



# RESPONDING TO EMERGENCIES:

A Handbook for Early Childhood Programs





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**PART 1**



**INTRODUCTION**



# 1 INTRODUCTION

## 1.1 Overview

Child care centres and family day homes in the Northwest Territories are occasionally faced with situations that require immediate and urgent responses. All early childhood programs regardless of size, type, or who runs them should develop an emergency response plan.

While reading this document is an important first step, real emergency preparedness requires discussion, planning, staff training, and practice. The larger the child care centre, the more crucial it is that all staff understand the emergency plan and their role if an emergency happens. But even the smallest of family day homes needs to plan to quickly and effectively respond to a variety of possible emergencies.

Emergency planning is difficult because of the number of different types of situations that can occur. Some emergencies are common, such as severe weather. Others are rare, such as chemical spills. In general, emergencies fall into the following categories:

This handbook will help early childhood programs prepare for and respond to emergency situations in three ways:

- First, it will consider emergency preparedness in general.
- Second, it will look at each of the specific emergencies shown in the table below.
- Third, it will provide some useful resources:
  - blank forms and suggested templates,
  - resource sheets with additional information for some emergencies,
  - contact information for emergency services.

Emergencies with Children and Families	Emergencies in the Program	Emergencies in the Facility/Building	Emergencies in the Community
Suspected Child Abuse	Intruder	Mould or Asbestos	Loose Dog or Wildlife
Custody Issues	Person Under the Influence	Extreme Weather and Temperatures	Natural Disasters
	Firearms and Weapons	Building Fire, Smoke or Carbon Monoxide	
	Communicable Diseases	Building Closures	
	Medical Emergency	Utilities Disruptions	
	Vehicle Accident on Field Trip	Chemical Spills or Leaks	
	Missing or Lost Child on Field Trip	Playground Hazards	
		Boil Water Advisory	

## 1.2 Terminology Used in This Handbook

**Designated safe area** means a room inside the centre or family day home with a door that can be locked from the inside, and that has a telephone or other communication system. Large centres may have more than one designated safe area where children and staff go during lockdown.

**Emergency** is any situation that happens unexpectedly, poses an immediate risk to health, life, property and/or the environment, and requires immediate action.

**Facility** means a Child Day Care Centre or Family Day Home. The facility could be a stand-alone building, or it could be a room/rooms in a larger building – such as a classroom in a school or a church basement.

**Operational Debriefing** after an emergency means reviewing policies, procedures and actions that were used during the emergency, to identify what worked well and what needs to be changed to improve the emergency response in similar situations in the future. Operational debriefings involve the operator and staff, and may also include parents. Sessions take place within a few days of the emergency.

**Operator** means the person or organization named on the Child Day Care License. Some operators work at the facility – e.g. family day home operators. Some do not – e.g. a Board of Directors for a centre.

**(R)** means that there is a regulation in the *Child Day Care Standards Regulations, 2013* that operators of child care centres and family day homes need to follow.

**Situation** means emergency.

**Situational Debriefing** after an emergency means an opportunity for people who have experienced a specific emergency to get information about the facts of the emergency, to talk about their feelings and reactions to the emergency, and to learn how to handle the stress caused by the emergency. Situational Debriefing sessions are led by an outside facilitator and take place within a few days of the emergency.



## 1.3 Contact Information: Regional Early Childhood Consultants

### South Slave Region

Early Childhood Consultant  
Department of Education, Culture and Employment  
Government of the NWT  
Box 1406  
Fort Smith, NT X0E 0P0  
Phone: 872-7434  
Fax: 872-4507

### Deh Cho Region

Early Childhood Consultant  
Department of Education, Culture and Employment  
Government of the NWT  
Box 740  
Fort Simpson, NT X0E 0N0  
Phone: 695-7329  
Fax: 695-7351

### North Slave Region (Yellowknife/Tlicho)

Early Childhood Consultant  
Department of Education, Culture and Employment  
Government of the NWT  
Box 1320  
Yellowknife, NT X1A 2L9  
Phone: 766-5114 or 766-5107  
Fax: 873-0423

### Inuvik Region

Early Childhood Consultant  
Department of Education, Culture and Employment  
Government of the NWT  
Bag Service #1  
Inuvik, NT X0E 0T0  
Phone: 777-7436  
Fax: 777-7218

### Sahtu Region

Early Childhood Consultant  
Department of Education, Culture and Employment  
Government of the NWT  
Box 147  
Norman Wells, NT X0E 0V0  
Phone: 587-7160  
Fax: 587-2612



**PART 2**



**EMERGENCY  
RESPONSE PLANNING**



# 2 EMERGENCY RESPONSE PLANNING

## 2.1 Legal Requirements

Regardless of the situation, having an emergency response plan is key. Operators of centres and family day homes are required by the *Child Day Care Standards Regulations, 2013* to do or have a number of things:<sup>1</sup>

1. An emergency plan (Regulation 56(1)) that includes:
  - (a) emergency evacuation and fire drill procedures,
  - (b) an alternate location where children can be moved to if the centre or family day home has to be evacuated, and
  - (c) transportation arrangements to move children and staff to the alternate location.
2. Monthly fire drills (Regulation 56(2)), and a written record for each fire drill practice, showing the date, time, and number of children, staff and volunteers in attendance. The written record must be kept for one year from the date of the last practice on the record (Regulation 56 (3)).
3. The following emergency equipment:
  - (a) smoke detectors, fire extinguishers and carbon monoxide detectors that meet the requirements of the *National Building Code*, *National Fire Code* and any applicable local bylaws (Regulation 55(1)),
  - (e) a telephone that works (Regulation 55(2)), and
  - (f) a first aid kit and manual that meet the guidelines of a first aid organization, such as St John Ambulance (Regulation 55(2)).
4. Attendance sign-in sheets that parents must complete showing the time of drop-off and time of pick-up of children (Regulation 12(1) and (2)). (Although not required by regulation, sign-in sheets for staff, volunteers and visitors are helpful and should be used, especially by larger centres. As part of any emergency plan it is critical to know who is in the building so that no one gets left behind.)
5. Addresses and telephone numbers readily available (Regulation 57) for:
  - (a) each child's parent (and email if any)
  - (b) an alternate emergency contact for each child if the parent is not available (and email if any)
  - (c) each child's doctor or nurse
  - (d) the nursing station or public health unit
  - (e) the nearest hospital emergency room
  - (f) a poison information centre
  - (g) ambulance
  - (h) taxi
  - (i) fire department
  - (j) RCMP
  - (k) Child Protection Worker
  - (l) all staff (centres only)

There are a number of forms in Part 4 of this handbook that will help early childhood programs meet the emergency planning and response requirements of the *Child Day Care Standards Regulations*:

- Alternate Emergency Evacuation Site Agreement
- Record of Fire Drill Practices
- Sample letter to parents describing various emergency procedures
- Daily Attendance Form
- Emergency Contact Information for Children
- Emergency Contact Information for Staff, and the various emergency/local services listed in #5 above.
- Serious Occurrence Report Form

The **Emergency Contact** lists – #5 above – need to be readily and widely available:

- Keep a copy in each room of the child care facility.
- Keep a copy by each telephone in the facility.
- Put a copy in your Evacuation Kit.
- Make sure the Board of Directors (if applicable) has a copy.
- Make sure all primary staff have a copy in their car and home.
- Send an email version to yourself, the Board of Directors and all primary staff, so the information can be accessed as long as there is Internet access.

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<sup>1</sup> The regulations in this section are about Emergency Planning – being prepared. Regulations that are about Emergency Response, and follow-up – how to respond when a specific emergency actually happens, and what to do after the emergency has passed – are listed in Part 3.

## 2.2 Evacuation Planning and Preparation

### 2.2a Floor Plans

All classrooms and common areas of the centre or family day home should have a floor plan showing:

- the evacuation route from that location, and an alternate exit route from that location,
- the location of fire extinguishers, and
- the location of fire alarm pulls (if applicable).

There should also be an overall building floor plan, posted in all rooms and by all exits, showing the **designated meeting place** where everyone is to gather after evacuating the building.

### 2.2b Warning Systems

All early childhood programs need warning systems. While fire alarm pulls are common in larger buildings a hand bell would work too. Have an alternate system if the alarm fails, such as a bullhorn.

Communication is key during any emergency. Make sure that there is a way to communicate to all rooms as well as all outdoor areas, and to all staff away from the facility on outings with children. An intercom, a telephone in each room, or all staff with cell phones or two-way radios would ensure that they have access to information and directions during an emergency situation.

Consider using a code word when an alarm is not appropriate – for example evacuation due to threatening behaviour. Since code words could be missed if staff are not thoroughly trained, direct verbal commands are best in most cases.

### 2.2c Who Will Do What?

It is important to assign responsibilities for different parts of emergency procedures, and the larger the early childhood program, the more important it is for each person to know their role:

- **Designate one primary staff person as being in charge** – someone who can provide leadership during an emergency, take direction from emergency personnel, and coordinate all actions with emergency personnel.
- **Designate an alternate person to be in charge** if the designated person is away from the facility – even for a short period of time.

If you have to evacuate the building, or evacuate the playground to the alternate emergency site, the most important thing is to **decide who will be responsible for which children** – especially children with special needs and infants. In an emergency evacuation:

- all onsite staff, such as cooks or maintenance workers, should assist with this,
- up to four non-mobile children can be placed in a crib on wheels and moved out of the building.

It is also important for evacuation preparation to **assign specific duties to each staff person.**

Decide who will:

- call the fire department and/or police
- bring medications for children and staff
- bring the attendance list
- bring the emergency contact information for children, staff and emergency/local services
- bring parental permissions for emergency medical treatment
- carry a first aid kit
- carry a cell phone (if service is available in your area)
- carry the Evacuation Kit
- grab children's jackets on their way out if there is time/ it is safe to do so
- evacuate any pets if there is time/ it is safe to do so
- take roll call
- do a final sweep of the building to make sure everyone is out
- provide activities to reduce stress to children (songs, games)
- if you are evacuating to the alternate location, contact the facility with the estimated arrival time of children, staff and volunteers
- notify families of the evacuation location and ask them to pick up their children immediately

**Emphasize to parents the importance of updating their contact information** as soon as anything changes. As a precautionary routine, every six months, ask parents to confirm or update their contact information – phone, cell, email.

### 2.2d What to Put in an Evacuation Kit

Because of the cold climate in the NWT it is important to **have blankets near the exits** in case children have to be evacuated quickly and do not have time to put on boots, coats, etc. These could be kept in clean garbage cans on wheels, along with other key supplies:

- rope for children to hold
- flashlight(s) and extra batteries
- bottled water
- sippy cups
- food that requires no refrigeration, cooking or water such as canned pudding, canned fruit, cereal bars, dry fruit
- can opener
- disposable plates, bowls, cups, cutlery
- wet wipes/hand sanitizer, paper towels, garbage bags
- infant supplies:
  - disposable gloves
  - diapers
  - wet wipes
  - ready-to-feed formula
  - bottles and nipples
  - pacifiers
- hats, mitts, neckwarmers

## 2.3 Sheltering-in-place Including Lockdown

### 2.3a When to Shelter-in-place

The opposite of an evacuation, there are some emergencies when it is safest to keep children in the building and prevent anyone from entering or leaving. In preparation for sheltering-in-place there must be one or more **designated safe areas** with locking doors and a telephone or other communication system. Sheltering-in-place is appropriate for:

- (i) **Severe thunderstorms** or other severe weather events:
  - Stay away from windows, doors and anything that conducts electricity.
- (ii) **Threatening situation in the neighbourhood:**
  - Move everyone inside away from windows and doors.
  - Lock windows and doors and close blinds.
  - Call staff on outings and tell them to find shelter elsewhere.
  - Wait for instructions from police.
- (iii) **Threatening person inside the building or on your property.** While the primary staff person in charge attempts to de-escalate the situation:
  - Call police.
  - Move all children and staff to a designated safe area.
  - Lock the doors in the designated safe area.
  - Call staff on outings and tell them to find shelter elsewhere.
  - Wait for instructions from police.
- (iv) **Chemical or other environmental accident outside the building.** In this situation the goal is to protect the inside environment and isolate it from the outside environment:
  - Close and lock all doors and windows.
  - Shut off the circuit breakers on the electrical panel for any air circulation systems that move air in and out of the building – heating and cooling systems, air exchangers, clothes dryer, fans in kitchen, bathrooms, and elsewhere.
  - Use tape and plastic food wrap to cover all air intake vents and exhaust fans, including kitchen and bathroom exhaust fans and dryer vents.

- Close the damper on the fireplace or woodstove.
- Use duct tape to seal obvious gaps around windows and doors.
- Wait for instructions from emergency responders about when it is safe to leave the building.

Depending on the situation you may be left without power, heat, phone service, water or some combination of the above. Having a portable generator and heaters will significantly ease the situation – providing a few lights and a bit of heat. (The generator must remain outside with an extension cord coming into the building.)

