



## PALLISER BEFORE AND AFTER SCHOOL PROGRAM

### OUT OF SCHOOL CARE

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## 1. Program Plan



## **Palliser Before/After School Program**

### **1.1 Program Philosophy**

Date Created: April 2009

Date Reviewed: March 2013

Date Revised:

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Our program's philosophy is based, in part, on a statement found in the *Guide to Education* manual of Alberta Education which states:

*"Learning experiences are connected. Students learning is cumulative and takes place in a variety of formal and informal settings. Learning is enhanced when what is learned in one setting reinforces and extends what has been and is being learned in others."*

The guidelines go on to suggest that good learning is based upon some important factors such as communication between home and school, connections across subject, or in our case, learning areas, and partnership between school and community.

Our program focuses on providing a wide range of appropriate activities for children. Through these many activities, experiences and opportunities, the social, emotional, creative and intellectual needs of the children are addressed. This occurs in an environment that is safe, secure, fun and enjoyable to all who attend. This positive environment is maintained through appropriate policies, scheduling, expectations, and guidelines. It is our goal that those children involved benefit because of this program.

### **1.2 Meeting Children's Developmental Needs**

Date Created: April 2009

Date Reviewed: March 2013

Date Revised:

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At a very basic level, the needs of the children are met by planning and providing opportunities to participate in a wide variety of activities that are organized and implemented with their developmental needs in mind.

More specifically, the program and activities will meet the needs in these following areas:

PHYSICAL – Children of all ages need opportunities to run and play, to strengthen muscles, to develop cardio-vascular stamina, to improve both gross and fine motor skills and strategize in group play, and to develop an enjoyment of movement and exercise for lifelong fitness.

Since this program has access to the school gymnasium and equipment as well the adjoining fields and playground equipment, this is an important part of the program. Gymnasium activities include age-appropriate large group and small group activities, team games, stretching and muscle building activities, fitness exercises and games requiring a variety of equipment including parachutes, scooters, bean bags, hula hoops, pylons, all size of balls, rackets and bats and gymnastic equipment if personnel are trained and comfortable with children on this apparatus. The outdoor playground equipment at the program site is up to date and meets safety standards. The fields are maintained by the Town of Coaldale and can be used for team games. The pavement surrounding the school has been marked for hop scotch, 4 square and other smooth surface games.

SOCIAL – Building relationships with others is important for children of all ages. This program fosters the development of positive social skills by encouraging interactions between same-aged children, children of varying ages and adult care givers. Structured activities and various settings will allow children to interact with another child, a small group of children or a large group of children whether they are in same-age groups or varying age groups. Opportunities exist for children to practice skills like sharing, cooperating and taking turns when working together, following directions and listening when others talk, reacting in socially appropriate ways to the situation, practicing both the leader and follower roles and being allowed to engage in individual activities when desired. Adherence to the Safe and Caring School Environment philosophy and policy developed by Palliser Regional School Division will help to create an atmosphere based largely on the principles of respect for oneself, respect for the worth and dignity of others, and respect for personal property and the property of others. All child and care givers involved in the program have the right to be treated with dignity, respect and fairness.



EMOTIONAL – An atmosphere where everyone is treated with respect, care and concern is one where emotional growth is fostered. Attention will be given to ensure that children express their feelings in socially appropriate ways and that a respectful environment exists so feelings of self-confidence and self-esteem are fostered and nurtured by all. Staff, parents and children working together to build and maintain a positive program climate ensure that all have the opportunity to grow and enjoy the program offered to its fullest.

CREATIVE – Imagination and creativity are encouraged through the interaction with a variety of materials and where children can respond to various forms of expression. Music appreciation, singing and performances to pieces of music, artistic endeavors such as drawing and painting, exposure to movement and dance and craft projects are some of the opportunities that are planned to allow children to explore, develop and present their creative talents.

Care has been given to the ordering of games, activities, manipulatives, science experiments, building and play blocks that are used for “play,” allowing children to get as creative as they chose to be. Both individual and group activities can be planned to allow children to test, experiment and present various skills and talents.

INTELLECTUAL – Although this program is not just “more school,” opportunities will be given for children to reinforce the skills they are learning in school. Through a scheduled quiet time, students may read, do homework or work on school-related projects and assignments. Some student computers and I pads have been purchased for student use and various games and activities have been selected for their “educational overlap” which involves age appropriate numerical or literacy skills. Staff and age appropriate peers are available to assist those who require some assistance to complete the assignments from school.

Opportunities are provided through the program for children to practice the skills they are learning in school by extending these skills to play opportunities. Communication skills are improved through the many opportunities to interact with other children and adults. Children can further extend their language development and communication skills by writing plays and poems and then presenting them to other children and to parents. Mathematical skills may be enhanced through the use of puzzles and games.

Students with special needs are encouraged to attend the program. We feel that inclusion benefits the child with special needs just as much as it benefits the other children in the program. Students with special needs will be included as much as possible and we will encourage the children in the program to assist and play with our students with special needs. Students with special needs will be treated with respect and will be given the same opportunities that the other children are given. Our staff will encourage children to include students with special needs in their games and activities on a regular basis. We want to create a safe environment where children can practice patience, understanding and empathy towards one another so that we can eliminate bullying.

### **1.3 Use of Program Premises**

Date Created: April 2009

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- Indoor Play Space

Attached to the program plan is a map of the school with room numbers and measurements of rooms in meters squared. The program will be accessing the gymnasium and rooms 127 and 121. The gymnasium has sufficient storage room space for equipment and supplies. Rooms 127 and 121 also have sufficient storage room for equipment and supplies. As the program is mobile, equipment and supplies can be moved from room to room easily. Washrooms for both girls and boys are right next to the gymnasium. There are also washrooms attached to rooms 127 and 121 and are handicapped accessible. The following rooms 133, 132, 144, 142, 140, 150, 132, 133, 151, 152, 153 and 154 can be utilized as well if required.

- Administrative and Staff Space

Administrative space will take place in room 106a and the general office. Room 106a will accommodate space for the Program Coordinator and hold all records, incidents and documents.

Staffing space will be held in the kitchen as well as the staffroom. There are washrooms for both men and women attached to the office/staffroom for staff to use.

- Outdoor Play Space

Jennie Emery Elementary School is surrounded by playgrounds and play areas. Smooth paved areas, two playground equipment areas are adjacent to the school and easily accessible to children. The large playing areas are located just beyond the playground equipment. The playground equipment is maintained by trained Palliser staff, while an agreement with the Town of Coaldale supplies maintenance to the large grassed play areas. Both soccer and baseball/softball team games can be played on the large fields as well as other group games requiring a large open area.

## **1.4 Community Resources**

Date Created: April 2009

Date Reviewed: March 2013

Date Revised:

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Many resources are available in the Town that this program could access. The parent link center is located close by with resources and resource personnel that could assist this program. The local FCSS and Social Services offices often have resource people and programs that could be accessed as well. Various clubs such as a dance studio and a martial arts club and some other centers like the Birds of Prey Center featuring raptor birds and the local civic center containing an ice surface, curling rink and swimming pool are available for use too and sometimes offer age related programming. The local library and Gem of the West Museum are additional sites to use for various activities.

We also collaborate with the school. Staff will attend IPP meetings if necessary and the program will create goals for a child based on their school IPP goals. If necessary staff will also collaborate with KCC and FSCD to meet the student's needs.



## **2. Licensing and Regulations**

### **Palliser Before/After School Program**

Date Created: September 2013

Date Reviewed:

Date Revised:

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#### **2.1 Governing Act & Regulations**

This Program Plan is intended to comply with: Alberta Regulation 143 / 2008 Child Care Licensing Act and Child Care Licensing Regulation

#### **2.2 Posting License and Notices**

The Out of School Care License shall be posted at the entrance way.

Any notices, related to child care licenses, requiring public posting, shall be posted at the entrance way.

#### **2.3 Child Discipline**

A license holder must ensure that (a) child discipline methods utilized in the program are communicated to parents, staff and children, and (b) any child disciplinary action taken is reasonable in the circumstances.

A license holder must not, with respect to a child in the program (a) inflict or cause to be inflicted any form of physical punishment, verbal or physical degradation or emotional deprivation, (b) deny or threaten to deny any basic necessity, or (c) use or permit the use of any form of physical restraint, confinement or isolation.

#### **2.4 Off-site Activity and Emergency Evacuation**

A license holder may take a child to an activity off the program premises only where (a) the child's parent has been advised of the activity, including the transportation and supervision arrangements with respect to the activity, and (b) the child's parent has consented in writing to the child's participation in the activity.

A license holder must ensure that in the case of an activity off the program premises or an emergency evacuation a staff member takes the portable record referred to in section 21 of the Schedule in respect of each child to be taken off the program premises.

## **2.5 Emergency and Safety Contacts and Procedures**

A license holder must ensure that the following telephone numbers are posted on the program premises and are readily accessible:

- (a) Emergency medical service
- (b) Ambulance service
- (c) Fire department
- (d) Police service
- (e) Poison control centre
- (f) Nearest hospital or emergency medical facility
- (g) Child abuse hotline

A license holder must ensure that the telephone number for an after-hours emergency program contact is posted in a place that is visible from the outside of the program premises.

A license holder must ensure that emergency evacuation procedures are made known to all staff and children.

## **2.6 Accident or Illness**

In the case of an accident or serious illness involving a child, the license holder must forthwith ensure that (a) the child's parent is notified, and (b) the child receives medical attention if necessary.

## **2.7 Incident Reporting**

In this section, "incident" means (a) a serious illness of or injury to a child that occurs while the child is attending a program, and (b) any other incident that occurs while a child is attending a program that may seriously affect the health or safety of the child.

A license holder must report each incident to the director forthwith in the manner required by the director.

## **2.8 Potential Health Risk**

Subject to subsection (3), where a staff member knows or has reason to believe that a child is exhibiting signs or symptoms of illness as set out in subsection (2), the license holder must ensure (a) that the child's parent arranges for the immediate removal of the child from the program premises, and (b) that the child does not return to the program premises until the license holder is satisfied that the child no longer poses a health risk to persons on the program premises.

Signs or symptoms of illness exhibited by a child include the child (a) vomiting, having a fever, diarrhea or a new or unexplained rash or cough, (b) requiring greater care and attention than can be provided without compromising the care of the other children in the program, or (c) having or displaying any

other illness or symptom the staff member knows or believes may indicate that the child poses a health risk to persons on the program premises.

Subsection (1) does not apply if the child's parent provides written notice from a physician indicating the child does not pose a health risk to persons on the program premises.

