

Facility Name Emergency Plan

Address
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Table of Contents

EMERGENCY PROGRAM

PROGRAM ASSESSMENT.....	1
HAZARD HUNT FORM	2
EMERGENCY SUPPLIES	3
EMERGENCY MENU	4
EMERGENCY FOOD SUPPLY GROCERY LIST.....	5

ROLES & RESPONSIBILITIES

ROLES & RESPONSIBILITIES	6
STAFF ASSIGNMENTS	7
EMERGENCY COMMUNICATIONS DIRECTORY	9
EMERGENCY STAFF DIRECTORY	10

RESPONSE

EARTHQUAKE PROCEDURES.....	11
GENERAL RESPONSE PROCEDURES	12
EVACUATION LOCATIONS.....	13
EVACUATION PROCEDURES	14
SHELTER-IN-PLACE PROCEDURES	15
LOCKDOWN PROCEDURES	16
GAS LEAK PROCEDURES.....	17
POWER OUTAGE PROCEDURES.....	18
SANITATION PROCEDURES.....	19
FACILITY MAP	20

RECOVERY

MENTAL HEALTH CHECKLIST	21
CRITICAL EQUIPMENT & INFORMATION.....	23
TABLETOP EXERCISE	24
TRAINING, EXERCISE & TESTING RECORD	25

Facility Name Emergency Plan

Facility Name Emergency Plan

PROGRAM ASSESSMENT

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

Task	Status	Comments	Assigned To	Date Completed
Prevention/Mitigation				
Site Hazard Assessment				
Mitigate Non-Structural Hazards				
Mitigate Structural Hazards				
Emergency Plan				
Roles & Responsibilities				
Communications Directory				
Facility Map				
Response Procedures				
List of Emergency Supplies				
Alternative modes of communication				
Training & Exercise				
Provide plan orientation session to staff and parents and "walkabout" drill				
Provide personal preparedness education and/or training				
Conduct monthly drills - incorporate various procedures – sheltering & earthquake response				
Conduct exercise of emergency plan at least once a year (preferably quarterly)				
Date of Assessment:	Completed by:			

Facility Name Emergency Plan

HAZARD HUNT FORM

Non-structural Hazards	Qty	Priority*	Anchor ¹	Refit ²	Relocate ³	Remove	Be Aware
Cribs/playpens near windows							
Heavy objects on high shelves							
Unsecured bookcases							
Unsecured shelving							
Freestanding cabinets							
Unsecured light fixtures							
Hanging mirrors/picture frames...							
Unsecured televisions/computers...							
Unsecured equipment on wheels							
Cupboard doors							
Structural/Other Hazards							
Entrance/exits partially blocked							
Windows/glass							
Fireplace							
Hot water tank							
Gas appliances							
Power lines (outside)							
High trees (outside)							
Masonry chimney (outside)							
Lighting system braced							
Date of Assessment:							
Completed by:							

- ¹ **Anchor:** Secure, fasten
- ² **Refit:** Add or change for safe
- ³ **Relocate:** Move to safer spot

Adapted from the North Shore Emergency Management Office

Facility Name Emergency Plan

EMERGENCY MENU

Supply serves 12 for 72 hours

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

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

Facility Name Emergency Plan

EMERGENCY FOOD SUPPLY GROCERY LIST

Based on the previous menu

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

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

ROLES & RESPONSIBILITIES

Manager/Director/Head of Child Care Facility

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

All Staff

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

Parents

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

Facility Name Emergency Plan

STAFF ASSIGNMENTS

Facility Leader/Incident Commander	
The leader is responsible for directing site emergency response activities, including oversight of the other disaster response teams.	
Team Leader	
Alternate Leader	
Team Members	
Assembly Point	
Responsibilities	<ol style="list-style-type: none"> 1. Direct and coordinate emergency response activities 2. Determine the need for and request outside assistance 3. Interact with and assist first responders with requests for information and access to facility 4. Collect, analyze and report information on facility damage, injuries and other response issues 5. Responsible for the safety of staff and children
Supplies and Equipment	<ul style="list-style-type: none"> <input type="checkbox"/> Hand-held radios <input type="checkbox"/> Copy of Emergency Plan
Recommended Skills and Qualifications	Proven leadership and organizational skills Good communications skills
Forms	
Specific Training	Needs to be thoroughly training in the facility's emergency plan and procedures Knows the roles and responsibilities of all response teams