### 2.3b What to Put in a Sheltering-in-place Kit

Emergency specialists recommend having enough supplies to remain in the building, without outside assistance, for up to 72 hours – 3 days:

#### FOOD

- one gallon of water per person, per day – for drinking and food preparation (Replace stored tap water every six months.)
- foods that require no refrigeration, preparation, cooking and little or no water, such as:
  - canned tuna, chicken, beef, stews and beans
  - snack sized fruits with pull top lids
  - juice boxes
  - cereal bars, low salt crackers, pilot biscuits
- foods for children with allergies or special food/feeding requirements
- ready-to-feed formula for infants and UHT milk for older children

#### GENERAL SUPPLIES

- can opener
- disposable plates, cups, cutlery
- paper towels, disposable gloves, garbage bags, zip-lock bags
- hand sanitizer and/or pre-moistened antibacterial wipes
- toilet paper
- buckets with lids to use as emergency toilets and/or diaper disposal
- battery operated radio and batteries
- flashlights and batteries



**INFANT AND TODDLER SUPPLIES**

- diapers and wet wipes
- bottles and nipples
- teething rings and pacifiers

**MEDICATIONS AND FIRST AID SUPPLIES**

- a three day supply of essential prescription medications
- dose cups, or calibrated spoons and any specialized equipment such as syringes
- enough supplies in the first aid kit for the number of children and adults in the facility
- over-the-counter medications, such as diarrhea or pain relievers, in various strengths – e.g. infant drops, children’s strength, junior strength and adult strength acetaminophen. (Do not give any medication without approval from parents and/or direction from a health professional.)

**BLANKETS AND CLOTHING**

- blankets – already part of your Emergency Evacuation Kit
- a change of clothing for each child that is always kept at the centre or family day home
- a bag of extra clothes and shoes in various sizes

Remain in the building, without opening windows or doors, until emergency authorities order an evacuation, or give you the all clear that it is safe to leave the building.

**2.3c Lockdown**

Details of lockdown procedures will vary between early childhood programs, depending on the location of the program, the size of the facility, the number and ages of children, etc. Work with the RCMP, Regional Early Childhood Consultant and parents to develop lockdown procedures, and practise lockdown at least twice a year.

If a lockdown is ordered by the RCMP or other community officials, follow their directions exactly and as quickly as possible.

**At minimum lockdown procedures should:**

- Provide a clear, direct order to alert staff to implement lockdown, and the reason for the lockdown. For example, “Intruder in the building. Lockdown,” or “Lockdown. Threat in the neighbourhood.”
- Use a code word or phrase to put the lockdown plan into action only if you are concerned about alerting or antagonizing a potentially or already agitated/aggressive intruder – e.g. “We have PBJ for snack today.”
- Designate one person to call the RCMP immediately.
- Close and lock all windows and doors. Close blinds.
- Move the children and staff out of sight and sound:
  - to a designated safe area and away from windows, and
  - to a room with a computer or phone.
- Take a head count to make sure everyone is accounted for.
- Turn off lights. Lie on the floor, or sit under tables.
- Provide quiet activities for the children such as colouring, dolls, soft toys. Or tell a story.
- Don’t let anyone in, including parents. Respond only to police.
- If the fire alarm sounds do not evacuate unless told to do so by the police.
- Have an agreed-upon code word to alert staff to end the lockdown. This is important to prevent an intruder from pretending to be the police giving an all clear signal.
- Contact parents, as appropriate.
- Complete a Serious Occurrence Report and fax it to the Regional Early Childhood Consultant, as soon as possible, but not later than the next business day.
- Provide opportunities for a Situational Debriefing (2.7) for children, staff, volunteers and parents. This can be in the form of inviting counsellors, and creating a safe room or offering time to talk and discuss the events. Encourage children to draw a picture about their experience/feelings and then talk about it.
- Provide an Operational Debriefing (2.8) with staff to review policies and procedures, identify what worked well, what could be improved in the future, etc.

## 2.4 Playground Evacuation

If the majority of children are outside the building and the threat is inside:

- Provide a clear direct order. “Intruder in the building. Evacuate to the alternate emergency shelter.”
- Use a code word or phrase only if it’s important to alert staff without antagonizing an already or potentially aggressive intruder. For example, “Extended outdoor play today.”
- Call the police.
- Evacuate to the alternate emergency evacuation location.
- Take attendance to make sure everyone is accounted for.
- Follow directions of the police.
- Contact parents to pick up their children.
- Complete a Serious Occurrence Report and fax it to the Regional Early Childhood Consultant as soon as possible, but not later than the next business day.
- Provide opportunities for Situational Debriefing (2.7) for children, staff volunteers and parents. This can be in the form of inviting counsellors, and creating a safe room or offering time to talk and discuss the events. Encourage children to draw a picture about their experience/feelings and then talk about it.
- Conduct an Operational Debriefing (2.8) with staff to review policies and procedures, identify what worked well, what could be improved in the future, etc.

## 2.5 Potentially Dangerous People

There are a number of situations when a potentially dangerous person may approach or try to enter the child care facility, or try to access a specific child.

These include:

- an unauthorized intruder with no reason to be there
- a parent with no right of access to a child
- a person with a firearm
- someone under the influence of alcohol or drugs

It is important to balance a welcoming atmosphere with the safety of children and staff. At arrival and departure times staff should be at the door to monitor who is entering the facility and to communicate with both parents and children. During the day the outside doors should be locked and equipped with doorbell and peep hole. These measures will help ensure that a potentially dangerous person cannot just walk in at any time and without staff being aware until the person is already in the building.

Despite limiting access to the centre or family day home, there may be times when the primary staff person in charge of the facility has to approach and speak to an unwelcome person – for example if the person arrives in the playground when children are outside. Deciding exactly how to respond will vary depending on perceived level of threat, the person’s reaction to being asked to leave, and whether the majority of children are inside or outside the facility when the person arrives. For that reason the emergencies listed above are discussed individually in Part 3, Responding to Specific Emergencies and Serious Occurrences.

## 2.6 Communicate, Update and Practise

Any plan is limited if it is not thoroughly familiar to the people involved or if it is not reviewed/updated as necessary.

- Share emergency plans with parents.
- Provide staff training and practise emergency drills regularly, including:
  - **evacuation – once a month**
  - **evacuation to an alternate facility – twice a year (including in winter)**
  - **lockdown – twice a year**
  - **sheltering-in-place (seal the building from the outside environment) – once a year**
- Post emergency plans in a visible location in the centre or family day home.
- Update Emergency Contact Lists for children (4.5), and staff and emergency/local services (4.6), as soon as there is any new information – e.g. phone number, email.
- Replace emergency food and over the counter medications as they near expiration, or best before dates.

It is important to **vary evacuation drills**. For example have an imaginary fire in the hallway by the main exit, so that staff must use an alternate exit. Conduct evacuation drills at various times of the day, including nap time.

After emergency drills it is important for staff to discuss how they reacted, children's reactions and identify ways to improve procedures. It is also important to give children feedback on their ability to stay calm and follow directions, and to reinforce things that are important for them to remember.

Some people may be concerned that practising lockdowns will unnecessarily frighten children. In fact practicing lockdowns results in a well prepared staff whose calm, deliberate and focused responses will reassure children rather than frighten them. A well prepared staff is one where everyone *immediately* knows what to do when a lockdown or playground evacuation is ordered, whether by direct order or code phrase, and calmly moves their children to a designated safe area or evacuates the playground to the alternate emergency evacuation site, as appropriate.

## 2.7 Situational Debriefing After an Emergency

A Situational Debriefing gives an opportunity for those who were part of a specific emergency to talk about how the emergency response went, their initial feelings about the experience, and their part in the situation.

- Organize a debriefing within a few days of the emergency.
- Decide who needs to be part of the debriefing – children, parents, volunteers, staff?
- Make sure the debriefing session is led by someone:
  - who has training and experience leading debriefing sessions,
  - with good facilitation and group process skills, and
  - that the debriefing participants are comfortable with.
- Decide if one debriefing session is enough, or if different groups need a separate debriefing. For example:
  - adults may need a safe room and time to discuss events and feelings, and
  - children may be encouraged to draw a picture about their experience/feelings and then talk about their picture.

The aim of a Situational Debriefing session is for those affected to:

- receive the facts of the emergency,
- explore their feelings and reactions to the situation,
- review the signs of stress, stress management and coping skills, and
- receive information on follow-up care.

Parents may need to continue helping their children deal with an emergency experience. Give parents information about:

- age-appropriate responses to emergencies,
- signs of concern,
- strategies for supporting their children, and
- local resources and supports.

## 2.8 Operational Debriefing After an Emergency

An Operational Debriefing should also take place shortly after the emergency situation. The purpose is for operators and all staff involved in an emergency to:

- review policies and procedures, and possibly revise them,
- review actions to see if they followed the established procedures,
- identify what worked well, and
- identify things that need to be changed or improved for the future.

## 2.9 Serious Occurrence Report

To meet the requirements of the *Child Day Care Standards Regulations* operators must complete a written report (Regulation 13(1)) for:

- (a) any accident causing injury, at the centre, family day home, or any location being used for the early childhood program (such as a field trip location),
- (b) any serious incident at the centre, family day home or any location being used for the early childhood program,
- (c) in the case of a child, any injury or onset of serious illness while they are attending the early childhood program,
- (d) the presence of anyone at the centre or family day home with a communicable disease.

Most of the emergency situations discussed in Part 3 of this handbook are serious enough to require a written report. If you're not sure, contact the Regional Early Childhood Consultant. Here's what to do:

- Complete the Serious Occurrence Report form, - available from the Regional Early Childhood Consultant, or in 4.7.
- Fax the report to the Regional Early Childhood Consultant by the end of the next business day at the latest. The Regional Consultant will ensure that Director of Child Day Care Services receives the report as required by (Regulation 13(2)).
- If the serious occurrence involved a child or children, put a copy of the report in the child's file or children's files (Regulation 11(4)(f)).

## 2.10 The Role of Regional Early Childhood Consultants

Regional Early Childhood Consultants have been hired because of their education and front-line experience in early childhood programs, including supervisory experience. They've "been there" and because of that they can help with both Emergency Response Planning and responding to specific emergencies should they occur. If any serious occurrence takes place, as soon as the immediate emergency has passed, call your Regional Consultant to inform them of the situation and your actions. They can provide suggestions and support about what other actions may be necessary. And if the Regional Consultant is already aware of the occurrence, they are not caught off guard with a phone call from the media, angry parent or other source. The Regional Consultants are there to support you. Take advantage of that support. (See 1.3 Contact Information.)

## 2.11 Communicating with the Media

If an emergency occurs be prepared for media interest. A reporter may arrive at the child care facility, send an email, or call for information about the emergency. Decide who will respond to the media – for example the primary staff person who was in charge during the emergency, or the Chair of the Board of Directors (if applicable.) Keep these points in mind.

Do:

- Understand that the media has the right to report on the situation.
- Understand that the way you respond to the media will influence how the story is presented.
- Return phone calls and emails.
- Be polite, respectful and helpful.
- Know who your audience is.
- Know your key messages and be clear about them.
- Prepare a written statement that gives the basic facts clearly and concisely.
- Answer questions within the limits of confidentiality, and in a manner that protects the children and families involved in the situation.
- Negotiate interview terms such as time and location.

Don't:

- Ignore the reporter, emails or phone calls.
- Feel that you have to answer the reporter's questions on the spot. Ask the reporter what they would like to know and get back to them as soon as possible.
- Block access.
- Blame others for the situation.
- Talk with the media "off the record."
- Allow photographs or visual recordings of children without parental permission. (Although parents gave permission for photographs and visual recordings on the child's Application for Enrolment, this should be considered extraordinary, and require additional parental permission.)



**PART 3**



**RESPONDING TO  
SPECIFIC EMERGENCIES AND  
SERIOUS OCCURRENCES**





# 3

## RESPONDING TO SPECIFIC EMERGENCIES AND SERIOUS OCCURRENCES

So far, this handbook has looked at the big picture of emergency response planning, preparation and response. It will now focus on a number of specific emergencies and provide a suggested response plan, using the headings:

- Be Prepared
  - things you can do ahead of time
- Response Check List
  - steps to take during the actual situation
- Follow-up
  - things to do after the situation has passed
- Contacts and Resources
  - people and other resources who can help you plan and respond to the situation
- (R) Regulations to Look Up
  - the number(s) of any *Child Day Care Standards Regulations* that are relevant to the situation in question, and that you must follow
  - most situations are serious enough to require a Serious Occurrence Report. Regulation 13 will be referenced but not repeated in detail, over and over again. For details see 2.9 Serious Occurrence Report.

When a topic is mentioned that has its own number, such as 2.2, 3.10, etc., the number appears in the text. For example, “Develop and practise Lockdown (2.3c) and Playground Evacuation (2.4) Procedures...” These references make the handbook easier to navigate and specific information easier to find.

### 3.1 Suspected Child Abuse ...

... when a staff member or operator suspects or knows that a child needs legal protection because of abandonment, neglect, physical, sexual and/or emotional maltreatment

... whether the alleged abuse is happening at the centre or family day home, or outside of the early childhood program

#### Be Prepared

- ✓ Make sure all staff know that they **must** report to a Child Protection Worker if they have any information that a child needs protection – i.e. is the victim of some sort of abuse or neglect. **(R)**
- ✓ Provide staff training about signs of abuse or neglect.
- ✓ Provide staff training about what to do if a child discloses (tells them) that they are being abused.
- ✓ Make sure that all procedures at the facility support, and do not contradict, the *Child and Family Services Act*.<sup>2</sup>

#### Response Check List

- ✓ As soon as a person suspects abuse – they don't have to have proof – they must report it to the local Child Protection Worker, or designate including a Social Worker. If the local Child Protection Worker or designate is not available make the report directly to the RCMP.
- ✓ If a child makes a verbal disclosure, listen to the child in a caring and calm manner. Let the child tell his/her story and assure them that telling the story is the right thing to do and that what is happening is not their fault.
- ✓ Do not make promises to the child that you will not be able to keep – e.g. telling them everything is all right or that you will not tell anyone else.