## **2.9 Supervised Care for Sick Children**

A license holder must ensure that a sick child is kept as far away as is practicable from the other children.

## **2.10 Medication**

A license holder may administer or allow the administration of medication to a child only where (a) the written consent of the child's parent has been obtained, (b) the medication is in the original labeled container, and (c) the medication is administered according to the labeled directions.

Where medication is administered to a child, the license holder must ensure that the following information is recorded:

- (a) The name of the medication
- (b) The time of administration
- (c) The amount administered
- (d) The initials of the person who administered the medication

A license holder must ensure that all medication, except medication that may be needed in an emergency, is stored in a locked container that is inaccessible to children.

## **2.11 Health Care**

A license holder may provide or allow for the provision of health care to a child only if (a) the written consent of the child's parent has been obtained, or (b) the health care provided is in the nature of first aid.

## **2.12 Smoking**

A license holder must ensure that no person smokes on the program premises.

No staff member shall smoke at any time or place where child care is being provided.

## **2.13 Nutrition**

A license holder must (a) provide or require parents to provide snacks for children in the program, and (b) where the license holder provides snacks, ensure that the snacks are provided to the children

- i) At appropriate times and in sufficient quantities in accordance with the needs of each child, and

- ii) In accordance with a food guide recognized by Health Canada.

## **2.14 Menus**

A license holder must ensure that menus for snack provided by the license holder are available to parents.

## **Physical Space Requirements**

### **2.15 Layout of Program Premises**

A license holder must, with respect to the program premises, ensure that (a) washrooms are easily accessible to children, and (b) adequate space is designated for administrative and staff needs.

### **2.16 Net Floor Area**

A license holder must provide a minimum net floor area of 2.5 square metres per child.

The net floor area must be calculated (a) on the basis of licensed capacity, and (b) by measuring the primary play space, and any other useable play space if the license holder demonstrates to the satisfaction of the director that the license holder has access to that play space.

### **2.17 Outdoor Play Space**

A license holder must provide outdoor play space that is within easy and safe walking distance from the program premises.

### **2.18 Indoor and Outdoor Furnishings and Equipment**

A license holder must ensure that indoor and outdoor furnishings, play equipment and play materials are (a) safe and maintained in good repair, (b) developmentally appropriate for children, and (c) of sufficient quantity and variety for children.

## **Records Requirements**

### **2.19 Children's Records**

A license holder must, in respect of each child, maintain on the program premises an up-to-date record containing the following information

- a) The child's name, date of birth and home address
- b) A completed enrolment form
- c) The parent's name, home address and telephone number
- d) The name, address and telephone number of a person who can be contacted in case of an emergency

- e) If medication is administered (i) the written consent of the parent required under section 10 (1) of this Schedule, and (ii) the information required under section 10(2) of this Schedule
- f) The particulars of any health care provided to the child, including the written consent of the child's parent required under section 11 of this Schedule
- g) Any other relevant health information about the child provided by the child's parent, including the child's immunization and allergies, if any.

A license holder must ensure that a record referred to in subsection (1) is available for inspection (a) by the director at all times, and (b) by the child's parent at reasonable times.

## **2.20 Administrative Records**

A license holder must maintain on the program premises up-to-date administrative records containing the following information

- a) Particulars of the daily attendance of each child, including arrival and departure times
- b) Particulars of the daily attendance of each primary staff member, including (i) arrival and departure times, and (ii) hours spent providing child care
- c) With respect to each primary staff member (i) evidence of the member's child care certification, and (ii) a current first aid certificate, where applicable
- d) With respect to each staff member and each volunteer referred to in section 22(1)(a) of this Schedule, verification that a current criminal record check required under that section has been provided to the license holder

A license holder must ensure that

- a) The records referred to in subsection (1) are available for inspection by the director at all times
- b) The information referred to in subsection (1)(a) is available for inspection by the child's parent at reasonable times, and
- c) The information referred to in subsection (1) (a) and (b) is retained for a minimum period of 2 years.

## **2.21 Portable Record**

A license holder must maintain a portable record of emergency information that includes the following (a) in respect of each child, the information referred in section 19(1)(a),(c),(d) and (g) of this Schedule (b) the telephone numbers of the local emergency response service and poison control centre.

## **Staffing Requirements**

### **2.22 Core Requirements**

A license holder must ensure that (a) each staff member and each volunteer who has unsupervised access to children (i) is an adult, and (ii) provides to the license holder a criminal record check, including



a vulnerable sector search, dated not earlier than 6 months prior to the date of commencement with the program and every 3 years after that date, and (b) a minimum of one in every 2 of the primary staff members has first aid certification acceptable to the director.

A new staff member (a) must provide the criminal record check referred to in subsection (1)(a)(ii) within 8 weeks of commencement with the program, and (b) must not have unsupervised access to children until the criminal record check has been provided.

A license holder must ensure that at least one staff member with first aid certification acceptable to the director is on duty at all times.

## **2.23 Program Supervisor**

A license holder must ensure that a program supervisor is on the staff of the program at all times.

The program supervisor must designate a staff member to assume responsibilities of the program supervisor during the program supervisor's absence.

## **2.24 Ratios and Maximum Group Size**

A license holder must ensure that, at all times, the following requirements are met with respect to (a) maximum primary staff member to children ratio, and (b) the maximum number of children who may be included in a group:

<b>School Grade</b>	<b>Primary Staff Member to Children Ratio</b>	<b>Maximum Number of Children in a Group</b>
Kindergarten children	1:10	20
Children attending grades 1 and higher	1:15	30

For the purpose of subsection (1), a program supervisor may be included in the primary staff member to children ratio.

Despite subsection (1), where a group of children includes children from the 2 school grade groups specified in the table in subsection (1), (a) the maximum group size is 25, and (b) the minimum primary staff member to children ratio is the ratio, as prescribed in subsection (1), for the school grade group that constitutes the majority of children in the combined group.

## **2.25 Minimum Staffing and General Supervision**

Despite subsection 24 of this Schedule, a license holder must ensure that (a) where 7 or more children are present at a program, whether on or off the program premises, a minimum of 2 adults, one of whom is a primary staff member, are on duty and (b) children are, at all times, under supervision that is adequate to ensure their safety, well-being and development.

Where children are being transported between the program premises and school, the director may exempt the license holder from the requirements of Section 24 of this Schedule and subsection (1)(a) of this section with respect to children being transported.

## **2.26 Primary Staff Members**

A license holder must ensure that all primary staff members hold a child care certification under Part 3 of this Regulation.

Despite subsection (1), in the case of a primary staff member who is hired as a child development assistant, the primary staff member (a) must obtain a child care certification as a child development assistant within 6 months of commencement with the program, and (b) must not have unsupervised access to children until the primary staff member has obtained a child care certification as a child development assistant.

## **2.27 Staff Qualifications**

A license holder must ensure that, with respect to the primary staff member to children ratios specified in section 24 of this Schedule, each primary staff member is certified at minimum as a child development assistant.

Despite subsection (1), on and after September 1, 2012, a member to children ratios specified in section 24 of this Schedule, one in every 4 of the primary staff members is certified at minimum as a child development worker.

## **2.28 Exemptions**

The director may exempt a license holder from a qualification requirement in section 27 of this Schedule if the director is satisfied that an exemption is appropriate in the circumstances.

An exemption issued under subsection (1) must (a) be in writing (b) be for a specified period of time, and (c) be accompanied with a plan, provided by the license holder and approved by the director, addressing how the license holder will meet the qualification requirements in respect of which the exemption is granted.

A license holder must ensure that an exemption issued under subsection (1) and the plan referred to in subsection (2)(c) are posted in a prominent place on the program premises.



## 3. Program Policies and Procedures

### Palliser Before/After School Program

#### 3.1 Programming Policy

Date Created: July 2013

Date Reviewed:

Date Revised:

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The PLAY Program is committed to providing children with an opportunity to further their personal development and facilitating the provision of high quality child care.

##### 3.1.1 Schedule

Developed and posted in the gymnasium. This schedule is familiar to staff, parents and children. The schedule is flexible enough to allow for spontaneous activity to emerge; a consistent routine allows the children to develop within an atmosphere that is familiar and comfortable.

##### 3.1.2 Daily Activities

Daily activities are planned to provide children with the opportunity to experience both developmentally appropriate cooperative, associative, parallel and solitary play within the gym or outside environment.

Activities are planned regularly in the following areas:

- Arts and Crafts: arts and crafts projects provide opportunities to develop fine motor skills and encourage individual expression.
- Blocks and Manipulative: a number of block materials and manipulative toys are available to promote cognitive development, fine motor, gross motor and mathematical skills, role play and creativity.
- Dramatic play: costumes and dramatic play props are available to support a diverse range of roles, situations and sense of community.
- Literacy: books that reflect children's interests and abilities are available.

- Science: a variety of scientific, nature equipment and resources are available to the groups. Staffs develop emergent interest by introducing scientific and environmental concepts and ideas.
- Community and culture: children are given the opportunity to participate in community. Families are invited to share cultural traditions and practices with the group.

### **3.1.3 Planning**

Planning is completed weekly. Programming will involve input from children in various ways (e.g. individual ideas and interests and group planning). Planning is flexible enough to allow for spontaneous activity to develop. Copies of program plans are available to parents, staff and children within the gym area. Staff will receive a minimum of 3 hours for planning.



### **3.2 Administrative Records and Documentation**

Date Created: August 2013

Date Reviewed:

Date Revised:

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#### **3.2.1 Policy**

The PLAY program shall maintain on the program premises up-to-date administrative records.

#### **3.2.2 Procedure**

The administrative records include, but are not limited to:

- (a) Particulars of the daily attendance of each child, including arrivals and departure times
- (b) Particulars of the daily attendance of each primary staff member, including
  - 1. Arrival and departure times
  - 2. Hours spent providing child care
- (c) With respect to the program supervisor and each primary staff member
  - 1. Evidence of the supervisor's or member's child care certification
  - 2. A current first aid certificate, where applicable
- (d) With respect to each staff member and each volunteer, verification that a current criminal record check required has been provided to the program coordinator

Program coordinator must ensure:

- (a) The records are available for inspection by licensing at all times
- (b) The information is available for inspection by the child's parent at reasonable times
- (c) The information is retained for a minimum period of 2 years

#### **3.2.3 Information to be posted on the bulletin board**

- (a) Emergency Evacuation procedures
- (b) Child Guidance policies

(c) Snack schedule

(d) OSC License

(e) Reports on inspections

**3.2.4 Information to be posted in kitchen**

(a) Food Service License

**3.2.5 Information to be retained in Program Coordinator's Office**

(a) Original registrations

(b) Incident Reports

(c) Medical Authorizations

(d) Picture Releases

(e) Field Trip Permission Forms

### **3.3 Staff Orientation**

Date Created: September 2013

Date Reviewed:

Date Revised:

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#### **3.3.1 Policy**

To ensure that the employee has all the information he/she needs to be able to do his/her job and to make new employees welcome.

