showing severe disobedience or delinquency? | +5 | |
| Is the child showing any of the following as new behaviours for more than three weeks after the disaster? | | |
| Nightly states of terror | +5 | |
| Waking from dreams confused or in a sweat | +5 | |
| Difficulty concentrating | +5 | |
| Extreme irritability | +5 | |
| Loss of previous achievements in toilet or speech | +5 | |
| Onset of stuttering or lisping | +5 | |
| Persistent severe anxiety or phobias | +5 | |
| Obstinacy | +5 | |
| New or exaggerated fears | +5 | |
| Rituals or compulsions | +5 | |
| Severe clinging to adults | +5 | |
| Inability to fall asleep or stay asleep | +5 | |
| Startling at any reminder of the disaster | +5 | |
| Loss of ambition for the future | +5 | |
| Loss of pleasure in usual activities | +5 | |
| Loss of curiosity | +5 | |
| Persistent sadness or crying | +5 | |
| Persistent headaches or stomach aches | +5 | |
| Hypochondria | +5 | |
| Has anyone in the child's immediate family been killed or severely injured in the disaster (including severe injury to the child)? | +15 | |
| TOTAL | | |

EDUCATE & TRAIN

Because emergencies don't happen everyday, it is important to educate and train staff, children and parents in emergency preparedness and response.

Personal Preparedness

Encouraging staff and parents to be personally prepared is the foundation of an effective emergency preparedness and training program. As their level of preparedness increases, so does their ability to respond and confidence in their family's safety.

Various government agencies provide emergency preparedness information of the web and in print material. Local municipalities and governments often provide emergency preparedness workshops and guest speakers. Web site addresses and contact information for these organizations are provided in the Resource Section.

Training Staff & Parents

To ensure staff familiarity with the facility's emergency plan, provide an annual orientation and site tour or walkabout. Don't forget new staff and substitutes. Ensure that staff understand their role, the location of emergency supplies and equipment, how to manage utilities during an emergency, and evacuation and shelter-in-place procedures.

Address your facility emergency plan and procedures in parent packages, during parent/teacher meetings and include them in training sessions and exercises.

Local governments often offer specialized emergency training including rapid damage assessment (how to assess the earthquake damage to your home or facility), disaster first aid, utilities and fire suppression, and search and rescue.



Children

To help educate children about emergencies, there are age appropriate stories, activities and games available online. The Federal Emergency Management Association (FEMA), in the United States, has a website dedicated to teaching children about emergency preparedness – www.fema/kids.org.

EXERCISE & TEST

To follow training, drills and exercises provide a practical approach to staff training and an opportunity to test and evaluate the effectiveness of your emergency plan and procedures. There are various types of exercises that you can conduct.

Drills

A drill is a brief exercise that tests specific procedures, such as evacuating the building or drop, cover and hold. Incorporate shelter-in-place procedures and earthquake scenarios into monthly evacuation drills. Start by teaching children how to drop, cover and hold during an earthquake.

- In a calm voice call out earthquake
- Children and staff should immediately **drop, cover and hold**
- Encourage everyone to stay in position and count to 60

Vary the drills to include locations within your facility without furniture, in play areas, outside and towards the end of naptime. Expand drills to move into general response procedures.

Tabletop Exercise

A tabletop exercise starts with a paper scenario then a tabletop discussion of steps everyone would take to respond. A tabletop exercise could start with an opening scenario, such as an earthquake and build in complexity, by adding additional incidents such as fire, injuries or a utility outage. Facilitate a series of tabletop exercises that also build in complexity or that address various aspects of your plan.

Full-scale Exercise

A full-scale exercise involves playing out the scenario and response in real-time. This type of exercise simulates a real event and therefore involves a significant amount of time in pre-planning and facilitating the exercise.