Facility Name Emergency Plan

Utilities & Damage Assessment Team	
This team is responsible for surveying the building/site to determine the impact to utilities and the building. To ensure the safety of this team, staff should work in pairs.	
Team Leader	
Alternate Leader	
Team Members	
Assembly Point	
Responsibilities	<ol style="list-style-type: none"> 1. Survey the building and site for damage. 2. Inspect utilities to determine damage or need to turn off. 3. Provide this information to the facility leader/incident commander 4. Collect and report information on facility damage and issues with utilities to facility leader/incident commander 5. Set up sanitation facilities as required. 6. Secure the facility to prevent re-entry where damage has occurred or if re-locating.
Supplies and Equipment	<ul style="list-style-type: none"> <input type="checkbox"/> Personal Protective Equipment (hard hats, gloves, goggles) <input type="checkbox"/> Facility keys <input type="checkbox"/> Hand-held radios <input type="checkbox"/> Copy of Emergency Plan
Recommended Skills and Qualifications	Knowledge of the facility and how to manage utilities.
Forms	
Specific Training	Needs to be thoroughly training in the facility's emergency plan and procedures Utilities operations and building damage assessment.

EARTHQUAKE PROCEDURES

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

Facility Name Emergency Plan

GENERAL RESPONSE PROCEDURES

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

Facility Name Emergency Plan

EVACUATION LOCATIONS

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

Facility Name Emergency Plan

EVACUATION PROCEDURES

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

SHELTER-IN-PLACE PROCEDURES

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

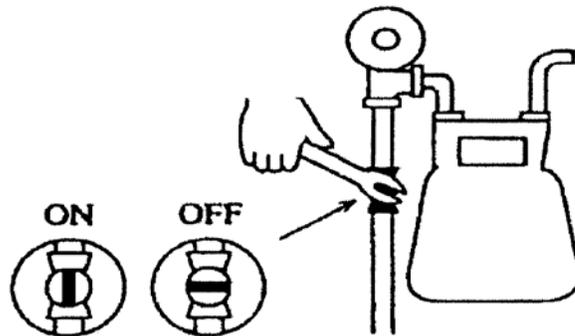
Facility Name Emergency Plan

LOCKDOWN PROCEDURES

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

GAS LEAK PROCEDURES

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



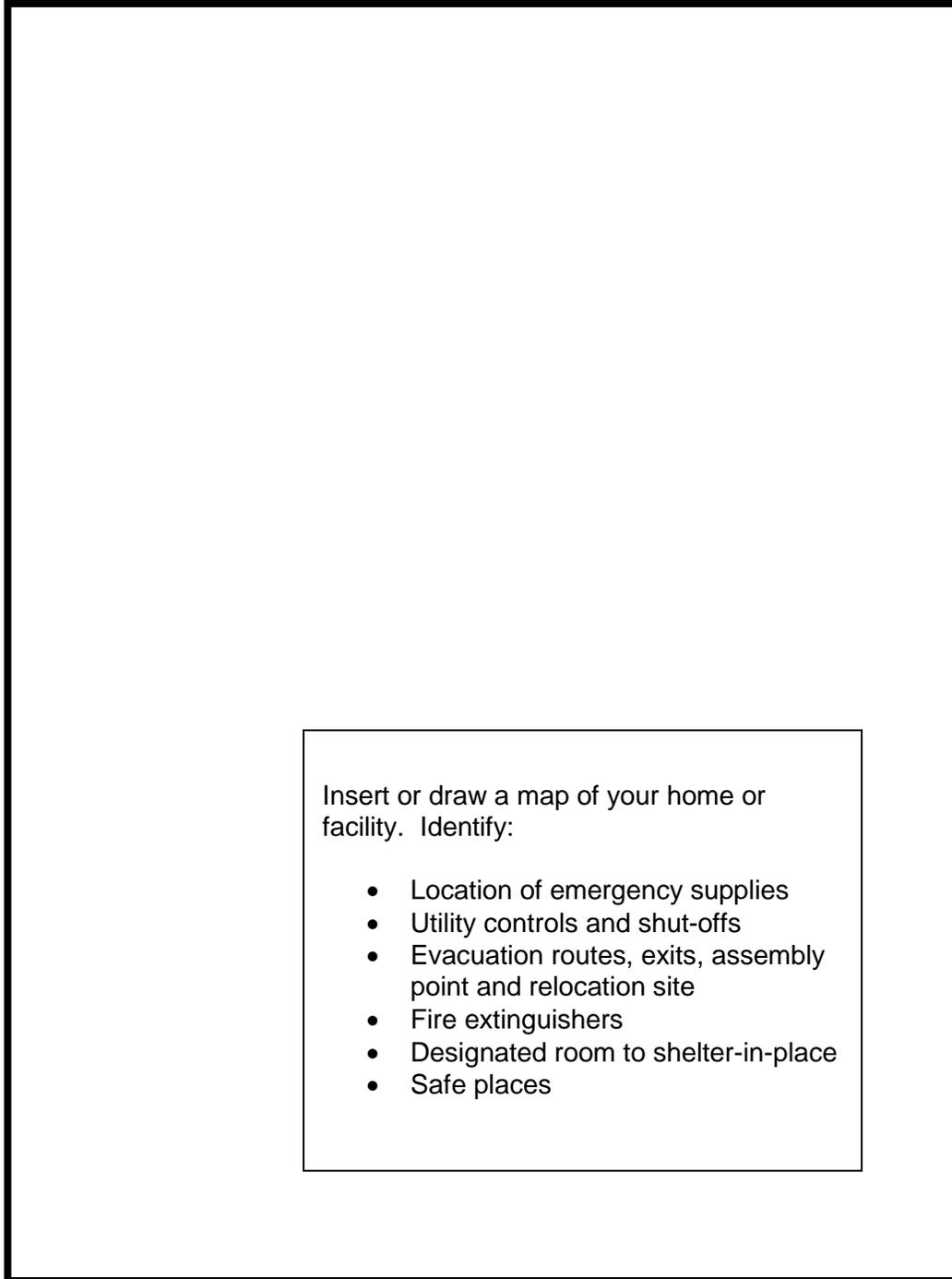
POWER OUTAGE PROCEDURES