#### **3.3.2 Procedure**

- Each new employee will receive a comprehensive orientation to the program so that he/she will be able to do his/her job effectively and safely.
- All new employees will be provided with an orientation session during the first days after the commencement of employment.
- An orientation program will include:
  - An explanation of the philosophy of the organization
  - A review of the program's mission, philosophy and goals
  - General job description and staff duties
  - Policies and procedures
  - Emergency/safety procedures
  - Children's allergy & food preferences information
  - Children's special health care requirements
  - Performance evaluation procedures
  - Hours of work, compensation, payroll procedures
  - Tour of the facility
- Within the first two weeks of employment, staff members are required to read all of the PLAY Program's policies that are relevant to them and will sign an acknowledgement of reading, understanding and agreement to comply with the policies and procedures.
- The implementation of the orientation program is the responsibility of the Program Coordinator. All new employees will have access to a copy of the Policies and Procedures Manual as well as policies related to programming.

### **3.4 Supervision Policy**

Date Created: April 2009

Date Reviewed: November 2015 (Policy has been reviewed and updated to reflect Order to Remedy Non-Compliance. All staff are aware of updated Supervision Policy and reviewed with all staff at staff meeting)

Date Revised: April 2017

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#### **3.4.1 Policy**

PLAY program shall ensure at all times the correct staff to child ratio is followed. PLAY program shall follow the licensing regulations where 7 or more children are present at a program, whether on or off the program premises, a minimum of 2 adults, one of whom is a primary staff member are on duty. Children are, at all times, under supervision that is adequate to ensure their safety, well-being and development. PLAY Program does not provide transportation. PLAY Program staff have no transportation responsibilities and no supervision responsibilities once children have been signed out of the program. Parent contracts are signed upon registration stating this.

#### **3.4.2 Procedure**

1. PLAY staff shall enter children's daily attendance on the electronic sign in program. The data entered shall include child's name, time of arrival and time of departure, parent and staff signatures or initials.
2. PLAY shall throughout the duration of the program do counts of the children and compare that number to the count on the electronic attendance sheet and child name tags or written list. Staff are expected to count children during the following situations:
  - i. Throughout the hours of child care both indoors and outdoors
  - ii. Fire drills and other reason for evacuation
  - iii. When arriving/leaving program premises
  - iv. Entering and leaving a bus for field trips
3. PLAY staff shall be involved and familiar with the children in their group.
4. PLAY staff shall know which children are in their group; their developmental level and capabilities.
5. PLAY staff shall know where the children are at all times



6. Staff shall position themselves to allow for supervision of the entire group of children. All children must be in staff member's line of sight.
7. The PLAY program will have parent handbooks available for the parents. Updates to the policies will be reflected in the parent handbook on yearly basis and posted on the website.
8. Staff to child ratio when Kindergarten children are present: 1 staff: 6 children, 2 staff: 20 children, 3 staff: 35 children, 4: staff: 45 children present
9. When orientating new staff the program coordinator will ensure staff is aware of the supervision policy and ensure staff knows their responsibilities and what is expected of them. This information is found in the staff handbook.

### **Child Care Supervision**

The program coordinator and staff will have planned activities outlined for staff and children to implement daily. Parents must sign up their child in advance in order for the program to meet ratio. Staff is expected to know how many children there are in attendance at all times. When there are over 25 children the gym will be divided into two rooms (either with pylons or a curtain). Both sides of the gym will offer opportunities of play to meet all developmental needs. The children can switch sides with permission by staff – staff takes into account ratio before they make their decision with the child. Staff should also position themselves so that they can monitor as much of the gymnasium as possible. At least one staff should be able to see the front door in order to monitor parents coming in and out of the program, parents should be greeted and communication should be exchanged, paperwork signed, etc.

Snack will be offered at approximately 8:00 am and 4:00 pm. Children must bring their own lunches and lunch is at 12:30 pm.

The program will go on offsite trips on some full days

In the mornings, the program opens at 6:30 am. There are 2 staff scheduled at 6:30 am and 1 more staff scheduled at 7:30 am to accommodate up to 40 children. Student from R. I. Baker and St. Joseph schools will be signed out of the program by staff. The program does not provide transportation. PLAY Program staff have no transportation responsibilities and no supervision responsibilities once children have been signed out of the program. Parent contracts are signed upon registration stating this. At 8:15 am on school days, all Jennie Emery students will be signed out of the program for school.

In the afternoons during school days, children will be expected to arrive by themselves at 3:40 pm. There is 3 staff scheduled to after school to accommodate up to 40 children. In the event that a child does not show up after school, as scheduled, a staff member will contact school administration, classroom teachers and/or secretary to locate the child. By 4:00pm if the child cannot be located on the school premises the parent/guardian will be contacted immediately to determine the child's whereabouts, if the program has not heard back from parent/guardian than emergency contacts will be called. In the event that the program cannot get ahold of anyone, the police must be called and licensing must also be contacted. Parent contracts are signed upon registration stating this. One staff member will sign in all of the children one at a time. The rest of the staff will count children, assist in transition and continuously supervise the group. Staff is expected to know how many children are in the gymnasium at all times.

### **Toileting Routines**

#### **Inside:**

If a group of children is inside the gymnasium and needs to use the bathroom, one child at a time can ask staff permission. They will move their name tag to the bathroom spot and are allowed to leave by themselves. Upon returning to the gymnasium they must remove their name tag from the bathroom spot.

During snack and lunch breaks, children will go to the bathroom as a group to wash their hands with a staff member accompanying and supervising.

#### **Outside:**

If a group of children is outside on the playground and a child needs to use the bathroom the child will ask a staff member and the staff member will accompany and supervise a group of children inside to use the facilities, staying in ratio and return outside as a group.

### **Outside Play**

All staff is expected to do a count of children prior to going outside. A list of all children who are in attendance in the program at that time is on the tablet through the electronic sign in. Children are asked if they need to use the bathroom prior to going outside, if yes a group of children will be accompanied and supervised by a staff to the bathroom prior to going outside. As parents arrive to pick up their child, they will be signed out of the electronic attendance. Staff will continuously count children making sure their numbers match the "live sign-in status"

on the electronic attendance app. When returning back into the gymnasium, staff will do another count of children.

If there is a group of children outside and a group of children inside the gymnasium and a child would like to switch groups, they must first ask permission from a staff. The staff member will accompany and supervise the child/group during transition from inside or outside of the school. The outside doors will remain locked at all times to prevent children from sneaking inside without permission.

If the whole program goes outside and there is no one else in the school, staff are expected to lock the front entrance and put a sign on the door that states where the children are and how the parents can contact the group. If there are other personnel in the school, staff do not need to lock the front entrance but must provide signs showing where they are and contact information for the group. Due to safety reasons, if one staff is alone in the school with a group of children and the rest of the group is outside, staff will lock the school door.

As there are a few playground structures and play spaces, children can only play on structures with staff permission and where staff can see and hear them. Children are asked not to run too far into the sports field so they are within hearing range of staff.

### **Leaving the Premises**

When leaving the premises all parents/guardians must be aware in advance and they must provide proper consent. Staff must remember to bring the electronic attendance and the emergency backpack with the portable files binder in it. The school must be locked before leaving and signs must be posted on the doors, letting parents/guardians know where the group is and how they can be contacted. Before leaving, staff must have a list of all children who are leaving with the program and they must know how many children they have with them at all times. When walking, one staff member should be in the front of the line and one should be at the back so that all the children are in between them. Before coming back to the school, the staff members need to ensure they have all of the children that they came with.

### **3.5 Inclusion and Diversity Policy**

Date Created: June 2013

Date Reviewed:

Date Revised:

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#### **3.5.1 Policy**

PLAY program's Inclusion and Diversity policy is based on acceptance.

#### **3.5.2 Procedure**

The Palliser Before/ After School Program actively promotes inclusive practice in order to best meet the needs of the children, families and staff at the program. All children are welcome to attend the program regardless of ability, need, background, culture, religion, gender or economic circumstances. The PLAY Program promotes positive attitudes to both similarities and differences in each other. Each child and their family is valued and their culturally diverse backgrounds are accepted and reflected in the program. Parents and children are encouraged to contribute to various aspects of PLAY's programming by providing information or resources illustrating aspects of their lives, culture and community. Through inclusive practice, the PLAY Program has created relationships with many community members. The children become involved with the community through field trips and by having visitors come to the program. As the program is based within the Palliser Regional School Division at Jennie Emery School the program has built a strong relationship with the school. The Program Coordinator and Principal of Jennie Emery School work closely together and the Program Coordinators office is situated within the school.

### **3.6 Child-Staff Interactions Policy**

Date Created: August 2013

Date Reviewed:

Date Revised:

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#### **3.6.1 Policy**

PLAY program strives to create and foster a physical and emotionally safe environment whereby children are treated with respect at ALL times.

#### **3.6.2 Procedure**

Positive relationships develop and self-esteem escalates when caregivers take the time to listen to, connect with and get to know the children and their families.

- PAY ATTENTION TO POSITIVE BEHAVIOURS! Give attention to children for positive behaviors such as cooperation, helping, working together, putting away the toys and sharing. You can comment on the behavior, smiles at the child; give him/her a high five and a child initiated hug.  
For example:
  - “Thank you for wiping up the spilt water. That’s very responsible. Now we won’t slip on it.”
  - “You’re all working together to get the kitchen center all cleaned up. Way to go!”
- Show affection freely and frequently toward all of the children by smiling, sitting close, playing with them and responding appropriately to their affections.  
For example:
  - If a child hugs you, hug him back but do not ask for hugs or kisses.
  - If a child tries to kiss you, staff will try to deter this behavior and explain to the child that they would rather have a high five. Explain to the children that we show them how much we like them by playing with them.
- Show respect for the dignity of the children at all times. Never talk about a child in front of him or her or in front of other children.
- Use children’s first names.

