



**Eagles Nest**  
**Out of School Care**  
**And Preschool**  
***PROGRAM PLAN***  
***Admin Policies***  
***Staffing Plan***

## Table of Contents

Philosophy .....	4
Program Premises:.....	5
Program Hours of Operation: .....	7
Use of Community Resources & Parent Involvement .....	8
Ongoing Evaluation & Improvement of the Child Care Program .....	9
Staffing Plan.....	9
Staff Positions: .....	9
Staff Orientation Policy: .....	11
Child Guidance Policy.....	12
Violent Behavior Policy .....	14
Community Concern Policy .....	14
Programming Policy .....	15
Playground Safety Policy .....	18
Social Media Policy .....	19
Technology Policy:.....	21
Volunteer Policy .....	22
Administrative Policies & Procedures.....	23
Child Discipline Policy:.....	23
Off-Site Activity Policy: .....	24
Emergency Safety Policy:.....	25
Accident or Serious Illness Policy:.....	25
Potential Health Risk Policy .....	27
Administration of Medicine Policy.....	28
Smoking Policy .....	28
Nutrition Policy.....	29
Administrative Policy.....	29
Childrens records.....	29

Portable Records.....	30
Supervision of Children.....	31
Appendix A.....	34

## Philosophy:

Standards:

Developed: Sept, 2010

Revised:

Review Date: Jan, 2018

We believe in respecting and treating each child as a person with rights. By showing respect for children and expecting it in return, we are encouraging respect for others. We would like to help children become more independent and encourage growth and personal accomplishment.

Children learn through small accomplishments that are recognized with positive reinforcement and this leads the child to be confident and more independent. Children also learn through experience and by having the opportunity to play, we strive to set up secure, consistent environments that allow each child the opportunity to do this while still enjoying their day.

Most importantly, children need to feel cared for and secure in this environment. We care for children because we feel it is the absolute way of guaranteeing a better future for all of us in the community.

Meeting the physical, social, intellectual and emotional needs of the children is important to us. The following is a brief description as to how the program will meet those needs:

- 1) **Physical & Social:** Every day there will be a scheduled outdoor or gross motor activity time. This will be held either outside or in the gymnasium, depending on the weather that day. During this time, group games or sports will be introduced.
- 2) **Creative, Intellectual & Physical:** Every day, a craft activity will be offered. Many times, a "Junk Art" box will be at the disposal of the children to create whatever they want with the items within the box. Fine motor development will be challenged by different craft activities using various media.
- 3) **Social & Intellectual:** There will be a dramatic corner available for the children to explore different personas. Working together, the children can learn how to efficiently run a restaurant, a follower shop, a doctor's office, etc.

Additionally, there will be designated "special helpers" within the program that assist with different tasks. This teaches the children that when they work

together as a team and share responsibilities, that they can achieve any goal they set forth.

- 4) Emotional:** We would like to introduce Kelso’s Choice Program, where the children are encouraged to face small problems on their own and learn different techniques in solving these problems on their own. Being able to deal with small problems (knowing there is assistance if needed) can be very reassuring to a child’s self worth.

<b>Program Premises:</b>		<b>Standards:</b>
<b>Developed: Sept, 2010</b>	<b>Revised: Sept, 2018</b>	<b>Review Date: Jan, 2019</b>

This program will be running within the Edgerton Public School, utilizing a classroom, drama room and gymnasium, as well as access to the fenced playground. A map of the premises is included in the program plan.

Indoor Total Footage: 443.6 m<sup>2</sup>

Classroom: 68.9 m<sup>2</sup>

Gymnasium: 281 m<sup>2</sup>

Drama Room: 93.7 m<sup>2</sup>

Outdoor Total Footage: 220 m<sup>2</sup>

Playground Area: 130 m<sup>2</sup>

Baseball/Running Area: 90 m<sup>2</sup>

Outdoor play space accommodates at least 50% of the licensed capacity at a level of not less than 4.5m<sup>2</sup> for each child who is 19 months or over. Max licensed capacity for any program is 30 children (Out of School Care grades 1 and higher) at 50% capacity is 15 children times 4.5m<sup>2</sup> equals 67.5m<sup>2</sup> minimum space required.