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

SANITATION PROCEDURES

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

FACILITY MAP



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

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

Facility Name Emergency Plan

MENTAL HEALTH CHECKLIST

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

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

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

Question	If yes,	Score
Has the child experienced more than one major stress within a year of this disaster, such as a death in the family, molestation, a major physical illness or divorce?	+5	
Does the child have a network of supportive, caring persons who continue to relate to him daily?	-10	
Has the child had to move out of his house because of the disaster?	+5	
Was there reliable housing within one week of the earthquake with resumption of the usual household members living together?	-10	
Is the child showing severe disobedience or delinquency?	+5	
Is the child showing any of the following as new behaviours for more than three weeks after the disaster?		
Nightly states of terror	+5	
Waking from dreams confused or in a sweat	+5	
Difficulty concentrating	+5	
Extreme irritability	+5	
Loss of previous achievements in toilet or speech	+5	
Onset of stuttering or lisp	+5	
Persistent severe anxiety or phobias	+5	
Obstinacy	+5	
New or exaggerated fears	+5	

Facility Name Emergency Plan

Rituals or compulsions	+5	
Severe clinging to adults	+5	
Inability to fall asleep or stay asleep	+5	
Startling at any reminder of the disaster	+5	
Loss of ambition for the future	+5	
Loss of pleasure in usual activities	+5	
Loss of curiosity	+5	
Persistent sadness or crying	+5	
Persistent headaches or stomach aches	+5	
Hypochondria	+5	
Has anyone in the child's immediate family been killed or severely injured in the disaster (including severe injury to the child)?	+15	
TOTAL		

Facility Name Emergency Plan

TABLETOP EXERCISE

Sample of tabletop exercise format

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

Facility Name Emergency Plan