- Talk with children during routine activities; sit with them at snack and lunch times; talk with them during snack and lunch times; greet them enthusiastically when they arrive at the program in the morning and after school and give them a farewell greeting when they leave.
- Show enthusiasm and interest in what children are doing by commenting on their work or play. Ask open ended questions, extend their play by offering additional materials and posing questions that stimulate their thinking.
- Speak quietly when you're with a group inside. Walk over to a child you want to talk to him/her instead of calling across the room.
- Interact with the children at their level often instead of standing over them.
- Avoid negative language and labeling such as "no, don't, not nice". Explain the reason for your concerns by using "I messages" and tell the children what they can do instead. For example, "Please walk inside so no one gets hurt" and "I'm concerned the ball will hit the other boys and girl who are playing over there. That's why we have the pylons up."
- Use non-judgmental explanations to help children learn the impact of their behavior on themselves and others. For example, "John is crying because his arm hurts. It really hurt his arm when you hit him." You could then ask the child what he could do to help John feel better and involve the child who hit in caring for the child who is hurt.

For example:

- "Please get a tissue for John so we can wipe his tears"
- "Please ask (a staff) to get some ice to put on John's arm to help it feel better"
- Encourage independence. Encourage children to do for themselves everything they can (washing their hands and faces, cleaning up, self-serving at lunch and if possible at snack, preparing the paint for the easels, sweeping up the floor, wiping spilt water, making play dough, setting up play areas, etc.)
- Tell children clearly what you expect. Don't ask a question when you really mean to give a direction.

For example:

- Say, "It's time for everyone to put their things away so we can get ready for the field trip now" instead of "Do you want to clean up your things now?"
- Be a good role model. Show the children by your own behavior how you want them to behave.

For example:

- Don't interrupt the children if you expect them not to interrupt you.

- Don't sit on the tables if the children aren't allowed to.
  - Don't bring junk food in your lunch if you want the children to learn about good nutrition.
- Give all of the children equal opportunities for activities. Don't assume that some things are for boys and other things are for girls.
- Offer choice to promote decision making and problem solving.
- Validate children's feelings. Label emotions and feelings to help children understand their feelings and other's feelings and to support the development of empathy.
- When conflicts occur, engage children in a problem solving process based on their developmental level.

### **3.7 Off-Site Excursion Policy**

Date Created: March 2013

Date Reviewed: May 2017

Date Revised: May 2017

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#### **3.7.1 Policy**

PLAY program will plan and organize off-site excursions. These experiences deepen understanding of concepts already learned and provide opportunities for social development. Children are held accountable for their behavior while off-site.

#### **3.7.2 Procedure**

Any off-site activities must follow procedures outlined in the Palliser Regional School's Administrative Procedure 260.

All off-site activities require written notification and written permission from the child's parent/guardian. The program coordinator must complete and file all necessary forms before the off-site activity occurs and must ensure that the parents are aware of the activity including transportation and supervision arrangements with respect to the activity, and have given their permission for their child to participate.

A program assistant will be responsible to take the portable backpack containing an active child list with emergency contacts and emergency procedures on off-site activities as well as during emergency evacuations.

Both child and parent/guardian will sign a field trip contract agreeing to meet PLAY Program's field trip expectations where children are held accountable for their behavior and actions due to concerns for the safety and supervision of other children, the property of the location of the off-site, the bus and bus driver (when utilized) and the supervision and safety concerns for staff. Children who are a safety and supervision concern will have to miss out on the next off-site activity; there is no guarantee that child care will be available if this happens.



### **3.8 Open Door Policy**

Date Created: June 2013

Date Reviewed:

Date Revised:

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#### **3.8.1 Policy**

The PLAY Program has an open door policy and encourages parents/guardians to be involved in their child's program. Quality of care for each child includes communication between families and staff. Parents/Guardians are welcome to come by unannounced, anytime during program hours for a visit. We are proud of our program, the children and welcome the opportunity to "show off" whenever possible!

Parents who would like to take an active part in their child's care are more than welcome to chaperon on field trips, offer suggestions for art activities, snacks, visitors, etc. Your input is valuable! It also shows your child that you want to be a part of their world! Feel free to play with your child and his/her friends while visiting.

### **3.9 Parent Involvement Policy**

Date Created: September 2013

Date Reviewed:

Date Revised:

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#### **3.9.1 Policy**

The PLAY program supports an open door policy to the families of whom their child is registered with the program.

#### **3.9.2 Procedure**

Parental involvement is encouraged and welcomed. Parents may help on off-site excursions or a special activity and make donations to the program (e.g. art supplies, etc.)

A family may be asked to come to PLAY to help the children celebrate the diverse cultures we have within our community. The context of the visit would be explained in a parent invitation to the family being asked to be a special guest.

In addition, there are many more ways parents may participate in the program. Participation can include verbal or written feedback or sharing information about your child's development.

### **3.10 Parent Concern Policy**

Date Created: September 2013

Date Reviewed:

Date Revised:

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#### **3.10.1 Policy**

Although PLAY program makes every attempt to offer quality care to all children and families, there may be occasions when parents have concerns. We encourage parents to bring their concerns to us so that we can work together to determine solutions. PLAY and the Program Coordinator will take appropriate actions to resolve all parent concerns in a timely manner.

#### **3.10.2 Procedure**

- Parents are encouraged to talk to the staff at PLAY program as a first point of contact.
- If parents have tried talking with the staff without satisfactory results, or if the concern is serious enough to warrant immediate administrative review, parents are encourage to contact the Program Coordinator.
- The Program Coordinator will schedule meetings as necessary with appropriate parties to gather relevant information before deciding on a course of action
- Parents will be informed, as appropriate within confidentiality requirements, as to the results of the Program Coordinator's inquiry and action taken.
- All concerns will be dealt with in a timely manner
- In the event that the concern is serious and/or was not resolved within the PLAY Program, parents have the option of contacting the Principal of Jennie Emery School at (403) 345-2403.

### **3.11 Communication Policy**

Date Created: June 2013

Date Reviewed:

Date Revised:

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#### **3.11.1 Policy**

The PLAY program policy is to keep parents and staff well informed of all issues relating to the running of the program and to the welfare of the children and to seek appropriate feedback from parents and staff at all times. We encourage an atmosphere of openness and receptivity to new ideas and opportunities for improvement.

#### **3.11.2 Procedures**

##### **1. Communicating with children**

- Staff acknowledges children, respond and show interest when the children communicate.
- Children are greeted at the door and asked personal questions such as asking about his/her day
- Staff build relationships with the children, play with them and provide opportunities for the children to share with staff or other children
- Staff use active listening when talking to children
- Staff always use eye contact with children when you are speaking to them and try to get down to children's level when talking to them
- Staff use appropriate language and content while talking to the children inside and outside the program

##### **2. Communicating with families**

- There are a wide range of strategies to communicate with families. These include the Handbook, newsletters, general information on the communication board, notices posted to the parent board as well as opportunities to talk with parents during drop off and pick up times. Families have the opportunity to talk to the Program Coordinator through phone calls, texts, emails and by setting up meetings.
- When discussing billing, cancellations, schedules and program issues parents should be referred to the program coordinator by all staff.
- When communicating with parents/guardians staff should treat them with respect and give them the benefit of the doubt.

- If an incident report or a medication administration form is filled out staff must go through it with the parents/guardians and get them to sign the bottom.
- Parents should inform staff of any relevant information that will help staff better understand and care for their child.
- Parent meetings are held to ensure that the parents are comfortable in discussing issues with the Program Coordinator and staff on an ongoing basis.

### **3. Communicating with staff**

- Staff always communicate with each other while working at the program to ensure the best care is given to the students.
- Staff write in a communication book daily to ensure all staff are receiving important information
- All staff members are required to attending staff meetings
- All information sent out to families such as newsletters, notices, etc. are sent to each staff member in order to ensure that they know what is being sent out to parents in case of parent questions.
- If a staff member has an issue with something that another staff member is doing they should discuss it with them first. If the issue is not resolved the staff members should approach the program coordinator together. If the issue is still not resolved we can take the issue to the school principal.

### **4. Communicating with school personnel**

- The Program Coordinator works closely with the Principal and Vice Principal to ensure that the relationship between the program and school is strong.
- Staff can collaborate with school personnel upon parent permission
- A positive relationship has been established with RI Baker Middle School and St. Joseph's School

### **3.12 Behavior and Child Guidance Policy**

Date Created: August 2013

Date Reviewed:

Date Revised:

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#### **3.12.1 Policy**

Appropriate child behavior management is key to providing a safe environment.

The Program Coordinator will ensure that child behavior expectations are reviewed with children upon enrollment.

Staff shall not deny, threaten any basic necessity; or use, nor permit the use of any form of physical restraint, confinement or isolation.

#### **3.12.2 Procedure**

PLAY staff use many techniques to assist children in developing positive social skills, problem solving and conflict resolution. Although all methods vary depending on children's ages and level of development, we strive to teach problem-solving skills and assist children in becoming independent. If a child disciplinary action must be taken, the child's age, level of development, incident and outcomes of incident shall be taken into consideration.

The staff will minimize behavior problems by:

- **Planning:** planning activities that are developmentally appropriate and based on children's interests
- **Routine:** a daily routine is established to provide predictability and a balance between active/quiet and self-directed/teacher-directed activities.
- **Transitions:** Transitions between activities are carefully planned to make these times positive experiences for the children
- **Supervision:** Staff are to focus 100% attention on the children, guiding their behavior, facilitating their learning, interacting (including listening), and encouraging them as they strive to overcome new challenges
- **Positive communication:** Positive communication is used to explain why the child's behavior is inappropriate and to encourage the child to come up with other positive problem solving methods.

- **Positive reinforcement:** Staff reinforce positive behaviors by giving children attention and being positive role models.
- **Consistency:** Staff are consistent with all children. Limits and expectations are consistent amongst all adults as to allow for overall consistency within the program.
- **Clear limits:** Children are given clear limits. Boundaries and expectations expand as children develop.
- **Modeling:** Adults clearly demonstrate compassionate, caring behaviors that set examples for children to follow.
- **Validating feelings:** children's feelings and emotions are acknowledged to support their emotional development.

#### **Intervention Techniques:**

- **Redirection:** positive communication is used to explain why the child's behavior is inappropriate. An "I" message is used to express concerns about the behavior followed by a suggestion for an appropriate behavior to replace it.
- **Tone:** a kind yet serious tone delivered by intervening adults reinforces children's sense of security and lets them know the situation is under control.
- **Non-judgmental explanations:** children are provided with explanations as to how their behavior affects themselves and others.
- **Passive interventions:** Staff gives children time to work through their own problems, but are there to support the children as required.
- **Problem Solving:** children are given tools to settle conflicts (negotiate, make retribution, collaborate, etc.) Staff facilitates a problem solving process. They help children identify problems and encourage them to generate solutions.
- **Natural and logical consequences:** staff point out and reinforce natural consequences as they occur. Children see the results of their own behavior and begin to modify it accordingly.
- **Physical intervention:** Children are separated if one or more children are in danger of being physically hurt.
- **Prohibited Discipline:** Any type of physical punishment including spanking and any type of harsh, humiliating or degrading physical, verbal or emotional behaviors are strictly prohibited at PLAY.