- ✓ Following the disclosure **immediately**:
  - write down and date any comments or statements made by the child during the disclosure. (Try as much as possible to use the child's exact words.)
  - collect and date any art made by the child at that time.
  - document any behaviour or emotional signs.
- ✓ Make a verbal report to the Child Protection Worker, Social Worker or RCMP. The report **must** be made by the person who suspects abuse and/or to whom the child made the disclosure.
- ✓ Once the report has been made the Child Protection Worker and/or RCMP will handle all aspects of the allegations. Follow their directions, requests for information, etc.
- ✓ Let the operator or primary staff person know that you have made a report but do not provide any of the specific information involved in the report.
- ✓ **If the operator or primary staff person is the alleged abuser, do not tell them about the reported child abuse.**
- ✓ You may want to write a report. This is not required by law but it may help you to recall, and provide important details while still fresh in your mind. Store the report in a confidential manner. If you give a copy of your report to the Child Protection Worker, once you know it has been received, destroy your copy in a way that ensures confidentiality – e.g. shredding.
- ✓ **Do not contact the parents/guardians about the report.**
- ✓ **Do not discuss the report with others including other staff members.**

<sup>2</sup> Example: Suppose you want the person making a report to tell the operator before reporting to a Child Protection Worker. That procedure would contradict the law – if a person knows about or suspects child abuse their duty is to report to a Child Protection Worker, and no one else.

### Follow-up

- ✓ Inform the Regional Early Childhood Consultant about the report of suspected child abuse. Do not provide details and do not complete a Serious Occurrence Report.
- ✓ Cooperate with the Child Protection Worker or RCMP as needed during their investigation.
- ✓ Be aware that the person making the report may need to see a counsellor to work through their own feelings about the alleged abuse and disclosure.

### Contacts/Resources

- Child Protection Worker (4.6) or designate including Social Worker (6.5) or RCMP (6.3)
- *Dealing with Child Abuse: A Handbook for School Personnel – FAQs, 2012*. Written for schools it is also useful for early childhood programs. Available at [www.ece.gov.nt.ca](http://www.ece.gov.nt.ca) or through your Regional Early Childhood Consultant.
- Regional Early Childhood Consultant (1.3)

### (R) Regulations to Look Up

- 🔍 Regulation 10(2): Operators must ensure that all staff understand their duty, according to the *Child and Family Services Act*, to report to a Child Protection Worker if the staff person has any information that a child needs protection under that Act – i.e. is or may be the victim or some sort of abuse, or neglect.

## 3.2 Custody Issues ...

... when a family member who does not have legal custody of a child tries to communicate or interact with the child, or pick up the child, or

... when a person who is prevented from accessing the child by either agreement or court order, tries to communicate or interact with the child, or pick up the child, or

... when a person who has not been named on child's Application for Enrolment tries to pick up the child

### Be Prepared

- ✓ Keep doors locked during the day. Install a door bell.
- ✓ If exterior doors do not have a window, install peep holes so you can see who is outside.
- ✓ Develop a procedure for staff to follow to monitor the entrance and not allow access to any unknown, or unexpected visitor. Share these procedures with parents.
- ✓ Make sure all staff know the names of people that have a parent's permission to pick up a child. **(R)**
- ✓ Make sure all staff know which parents, or other people, do not have access to a child. **(R)**
- ✓ Consider having a photo or good description of a non-custodial parent, or anyone who should not have access to a child, so that staff will recognize the person if they arrive at the centre or family day home.
- ✓ Identify one primary staff person to approach and speak to the parent or other person who is legally prohibited from accessing the child, or who is trying to pick up a child without the parent's permission.
- ✓ Develop and practise Lockdown (2.3c) and Playground Evacuation (2.4) Procedures:
  - Ask the RCMP and the Regional Early Childhood Consultant to help develop these procedures.
  - Practise these procedures with children and staff at least twice a year.

- ✓ Include information on the Lockdown and Playground Evacuation Procedures in the parent handbook.
- ✓ Make sure that there is a way to communicate to all rooms as well as all outdoor areas, and to all staff away from the facility on outings with children.

### Response Check List<sup>3</sup>

- ✓ Before approaching a person who has no right of access to a child make sure that another staff member is aware of the situation so that they can monitor the situation and take action to move children to a designated safe area if necessary.
- ✓ Calmly approach the person:
  - using your judgment to assess the situation,
  - leaving at least an arms length between you – avoid physical contact,
  - making sure you have access to an exit, and
  - giving the unauthorized person access to an exit, if possible.
- ✓ Make sure you have the person's attention and introduce yourself – your name and position, either primary staff or operator.
- ✓ Calmly and directly remind the person that they are legally restricted from having access to the child, or that the parent did not name them as someone to whom the child could be released.
- ✓ Calmly ask the person to leave.
- ✓ If the person hesitates or refuses to leave, clearly and slowly explain that you will have to call the police.

<sup>3</sup> These procedures provide a general idea of how to approach a non-custodial parent or other person who is legally prohibited from accessing a child. Use your own judgment and a calm approach when deciding exactly how to respond in a given situation.

- ✓ If the person still will not leave or becomes agitated and/or confrontational:
  - call the RCMP,
  - order Lockdown (2.3c), or Playground Evacuation (2.4) depending on what's safest for the children,
  - try to stall as long as possible until police arrive,
  - if necessary, seek safety for yourself away from the person in a location separate from the designated safe area where the children and other staff are,
  - follow directions of the RCMP.
- ✓ Contact the custodial parent as soon as possible and inform them of the situation.

### Follow-up

- ✓ Inform the Regional Early Childhood Consultant of the situation as soon as possible.
- ✓ Keep a list of your actions. This will be helpful if there is any follow-up or investigation by police or Social Services.
- ✓ Complete a Serious Occurrence Report and fax it to the Regional Early Childhood Consultant by the next business day at the latest. **(R)** Put a copy of the report in the child's file. **(R)**
- ✓ Offer staff involved opportunities to debrief and talk about their experience, if required. (See 2.7 Situational Debriefing.)
- ✓ Conduct an Operational Debriefing (2.8) if required.

### Contacts/Resources

- RCMP (6.3)
- Custodial parent
- Child Protection Worker (4.6)/Social Worker (6.5)
- Regional Early Childhood Consultant (1.3)
- Serious Occurrence Report Form (4.7)

### (R) Regulations to Look Up

- 🔍 Regulation 11(1): Parents must complete an Application for Enrolment to enrol a child in a centre or family day home.
- 🔍 Regulation 11(2)(d): The Application for Enrolment must include the names of people who can pick up the child.
- 🔍 Regulation 11(2)(e): The Application for Enrolment must include the names of people who, by court order or agreement, are prohibited from accessing or picking up the child. A copy of the court order or agreement must be included with the Application for Enrolment.
- 🔍 Regulation 13(1), 13(2), and 11(4)(f): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest, and
  - put a copy in the child's file, if the serious occurrence involved a specific child.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.3 Intruder ...

... or trespasser posing a verbal or physical threat to any child, staff or volunteer

**If the intruder is a parent or other person who has no right of access to a child, see 3.2 Custody Issues.**

#### Be Prepared

- ✓ Keep doors locked during the day. Install a door bell.
- ✓ If exterior doors do not have a window, install peep holes so you can see who is outside.
- ✓ Develop a procedure for staff to follow to monitor the entrance and not allow access to any unknown, or unexpected visitor. Share these procedures with parents.
- ✓ Develop and practise Lockdown (2.3c) and Playground Evacuation (2.4) Procedures:
  - Ask the RCMP and the Regional Early Childhood Consultant to help develop these procedures.
  - Practise these procedures with children and staff at least twice a year.
- ✓ Include information on the Lockdown and Playground Evacuation Procedures in the parent handbook.
- ✓ Identify one primary staff person to approach and speak to any intruders who enter, or try to enter the early childhood program.
- ✓ Make sure that there is a way to communicate to all rooms as well as all outdoor areas, and to all staff away from the facility on outings with children.

#### Response Check List<sup>4</sup>

- ✓ Before approaching an intruder make sure that another staff member is aware of the intruder so that they can monitor the situation and take action to move children to a designated safe area if necessary.
- ✓ Calmly approach the person:
  - using your judgment to assess the situation,
  - leaving at least an arm's length between you – avoid physical contact,
  - making sure you have access to an exit, and
  - giving the intruder access to an exit, if possible.
- ✓ Make sure you have the person's attention and introduce yourself – your name and position, either primary staff or operator.
- ✓ Ask the person their purpose for being in or near the child care center or family day home.
- ✓ If the person does not have an invitation or purpose for being in or near the centre or family day home calmly ask the person to leave.
- ✓ If the person hesitates or refuses to leave, clearly and slowly explain that you will have to call the police.
- ✓ If the person still refuses to leave, or becomes agitated and/or confrontational:
  - call the RCMP,
  - order Lockdown (2.3c), or Playground Evacuation (2.4) depending on what's safest for the children,
  - try to stall as long as possible until police arrive,
  - if necessary, seek safety for yourself away from the person in a location separate from the designated safe area where the children and other staff are.
  - follow directions of the RCMP.
- ✓ If the reason for the intruder being in the child care facility is connected to an individual child, inform the parent(s) of the situation as soon as possible.

<sup>4</sup> These procedures provide a general idea of how to deal with an unwanted/unauthorized person at an early childhood program. Use your own judgment and a calm demeanor when deciding exactly how to respond to an individual situation.

### Follow-up

- ✓ Summarize and explain to parents what happened, as soon as possible after the emergency has passed – talk to parents when children are picked up, and provide a written summary or email of the situation.
- ✓ Inform the Regional Early Childhood Consultant of the situation as soon as possible.
- ✓ Keep a list of your actions. This will be helpful if there is any follow-up or investigation by police.
- ✓ Complete a Serious Occurrence Report and fax it to the Regional Early Childhood Consultant by the next business day at the latest. **(R)**
- ✓ Provide opportunities for a Situational Debriefing (2.7), if required.
- ✓ Conduct an Operational Debriefing (2.8), if required.

### Contacts/Resources

- RCMP (6.3)
- Regional Early Childhood Consultant (1.3)
- Serious Occurrence Report Form (4.7)

### (R) Regulations to Look Up

- 🔍 Regulation 13(1), 13(2), and 11(4)(f):  
Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest, and
  - put a copy in the child's file, if the serious occurrence involved a specific child.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.4 Person Under the Influence ...

... of alcohol, drugs, solvents or other substances (an impaired person) who enters the centre or family day home and/or tries to pick up a child

#### Be Prepared

- ✓ Develop and post a zero tolerance policy:
  - Anyone who appears to be impaired will not be allowed to enter the program, or interact with children.
  - No child will be released to a parent or other authorized person who appears to be impaired.
- ✓ Identify one primary staff person to approach and speak to an impaired person.
- ✓ Develop and practise Lockdown (2.3c) and Playground Evacuation (2.4) Procedures:
  - Ask the RCMP and the Regional Early Childhood Consultant to help develop these procedures.
  - Practise these procedures with children and staff at least twice a year.
- ✓ Include information on the Lockdown and Playground Evacuation Procedures in the parent handbook.
- ✓ Make sure that there is a way to communicate to all rooms as well as all outdoor areas, and to all staff away from the facility on outings with children.

#### Response Check List<sup>5</sup>

- ✓ Before approaching an impaired person make sure that another staff member is aware of the situation so that they can monitor the interaction and take action to move children to a designated safe area if necessary.
- ✓ Calmly approach the person:
  - using your judgment to assess the situation,
  - leaving at least an arm's length between you – avoid physical contact,
  - making sure you have access to an exit, and
  - giving the impaired person access to an exit, if possible.
- ✓ Introduce yourself – your name and position, either primary staff or operator.
- ✓ Ask the person their purpose for being in or near the child care center or family day home. If the person has a reason to be in the facility calmly tell them they can return to meet with the program operator at another time.
- ✓ Inform the person of the zero tolerance policy (anyone who appears impaired is not allowed to enter the facility, or to pick up a child) and ask them to leave.
- ✓ If the person hesitates or refuses to leave, or insists on picking up the child, clearly and slowly explain that you will have to call the police.
- ✓ If the person still refuses to leave, or insists on picking up the child, or becomes agitated or confrontational:
  - call the RCMP,
  - order Lockdown (2.3c), or Playground Evacuation (2.4) depending on what's safest for the children,
  - try to stall as long as possible until police arrive,
  - if necessary, seek safety for yourself away from the impaired person in a location separate from the designated safe area where the children and other staff are.
  - follow directions of the RCMP.
- ✓ If the impaired person was there to pick up a child, contact an authorized person (identified on the child's Application for Enrolment) to pick up the child as soon as possible.

<sup>5</sup> These procedures provide a general idea of how to deal with an impaired person at an early childhood program. Use your own judgment and a calm demeanor when deciding exactly how to respond to an individual situation.



### Follow-up

- ✓ Inform the Regional Early Childhood Consultant of the situation as soon as possible.
- ✓ Keep a list of your actions. This will be helpful if there is any follow-up or investigation.
- ✓ Complete a Serious Occurrence Report if told to do so by the Regional Early Childhood Consultant. **(R)**
- ✓ Provide opportunities for a Situational Debriefing (2.7), if required.
- ✓ Conduct an Operational Debriefing (2.8), if required.

### Contacts/Resources

- RCMP (6.3)
- Regional Early Childhood Consultant (1.3)
- Serious Occurrence Report Form (4.7)

### (R) Regulations to Look Up

- 🔍 Regulation 13(1), 13(2), and 11(4)(f): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest, and
  - put a copy in the child's file, if the serious occurrence involved a specific child.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.5 Firearms and Weapons ...