The main room where the program will be running is on the 2<sup>nd</sup> floor of the building in room #68. There are washrooms for both boys and girls located just outside this classroom.

There is a locked cabinet located inside the room to allow for storage of staff personal belongings. The staff may also use the school staff room located down the hall.

Outdoor play space: is located adjacent to the building within the fenced school yard that accommodates the children while in the care of the school and includes a walking/running track as well as a modern playground.

### **Indoor-**

- Room has dry erase boards as well as chalkboards to use
- The office area is located in the Northeast corner and is accessed only by staff
- There are lockers for coats, shoes/boots and bags located just west of the entry into the room.
- Public washrooms are located west of the room in well-marked locations.
- We have the use of the gym and its accessories located near the front doors of the school. It is a short walk from our program room down to the main level of the school.

### **Outdoor Play:**

- Portable records and sign-in/sign-out sheets will be accompanying staff outside
- Staff will perform a daily inspection checklist for the classroom, gym, and outdoor playground before use.
- We have use of the drama room and its accessories located on the second level of the school. It is a short walk from the program room downstairs to the drama room.
- Supervision of Playground area will be monitored by watching from the gazebo sitting area and walking through the play structures.

## **Program Hours of Operation:**

Standards:

Developed: Sept, 2010  
Jan, 2019

Revised: Sept. 2018

Review Date:

**The Playgroup program runs on instructional school Tuesdays only** as per the Buffalo Trail Public Schools Regional Division No. 28 Calendar released each year (available online at <http://www.btps.ca/Calendar.php>).

### **The hours of operation for the program are:**

**Tuesday Mornings 3yr program:** 830am to 11:30am

**Tuesday 4yr program:** 830am to 230pm

**The Out of School Care program runs on instructional school days only**, as per the Buffalo Trail Public Schools Regional Division No. 28 Calendar released each year (available online at <http://www.btps.ca/Calendar.php>)

Parents are solely responsible for transporting children to and from the program. If another designated person is to pick u or drop off your child, you must make staff aware of this, especially if this person is not on the list of persons allowed to pick up your child. We do prefer written notification of the change of the pickup person whenever possible.

### **The hours of operation for the program are:**

**Mornings:** 6:30am to 8:35am

**Afternoons:** 3:30pm to 6:30pm

## **Use of Community Resources & Parent Involvement:**

**Standards:**

**Developed: Sept, 2010**

**Revised: Jan, 2018**

**Review Date: Jan, 2018**

The program utilizes the public school (as designated in Program Premises) and will have access to other community resources for special trips such as:

- Edgerton Public Library
- Edgerton Museum
- A community park
- A local ice cream store

All community resources are within walking distance to the school (within a 3 block radius).

Additionally students and community members will be given opportunities to support the program through fundraising as volunteers. Parents will be expected to volunteer in the program fundraising to help with program expenses, and will be screened to the same standards of staff as per the guide lines set out by the board at the beginning of each year. (see staff orientation Policies)

A program newsletter will be sent home to parents every couple of months to keep parents updated on the program. Also, a parent board will be located just inside the classroom door where upcoming events and copies of the newsletter will be available for parents.

Staff will be available every day to answer any questions or address concerns that parents may have and can set up appointments if necessary to work out concerns more privately.

Parents are always welcome to visit the program.



## Ongoing Evaluation & Improvement of the Child Care Program:

Developed: Sept, 2010  
Jan, 2018

Revised:

Standards:

Review Date:

The Program Director will submit a written report to the Board Of Directors twice per year (in December and May) that will include;

- Staff evaluations (once per year) – review of salary, expectations, achievement of goals as outlined during hiring process. Staff grievances with the right to appeal.
- Feedback from Parents – positive or negative
- Feedback from students – positive or negative
- Program Evaluation – program plan effectiveness
- Administrative issues– attendance reports, etc
- Suggestions for improvements/changes to the program

The Board Of Directors will review the report and meet with the Director to address any concerns or changes that may be implemented.

The Board of Directors will complete an Evaluation for the Director in May each year.