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- If any behavioral problem persists, staff will bring this to the attention of the Program Coordinator. He/she will decide on further action.
- In the event of a child continually displaying unacceptable behavior, staff will endeavor to work closely with parents to produce an action plan that will encourage consistency in dealing with behavior management. This would include discussion and agreement with the Program Coordinator, Principal, Teacher, Parents and Counsellor.
- Incidents of unacceptable behavior are to be reported on the Behavior Incident report form. These forms are to be shared with the parents.



### **3.13 Signing In/Out Policy**

Date Created: August 2013

Date Reviewed: September 2015

Date Revised: September 2015

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#### **3.13.1 Policy**

All parents must sign their children in and out at the correct time and initial or sign for drop off/pick up using the electronic attendance system “kinderlime”. Staff are responsible for signing children out of the program before school and signing children into the program after school. Staff will make sure that the number of children present matches the number of children signed into the electronic attendance.

#### **3.14.2 Procedure**

- If a child shows up without a parent, the Program Coordinator will be notified and will contact the parent as a reminder and warning of the policy.
- If a child shows up without a parent a second time the staff members are expected to call parents right away if this happens and will verbally tell the parent to come back and sign their child in. If absolutely necessary parents will be asked to fill out a self-sign in/release form.
- Use the communication book as a tool to let staff know when children will and will not be attending the program

### **3.14 Cell Phone/Technology Policy**

Date Created: August 2013

Date Reviewed: December 2015

Date Revised: December 2015

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#### **3.14.1 Policy**

In order to accommodate the growing use of cell phones, other signaling devices and technology by both employees and children, the following guidelines are set aside for the use of these devices.

#### **3.14.2 Procedure**

##### **Children**

- Children may possess signaling devices, but the device must be turned off during program hours. “Turned off” means unable to receive a signal.
- Children are solely responsible for the storage and safekeeping of these devices.
- PLAY is not responsible for lost, stolen, or damaged devices.
- The owner or person in possession of such device must store the device so that it is not visible.
- Camera phones: Taking pictures with a camera phone at any time is strictly prohibited.

PLAY Program children who violate the policy shall have the device confiscated for the day. A parent/guardian may pick it up at the end of the program day.

##### **Staff**

- Staff may bring cell phones to work; however, they are not to be in view or used when the individual is engaged in supervising children. This includes, but is not limited to placing calls, text messages, surfing the internet, checking phone messages, or receiving or responding to email.
- Devices may be used before the beginning of the work day, at the end of the work day, or during staff duty-free planning or break.

- During circumstances where the Program Coordinator is off-site or there is an emergency which requires immediate attention, the cell phone may be carried on vibrate mode.

### **Technology**

- Technology such as TV, video, computer and Ipads may be used at PLAY Program provided they are educational, encourage creativity, solve problems, support weekly themes and activities and are provided by the PLAY program. The use of “youtube” on iPads must be closely monitored by staff.
- Technology brought from home is not encouraged. PLAY is not responsible for lost, stolen, or damaged devices and the owner or person in possession of such a device must store the device so that it is not visible. Parents and children must have permission from the Program Coordinator before use.
- PLAY Program has Ipads available for the children to use. They must earn a PLAY Point either by exercising, being a leader or acts of kindness which will provide 15 minutes of tech time. The staff will assist children in setting up a timer on the Ipad to indicate when their time is up and will also record who used the Ipad, date and amount of time it was used. PLAY Point tech time is limited to 1 hour for the full day programming and 30 minutes during school days.
- All technology procedures are outlined in the Palliser Regional School’s Information Technology User Agreement/Permission
- When staff use technology activities such as GoNoodle, Just Dance or a movie, this is recorded on a checklist with the date, type of activity, amount of time and staff who used the technology.

### **3.15 Custody Policy**

Date Created: April 2014

Date Reviewed:

Date Revised:

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#### **3.15.1 Policy**

The protection and best interest of the children will always be PLAY program's first priority. Access disputes between parents and or other family members may be complicated by the fact that legal custody of the child has not yet been determined by a court or formal agreement such as a consent order.

#### **3.15.2 Procedure**

The following guidelines will be applied when deciding whether or not to release the child:

- If there are any custody and access arrangements by way of consent or court order, we request a copy for your child's records, however it is not our responsibility to interpret, determine and enforce these orders.
- If the child's mother or father that is listed on the registration form and/or we have met the caregiver who comes to pick the child up, we will release the child to that parent. This will also include anyone that is listed on the emergency contact list on your child's registration form.
- If you have sole custody and can provide a document that clearly defines the non-custodial parent's access we will not release the child. Should the situation arise where the non-custodial parent comes to pick the child up, we will ask for supporting documentation of access, contact the sole custodial parent, and the police if necessary.
- In these circumstances it is very important that you have regular communication with PLAY Leaders and the Coordinator.

### **3.16 Child Discipline Policy**

Date Created: April 2009

Date Reviewed: April 2013

Date Revised: April 2013

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#### **3.16.1 Policy**

- 1) Policies on misconduct and discipline will be posted on the bulletin board. Staff will notify parents and youth of behavior expectations at the time of registration.
- 2) Children must not be denied or threatened to be denied of any basic necessities.
- 3) Methods of discipline will be age appropriate and any child disciplinary action taken must be reasonable in the circumstances.
- 4) Physical punishment, verbal or physical degradation or emotional deprivation is not allowed.
- 5) Physical restraint, confinement or isolation must not be used or permitted under any discipline circumstances.
- 6) The best method to discipline is prevention of problems. Staff outlining expectations, maintaining consistency in setting limits and affirming positive behavior can do this.
- 7) Programming will be designed so that little time is left for children to be idle or looking for negative ways to fill their time.
- 8) When discipline is necessary staff will allow for the children to calm down and discuss the issue at hand with the children. After a general acknowledgment of what went wrong is in place, they will brainstorm how the behavior can be prevented next time. Offering alternatives to what is occurring at the moment can diffuse confrontations between two or more children.
- 9) All cases of discipline must be discussed with the parent/guardian that picks up the child. A written report must be filled out, signed by the parent/guardian and kept with confidential records.
- 10) Each situation is unique and should be dealt with in an individual basis. In general terms consequences should be natural and logical.
- 11) Suspensions or expulsion can result from:
  - a. Conduct which threatens the safety of other children or staff
  - b. Possession or display of a weapon
  - c. Assault of an individual

- d. Possession of, or under the influence of illegal drugs, alcohol, or inhalants in school or on school property.
  - e. Contravention of system policies related to personal harassment, smoking, student attendance, and student rights and responsibilities.
  - f. Theft
  - g. Willful disobedience and/or open opposition to authority
  - h. Use or display of improper or profane language
  - i. Willful damage to school or other's property
  - j. Contravention of the code of conduct as set out in the *School Act* (section 12)
- 12) Bullying in any form is not tolerated in the division, and it is expected that when system staff observe an act of bullying they will take immediate, appropriate steps to intervene.

### **3.17 Anti-Bullying Policy**

Date Created: April 2014

Date Reviewed:

Date Revised:

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#### **3.17.1 Policy**

All children who attend PLAY program have the right to a caring, respectful and safe environment that is free from all forms of bullying.

#### **3.17.2 Procedure**

The PLAY program will assist children to establish an environment where he/she feels comfortable to speak about any concerns they may have, and will ensure the program reflects and encourages core values such as cooperation, sharing, respect and responsibility.

Staff will always listen and respond to children when incident of bullying are reported or observed and will act to eliminate incidents of bullying.

### **3.18 Playground Policy**

Date Created: April 2014

Date Reviewed:

Date Revised:

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#### **3.18.1 Policy**

PLAY program will provide a safety inspected playground that is developmentally appropriate.

#### **3.18.2 Procedure**

##### **OUTDOOR PLAYGROUND EQUIPMENT AND OFF-SITE PLAYGROUND**

Staff will inspect play areas for any hazards (e.g. broken glass, animal excrement, broken equipment or trash). See Daily Inspection Sheet.

Staff will be aware of other people and any potential hazards or threats in the direct vicinity of the children.

A minimum of two staff will provide direct supervision during off-site playground visits.

Staff must have knowledge of why outdoor play is important for a child's development.

Staff will ensure children are properly dressed for the weather and observe all safety guidelines for outdoor play (sunscreen, hat, water).



### **3.19 Code of Conduct Policy**

Date Created: March 2014

Date Reviewed:

Date Revised:

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#### **3.19.1 Policy**

A positive, nurturing environment must be maintained at all times. This code of conduct is expected to be followed by everyone in the program including staff, parents, children and guests.

This code of conduct is in effect at the program, and at off-site functions.

#### **3.19.2 Procedure**

This code of conduct includes but is not restricted to:

- **People are not for hurting**
- **Fair is not always equal**
- **Display appropriate and responsible behavior**
- **Treat your peers, leaders and parents with courtesy and respect**
- **It is not acceptable to throw snowballs or rocks on the school grounds**
- **Children must only play in supervised areas when inside and outside**
- **The use of profane language will not be tolerated**
- **Everyone must wear clean dry footwear at all times**
- **Rough play is not acceptable. This includes activities such as tackling, play fighting and wrestling**

Parents are encouraged to discuss problems with all PLAY Leaders or to follow the procedures outlined in the Parent Concerns Policy.

Staff will record instances of difficult behavior and report them to the Program Coordinator. Repeated incidents of difficult behavior will result in a phone call or meeting between the Program Coordinator, Principal of Jennie Emery School and the parent and a Plan of Action documenting program expectations will be jointly agreed

upon. Should the parent disagree with the Plan of Action, they may choose to withdraw their child(ren) from the program immediately.

The consequences of not abiding by the code of conduct or parent plan will vary according to each situation. In the most extreme situation, the Program Coordinator has the right to evict the family from the program. We will strive to minimize the negative impact of the consequences on the affected child and eviction would be used in only the most extreme situations.

### **3.20 Late Pick Up Policy**

Date Created: December 2013

Date Reviewed: May 2017

Date Revised: March 2015

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#### **3.20.1 Policy**

PLAY Program ends at 6:00 pm. All children **MUST** be picked up by then. If a child is not picked up by 6:05 pm, a staff member will try to contact the parent/guardian. Any parent/guardian, or other person on the child's pick up list, arriving to pick up between 6:00 pm and 6:15 pm will incur a **Late Charge of \$35.00**. An additional \$10.00, for every **5 minute increment** after that, will be charged until the child is picked up. Late pick up charges must be paid by the within **five (5) business days upon print date of invoice**. Your child care service will be in jeopardy for repeat or late offences.