... when someone approaches or enters a centre or family day home with a firearm or other weapon

#### Be Prepared

- ✓ Keep doors locked during the day. Install a door bell.
- ✓ If exterior doors do not have a window, install peep holes so you can see who is outside.
- ✓ Develop a procedure for staff to follow to monitor the entrance and not allow access to any unknown, or unexpected visitor. Share these procedures with parents.
- ✓ Develop and practise Lockdown (2.3c) and Playground Evacuation (2.4) Procedures:
  - Ask the RCMP and the Regional Early Childhood Consultant to help develop these procedures.
  - Practise these procedures with children and staff at least twice a year.
- ✓ Include information on the Lockdown and Playground Evacuation Procedures in the parent handbook.
- ✓ Make sure that there is a way to communicate to all rooms as well as all outdoor areas, and to all staff away from the facility on outings with children.
- ✓ If a firearm is used as a demonstration in a centre, follow the conditions for having firearms in a centre. **(R)** Never allow ammunition to be part of the demonstration. **(R)**
- ✓ If firearms and/or ammunition are kept in a family day home, follow the conditions in the regulations. **(R)**

#### Response Check List

- ✓ If someone approaches or comes into the facility with a firearm or weapon<sup>6</sup> – even if the person is not threatening children, staff or volunteers – immediately order Lockdown (2.3c), or Playground Evacuation (2.4) depending on what's safest for the children.
- ✓ Call the RCMP.
- ✓ Follow the directions of the RCMP.
- ✓ Give parent contact information to the RCMP.
- ✓ While waiting for the RCMP:
  - try to engage the person in conversation – use a calming voice to de-escalate the situation,
  - remain calm and polite,
  - do not try to restrain the person.

#### Follow-up

- ✓ Summarize and explain to parents what happened, as soon as possible after the emergency has passed – talk to parents when children are picked up, and provide a written summary or email of the situation.
- ✓ Inform the Regional Early Childhood Consultant of the situation as soon as possible after the emergency has passed.
- ✓ Keep a list of your actions. This will be helpful for communication with parents, the Regional Early Childhood Consultant, and if there is any follow-up or investigation into the incident.
- ✓ Complete a Serious Occurrence Report if told to do so by the Regional Early Childhood Consultant. **(R)**
- ✓ Provide opportunities for a Situational Debriefing (2.7), if required.
- ✓ Conduct an Operational Debriefing (2.8), if required.

<sup>6</sup> Unless the person was invited to the early childhood program for a firearms demonstration.

### Contacts/Resources

- RCMP (6.3)
- Regional Early Childhood Consultant (1.3)
- Serious Occurrence Report Form (4.7)

### (R) Regulations to Look Up

- 🔍 Regulation 53 (1): Operators of centres must not bring, or allow anyone else to bring, a firearm into the centre unless:
  - the firearm is unloaded,
  - the firearm is to be used as part of an educational demonstration for the children, and
  - the person who brings the firearm meets any legal requirements related to the firearm.
- 🔍 Regulation 53(2)(a): Operators of centres must not bring, or allow anyone else to bring, ammunition into the centre.
- 🔍 Regulation 53(2)(b): Operators of centres must not store, or allow anyone else to store, firearms or ammunition in the centre.
- 🔍 Regulation 53(3): Operators of family day homes must ensure that:
  - if there are firearms in the family day home they are kept unloaded in a locked cabinet,
  - if there is any ammunition in the family day home, it is kept in a separate locked cabinet, and
  - all legal requirements are met related to any firearms kept in the family day home.
- 🔍 Regulation 13(1), 13(2), and 11(4)(f): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest, and
  - put a copy in the child's file, if the serious occurrence involved a specific child.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.6 Communicable Disease ...

... suspected or confirmed for a child, staff person or volunteer. Examples include:

- head lice
- chicken pox and/or shingles
- diarrhea due to intestinal infections
- hand, foot and mouth disease
- impetigo

#### Be Prepared

- ✓ Post proper hand washing procedures at all sinks and basins. Teach the procedures to children and ensure that staff follow them.
- ✓ Post proper cough procedures in play, food preparation, and eating areas. Teach the procedures to children and ensure that staff follow them.
- ✓ Clean and sanitize all toys and equipment regularly. **(R)**
- ✓ Keep a list of children who have not been immunized. They are especially at risk in the event of a communicable disease outbreak. **(R)**
- ✓ Make sure parents give you an annual update of their child's immunization record. **(R)**
- ✓ Keep parent and emergency contact information up to date, and in all rooms and by all telephones and computers. **(R)**

#### Response Check List (R)

- ✓ Isolate the person from other children, staff and volunteers.
- ✓ In the case of a child:
  - contact the parent to pick up the child immediately, and
  - provide supervised care away from the other children.
- ✓ In the case of a staff person or volunteer:
  - send the person home, and
  - do not let the person return to the facility until they have seen a doctor or nurse.
- ✓ Call public health – it's their job to decide if a person actually has a communicable disease. It's your job to report.

- ✓ Notify parents of children who have not been immunized and tell them that public health has been called about a possible communicable disease outbreak.
- ✓ Wash and sanitize any toys, equipment, bedding, dishes, bathroom facilities or other materials that the person had contact with, before anyone else uses or touches them.
- ✓ Take direction from public health:
  - Do not let the person return to the program until public health gives the OK.
  - Public health may prevent unimmunized children from attending.
- ✓ Give parents information about specific diseases, particularly what symptoms they should be looking for in their child.

#### Follow-up

- ✓ Inform the Regional Early Childhood Consultant of a suspected communicable disease.
- ✓ If a communicable disease is confirmed:
  - inform the Regional Early Childhood Consultant,
  - complete a Serious Occurrence Report and fax it to the Regional Early Childhood by the next business day at the latest,
  - place a copy of the report in the child's file, if it is a child who has the communicable disease. If more than one child has the communicable disease place a copy of the report in each child's file.
- ✓ Review handwashing and other disease prevention/control procedures with all children, staff and volunteers.
- ✓ Conduct an Operational Debriefing (2.8), if required.

## Contacts/Resources

- Environmental Health Officer (6.4)
- Public Health/Community Health Centre (6.2)
- Regional Early Childhood Consultant (1.3)
- Emergency Contact Information for Children (4.5)
- Emergency Contact Information for Staff and Emergency Services (4.6)
- Serious Occurrence Report Form (4.7)

## (R) Regulations to Look Up

- 🔍 Regulation 21(2)(c): Operators must clean and sanitize all furnishings and equipment following a schedule set by the Director of Child Day Care Services.
- 🔍 Regulation 11(1) and 11 (2)(h): Parents must complete an Application for Enrolment before their child starts attending an early childhood program, and the application must include a copy of the child's immunization record.
- 🔍 Regulation 11(3)(a): Parents must provide an updated immunization record every year.
- 🔍 Regulation 48(3): Operators must follow certain procedures if they suspect a staff person or volunteer has a communicable disease.
- 🔍 Regulation 50(1): Operators must follow certain procedures if they suspect a child has a communicable disease.

- 🔍 Regulation 50(2): The Chief Public Health Officer can prohibit a child from attending an early childhood program if they have a communicable disease.
- 🔍 Regulation 50(3): A child with a communicable disease can attend a family day home if a public health officer agrees that the child can attend, and if all parents of children attending the day home agree.
- 🔍 Regulation 57: Operators must have addresses, phone numbers and emails (if any) for each child's parent and an emergency contact, as well as contact information for a doctor or nurse and a variety of emergency services. (See the complete list in 2.1 Legal Requirements.)
- 🔍 Regulation 13(1), 13(2), and 11(4)(f): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest, and
  - put a copy in the child's file, if the serious occurrence involved a specific child.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.7 Medical Emergency ...

... involving a child, staff person or volunteer

... including serious injuries, severe burns or frostbite, hypothermia, difficulty breathing, heart problems, shock, severe allergic reactions, swallowing poisons/chemicals, and unconsciousness

#### Be Prepared

- ✓ Before accepting a child into the early childhood program make sure the parent has completed an Application for Enrolment which includes giving written permission for you to get medical treatment for the child in case of an emergency, accident or illness. **(R)**
- ✓ Post allergy information on specific children in all food preparation and eating areas. **(R)**
- ✓ If any children have an EpiPen or Twinject autoinjector:
  - make sure staff know where they are and how to use them,
  - know their expiry dates,
  - ask parents to replace outdated autoinjectors before they expire.
- ✓ Learn to recognize symptoms that require immediate medical treatment/calling an ambulance. (See 5.1.)
- ✓ Keep parent and emergency contact information up to date, and in all rooms and by all telephones and computers. **(R)**

#### Response Check List

- ✓ Give first aid and call emergency services/ ambulance immediately.
- ✓ Remember, you do not have to ask for parental permission before getting medical assistance for a child. This permission was already given as part of the Application for Enrolment. Pull the permission form from the child's file and give it to emergency services personnel when they arrive.
- ✓ **If there is any possibility of a head, neck or spinal cord injury, do not move the injured person.** Emergency measures staff will stabilize the person's head, neck and spine before moving him or her.
- ✓ If a child is having an allergic reaction, and has an EpiPen or Twinject autoinjector, inject the EpiPen or Twinject right away and call an ambulance. Don't wait to see if "things get worse."
- ✓ If a child swallowed a poisonous substance, call the poison line (see Contacts/Resources) and have the container available to tell the responder what the child swallowed.
- ✓ If you're not sure if an injury actually requires medical attention, call emergency services/ ambulance, and let them decide what treatment is needed. Don't wait to see if "things get worse."
- ✓ In the case of a child:
  - assign one staff member to accompany the child to the hospital or nursing station,
  - call the parent as soon as possible to briefly but clearly explain what happened. Speak calmly, and be prepared for a variety of parent responses – some will need more reassurance than others that their child is being taken care of.

### Follow-up

- ✓ Inform the Regional Early Childhood Consultant of the incident as soon as possible after the emergency has passed.
- ✓ Keep a list of your actions. This will be helpful if there is any follow-up or investigation into the medical emergency.
- ✓ Complete a Serious Occurrence Report and fax it to the Regional Early Childhood Consultant by the next business day at the latest. **(R)**
- ✓ If the medical emergency involved a child place a copy of the Serious Occurrence Report in the child's file. **(R)**
- ✓ Review the type and level of supervision, the condition of equipment or toys, procedures, floor plans, rules for an activity or piece of equipment, etc. to see if there are changes needed that might prevent similar situations in the future. (See 2.8 Operational Debriefing.)

### Contacts/Resources

- Emergency Medical Services or Ambulance (6.1)
- Hospital Emergency Room or Nursing Station (6.2)
- [www.albertahealthservices.ca/5426.asp](http://www.albertahealthservices.ca/5426.asp) or 1-800-332-1414 for poison information
- Regional Early Childhood Consultant (1.3)
- Emergency Medical Conditions Requiring Immediate Medical Care (5.1)
- Poison and Drug Information (5.2)
- Emergency Contact Information for Children (4.5)
- Emergency Contact Information for Staff and Emergency Services (4.6)
- Serious Occurrence Report Form (4.7)

### (R) Regulations to Look Up

- 🔍 Regulation 11(1) and 11(2)(j) and (k): Parents must complete an Application for Enrolment before their child starts attending an early childhood program, and the application must include (j) giving the operator permission to get medical treatment for the child in case of an emergency, accident or illness, and (k) information on any food allergies.
- 🔍 Regulation 37: Information on food allergies for specific children must be posted in food preparation and eating areas. In the case of centres, operators must ensure that all staff are aware of children's food allergies.
- 🔍 Regulation 57: Operators must have addresses, phone numbers and emails (if any) for each child's parent and an emergency contact, as well as contact information for a doctor or nurse and a variety of emergency services. (See the complete list in 2.1 Legal Requirements.)
- 🔍 Regulation 13(1), 13(2), and 11(4)(f): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest, and
  - put a copy in the child's file, if the serious occurrence involved a specific child.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.8 Vehicle Accident During a Field Trip ...

... more serious than a fender bender

**If a child, staff person or volunteer is injured during a vehicle accident, see 3.7 Medical Emergency.**

#### Be Prepared

- ✓ Develop a transportation policy that covers snowmobiles and motor vehicles, as appropriate, post it and share it with parents. **(R)** (If you never transport children in vehicles then your policy would say that.)
- ✓ Review the Transportation Policy at least once each year and update it if necessary.
- ✓ Make sure children are properly secured when travelling in a motor vehicle. **(R)**
- ✓ Keep parent and emergency contact information up to date. **(R)**
- ✓ Take emergency contact numbers and parental permissions for emergency medical treatment **(R)** with you when you are away from the centre or family day home.
- ✓ If cell phone service is available, carry a cell phone during trips away from the facility.
- ✓ If using snowmobiles, carry two-way radios or a sat phone.

#### Response Check List – Motor Vehicles

- ✓ Call the RCMP **immediately**.
- ✓ Keep children calm, and make sure everyone is accounted for.
- ✓ Check for injuries and either provide first aid, call an ambulance, or contact emergency medical services, as necessary.
- ✓ **If you suspect a head, neck or spinal cord injury do not move an injured person.** Emergency measures personnel will stabilize the head, neck and spine before moving the injured person.
- ✓ Follow the directions of the RCMP.
- ✓ Give parent contact information to the RCMP when they arrive at the scene.

#### Response Check List – Snowmobiles

- ✓ It is impossible to “prescribe” a response to an incident on the land/in the bush because of the variety of things that could happen. Be prepared – have a tool kit, extra gas, a first-aid kit, extra clothing, hand warmers, lots of adults, machines in good repair, and a way to “call home” if necessary.