## Staffing Plan:

Developed: Sept, 2010  
Jan, 2019

Revised: Sept, 2018

Standards:

Review Date:

## Staff Positions:

- **Child Development Director: (1 position)** Must have Director requirements in accordance with the Child Care Licensing Regulation. Directly responsible to the Board of Directors.

A Director will implement, organize and plan child care services (including the development and execution of program planning). Responsible for training staff,

staffing and program content, along with administering and ensuring procedures for enrollment are followed.

The Director will implement, develop and co-ordinate and communicate daily activity plans. Additionally, the Director will supervise attendance and performance expectation of other staff.

Other duties include management of program supplies, and will assist assistance/supervision for sanitising and cleaning of room and toys.

- **Child Development Worker: (1 -3 positions, depending on program enrollments)** Must have 1 year completed in early child learning and child care certification.

A Worker will communicate with parents and adhere to the licensing regulations.

Their duties will include:

- will greet children and families as they arrive and help them to get organized.
  - will oversee group and independent play, quiet time, guided learning and athletic activities.
  - will support the Director in maintaining a high quality child care environment.
- **Student & Parent Volunteers: (per Director discretion)** Volunteers may work one-on-one with a child, assist a group, and assist the Director and Worker in implementation of program planning.

The Director will ensure that each staff member and each volunteer who has unsupervised access to children is an adult, and provides 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. There will be at a minimum of one in every 2 of the primary staff members has a first aid certification acceptable to the director. The Director will ensure when 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.

**Out of School Care Staffing Ratio:**

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
---------------------	------	----

**Playgroup Staffing Ratio:**

Age of Children	Max in Group	Staff Member to Children Ratio
3 years old to less than 4.5 year olds	16	1:8
4.5 year olds and older	20	1:10

**Staff Orientation Policy:**

**Standards: 4.1**

**Developed: Sept, 2010  
Jan, 2018**

**Revised: Aug, 2017**

**Review Date:**

All employees and volunteers will be required to complete an orientation checklist, supervised by the program Director. The orientation will involve a physical tour of the school, thorough review of the fire drill/evacuation plan, and required reading of the parent handbook and staff manual (complete with all the policies and procedures).

Volunteers and employees must submit a criminal reference including a vulnerable sector search (completed with the previous 6 months) within 8 weeks of starting their position and then every 3 years after commencement. A copy of the checks will be kept

on file at the program site. Every staff member will read and sign the Staff Code of Ethics. A copy will be kept in their personal file.

A copy of the Orientation checklist is included in the program plan.

Staff meetings will be at the discretion of the Director. At minimum one meeting a year held at the either the Eagles Nest program room or the Town office meeting room. Informal information sessions may be conducted through out the year as needed.

## **Child Guidance Policy**

**Standards: 1.1, 1.2, 1.3, 1.4,  
2.1, 2.2, 2.3, 2.4**

**Developed: Sept, 2010  
Jan, 2018**

**Revised: Aug, 2017**

**Review Date:**

Policy: Our program is developmentally and behaviorally appropriate with clear expectations, predictable structure, and a consistent routine known to the child, Parent/Guardian and staff. We believe children need to have a clear picture of the expectations and rules set out before them and consequences go along with those rules. We want to set the children up for success.

The play materials and activities are interesting and invite active participation. If we feel the need, we will modify the environment enabling us to promote more appropriate behavior. We like to catch the destructive behavior before it escalates. The behavior management will be reasonable in the circumstances of the incident.

Positive reinforcement will be pursued whenever possible. Giving positive feedback during all activities and using words that encourage will help make this experience fun. We want to build self-esteem and a positive environment for the children.

Children shall not be subjected to verbal or physical degradation, emotional deprivation, denial of basic necessity, any form of physical punishment or use of physical restraint, confinement or isolation by staff.

We believe in natural, logical consequences that match the behavior. Behavior management is age appropriate where in some situations; the child may have input into the consequences of his/her behavior.

Staff will monitor the children's play and always be aware of where the children are, what they are doing, and their level of engagement. We will be able to recognize warning signals and intervene before the behavior escalates, redirecting the child.

Staff will model appropriate behavior in situations where there is a problem. Staff will assist children in problem solving and help carry out valued behavior. A child will learn what appropriate and acceptable social behaviors are through modeling from staff and rules laid out by the board.