#### **3.20.2 Procedure**

If the child has not been picked-up by closing time and PLAY Program has not been advised of the parents/guardians tardiness, the following procedure will take place:

- a) Parent/guardian will be phoned at home, at work or on cell phone at 6:05 pm. In the event that the parent/guardian cannot be located within a 15 minute period, the emergency contacts named on registration form will be phoned and asked to pick up the child.
- b) If neither the parent/guardian nor the emergency contacts can be reached after 30 minutes, Child and Family Services will be phoned and asked to take custody of the child. Should it be necessary to contact Child and Family Services parents/guardians will be informed that their child can be located through Emergency Social Services and/or the RCMP.

### **3.21 Termination of Services Policy**

Date Created: March 2015

Date Reviewed: May 2017

Date Revised: May 2017

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#### **3.21.1 Policy**

PLAY Program is committed to providing a caring, safe and supportive environment for all children, families and staff. However, termination of services may be required.

#### **3.21.2 Procedure**

Termination of services may be required if:

- a) Fees for services are not paid according to the contract and payment policy and suitable arrangements cannot be agreed upon.
- b) The family does not abide by the expectations stated in the Policies and Procedures Manual and successful resolution of the differences is not achieved.
- c) The child is no longer in the custody of the registered parent/guardian.
- d) A family member harassed, abused, committed a violent act or threatened a staff, child or other family involved in the program.
- e) Late pick-ups continue to happen with a family.
- f) The child's behavior is severely disruptive or physically threatening to the well-being and safety of other children or staff and additional supports to accommodate the child are unavailable.
  - i. If a child is not adjusting well, recorded observations will be discussed with the registered parent.
  - ii. Procedures will be planned and implemented to help the child. Staff will create a crisis at home which means the parent/guardian will be contacted to pick up child immediately during programming hours.
  - iii. Procedures will be planned and implemented to help the child. If the child is not responding, the family will be consulted. Other options may be explored with the family. The Program Coordinator may have to request that other arrangements be made for the child.

### **3.22 Social Media Policy**

Date Created: April 2017

Date Reviewed:

Date Revised:

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#### **5.4.1 Policy**

The Paliser Before/After School Program uses social media for the promotion of the program. PLAY Program will use the following social media sites to communicate with the community, families and staff: Twitter. Posts will be related to projects and activities the children are participating in, child care related news or articles and upcoming events. PLAY Program wants to ensure we are safeguarding the rights and privacy of the families, staff and children.

#### **5.4.2 Procedure**

- The Program Coordinator will supervise the social media sites. The coordinator will control the content of posts, ensuring they are consistent with the values and beliefs of the program.
- Any posts or comments made will be deleted immediately if they are found to be inappropriate and the offending user will be reported and blocked from the site.
- Staff are made aware of the programs policies and practices surrounding social media during new hire orientation, staff meetings and updates via email.
- At no time should an individual staff's personal page be used to talk in a negative manner about the program or any of the staff, families or children.
- Staff and families are not permitted to post any photos taken in the program, other than those of their own children. All parents must indicate on the programs contract form whether they give approval for the program to use the child/children's images on individual social media sites.
- The program will welcome feedback from families, staff and the community on the effectiveness and content of the sites. Any grievance or feedback will be documented in writing and responded to by the Coordinator.

## **4. Medical Emergencies**

### **4.1 Medical Emergencies**

Date Created: April 2009

Date Reviewed: March 2013

Date Revised:

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#### **4.1.1 Policy**

Emergency procedures are critical to ensuring the health and safety of children in our care.

#### **4.1.2 Procedures**

If a program assistant knows or has any reason to believe a child is exhibiting the signs or symptoms of illness or has been involved in an accident, the license holder must ensure that the child will be removed from the activities that the children are participating in immediately and parents/guardians will be contacted as soon as possible to come remove their child/student from the program. The staff member can assess the illness or injury of the child/student with the fever monitor, and asking the child if they have vomited or are experiencing diarrhea or an unexplained rash, or checking for injuries. Only staff that are certified with first aid can use the first aid kit when a child is ill/injured. Staff can create a quiet, isolated space in a corner of the gym with mats and towels which will be disinfected after the child leaves the premises. The child/student will be supervised by a primary staff member until a parent/guardian is able to pick up the child.

The Program Coordinator shall be notified of the incident and up to date actions that staff have taken to ensure a prompt response to the medical emergency.

Once the child has been sent home from the Palliser before/after school program the child will not be allowed to return to the program until the program receives a note from the child's physician or the child has been symptom free for at least 24 hours. Staff members will communicate with parents to monitor the child/student's recovery. After the child/student returns to the program the license holder may contact parents to come remove their child again if they feel the child/student poses a health risk to other persons on the premise.

When a child/student is ill/injured staff members will record and document observations made on an illness report or minor incident report. These reports will include the following information:

- Date
- Name of child and others involved
- Observations of symptoms/accident
- Methods of determining the child/student is ill/injured
- Time parent is contacted (and who contacted the parent)
- Time child/student was removed from the program
- Date child returned to the program
- Any other information (child diagnosis, doctor note, etc.)
- Name of Staff member who identifies the child as ill/injured

In the event that emergency medical attention is required, an ambulance will be called and the child will be transported to the hospital. If a cost is incurred for the ambulance, the parents shall be responsible for the payment.

In the case of accidents to students/children, please refer to Palliser Regional Schools Administrative Procedure 315 – Accidents to Students

In the case of a serious illness, please refer to Palliser Regional Schools Administrative Procedure 313 – Administration of Medication and Medical Treatment of Students

## **4.2 Provision of Health Care**

Date Created: April 2009

Date Reviewed: April 2015

Date Revised: May 2015

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### **4.2.1 Policy**

PLAY program may provide or allow for the provision of health care to a child only if there is written consent from the parents/guardians, or if health care is provided in the form of first aid.

Parents/guardians must indicate on the registration form any provisions of health care that may affect their children while attending PLAY program. The Program Coordinator will provide the parent with an appropriate consent form which must be filled out in detail by the parent/guardian which includes the parent/guardian name, signature, date of consent and must be approved by the Program Coordinator prior to child care given.

### **4.2.2 Procedures**

Provision of health care to be obtained for children's record will include but is not limited to:

- Individualized care plan for children with special health care needs (medical, physical, developmental or behavioral)
- Any assistive devices used (e.g. hearing aids, service dogs)
- Dietary restrictions

A 'Provision of Health Care Authorization Form' includes information and instructions for daily care, potential emergency situations. Parents/guardians must fill out a new authorization form annually. All staff will be oriented to any provisions of health care for children by the Program Coordinator.



### **4.3 Sick Child**

Date Created: April 2009

Date Reviewed: March 2013

Date Revised:

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#### **4.3.1 Policy**

Children should not attend PLAY Program if they are ill. While attending PLAY program and a child begins to exhibit the signs and symptoms of illness, parents will be called and requested to come and pick up their child.

#### **4.3.2 Procedure**

Please refer to Palliser Regional Schools Communicable Disease Administration  
Procedure 170-Communicable Diseases

Call the local health unit\* if:

- Three or more children/students/staff, in a 24 hour period, exhibit two or more loose/watery stools above what is usual for the individual
- Three or more children/students/staff, in a 24 hour period, exhibit two or more episodes of vomiting.
- One or more children/students/staff have bloody diarrhea
- One or more children/students/staff have a stool culture positive for a pathogen (e.g. Salmonella, Shigella, E. Coli 0157:H7, Campylobacter, viral pathogen, etc.)

And

At least one symptom or sign compatible with gastrointestinal tract infection (nausea, vomiting, abdominal pain, diarrhea)

\*Info taken from Calgary Health Region info sheet- Vomiting and Diarrhea in the Child Care Center.

Parents/Guardians will be contacted as soon as possible when a communicable disease is suspected or the child/student has any of the following symptoms:

- Vomiting;
- Fever (a temperature greater than 38 degrees Celsius as determined by the provided fever monitor in the first aid kit in the portable files backpack. This is a sanitary fever

sensor that is placed two inches from the child's forehead. A sad face will show up with the temperature if they have a fever. );

- Diarrhea; and/or
- A new unexplained rash or cough

If a staff member knows or has any reason to believe a child is exhibiting the signs or symptoms of illness, the license holder must ensure that the child will be removed from the activities that the children are participating in immediately and parents/guardians will be contacted as soon as possible to come remove their child/student from the program. The staff member can assess the illness of the child/student with the fever monitor, and asking the child if they have vomited or are experiencing diarrhea or an unexplained rash. Only staff that are certified with first aid can use the first aid kit when a child is ill. Staff can create a quiet, isolated space in a corner of the gym with mats and towels which will be disinfected after the child leaves the premises. The child/student will be supervised by a primary staff member here until a parent or guardian is able to pick up the child.

Once the child has been sent home from the Palliser before/after school program the child will not be allowed to return to the program until the program receives a note from your child's physician or the child has been symptom free for at least 24 hours. Staff members will communicate with parents to monitor the child/student's recovery. After the child/student returns to the program the license holder may contact parents to come remove their child again if they feel the child/student poses a health risk to other persons on the premise.

When a child/student is ill staff members will record and document observations made on an illness report. This report will include the following information:

- Date
- Name of child and others involved
- Observations of symptoms
- Methods of determining the child/student is ill
- Time parent is contacted (and who contacted the parent)
- Time child/student was removed from the program
- Date child returned to the program
- Any other information (child diagnosis, doctor note etc.)
- Name of Staff member who identifies the child as ill

Palliser Before and After School Program  
Program Plan, Staffing Plan, Administrative Policies & Procedures

Parents are informed of the program management of children who are ill upon registration. The Potential Health Risk Policy is stated in the Parent Handbook. Parents will be notified on the daily whiteboard and in the newsletter if communicable diseases are spreading through the school and/or the program. They will be provided with signs and symptoms to look for.

#### **4.4 Medication Administration**

Date Created: April 2009

Date Reviewed: April 2015

Date Revised: May 2015

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##### **4.4.1 Policy**

PLAY program may administer medication or allow the administration of medication to a child only where the written consent of the child's parents/guardians has been obtained, the medication is in the original labeled container, the medication is administered according to the labeled directions, and the written consent has been approved by the Program Coordinator.

Where medication is administered to a child, PLAY program must ensure that the following information is recorded: the name of the medication, the time of administration, the amount administered, and the initials of the person who administered the medication.

PLAY program must also ensure that all medication, except medication that may be needed in an emergency is stored in a locked container that is inaccessible to children.