### Follow-up

- ✓ Summarize and explain to parents what happened, as soon as possible after the emergency has passed – talk to parents when children are picked up, and provide a written summary or email of the situation.
- ✓ Inform the Regional Early Childhood Consultant of the accident as soon as possible after the emergency has passed.
- ✓ Keep a list of your actions. This will be helpful if there is any follow-up or investigation into the accident.
- ✓ Complete a Serious Occurrence Report and fax it to the Regional Early Childhood Consultant by the next business day at the latest. **(R)**
- ✓ Provide opportunities for a Situational Debriefing (2.7), if required.
- ✓ Conduct an Operational Debriefing (2.8), if required.

### Contacts/Resources

- RCMP (6.3)
- Regional Early Childhood Consultant (1.3)
- Emergency Contact Information for Children (4.5)
- Emergency Contact Information for Staff and Emergency Services (4.6)
- Serious Occurrence Report Form (4.7)

### (R) Regulations to Look Up

- 🔍 Regulation 11(2)(j): Parents must complete an Application for Enrolment to enrol their child in an early childhood program. The application includes giving the operator permission to obtain emergency medical treatment for their child in the case of an emergency, accident or illness.
- 🔍 Regulation 51(2): Operators must develop a transportation policy, post it, and share it with parents. The policy must show:
  - the amount of liability coverage on each vehicle regularly used to transport children, and
  - the safety requirements developed by the operator when using snowmobiles or motor vehicles to transport children.
- 🔍 Regulation 51(3): Operators must follow and ensure that staff and volunteers follow the *Motor Vehicles Act* or *All-Terrain Vehicles Act* – in other words drive safely. (See the complete list in 2.1 Legal Requirements.)
- 🔍 Regulation 51(4): Operators must tell parents how their child will be secured – e.g. seat belt, car seat, etc. And they must tell parents if children will be transported on a school bus or other vehicle without seat belts.
- 🔍 Regulation 57: Operators must have addresses, phone numbers and emails (if any) for each child's parent and an emergency contact, as well as contact information for a doctor or nurse and a variety of emergency services. (See the complete list in 2.1 Legal Requirements.)
- 🔍 Regulation 13(1), 13(2), and 11(4)(f): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest, and
  - put a copy in the child's file, if the serious occurrence involved a specific child.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.9 Missing or Lost Child on a Field Trip ...

... or any situation when a child or children go missing

#### Be Prepared

- ✓ Keep parent and emergency contact information up to date. **(R)**
- ✓ Take emergency contact numbers with you when you are away from the centre or family day home.
- ✓ If cell phone service is available, carry a cell phone during trips away from the program.
- ✓ Take frequent attendance/head counts. For larger groups, divide this responsibility among staff and any volunteers so that each adult has to count only the children assigned to them. Signal when you want a head count.
- ✓ If children are split into smaller groups and separated for activities during the field trip, decide on a central meeting place and time.

#### Response Check List

- ✓ If a child is missing, identify the name of the child.
- ✓ Quickly scan the area in case the child is hiding or unaware of where the rest of the group is.
- ✓ Call the centre or family day home, if anyone is there, to report the missing child, in case the child tries to return there.
- ✓ Call the RCMP immediately.
- ✓ Call the parent as soon as you have called the police.
- ✓ Identify one staff member to communicate with the RCMP.
- ✓ Follow the directions of the RCMP.

#### Follow-up

- ✓ Inform the Regional Early Childhood Consultant about the missing child as soon as possible.
- ✓ Keep a list of your actions. This will be helpful if there is any follow-up or investigation.
- ✓ Complete a Serious Occurrence Report and fax it to the Regional Early Childhood Consultant by the next business day at the latest. **(R)**
- ✓ Put a copy of the Serious Occurrence Report in the child's file. **(R)**
- ✓ Provide opportunities for a Situational Debriefing (2.7), if required.
- ✓ Conduct an Operational Debriefing (2.8), if required.

#### Contacts/Resources

- RCMP (6.3)
- Regional Early Childhood Consultant (1.3)
- Emergency Contact Information for Children (4.5)
- Emergency Contact Information for Staff and Emergency Services (4.6)
- Serious Occurrence Report Form (4.7)

#### (R) Regulations to Look Up

- 🔍 Regulation 57: Operators must have addresses, phone numbers and email (if any) for each child's parent and an emergency contact, as well as contact information for a doctor or nurse and a variety of emergency services. (See the complete list in 2.1 Legal Requirements.)
- 🔍 Regulation 13(1), 13(2), and 11(4)(f): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest, and
  - put a copy in the child's file, if the serious occurrence involved a specific child.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.10 Mould or Asbestos ...

... or other airborne environmental hazard, either suspected or confirmed, within a centre or family day home

#### Response Check List

- ✓ Remove children from the affected area, room or location.
- ✓ Close off the affected area.
- ✓ Contact the Environmental Health Officer (EHO).
- ✓ Follow the directions given by the EHO, including closing the centre or family day home if ordered to do so.
- ✓ Do not allow children, staff or volunteers into the affected area until the EHO gives the OK.

#### Follow-up

- ✓ Inform the Regional Early Childhood Consultant of the situation and closure as soon as possible.
- ✓ Keep a list of your actions. This will be helpful if there is any investigation or follow-up by the EHO or other agency.
- ✓ Complete a Serious Occurrence Report and fax it to the Regional Early Childhood Consultant by the next business day at the latest. **(R)**
- ✓ If you receive any written report or recommendations from the EHO, or other agency, give a copy to the Regional Early Childhood Consultant as soon as possible.

- ✓ If the building is closed for an extended period of time try to make alternate arrangements and plans for continuing to provide child care:
  - Contact the Regional Early Childhood Consultant to discuss the suitability of any alternate facility.
  - The alternate facility must be approved by the Regional Early Childhood Consultant before you can open the program in that location.
  - Tell parents about the alternate arrangements, either through a meeting, written notice, or email.

#### Contacts/Resources

- Environmental Health Officer (EHO) (6.4)
- Regional Early Childhood Consultant (1.3)
- Building landlord or maintenance staff (6.5)
- Serious Occurrence Report Form (4.7)

#### (R) Regulations to Look Up

- 🔍 Regulation 13(1), 13(2): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.11 Extreme Weather and Temperatures ...

... that threaten the safety of children attending, arriving or departing the early childhood program, such as:

- Snow storm
- Blizzard
- Wind storm
- Temperature below -25°C
- Wind chill below -25°C

**If the telephone, power or other utilities are knocked out, also see 3.16 Utilities Disruptions.**

#### Be Prepared

- ✓ Plan a variety of active indoor play activities to use when outdoor play has to be cancelled because of the weather. **(R)**
- ✓ Make sure that the centre or family day home is included in the local emergency response procedures and planning.
- ✓ Keep parent and emergency contact information up to date, and in all rooms and by all telephones and computers. **(R)**
- ✓ Keep a backup of all electronic records.
- ✓ If a severe storm is approaching:
  - check the Environment Canada website, or phone the public weather number for weather watches, warnings and advisories, (See Contacts/Resources.)
  - secure, or put away, any outdoor equipment that could blow away.

#### Response Check List

- ✓ Cancel outdoor play.
- ✓ Listen to the local radio or television station for updated weather conditions and weather warnings.
- ✓ If the municipal office and/or school close because of weather, close the centre or family day home.
- ✓ If the early childhood program closes at the beginning of the day, before children arrive, contact all parents as early as possible in the day.
- ✓ If the early childhood program closes during the day, after children have arrived, contact all parents to pick up their children as soon as possible.
- ✓ Regardless of the time of the closure post a sign on the door saying that the program is closed.
- ✓ Use a variety of ways to let parents know that the program is closed. For example:
  - Send an announcement to the local radio or television station.
  - Use your parent email list to send a bulk/group email notice to parents. Use the “read receipt” option, or request a reply, so you know which parents have read the message.
  - If you have a telephone answering machine, change the message to inform parents of the closure.
  - If you have a website, upload information about the closure.
  - Phone them.

- ✓ Shut off utilities before leaving the building – e.g. power, propane. Leave the heat on.
- ✓ Forward electronic records or remove your backup files when you leave the building.
- ✓ When the program is ready to re-open:
  - contact all parents by phone or email, and
  - send another announcement to the local radio or television station informing parents that the program has re-opened. Change the message on your telephone answering machine and update the information on your website, if applicable.

### Follow-up

- ✓ Inform the Regional Early Childhood Consultant if the program closes because of weather, and again when the program reopens. It is not necessary to inform the Regional Consultant of cancellation of outdoor play.
- ✓ Keep a list of your actions. This will be helpful if there is any follow-up.
- ✓ Check and throw out any food spoiled during the extreme weather event.

### Contacts/Resources

- GNWT, Department of Municipal and Community affairs, [www.maca.gov.nt.ca](http://www.maca.gov.nt.ca) > Residents > Public Safety > Family Emergency Preparedness > 72 hour Emergency Preparedness Guide
- Local community government
- Environment Canada website [www.weatheroffice.gc.ca](http://www.weatheroffice.gc.ca) or public weather telephone information:
  - Hay River 874-5993
  - Inuvik 777-4183
  - Yellowknife 873-2734
  - Regional Early Childhood Consultant (1.3)

### (R) Regulations to Look Up

- 🔍 Regulation 25: Early childhood programs must include daily outdoor play unless the weather is inclement or there are wildlife or other warnings in effect for your area.
- 🔍 Regulation 57: Operators must have addresses, phone numbers and emails (if any) for each child's parent and an emergency contact, as well as contact information for a doctor or nurse and a variety of emergency services. (See the complete list in 2.1 Legal Requirements.)

## 3.12 Building Fire, Smoke or Carbon Monoxide

### Be Prepared

- ✓ Post floor plans and evacuation routes in all rooms.
- ✓ Have a designated meeting point outside the building where all children, staff and volunteers gather once they have left the building.
- ✓ Make sure all children, staff and volunteers wear indoor shoes, suitable for outside wear at all times.
- ✓ Keep an Emergency Evacuation Kit near the exits for quick access during an evacuation. (See 2.2d What to Put in an Evacuation Kit.)
- ✓ Check smoke detectors, fire extinguishers and carbon monoxide detectors once a month to make sure they are working properly. **(R)**
- ✓ Make sure all staff know how to use the fire extinguisher(s).
- ✓ Keep all outside doors and fire escapes clear of snow and ice. Open doors to make sure they work. Clear at least 3 metres (10 feet) outside each exit, and clear a path so that everyone can move further away from the building once outside.
- ✓ Make sure exit signs are easy to see, and if they are the lighted kind, that they work.
- ✓ Make sure all exit routes – hallways, stairs, etc. – have good lighting and no obstructions.
- ✓ Keep at least 18 inches between sprinkler heads and shelving or other storage units.
- ✓ Review the signs of carbon monoxide poisoning. (See 5.3.)
- ✓ Review the Emergency Evacuation Plan (2.2), including alternate emergency accommodations and how to get there, with all staff. **(R)**
- ✓ Make sure that each staff person knows his or her role during an evacuation. (See 2.2c Who Will Do What?)
- ✓ Practise and keep written records of monthly fire drills. **(R)**
- ✓ Practise evacuating to your alternate emergency accommodation, at least twice a year.
- ✓ Keep parent and emergency contact information up to date, and in all rooms and by all telephones and computers. **(R)**
- ✓ Keep a backup of all electronic records.

### Response Check List

- ✓ Sound the fire alarm and contact the local fire department. (Note the colour of any smoke: yellow = toxic gases, grey with brown wisps = electrical, grey-black = primary fire.)
- ✓ If the fire is waste basket size or smaller, put the fire out with water, blankets, or fire extinguisher. Don't take risks – when in doubt, evacuate.
- ✓ If a fire is larger, or if smoke makes it difficult to locate the fire, get all children, staff and volunteers out of the building in a calm and organized manner.
- ✓ Remind all staff to carry out their assigned responsibility, as per 2.2c Who Will Do What?
- ✓ Make sure all children, staff and volunteers gather at the previously identified meeting place.
- ✓ Conduct role call to ensure all children signed in, and all staff and volunteers have evacuated the building.
- ✓ If a child, staff or volunteer is missing inform firefighters immediately.
- ✓ If the weather permits children to remain outside until they can be picked up, call parents or emergency contacts to pick up the children immediately.
- ✓ If the weather means that children need immediate shelter, evacuate to the alternate emergency location and then call parents or emergency contacts to pick up the children immediately.
- ✓ Follow the directions of the fire department about when it is safe to re-enter the building.

### Follow-up

- ✓ Notify the Regional Early Childhood Consultant of the fire, smoke, or carbon monoxide as soon as possible. Keep them informed of any damage, closure and/or follow-up activities required because of the fire, smoke or carbon monoxide.
- ✓ Keep a list of your actions. This will be helpful for any follow-up or investigation into the incident.
- ✓ Complete a Serious Occurrence Report and fax it to the Regional Early Childhood Consultant by the next business day at the latest. **(R)**
- ✓ If the building has to be closed for an extended period of time try to make alternate arrangements and plans for continuing to provide child care:
  - Contact the Regional Early Childhood Consultant to discuss the suitability of any alternate facility.
  - The alternate facility must be approved by the Regional Early Childhood Consultant before you can open the program in that location.
  - Tell parents about the alternate arrangements, either through a meeting, written notice or email.
- ✓ Give parents follow-up information regarding re-opening of the centre or family day home.
- ✓ Provide opportunities for a Situational Debriefing (2.7), if required.
- ✓ Conduct an Operational Debriefing (2.8), if required.