Documentation

Maintain an annual calendar and record of emergency preparedness activities to track the scheduling and completion of:

- Training sessions – include a description of training, the instructor & participants
- Drills & exercises – include the type & focus of the exercise, participants and lessons learned & revisions to the plan
- Testing & maintenance of supplies & equipment – such as food, water and batteries, radios, fire alarms, and smoke detectors
- Plan Review – regularly review the plan at staff meetings and update contact information quarterly. Conduct a complete review of the plan annually

TEMPLATE: Tabletop Exercise

Sample of tabletop exercise format

| | | | |
|---|---|---|--------------------|
| Date: | | Facilitator: | |
| Participants: | | Purpose: To reinforce earthquake safety and evacuation procedures | |
| <p>Scenario: It is _____ (date and time) and the weather is _____. The children are _____ and staff are _____.</p> <p>Imagine that you hear a low, rumbling, roaring sound. The noise builds, getting louder and louder, for about ten seconds. Then you feel the building and floor beneath you shake.</p> | | | |
| Questions & Inputs | Expected Outcome | Comments & Follow Up | Assigned To |
| What should you do first? | Protect yourself - drop, cover & hold and call out your earthquake command to trigger everyone to do the same | | |
| What if you cannot find furniture to get under? | Choose inner hallway, corner, crouch, protecting head, and neck | | |
| <p>Input 1 You hear a fire alarm in the building</p> | | | |
| How do you respond? | Staff should describe fire safety and evacuation procedures | Some staff unaware of assembly point Conduct "walkabout" drill to point out location | |

RESOURCES

Local & Regional

City of Richmond – www.richmond.ca

Business Disaster Response & Recovery Manual
Request a Personal Preparedness Workshop
Become an emergency volunteer

City of Vancouver - www.vancouver.ca/nepp

Neighbourhood Emergency Preparedness Program
Personal and Family Preparedness Training
Emergency Social Services

North Shore Emergency Management Office – www.nsemo.org

Disaster response routes
Health and public safety
Emergency preparedness advisories and notices

Powell River – www.powellriverrd.bc.ca/emergency.html

Site leads to the regions Emergency Plans and home page
Links to other informative web sites

Resort Municipality of Whistler – www.whistler.ca

Emergency Management is the prime function of Fire Services
Municipal emergency plan

Squamish - www.squamishemergencyprogram.org

Home site full of photo's and information of local programs
Hug a tree program for children

Sunshine Coast Regional District – www.scrd.ca

Explanation of their emergency management and how it works
Emergency program organization chart

Vancouver Coastal Health – www.vch.ca

Current licensing information
Prevention and infection control guidelines, including Sneezes & Diseases: A Resource Book for Caregivers and Parents
Emergency preparedness information

Provincial & Federal

72 Hour Preparedness – www.getprepared.ca

Order informative brochures
Lists of how to putting together an emergency kit
Presenter tips
Information for all ages

BC Hydro – www.bchydro.com

Safety tips for power outages and other occurrences
Constant information of current power outages

Natural Resources – www.earthquakescanada.nrcan.gc.ca

Site dedicated to earthquakes
Maps, statistics, world events, history, etc.
Tracks seismic activity world wide

Provincial Emergency Program – www.pep.bc.ca

Teaching resources
Games and activities
Individual and Neighbourhood All-Hazard Emergency Preparedness Workbook

Safe Canada – www.safecanada.ca

Resources for children, parents, and teachers
Fun and interactive games for children
Age appropriate teaching materials
Safety information for various types of threats including internet, fire, earthquake

Terasan Gas – www.terasan.com

Colourful games, puzzles and fun for children
Children can email questions and get a quick response
www.terasenjr.com/safety3.html, site specifically for children

Additional Resources

Dial-A-Dietitian – www.dialadietitian.org

Nutrition hotline

Preparing for an emergency with the focus on water and food

Health links such as www.brandnamefoodlist.com which give the healthiest food choices by brand names

Emergency Preparedness for Industry and Commerce Council - www.epicc.org

Preparing businesses to survive disaster

15 steps to readiness

Emergency Suppliers

For information on obtaining emergency preparedness products and kits check your local phone book under earthquake supplies or go to www.yellowpages411.ca and enter earthquake to receive local business contacts

Federal Emergency Management Association – www.fema.gov/kids

Preparedness tips for children and families games, coloring pages, puzzles, and more to help kids learn how to prepare and become aware of various types of disasters