##### **4.4.2 Procedure**

Medication must be brought to PLAY program in the original bottle with a 'Medication Authorization Form' filled out by the parent/guardian which includes the parent/guardians name, signature, date of consent and must be approved by the Program Coordinator. If the child can administer the medication independently this must be identified on the Authorization Form. Parents/guardians must fill out a new authorization form each time medication is required or when medication expires.

The PLAY staff who administers the medication shall complete the 'Time and Date Administered' chart on the back of the Authorization form. Staff must include the date, actual time medication was administered, initials each time medication is administered and rationale why medication was administered or wasn't administered (e.g. child was away from program). Only staff who have a valid first aid certificate will administer medication.

All medications are stored and locked in the equipment room. Medications that are shared between Jennie Emery School and PLAY program will be stored in the school office in the first aid cabinet with a letter from the parent/guardian stating their permission and understanding that the medication is not on site. Medications such as inhalers and epi-pens will be stored in the portable backpack for easy access during an emergency.

Under no circumstance will medication be administered or will a child be allowed to self-administer unless the 'Medication Authorization Form' has been filled out properly and approved by the Program Coordinator. If parents send medication with their child without Authorization Form and approval, the medication will be confiscated and locked in a container inaccessible to children. In the event that this situation occurs, PLAY staff will immediately call the parent and explain that we are unable to allow the medication to be administered and inform the parent that they must personally administer the medication and/or fill out the Authorization Form.

## **4.5 Food Service**

Date Created: April 2014

Date Reviewed:

Date Revised:

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### **4.5.1 Policy**

Children will receive two snacks per day (one morning snack and one afternoon snack) and will be based on the Canada Food Guide recommendation.

### **4.5.2 Procedure**

PLAY program staff is responsible for the preparation of snacks, consisting of serving from at least two food groups from Canada's Food Guide. These include meat and alternatives, milk and dairy products, breads and cereals, fruits and vegetables.

A snack schedule is posted on the Parent Board listing the day's snacks. Any changes to the snack schedule will be posted on the snack calendar. Snack schedules are kept on file in the Program Coordinators office.

Food allergies and special diets are indicated on the registration form signed by the parent/guardian for each child enrolled. A list of allergies is posted in the kitchen. The children eat their snacks in a safe, clean designated area. Snacks are prepared in an approved kitchen facility.

Food provided by staff to the children must be prepared in the kitchen. Home cooked foods may not be served to the children.

Special dietary requests made by parents or guardians must be communicated to the Program Coordinator. Snack basics listed above will be offered. If PLAY program does not provide specific snacks to meet your child's dietary needs, please send required snacks with your child to the program.

Parents are expected to provide lunches for their own children on early Friday dismissal days and full day child care.



## 5. Staffing Plan

### Palliser Before/After School Program

#### 5.1 Staff Qualification

Date Created: November 2013

Date Reviewed:

Date Revised:

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##### 5.1.1 Policy

All staff is to have completed a minimum of Child Care Assistance Certification, or be enrolled in a course of study and complete the Child Care Assistant Certification within six month of date hired. During this training period staff without a Child Care Assistant certificate must not be allowed unsupervised access to the children.

- One in every 4 of the primary staff members is certified at minimum as a child development worker
- At least one staff in direct supervision must have a valid First Aid Certificate. One in every two staff must hold a valid First Aid Certificate.
- A record of staff qualifications must be kept on premises and posted.
- These records must be retained for a minimum of two years.
- Staff who work for PLAY Program are hired through Palliser Regional School District and are under the supervision of the Program Coordinator, Principal of Jennie Emery School and Associated Superintendent, Human Resources.

## **5.2 Job Description**

Date Created: December 2013

Date Reviewed:

Date Revised:

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### **5.2.1 Policy**

All employees are responsible for the care and education of children enrolled at the PLAY Program. Staff have the responsibility of following the policies and procedures outlined in this manual. They must adhere to all licensing requirements. Each staff member is accountable for ensuring quality care is given to all children under your supervision. Employees report directly to the Program Coordinator or in the absence of the Coordinator to the designate.

### **5.2.2 Principle Duties & Responsibilities**

- Plan and implement developmentally and educationally appropriate programs for enrolled children, fostering social, physical, emotional, cognitive and creative development.
- Provide a warm, nurturing, respectful and safe environment.
- Supervise children at all times; is always mindful of the number of children under direct supervision both indoors and outdoors.
- Ensure that all areas are tidy, attractively arranged, have materials that are rotated and of current interest to the children set out to promote play and creativity.
- Organize space, equipment, and materials prior to activities ensuring that all play areas are appropriately and clearly defined.
- Follow daily schedule allowing flexibility to meet the needs and interests of the children.
- Arrange and assist children in all transition periods by using appropriate cues and keeping waiting times to a minimum.
- Support cultural differences.
- Complete observations of children as necessary.
- Provide orientation for new children.



- Ensure information on children is current and up to date.
- Report any type of suspected abuse/neglect to supervisor.
- Apply team approach in working with others.
- Assist in orientation of new staff.
- Report required maintenance and repairs and needed supplies.
- Respect the use and care of materials and supplies; is not wasteful.
- Address inquiries about the program.

### **Guiding Children's Behavior**

- Set consistent, realistic limits and focus on the behaviors (not the child).
- Support the child's developing self-esteem.
- Provide consistency in limits and guidelines for the program through using positive reinforcement and modeling appropriate behavior.

### **Health and Safety Practices:**

- Consistently provide experiences that teach good health practices, e.g. physical, mental, dental and nutritional.
- Administer medication when needed, upon written consent from parents; maintain health records on a daily basis.
- Provide first aid in case of emergencies (if trained in first aid). Monitor first aid supplies and ensures that the Coordinator is informed when supplies need to be replenished.
- Report and record on a daily basis accidents and/or injuries to the Coordinator and parents.
- Recognize symptoms of illness in children and cares for child appropriately.
- Practice proper hygiene when preparing and serving food.
- Clean and disinfect equipment and toys as well as maintains equipment in good repair following the program's policy and procedure.
- Create a pleasant snack time atmosphere with children.
- Report unusual situations, such as allergies, parental requests and concerns, or behavior irregularities to the Coordinator.
- Follow evacuation policies and procedures in case of fire drills, natural disaster and other emergencies.

**Communication with Families:**

- Treat the child and family with sensitivity and respect.
- Maintain appropriate day-to-day contact with parents. Inform parents about their child's daily experiences at the program both verbally and through the appropriate use of notes and bulletin boards.
- Act as a resource to parents.
- Encourage parent involvement.
- Provide parents with required information.

**Personal Professional Conduct:**

- Maintain up to date individual requirements (child care certification, first aid, criminal record check, child care screening).
- Complete annual self-evaluations.
- Complete semi-annual goals.
- Practice professional and ethical behavior.
- Attend regular staff meetings, program planning sessions and professional development opportunities to further education and training.
- Share knowledge, ideas, and personal resources with other staff.
- Demonstrate the ability to share responsibilities with others and to assume others' responsibilities in emergencies.
- Use appropriate and constructive methods to resolve conflict with co-workers.
- Observe and note any problems or difficulties with the children, co-workers, parents or the environment and communicate them to the Coordinator.
- Actively take part in orientation of new staff members, students, and new families.
- Ensure that confidentiality is maintained at all times.
- Dress and behave professionally.

**Administrative Tasks:**

- Complete necessary administrative duties (e.g. medical and incident reports).
- Is knowledgeable about child care licensing standards.
- Ensure that the Coordinator and co-workers are informed of messages and maintain daily staff communication.
- Read, understand and follow the program's policies and procedures.
- Other administrative duties as assigned.

### **5.3 Staff and Volunteer Screening**

Date Created: December 2013

Date Reviewed:

Date Revised:

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#### **5.3.1 Staff Screening Process**

- Review applicant's resumes noting relevant experience, education and work history. Qualified candidates will be interviewed.
- In the interview the candidates' suitability to the position will be assessed.
- Candidates will be asked to relate previous experiences and education to the work of childcare. We shall also consider team work skills, stress management and coping strategies.
- Scenario questions will be used to gain an understanding of the individuals understanding of childcare and to assess their problem solving skills.
- References shall be contacted.
- If the candidate does not possess a Child Care Certification level they will require to obtain their Child Care Assistant certification within six months, they shall not be left in sole care of any children until they have obtained their Child Care Assistant certification. The candidate must have received their certification to continue to work at the program after six months.
- All new staff shall be on probation for three months. After three months their performance will be reviewed and if there are areas in need of improvement a formal letter outlining the expected improvements will be provided to the employee with a warning that failure to meet the standard before the end of the probationary period may result in dismissal. We will support the staff member with professional development training and resources to improve their skills during the probationary period.
- All staff must obtain a current criminal record check. New staff will require submitting these documents to us within 2 weeks of employment dated no earlier than 3 months prior to the start date. This documentation must be renewed every 3 years. No staff may be left unsupervised with children until they have a criminal record check.
- Care will be taken to prevent any discrimination based on gender, age, race, religion, or disability.

### **5.3.2 Volunteer Screening Process**

- Have a short, informational interview.
- Have volunteer shadow a staff and assist throughout the day.
- Adult Volunteers\* must also provide a criminal record check no earlier than 3 months prior to start date and must also renew it every 3 years. No volunteer may be left unsupervised with children until we have reviewed their criminal record clearance. (Volunteers under 18 years of age may volunteer but must not be left alone with any child.)

## **5.4 Advisory Board**

Date Created: February 2016

Date Reviewed: April 2017

Date Revised: April 2017

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### **5.4.1 Policy**

The purpose of the advisory board is to review the QEP, review specific policies and procedures and gather specific information in order to enhance monitoring of the program.

### **5.4.2 Procedure**

- Any new board members will be informed of the program's philosophy, goals and strategies.
- All advisory board members should have a clear understanding of their role in the program.
- The advisory board will communicate through emails and/or face to face meetings.
- The advisory board will meet at least once a year
- The advisory board members reflect the diversity of the program.
- Specific tasks to be completed by the advisory board:
  - Gathering and summarizing surveys
  - Review the QEP
  - Review specific policies and procedures when it is communicated by staff members or families of the program that changes need to be made.
  - Job descriptions will be reviewed annually or as necessary to ensure alignment with achieving quality enhancement plans and program outcomes.

## **5.5 Quality Enhancement Plan (QEP) and Program Evaluation Policy**

Date Created: March 2017

Date Reviewed: April 2017

Date Revised: April 2017

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### **5.5.1 Policy**

Palliser Before/After School Program uses information obtained from children, staff, families and community to review its performance. The advisory board takes this information to create a QEP made up of short-term, intermediate and long-term goals for the program.