### Contacts/Resources

- Local fire department (6.1)
- Fire Marshal or Regional Assistant Fire Marshal (6.4)
- 1-800-332-1414 for information on carbon monoxide poisoning
- Regional Early Childhood Consultant (1.3)
- Quick Facts on Carbon Monoxide (5.3)
- Emergency Contact Information for Children (4.5)
- Emergency Contact Information for Staff and Emergency Services (4.6)
- Serious Occurrence Report Form (4.7)

### (R) Regulations to Look Up

- 🔍 Regulation 55(1): Operators must ensure that the centre or family day home has smoke detectors, fire extinguishers and carbon monoxide detectors that meet the requirements of national codes and applicable local bylaws.
- 🔍 Regulation 56(1): Operators must have an emergency plan that includes fire drill procedures, an alternative emergency location, and a way to transport children to the alternate location.
- 🔍 Regulation 56(2) and (3): Fire drills must be practised once a month and the operator must keep a written record of these drills, including date, time and number of children, staff and volunteers involved. The written record must be kept for one year after the date of the last practice on the record.
- 🔍 Regulation 57: Operators must have addresses, phone numbers and emails (if any) for each child's parent and an emergency contact, as well as contact information for a doctor or nurse and a variety of emergency services. (See the complete list in 2.1 Legal Requirements.)
- 🔍 Regulation 13(1), 13(2), and 11(4)(f): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest, and
  - put a copy in the child's file, if the serious occurrence involved a specific child.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.13 Chemical Spills and Leaks ...

... including:

- oil, gas, or propane
- sewage or septic tank
- fertilizers or pesticides
- swimming pool chemicals

... inside the centre or family day home and that may require evacuation or closing the building, or

... outside the centre or family day home, where exposure may impact the health of children, staff and volunteers and that may require sheltering-in-place

#### Be Prepared – Evacuation

- ✓ Review the Emergency Evacuation Plan, including alternate emergency accommodations and how to get there, with all staff. **(R)**
- ✓ Make sure that each staff person knows his or her role during an evacuation. (See 2.2c Who Will Do What?)
- ✓ Have a designated meeting point outside the building where all children, staff and volunteers gather once they have left the building.
- ✓ Practise emergency evacuation (fire drill) once a month and keep written records of those practices. **(R)**
- ✓ Practise evacuating to your alternate emergency accommodation, at least twice a year.
- ✓ Keep parent and emergency contact information up to date, and in all rooms and by all telephones and computers. **(R)**

#### Be Prepared – Sheltering-in-place

- ✓ Make sure the centre or family day home is included in the local emergency response procedures and planning.
- ✓ Clearly mark circuit breakers that you will want to turn off if you have to shelter-in-place and seal the building from the outside environment. These include heating and cooling systems, air exchangers, clothes dryer, ventilation fans in kitchen, bathrooms, and elsewhere.
- ✓ Be prepared to remain in the building, without outside help, for 72 hours. (See 2.3b What to Put in a Sheltering-in-place Kit.)

#### Response Check List – Leak or spill inside the building

- ✓ If you suspect a gas leak do not pull the fire alarm which could spark an explosion.
- ✓ Immediately evacuate the building if the spill or leak could cause a fire or explosion – oil, gas or propane – and move all children, staff and volunteers to the alternate emergency accommodation identified in the Emergency Evacuation Plan for the facility.
- ✓ Immediately call the 24 hour ENR spill line at 867-920-8130, or contact your ENR Office to report the spill or leak, and follow the directions provided.
- ✓ Contact parents to pick up their children immediately,
- ✓ Report all leaks, suspected and known to the operator of the child care facility.
- ✓ Contact public health if the spill could affect the health of children and staff. When in doubt, contact public health and let them decide if the spill presents a public health risk.
- ✓ Note any medical reactions in children or adults – heart rate, breathing, sweating, dizziness, deliriousness, change in skin tone – and report these to parents and health professionals.
- ✓ If the centre or family day home has to close because of the spill or leak, do not re-open the facility until authorities confirm that it is safe to do so.

#### Response Check List – Leak or spill outside the building

- ✓ Notify staff on outings away from the building to immediately seek the closest indoor shelter, and to call back with their location.
- ✓ Take direction from emergency personnel (fire, police). If you are ordered to shelter-in-place you need to protect the inside environment and seal it off from the outside environment. (See 2.3a iv When to Shelter-in-place.)
- ✓ If you have telephone or Internet service, notify parents through a message on your phone, website, or group email to parents. Direct parents to stay away from the area and to listen to local media for updates on the situation.



- ✓ Wait for further instructions from emergency responders about when it is safe to leave the building.
- ✓ Be ready to evacuate. If you are ordered to evacuate, take everything that you would for any other evacuation – attendance records, medications, first aid kit, cell phone and so on – with each staff member carrying out his or her assigned role, as per 2.2c Who Will Do What?

### Follow-up

- ✓ Notify the Regional Early Childhood Consultant of the leak or spill, and provide updates as available.
- ✓ Keep a list of your actions. This will be helpful during any follow-up or investigation into the spill or leak.
- ✓ Complete a Serious Occurrence Report and fax it to the Regional Early Childhood Consultant by the next business day at the latest. **(R)**
- ✓ Write and distribute a short letter or email for parents about the event and any follow-up steps.
- ✓ If the building is closed for an extended period of time try to make alternate arrangements and plans for continuing to provide child care.
  - Contact the Regional Early Childhood Consultant to discuss the suitability of any alternate facility.
  - The alternate facility must be approved by the Regional Early Childhood Consultant before you can open the program in that location.
  - Tell parents about the alternate arrangements, either through a meeting, written notice or email.

### Contacts/Resources

- 24 hour oil and chemical spill hotline – 867-920-8130 – collect calls accepted
- Environmental Protection Officer or Renewable Resource Officer, Environment and Natural Resources (ENR) (6.5)
- Fire Marshal, Assistant Regional Fire Marshal or local fire department (6.4) (6.1)
- Environmental Health Officer (6.4)
- Workers Safety and Compensation Commission – 1-800-661-0792 or 920-3888 (if any staff were injured because of the spill or leak)

- Public Health (6.2)
- Regional Early Childhood Consultant (1.3)
- Emergency Contact Information for Children (4.5)
- Emergency Contact Information for Staff and Emergency Services (4.6)
- Serious Occurrence Report Form (4.7)

### (R) Regulations to Look Up

- 🔍 Regulation 56(1): Operators must have an emergency plan that includes fire drill procedures, an alternative emergency location, and a way to transport children to the alternate location.
- 🔍 Regulation 56(2) and (3): Fire drills must be practised once a month and the operator must keep a written record of these drills, including date, time and number of children, staff and volunteers involved. The written record must be kept for one year after the date of the last practice on the record.
- 🔍 Regulation 57: Operators must have addresses, phone numbers and emails (if any) for each child's parent and an emergency contact, as well as contact information for a doctor or nurse and a variety of emergency services. (See the complete list in 2.1 Legal Requirements.)
- 🔍 Regulation 13(1), 13(2), and 11(4)(f): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest, and
  - put a copy in the child's file, if the serious occurrence involved a specific child.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.14 Playground Hazards ...

... when children, staff, volunteers or operators find hazardous items on the playground or at other outdoor play spaces, such as:

- drug paraphernalia (used needles, etc.)
- broken glass and bottles
- animal feces
- condoms
- litter and household garbage

#### Be Prepared

- ✓ Conduct daily inspections of the playground before children are allowed in the area.

#### Response Check List

- ✓ When possible safely remove and dispose of the hazardous items.
- ✓ Contact the EHO if you have questions or concerns about disposal of hazardous items and playground clean up.
- ✓ If you suspect that hazardous items were intentionally placed in the playground area, call the RCMP.

#### Follow-up

- ✓ If you contacted the EHO or RCMP:
  - Inform the Regional Early Childhood Consultant of the incident.
  - Keep a list of your actions. This will be helpful if there is any follow-up.
  - Complete a Serious Occurrence Report if asked to do so by the Regional Early Childhood Consultant. **(R)**

#### Contacts/Resources

- RCMP (6.3)
- Environmental Health Officer (6.4)
- Regional Early Childhood Consultant (1.3)
- Serious Occurrence Report Form (4.7)

#### (R) Regulations to Look Up

- 🔍 Regulation 13(1), 13(2), and 11(4)(f):  
Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest, and
  - put a copy in the child's file, if the serious occurrence involved a specific child.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.15 Building Closures ...

... because of structural, mechanical, public health, or other concerns

#### Be Prepared

- ✓ If any inspections show the need for repairs, upgrades or improvements to a centre or family day home, get the work done before they become serious issues that may result in the facility being closed.
- ✓ If you are renting the facility and the landlord is not conducting routine maintenance or addressing necessary repairs, upgrades or improvements, consider looking for a new location before the landlord's lack of action results in the closure of your early childhood program.

#### Response Check List

- ✓ Contact the inspection authority that ordered the facility to close – e.g. Environmental Health Officer, or fire or building inspector – to get a clear picture of the problems and actions needed to address those problems.
- ✓ Follow the directions from inspection reports and authorities.
- ✓ Make the required repairs, maintenance and upgrades.
- ✓ Do not re-open the facility until authorities confirm that it is safe to do so.

#### Follow-up

- ✓ Inform the Regional Early Childhood Consultant of the building closure and provide updates on the status of repairs.
- ✓ Keep a list of your actions. This will be helpful if there is any follow-up.
- ✓ If the building is closed for an extended period of time try to make alternate arrangements and plans for continuing to provide child care:
  - Contact the Regional Early Childhood Consultant to discuss the suitability of any alternate facility.
  - The alternate facility must be approved by the Regional Early Childhood Consultant before you can open the program in that location.
  - Tell parents about the alternate arrangements, either through a meeting, written notice or email.
- ✓ Give a copy of any written reports you receive from inspectors to the Regional Early Childhood Consultant.
- ✓ Complete a Serious Occurrence Report if asked to do so by the Regional Early Childhood Consultant. **(R)**

#### Contacts/Resources

- Environmental Health Officer (6.4)
- Fire Marshall, Regional Assistant Fire Marshal (6.4)
- Building inspector, Yellowknife only, 920-5688
- Local Repair Services and Landlord (GNWT, or other) (6.5)
- Regional Early Childhood Consultant (1.3)
- Serious Occurrence Report Form (4.7)

#### (R) Regulations to Look Up

- 🔍 Regulation 13(1), 13(2): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.16 Utilities Disruptions ...

... when water, sewage, heat, power, telephone or Internet services are disrupted

#### Be Prepared

- ✓ Make and post big easy-to-see signs by the electrical breaker panel, main gas valve, water main shut off, and furnace – with shut down instructions.
- ✓ Keep a list of phone numbers for utility companies and repair services (6.5). Include your account number for each utility to help utility staff identify your location when you call.
- ✓ If your landlord is responsible for utility maintenance, keep that number available.
- ✓ Conduct regular maintenance of the heating system.
- ✓ If the centre or family day home is on trucked water, clean and disinfect the storage tank regularly – at least once a year or whenever water in a glass does not clear up within one minute. Ask the EHO for help and for a copy of the pamphlet *Clean Your Water Tank*.
- ✓ Have a plan and share it with parents stating when the early childhood program will close because of a utility disruption.
- ✓ Create a “communication network” to use if the telephone is not working. One parent will contact another. Those two parents will contact two others, and so on until all parents have been contacted to pick up their children.
- ✓ Keep a battery operated radio and batteries so that you can get information during a power outage.
- ✓ Keep a flashlight and batteries in each room so that you have a bit of light during a power outage.

#### Response Check List

- ✓ Check nearby buildings to see if the utility problem is widespread – for example no one has power – or if it is a problem only with your building. If the problem is specific to the centre or family day home, call the appropriate service person – plumber, electrician, municipal water services, etc.
- ✓ If there’s a power outage, turn off all lights, tools and appliances and lower the thermostat – this will reduce damage cause by power surges when power is restored. Check the electrical panel before calling for service. You might simply need to reset a circuit breaker.
- ✓ Don’t use barbeques or camp cooking equipment for heat or cooking – they give off Carbon Monoxide gas.
- ✓ **Close the program, or delay opening the program when:**
  - the indoor temperature is 17°C (64°F) or below and the heat is not expected to be restored within one or two hours,
  - the conditions of the rooms prevent adequate ventilation and breathing,
  - the power is off for longer than the life of emergency lights, and the natural light during a power outage in the facility is so low that children, staff and volunteers are at risk,
  - the phone service is out for more than one hour, and no cell phones are available,
  - the nutritional needs of children cannot be met – e.g. infant bottles can’t be warmed up, food can’t be prepared, no hot water to wash hands before handling food,
  - the loss of clean water for more than two hours prevents appropriate diapering, toileting, handwashing and food preparation,
  - toilets cannot be flushed for more than two hours.
- ✓ Call parents and ask them to pick up their child. Call parents of infants first.

- ✓ If there is no phone service, go to the local radio station and make a public announcement about the closure and asking parents to pick up their children. When parents arrive to pick up their children, give them names of other parents to visit and inform about the closure.
- ✓ Keep the facility closed until services have been restored.