### **5.5.2 Procedure**

- Family and staff surveys will be analyzed and feedback will be used in creating a QEP
- Timelines for the QEP will be achievable and completion dates are recorded
- Goals and action plans reflect the resources available and circumstances impacting the program
- Staff meetings will be used review and record the progress on the QEP goals as well as policies.
- Annually the advisory board will review the entire QEP and record any changes made.
- Annually the program will complete the Annual Report and submit it to AELCS.
- Policies and procedures are updated regularly based on new information on Best Practices, licensing and accreditation requirements. All changes are reviewed yearly with the Advisory Board.
- The date of any review or revision will be noted
- Job descriptions will be reviewed by the Advisory Board annually or as necessary to ensure alignment with achieving QEP and program outcomes.



## 6. Capacity and Ratios

### Palliser Before/After School Program

#### 6.1 Capacity and Ratios

Date Created: April 2014

Date Reviewed:

Date Revised:

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##### 6.1.1 The licensed capacity for the PLAY Program is

- 80 children

In accord with the Licensing and Regulations the following ratios must be maintained:

School Grade	Primary Staff Member to Children Ratio	Maximum Number of Children in a Group
Kindergarten children	1:10	20
Children attending grades 1 and higher	1:15	30

When there are seven or more children present there must be at least two workers present.

## 7. Emergency Evacuation

### Palliser Before/After School Program



#### 7. Emergency Evacuation

Date Created: April 2009

Date Reviewed: September 2015

Date Revised: September 2015

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##### 7.1 Fire Drill

- When the alarm sounds, the staff in the room will assess the safest and nearest exit. An exit that is direct to the outside is located and must be considered the primary exit and will be used unless prevented (or during alternate exit route drills).
- A PLAY Leader will do a quick room check, including the washroom, collect the attendance records and supervise the end of the line of children.
- Staff will do a complete head count before leaving the building to ensure all children are in line.
- All PLAY program children and staff will meet at the front of the school at the Jennie Emery School sign.
- A PLAY Leader will check the attendance records to ensure the number of children present matches the daily attendance records.
- Once outside the building leaders and children will not return to the building until an “all clear” notice has been given.
- Upon return to the building attendance records will be checked to ensure that the number of children present matches the daily attendance records.
- In the event that an emergency does not permit re-entry into the school, the staff and children will walk to:

R.I. Baker Middle School  
2112 13 Street, Coaldale AB  
(403)345-3340



## **7.2 Lockdown**

An internal lockdown means that children remain inside the designated safety area with precautions taken to minimize their visibility. The gym doors remain locked for the duration of the lockdown.

During an external lockdown outside school doors are locked but PLAY program activities may continue. Police will advise PLAY program when the lockdown status can be lifted.

PLAY program follows Jennie Emery Elementary Schools protocol for lockdowns.

When a lockdown is announced:

- visually check the hallway for children and direct children back to the group if they are in the washroom
- PLAY Program will go into the equipment room (Mr. Hegland's office and up the stairs)
- Close and confirm your door is locked
- All staff and children must turn off cell phones
- MAINTAIN SILENCE
- Stay out of view of doors and windows
- ignore ALL school and/or fire bells
- do not answer the door or phone under any circumstances
- Police or School Administration Staff will unlock the door when it is safe. Remain in your secure location until this occurs.

## **7.3 Emergency Program Closure**

Emergency program closure may be needed for the following reasons: extreme weather conditions, power failure, water and sewer problems, fire, or any other situation that may endanger the health or safety of the students and staff. When a decision is made by the Superintendent of Palliser Regional Schools and/or designate to close Jennie Emery School, the decision will be communicated through a phone call by PLAY program staff, the Jennie Emery School website ([www.jees.ca](http://www.jees.ca)) and through the Lethbridge radio stations.



## **8. Use of Jennie Emery Elementary School Facilities**

### **Palliser Before/After School Program**

#### **8. Use of School Facilities**

Date Created: April 2009

Date Reviewed: May 2014

Date Revised:

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The diagram on Exhibit "A" Program Premises Map shows the layout of Jennie Emery Elementary School. Most PLAY program activities take place within the east side of the building. The program's main play area is the gymnasium and the three outdoor playgrounds.

Staff has access to the photocopiers, the equipment room and craft room. A small kitchen area is provided for rest periods for staff.

The Program Coordinator space is provided on the second level of the school, above the staff room.

There are three custodial staff members currently working at Jennie Emery Elementary School throughout the school year and summer. The custodial staff is in charge of maintaining the facility both inside and outside. PLAY program works closely with the custodians to keep the gymnasium, bathrooms, kitchen and outside areas clean.



## 9.Registration and Payments

### Palliser Before/After School Program

#### 9. Registration and Payments

Date Created: April 2009

Date Reviewed: December 2016

Date Revised: December 2016

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#### 9.1 Registration for PLAY Program

Registration is to be completed by a parent or legal guardian of the child who is to attend the Out of School Care program. The parents/guardians are required to update this information every six months or when information changes.

When you **register** your child for the program, you are reserving a space for your child to access planned activities and events that occur on a daily basis much like a gym membership. This means that your monthly fees are based on reserving this space and not on actual time spent at the program. However, this also means that you can rest assured knowing that we are anticipating your child's arrival at the program on a daily basis, based on what you check off on your contract. You may fill out a registration form for us to hold on file, but a contract needs to be filled out when the child resumes attendance at the program.

#### 9.2 Payments and Fees

"You pay before you P.L.A.Y.". Child care must be paid for before it is provided. Cheques are to be payable to Palliser Regional Schools. There will be a \$25.00 service charge for any NSF cheques. At present, we accept cash and/or cheques; we are currently looking into getting a credit/debit machine for the school soon.

We require notification if your child is going to be absent from our program. If notification is given before noon the previous business day, fees will **not** be charged. If notification of an absence is given after noon the previous business day **you will be charged the applicable fees agreed to in your contract**. PD days and full day child care are included with the before/after school care fees. However, you **MUST** sign up for

Palliser Before and After School Program  
Program Plan, Staffing Plan, Administrative Policies & Procedures

care prior to these days. Sign-up sheets for full day care are available at least two weeks prior to the school holiday. A minimum of 15 children/students must be sign up to remain open. Due to space or staffing restrictions, a limited number of child care spaces may be available on these days.

Please check the website link “Registration and Payments” for up to date rates or contact P.L.A.Y. Program at 403-330-6261/ [play.program@pallisersd.ab.ca](mailto:play.program@pallisersd.ab.ca)

## 10. Hours of Operation

### Palliser Before/After School Program



#### 10.Hours of Operation

Date Created: April 2009

Date Reviewed: September 2016

Date Revised: September 2016

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PLAY program operates after school on school days and all do on most “No School Days”. PLAY program will begin early on “Early Friday Dismissal Days”. The program is closed on statutory holidays and school holidays where less than 15 children. PLAY Program is open during school holidays such as Christmas break, Reading Week, Easter (Spring) Break and Summer Holidays.

Regular PLAY program hours are 6:30-8:15 am & 3:40-6:00 pm Monday through Thursday; 6:30-8:15 am & 12:40-6:00 pm on Friday’s. During a no school day the program will operate 6:30 am-6:00 pm.



## 11. Absent Children

### Palliser Before/After School Program

#### 11.Absent Children

Date Created: April 2014

Date Reviewed:

Date Revised:

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Parents are expected to notify PLAY Program if a child who is schedule to attend, will be absent. If an expected child is absent, staff is to contact parents by 4:00 pm on regular school days and 1:00 pm on early dismissal days. On no school days the parent will NOT be contacted if the expected child has not arrived by 9:00 am, however the parent will be charged \$35.00.



## 12. Evaluations

### Palliser Before/After School Program

#### 12.Evaluations

Date Created: April 2014

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PLAY program will be evaluated by children, parents and staff the following ways:

- Three annual program surveys shall be completed using the sample forms shown in Exhibit "L".
- Staff shall receive an annual performance review which will include an evaluation of their work skills and achievements.
- The PLAY Program will receive periodic inspections by a Child Care Licensing Officer.
- The PLAY Program will receive periodic inspections by an Accreditation Validator.



## 13. Subsidy

### Palliser Before/After School Program

#### 13. Subsidy

Date Created: April 2009

Get approved TODAY at [www.child.alberta.ca/home/1153.cfm](http://www.child.alberta.ca/home/1153.cfm)

#### **You can apply for a subsidy if:**

You or your spouse/partner, or the child receiving care are Canadian citizens or permanent residents of Canada and live in Alberta.

You or your spouse/partner are an Alberta resident

Your children are 12 years of age or younger and are not yet attending Grade 7.

You and your spouse/partner are currently working, volunteering, attending school, looking for work or have special needs OR

You or your spouse/partner stay-at-home and have your child(ren) enrolled in a licensed pre-school or approved early childhood development program

#### **How does subsidy work?**

1. The first step to receive a government subsidy to assist with child care costs is to apply online or to fill out the subsidy paperwork and hand them in to Child and Youth Services in Lethbridge. I would suggest applying online because it is fast and efficient!
2. Next, you should receive a letter in the mail which will let you know how much money you have been approved for. This amount will be dependent on the amount of hours the children will attend the program in one month and your financial situation. PLEASE NOTE: If your letter of acceptance says that you are approved for 10 hours and \$100.00 it means that IF the children attend the program for 10 hours, the government will pay \$100.00 on your behalf. If you were to only come to the program for 2 hours in that month the government may provide less than \$100.00. If you need to use the program for 40 hours in a month, the government may provide more than \$100.00 towards your child care costs.
3. If it says that you are approved for 10 hours and \$100.00 that DOES NOT mean that you receive 10 hours of child care at no charge. This means that the government will contribute \$100.00 towards the fee. Please see the Program Rate Sheet to further understand how our program charges you for child care. (Please show this letter to the Program Coordinator to ensure that a correct claim is placed for your children during that first month of care. Sometimes the acceptance letter will not be delivered to the program in time to add the children on the subsidy claim list.)



4. The first and last month of child care that you have been approved for are very time sensitive. If you send your child to the program for LESS hours than you got approved for, it is possible that you will not receive the maximum amount of subsidy that you have been approved for.
5. A claim is put in for a subsidy on the last day of the month. We provide them with the number of child care hours that you have USED (not signed up for) during the month and the fee that the program has charged you.
6. Subsidy payments should be made to our program about half way through the following month.
7. We will then send out an invoice letting you know exactly how much money we have received on your behalf and you are responsible for paying the difference.