### Follow-up

- ✓ Inform the Regional Early Childhood Consultant of the situation as soon as possible.
- ✓ Keep a list of your actions. This will be helpful if there is any follow-up or investigation into the utility disruption.
- ✓ Complete a Serious Occurrence Report if told to do so by the Regional Early Childhood Consultant. **(R)**

### Contacts/Resources

- Northwest Territories Power Corporation (6.5)
- Northland Utilities, or local power supplier (6.5)
- Northwestel (6.5)
- Municipal water and sewage services (6.5)
- local service people – plumbing, electrical, mechanical (6.5)
- Environmental Health Officer (6.4)
- Regional Early Childhood Consultant (1.3)
- Serious Occurrence Report Form (4.7)

### (R) Regulations to Look Up

- 🔍 Regulation 57: Operators must have addresses, phone numbers and emails (if any) for each child's parent and an emergency contact, as well as contact information for a doctor or nurse and a variety of emergency services. (See the complete list in 2.1 Legal Requirements.)
- 🔍 Regulation 13(1), 13(2): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.17 Boil Water Advisory ...

... issued by an Environmental Health Officer (EHO) when drinking water samples show that E.coli or other bacteria make it unsafe for drinking, cooking and washing

#### Response Check List

- ✓ Post notices at ALL taps and at entrance doors – DO NOT DRINK OR USE TAP WATER.
- ✓ Ensure staff follow the advisory.
- ✓ Throw out any ice cubes, drinks or foods made with tap water before the advisory was issued.
- ✓ Boil drinking water at a rolling boil for at least one minute. Store in sanitized containers. (Or buy bottled water for drinking and cooking.)
- ✓ Use boiled or bottled water for drinking, making infant formula, cleaning fruits and vegetables, making ice, juice, puddings, brushing teeth, and any other activity where children might swallow water.
- ✓ If a child needs bathing, given the child a sponge bath so s/he cannot swallow any water.
- ✓ Do not use wading pools during a boil water advisory.
- ✓ Use generous amounts of alcohol-based hand sanitizer – wet hands thoroughly with the sanitizer and rub for 1 minute.
- ✓ Review dishwashing methods:
  - if a high temperature dishwasher is used, check the temperature to make sure it's high enough to ensure that dishes are sanitized. (The temperature must reach 82°C (180°F) for 10 seconds.)
  - if a regular dishwasher is used the temperature is usually about 75°C – in other words, not hot enough. In this case:
    - remove clean dishes from the dishwasher,
    - soak them in a mild bleach solution (1ml bleach for 1 litre of water) for one minute,
    - dry or let air dry.
  - if dishes are washed by hand boil the water before using it.

- ✓ Disinfect countertops:
  - clean with soap and warm water,
  - rinse with clean water,
  - rinse again with a sanitizer:
    - 1 ml bleach for 1 litre of water,
    - make a fresh batch every day,
    - store in labeled spray bottle(s),
    - allow the sanitizer to stay on the countertop for at least one minute before drying with paper towels,
    - keep away from children.
- ✓ Follow any other directions provided by the EHO.
- ✓ Continue the above procedures until the EHO lifts the Boil Water Advisory.

#### Follow-up

- ✓ Inform the Regional Early Childhood Consultant when a Boil Water Advisory is issued for your area, and again when the advisory is lifted.
- ✓ Complete a Serious Occurrence Report if anyone becomes seriously ill or if asked to do so by the Regional Early Childhood Consultant. **(R)**

#### Contacts/Resources

- Environmental Health Officer (6.4)
- Regional Early Childhood Consultant (1.3)
- Serious Occurrence Report Form (4.7)

#### (R) Regulations to Look Up

- 🔍 Regulation 13(1), 13(2), and 11(4)(f):  
Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest, and
  - put a copy in the child's file, if the serious occurrence involved a specific child.
 (For details, see 2.9 Serious Occurrence Report.)

### 3.18 Loose Dog or Wildlife ...

... near the facility, or wildlife warnings for the area

**If a child, staff person, or volunteer is attacked, see 3.7 Medical Emergency.**

#### Be Prepared

- ✓ Plan a variety of active indoor play activities to use when outdoor play is cancelled because of a loose dog or wildlife warnings. **(R)**

#### Response Check List

- ✓ Keep children inside the centre or family day home.
- ✓ Check attendance to make sure all children are present.
- ✓ Report or confirm the presence of the dog or animal with the RCMP, Renewable Resource Officer or municipal office.
- ✓ Follow directions of the agency you contacted.
- ✓ Keep all children and staff inside the facility until the agency contacted gives the OK to go outside.

#### Follow-up

- ✓ Keep a list of your actions. This will be helpful if there is any follow-up by the RCMP, ENR or municipality.

#### Contacts/Resources

- RCMP (6.3)
- Renewable Resource Officer, GNWT Department of Environment and Natural Resources (ENR) (6.5)
- ENR Wildlife Emergency Numbers (6.4)
- Hamlet, Town or City By-law or Animal Control Officer, to report a loose dog (6.5)

#### (R) Regulations to Look Up

- 🔍 Regulation 25: The daily schedule must include outdoor play unless the weather is bad\*, there are wildlife warnings for the area, or other environmental warnings\*\* – e.g. forest fire smoke.

\* See 3.11 Extreme Weather and Temperatures

\*\* See 3.19 Natural Disasters

### 3.19 Natural Disasters ...

... that threaten an early childhood program or community, such as:

- forest fires
- floods

**If the telephone, power or other utilities are knocked out, also see 3.16 Utilities Disruptions.**

#### Be Prepared

- ✓ Make sure that the centre or family day home is included in the local emergency response procedures and planning.
- ✓ Be ready to evacuate, including pets.
- ✓ Keep a backup of all electronic records.
- ✓ In the case of possible flooding:
  - move electrical appliances and other equipment and materials to a higher level if possible,
  - move toxic substances to a higher level to prevent environmental damage.

#### Response Check List

- ✓ Listen to local radio or television stations for announcements and progress of a potential natural disaster.
- ✓ If there is an evacuation stand-by notice contact all parents to arrange immediate pick up of children, and close the centre or family day home.
- ✓ Shut off utilities – e.g. power, propane. Leave the heat on.
- ✓ Forward electronic records or remove your backup files when you leave the building.
- ✓ Do not reopen the facility until local authorities give the OK.

#### Follow-up

- ✓ Inform the Regional Early Childhood Consultant of the situation and closure.
- ✓ Keep a list of your actions. This will be helpful if there is any investigation or follow-up to the natural disaster.
- ✓ Complete a Serious Occurrence Report if the Regional Early Childhood Consultant tells you to. **(R)**
- ✓ Check and throw out any food spoiled during the natural disaster.

#### Contacts/Resources

- GNWT, Department of Municipal and Community affairs, [www.maca.gov.nt.ca](http://www.maca.gov.nt.ca) > Residents > Public Safety > Family Emergency Preparedness > 72 hour Emergency Preparedness Guide
- local government (6.5)
- Regional Early Childhood Consultant (1.3)
- Serious Occurrence Report Form (4.7)

#### (R) Regulations to Look Up

- 🔍 Regulation 13(1), 13(2): Operators must:
  - complete a Serious Occurrence Report for *any serious incident affecting the facility or early childhood program*, including but not limited to, an accident causing injury, the onset of serious illness, or the presence of someone with a communicable disease, and
  - fax it to the Regional Early Childhood Consultant by the next business day at the latest.
 (For details, see 2.9 Serious Occurrence Report.)



# PART 4



## USEFUL FORMS

4.1 Alternate Emergency Evacuation Site Agreement

4.2 Record of Fire Drill Practices

4.3 Sample Letter to Parents – describing emergency procedures

4.4 Daily Attendance Form

4.5 Emergency Contact Information for Children

4.6 Emergency Contact Information for Staff and Emergency Services

4.7 Serious Occurrence Report Form



## 4.1 Alternate Emergency Evacuation Site Agreement

Emergency Preparedness Plan

**Sample Letter of Agreement with  
Emergency Evacuation Site**

Letter of Agreement between \_\_\_\_\_ *(name of child care center)*

and \_\_\_\_\_ *(name of emergency evacuation site)*

to serve as an emergency evacuation site for child care children and staff.

### Information about Child Care Facility

Name of facility \_\_\_\_\_

Address \_\_\_\_\_

Telephone number \_\_\_\_\_

Name of contact person(s) \_\_\_\_\_

Hours of operation \_\_\_\_\_

Number of children and staff  
potentially evacuating \_\_\_\_\_

### Information about Evacuation Site

Name of facility \_\_\_\_\_

Address \_\_\_\_\_

Telephone number(s) \_\_\_\_\_

Name of contact person(s) \_\_\_\_\_

Hours of operation \_\_\_\_\_

### Driving directions from child care center to evacuation facility:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*(Attach map with directions from child care center to evacuation facility to this agreement)*

### Check off items that the evacuation site will provide in an emergency:

Water \_\_\_\_\_  
 Food \_\_\_\_\_  
 Transportation \_\_\_\_\_  
 Telephone \_\_\_\_\_  
 People to assist \_\_\_\_\_  
 Other \_\_\_\_\_

\_\_\_\_\_ *(name of evacuation facility)*  
 agrees to serve as an emergency evacuation site for

\_\_\_\_\_ *(name of child care center)*

### Signatures

Authorized Evacuation Site Representative	Date
Child Care Center Director	Date

*Signed copies of this agreement should be kept on file at both the child care center and the emergency evacuation site.*



## 4.3 Sample Letter to Parents

Emergency Preparedness Plan

Sample Emergency Preparedness  
Letter to Parents

***Give to parents every year and to new parents as they enter your program***

Name of Child Care Center:

Date letter distributed:

Dear Parents,

Our child care center's philosophy is to keep your child(ren) safe at all times when he/she is in our care. With recent world and local events, we have developed an emergency plan that will be put into place in the event that special circumstances require a different type of care. Plans for these special types of care are reviewed annually. Staff is trained in the appropriate response and local emergency management is aware of these plans. The specific type of emergency will guide where and what special care will be provided.

- **Shelter at the site** – This plan would be put into place in the event of a weather emergency or unsafe outside conditions or threats. In this plan, children will be cared for indoors at the center and the center may be secured or locked to restrict entry. Parents will be notified if they need to pick up their child before their regular time.
- **Evacuation to another site** – This plan would be put into place in the event that it is not safe for the children to remain at the center. In this situation, staff has predetermined alternate sites for care. The choice of site is determined by the specific emergency and what would be an appropriate alternate site.
- **Method to contact parents** – In the event of an emergency, parents will be called, a note will be placed on the door, and radio/TV stations will be alerted to provide more specific information. You can also check for information on our website [www.xxxxxxxx](http://www.xxxxxxxx) or call our main office at xxx-xxx-xxxx. Depending on the distance from the center, the children will walk if feasible or be transported to the alternate site.
- **Emergency ends/reuniting with children** – When the emergency ends, parents will be informed and reunited with their children as soon as possible. The contact methods listed above will be used to inform parents.

The purpose for sharing this information with you is not to cause you worry, but to reassure you that we are prepared to handle all types of emergencies in a way that will ensure the safety of your child(ren). In the event of an actual emergency, please do not call the center – it will be important to keep the lines open. If you have questions regarding this information, talk with the center director or your child's teacher.

Sincerely,

*(Signature of Child Care Center Director)*

*Signed copies of this agreement should be kept on file at both the child care center and the emergency evacuation site.*











Serious occurrences must be reported to the Director of Child Day Care Services in accordance with *Child Day Care Standards (2013)* Regulation 13, and if the serious occurrence involved a specific child or children, a copy of the Serious Occurrence Report must be kept in the child's (children's) file(s) in accordance with Regulation 11(4)(f).

**13(1)**

An operator shall, in accordance with any guidelines established by the Director, complete a written report on the following occurrences:

- (a) any accident causing injury:
  - (i) at the child day care facility during the hours of operation of the facility;
  - (ii) at any other location used in the delivery of the daily program while the location is being used for that purpose;
- (b) any serious incident:
  - (i) at the child day care facility;
  - (ii) at any other location used in the delivery of the daily program;
- (c) any injury to a child, or any onset of serious illness in a child, during the hours of his or her attendance at the child day care facility or any other location as part of the daily program;
- (d) the presence at the child day care facility of any person who has a communicable disease.

**13(2)**

An operator shall provide a copy of the report to the Director no later than the next business day after the identification of an occurrence referred to in subsection (1).

**11(4)**

An operator shall maintain a file for each child...that includes the following:

- (f) any reports referred to in section 13\*

\*if the report involves a specific child or children

**Fax the Serious Occurrence Report to the Regional Early Childhood Consultant in your region. The Regional Consultant will inform the Director of the report.**

**If the serious occurrence is a case of suspected child abuse do not complete a serious occurrence report. Child abuse must be reported to a Child Protection Worker or RCMP as required by Regulation 10(2) and the *Child and Family Services Act*.**

# PART 5



# RESOURCE SHEETS

5.1 Emergency Medical Conditions Requiring Immediate Medical Care

5.2 Poison and Drug Information Service

5.3 Quick Facts on Carbon Monoxide



# 5 RESOURCE SHEETS

## 5.1 Emergency Medical Conditions Requiring Immediate Medical Care

Listed below are some examples of conditions that are considered serious medical emergencies requiring immediate medical care by a health care professional. Call an ambulance and then notify the child's parent immediately for any of the following:

- semi consciousness (able to arouse but extremely lethargic) or unusual confusion
- breathing difficulties including:
  - rapid, noisy breathing (barking, gurgling or crowing sounds, severe wheezing)
  - labored breathing (takes so much effort that child cannot talk, cry, drink, or play)
- severe bleeding (large or multiple wounds that cannot be controlled with direct pressure)
- unequal pupils (black centers in eyes)
- first-time seizure or seizure lasting more than 15 minutes in a child with a known seizure disorder
- injury that causes loss of consciousness
- neck or back injury
- continuous clear drainage from the nose or ears after a blow to the head
- non-injury-related severe headache, stiff neck, or neck pain when the head is moved
- hives (a rash that looks like welts) that appear quickly, especially if hives involve face, lips, tongue, and/or neck
- very sick-looking or sick-acting child who seems to be getting worse quickly
- repeated forceful vomiting after eating in an infant under four months of age
- severe abdominal pain that causes the child to double up and scream
- abdominal pain without vomiting or diarrhea following a recent blow to the abdomen or a hard fall
- possible broken bones, especially if the child shows symptoms of shock or the body part cannot be adequately splinted or otherwise immobilized for transport by parent/guardian

(Source: *Ready to Respond Emergency Preparedness Plan for Early Care and Education Centres*, Bright Horizons Family Solutions)

## 5.2 Poison and Drug Information Service

Poison | Health Information | Alberta Health Services

13-02-01 10:21 AM

[Home](#) | [Contact](#) | [Site Map](#) | [\\* Give](#) | [AHS Staff Login](#) |   



Home > Health Information > PADIS > Poison

### Poison

#### What to do when you call

- Have the poison container with you when you call
- Be prepared to answer important questions
- Listen carefully to instructions
- Ask the Information Specialist to repeat anything you don't understand
- Follow the Information Specialist's advice

#### What to expect when you call

Information Specialists will want to know:

- name
- gender
- weight
- what was swallowed
- how much was swallowed
- information from the container label
- if you've had anything to eat or drink since swallowing the poison

The Information Specialist will then recommend treatment such as basic first aid, home-based monitoring, or a referral for immediate medical attention.

#### Who answers your call?

An Information Specialist with extensive experience in toxicology, a nurse or pharmacist, takes your call. They use medical resources to provide you with the most up-to-date information, best treatment and recommendations in response to toxic exposures. Every poisoning situation is unique and dynamic, demanding intense intervention and follow-up best provided by poison specialists and toxicologists.



**Poison & Drug Information Service**

Alberta & Northwest Territories

**1-800-332-1414**

Saskatchewan

**1-866-454-1212**

FREE • CONFIDENTIAL • 24/7

#### Frequently Asked Questions about:

- [Synthetic Cathinones \('Bath Salts'\)](#)
- [Carbon Monoxide \(CO\)](#)
- [MDMA \('Ecstasy'\)](#)
- [PMA/PMMA \('Ecstasy'\)](#)

#### Animal Poisonings

We are unable to provide information about animal poisonings. For help with animal poisonings contact:

- Your veterinarian
- Pet Poison Helpline  
1-800-213-6680 (<http://www.petpoisonhelpline.com/>)
- Animal Poison Control Center  
1-888-426-4435 (<http://www.aspca.org/pet-care/poison-control/>)



HEALTHLink Alberta  
1-866-408-5465



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## 5.3 Quick Facts on Carbon Monoxide



# Fire Prevention Canada

Working with the private and public sectors to achieve fire safety through education

## QUICK FACTS ON CO

**WHAT IS IT:** A colourless, odourless and tasteless gas.

**SIGNS:** Stuffy air, water vapour, backdraft and soot from a fireplace.

**SYMPTOMS:** Headaches, weakness, nausea, vomiting and loss of muscle control. They can be mistaken for flu symptoms.

**EFFECTS:** If inhaled, carbon monoxide deprives the blood of oxygen. Prolonged exposure can lead to unconsciousness, brain damage or death.

**CAUSES:** Blocked or dirty vents, flues, chimneys and furnaces, as well as improper ventilation of burning fireplaces or woodstoves.

**DEATHS:** Approximately 200 per year.

**PREVENTION:** Annual inspection and cleaning of:

- Furnaces
- Chimneys
- Fireplaces
- Other fuel-burning equipment such as gas dryers

### Safety tips on how to avoid carbon monoxide poisoning

**INSTALL** at least one carbon monoxide detector in your home.

**ENSURE** a wood or coal-burning stove is properly installed and vented.

**DON'T** operate a gasoline-powered engine, kerosene stove or charcoal grill in a closed space.

**BARBECUE** grills should never be operated indoors.

**CHECK** clothes dryer vents that open outside the house for lint.

**CHECK** forced air fans for proper ventilation.

**If you suspect carbon monoxide in your home, get out immediately and call the fire department.**





# PART 6



# CONTACT INFORMATION

6.1 Fire and Ambulance Numbers

6.2 NWT Hospitals, Health Centres, Clinics and Units

6.3 NWT RCMP Detachments

6.4 EHO, Fire Marshal and ENR Emergency Numbers

6.5 Other Important Phone Numbers



# 6 CONTACT INFORMATION

## 6.1 Fire and Ambulance Numbers

### FIRE

The fire number in all NWT communities is the local prefix (such as 874, or 777) followed by 2222. In Yellowknife dial any local prefix, followed by 2222.

### AMBULANCE

Hay River, Enterprise	874-9333
Fort Smith	872-3111
Inuvik	777-4444
Yellowknife, Dettah and N'Dilo	873-2222
Norman Wells	587-3675
Deline	589-5555
Fort Simpson	695-3232
Jean Marie River	695-3232
Kakisa	699-4311
Nahanni Butte	695-3232
Trout Lake	695-3232
Wekweeti	1-867-997-3141
<b>All other communities</b>	Same number as the Health Centre

## 6.2 NWT Hospitals, Health Centres, Clinics and Units

NWT Hospitals, Health Centres, Clinics and Units

12-11-13 11:38 AM

Published on *Health and Social Services* (<http://www.hss.gov.nt.ca>)

[Home](#) > [Health](#) > [Feeling Sick?](#) > NWT Hospitals, Health Centres, Clinics and Units

### NWT Hospitals, Health Centres, Clinics and Units

Community	Phone	Fax
Aklavik	(867) 978-2516	(867) 978-2160
Behchoko (Rae-Edzo)	(867) 392-6075	(867) 392-6612
Colville Lake	(867) 709-2409	(867) 709-2504
Deline	(867) 589-3111	(867) 589-3406
Fort Good Hope	(867) 598-2211	(867) 598-2605
Fort Liard	(867) 770-4301	(867) 770-3235
Fort McPherson	(867) 952-2586	(867) 952-2620
Fort Providence	(867) 699-4311	(867) 699-3811
Fort Resolution	(867) 394-4511	(867) 394-3117
Fort Simpson	(867) 695-7000	(867) 695-7017
Fort Smith Medical Clinic Health Centre (Public Health)	(867) 872-6205 (867) 872-6203	(867) 872-6260 (867) 872-6260
Gameti	(867) 997-3141	(867) 997-3045
Hay River Hay River Health Centre Public Health Unit South Slave Medical Clinic	(867) 874-7100 (867) 874-7201 (867) 874-7190	(867) 874-7118 (867) 874-7211 (867) 874-7189
Inuvik:		
Arctic Family Medical House	(867) 777-7200	(867) 777-2498
Inuvik Regional Hospital	(867) 777-8000	(867) 777-8054
Public Health Unit	(867) 777-7246	(867) 777-3255

Jean Marie River	(867) 809-2900	(867) 809-2902
Lutselk'e	(867) 370-3111	(867) 370-3022
Nahanni Butte	(867) 602-2203	(867) 602-2021
Norman Wells	(867) 587-2250	(867) 587-2934
Paulatuk	(867) 580-3231	(867) 580-3300
Sachs Harbour	(867) 690-4181	(867) 690-3802
Trout Lake	(867) 206-2838	(867) 206-2024
Tsiigehtchic	(867) 953-3361	(867) 953-3408
Tuktoyaktuk	(867) 977-2321	(867) 977-2535
Tulita	(867) 588-4251	(867) 588-3000
Ulukhaktok	(867) 396-3111	(867) 396-3221
Whati	(867) 573-3261	(867) 573-3701
Wrigley	(867) 581-3441	(867) 581-3200
Yellowknife:		
Audiology Clinic	(867) 669-3130	(867) 669-4128
Eye Clinic	(867) 873-3577	(867) 920-7992
Frame Lake Community Health Clinic	(867) 873-3512	(867) 920-2210
Public Health Unit	(867) 920-6570	(867) 873-0158
Stanton Medical Centre	(867) 669-3100	(867) 920-4271
Stanton Medical Clinic (in the Hospital)	(867) 669-4122	(867) 669-4139
Stanton Territorial Hospital	(867) 669-4111	(867) 669-4128
Yellowknife Primary Care Centre	(867) 920-7777	(867) 920-7711

**Source URL:** <http://www.hss.gov.nt.ca/health/feeling-sick/nwt-hospitals-health-centres-clinics-and-units>

## 6.3 NWT RCMP Detachments

RCMP Northwest Territories – Royal Canadian Mounted Police

28/09/12 3:50 PM



Royal Canadian Mounted Police  
Gendarmerie royale du Canada

[Home](#) > [Detachments](#) > RCMP Northwest Territories

# RCMP Northwest Territories

## News Release

November 20, 2009

[Project GRACE Criminal Proceedings: Verdict of BULATCI Trial](#)

## Detachments

**Remember: To report a crime, contact your local RCMP detachment or the police force of jurisdiction in your area.**

Headquarters  
Bag 5000  
5010 - 49th Avenue (Henry Larsen Building)  
Yellowknife, NWT X1A 2R3  
Telephone: 867-669-5100

Detachment	Address	Town/City	P Code	Telephone
Aklavik Det	BOX 115	Aklavik	X0E 0A0	(867) 978-1111
Deline Det	BOX 200	Deline	X0E 0G0	(867) 589-1111
Fort Good Hope Det	GD	Fort Good Hope	X0E 0H0	(867) 598-1111
Fort Liard Det	GD	Fort Liard	X0G 0A0	(867) 770-1111
Fort McPherson Det	BOX 88	Fort Mcpherson	X0E 0J0	(867) 952-1111
Fort Providence Det	GD	Fort Providence	X0E 0L0	(867) 699-1111
Fort Resolution Det	GD	Fort Resolution	X0E 0M0	(867) 394-1111
Fort Simpson Det	BOX 210	Fort Simpson	X0E 0N0	(867) 695-1111
Fort Smith Det	BOX 26	Fort Smith	X0E 0P0	(867) 872-1111
Hay River Det	38 Capital DR	Hay River	X0E 1G2	(867) 874-1111
Holman Det	GD	Holman	X0E 0S0	(867) 396-1111

## PART 6 CONTACT INFORMATION

RCMP Northwest Territories – Royal Canadian Mounted Police

28/09/12 3:50 PM

Inuvik Det	BOX 1300	Inuvik	X0E 0T0	(867) 777-1111
Lutsel K'e Det	BOX 108	Lutsel K'e	X0E 1A0	(867) 370-1111
Norman Wells Det	BOX 100	Norman Wells	X0E 0V0	(867) 587-1111
Paulatuk Det	BOX 99	Paulatuk	X0E 1N0	(867) 580-1111
Rae Det	BOX 7	Rae	X0E 0Y0	(867) 392-1111
Sachs Harbour Det c/o Inuvik Det	BOX 1300	Inuvik	X0E 0T0	(867) 777-1111
Tuktoyaktuk Det	BOX 58	Tuktoyaktuk	X0E 1C0	(867) 977-1111
Tulita Det	GD	Tulita	X0E 0K0	(867) 588-1111
Wha Ti Det	GD	Wha Ti	X0E 1P0	(867) 573-1111
Yellowknife Det	BOX 5000	Yellowknife	X1A 2R3	(867) 669-5200 (general inquiries)
				(867) 669-1111 (complaints / emergencies)

Date Modified: 2009-11-20

## 6.4 Environmental Health, Fire Marshal and ENR Emergency Numbers

### ENVIRONMENTAL HEALTH

Environmental Health Services  
Health and Social Services  
GNWT  
Box 1320 (#102-5204 50th Avenue)  
Yellowknife, X1A 2L9

Yellowknife	669-8979
Inuvik	777-4841 or 777-4840
Hay River	874-6596
Fax (Yellowknife)	669-7517
Email	environmental_health@gov.nt.ca

### FIRE MARSHAL AND ASSISTANT FIRE MARSHALS

	Phone	Fax
Yellowknife (Fire Marshal)	873-7469 (Cell 445-3352)	873-0260
North Slave	920-8081	873-0622
Beaufort Delta	777-7297	777-7352
Deh Cho	695-7230	695-2029
Sahtu	587-7115	587-2044
South Slave	872-6535	872-6526
24-Hour Emergency Number		
(if unable to reach Assistant/ Fire Marshal at the numbers above)	920-2303	

### ENVIRONMENT AND NATURAL RESOURCES EMERGENCY NUMBERS

Fort Simpson Wildlife Emergency Line	695-7433
Fort Smith Wildlife Emergency Line	872-0400
Hay River Wildlife Emergency Line	875-7640
Inuvik Wildlife Emergency Line	678-0289
Norman Wells Wildlife Emergency Line	587-2422
Yellowknife Wildlife Emergency Line	873-7181
24-Hour Spill Report Line	920-8130 (collect calls accepted)
Report a Forest Fire Line	1-877-NWT-Fire (1-877-698-3473)



## 6.5 Other Important Phone Numbers

Social Worker	
Local ENR Office	
Telephone Not Working	1-888-423-2333
Power Company	
Fuel Company	
Gas Company	
Water Company	
Sewage Truck	
Radio Station	
TV Station	
By-law	
Municipal Government	
Mechanical Repairs	
Electrical Repairs	
Plumbing Repairs	
Landlord	
Building Maintenance Staff	