We find it important to help a child find a friend, play with a friend, and be a friend. Staff will not only interact with the children but encourage interactions between children.

**Procedure:**

- Staff will address to the child any positive behavior even when managing poor behavior
- Staff makes opportunities for children to take part in activities that require helping, taking turns, talking to solve problems and group work.
- Children are encouraged to solve problems by identifying them, thinking about alternatives, expressing how they feel, empathy towards others and making decisions.
- Staff will be specific when directing a child using "I" statements (i.e. I need you to put the blocks away)
- Rules will be posted for the room, gym, and outside areas that promote safety, tolerance, conflict management and routine.
- When a child is not following the rules and limitations, a warning will be given to redirect the behavior (i.e. if you throw the toys in this area than you will have to go to a different area)
- After a warning is given, and the behavior still continues, a logical consequence will be determined by the staff and followed through or the child will be asked to leave the area.
- If inappropriate behaviors are consistent, the directors will communicate the problem to the parent/guardian and the board.
- Behavior that is physically, verbally or emotionally abusive to other children or staff, termination from the program whether temporary or permanent will be considered. A meeting with the parents and the director will determine the action taken.

- An incident report will be filled out by staff when the child has caused any physical, emotional or verbal abuse to another person or vandalism of any property of Eagles Nest or Buffalo Trail
- If any property of Buffalo Trail has been vandalized, a report will be made to the principal or vice-principal to notify them of the incident. Any punishments will be up to the board on the severity with input from Buffalo Trail spokesperson.
- If a child becomes escalated where another child, staff or they themselves may be harmed the child will be redirected to another area away from other children with a staff until they are ready to join the group.

<b>Violent Behavior Policy:</b>		<b>Standards:</b>
<b>Developed: Sept, 2010</b>	<b>Revised:</b>	<b>Review Date: Jan, 2018</b>

**Policy** – Our program is a safe place for children to participate in activities and programming. If the safety of our children, staff or volunteers are compromised by a child’s behavior then that child will no longer be allowed in our program unless the parent can ensure that is a one -on -one worker with the child.

**Procedure:**

- Violent behavior is defined as: any intentional physical altercation that causes injury of any kind to another child, staff, or volunteer. (kicking, hitting, punching, throwing objects that may or may not hit another child, biting, pushing)
- An incident report will be written up and kept in the child’s file
- The parent will be notified immediately of the behavior, and then director will notify the parent of the child’s termination
- All fees must be paid before the child is let back into the program accompanied with a one-on-one worker.

<b>Community Concern Policy:</b>		<b>Standards: 3.1, 3.2, 3.3</b>
<b>Developed: Sept, 2010 Jan, 2020</b>	<b>Revised: Feb, 2019</b>	<b>Review Date:</b>

**Policy** – Parents/Guardians are requested to raise any concerns they may have regarding their child’s care with the group leader in the first instance. This should be

followed up by speaking to the Director if the concern has not been satisfactorily resolved. If parents/guardians have any suggestions we encourage them not to hesitate to contact the Director, so that appropriate action can be taken.

**Procedure:**

All concerns will be confidentiality dealt with in the following manner:

- Meet with the staff members in the group (if appropriate) to discuss the issue.
- The Eagles Nest Society Board will be informed of the grievance and discuss with the director possible strategies to resolve the grievance. The issue and its resolution will be documented using the grievance form as found in Appendix A.
- Meet with the parents to discuss the grievance document outcomes. Meetings will be conducted with two members of Eagles Nest Society Board and Director.
- Outside agencies or community resource programs may be accessed if families and the Eagles Nest Society Board require the support.
- The Eagle Nest Society Board insists that throughout the conflict resolution process their Code of Conduct must be adhered to.

<b>Programming Policy:</b>	<b>Standards: 1.3, 1.4, 2.2, 2.3, 2.4</b>	
<b>Developed: Sept, 2010 Jan, 2018</b>	<b>Revised: Aug, 2017</b>	<b>Review Date:</b>

**Policy** – Committed to providing children with an opportunity to further their personal development within a responsive and deliberately implemented program.

Planning is completed weekly for the program by staff members with prominent involvement with the children. Program plans are posted in plain sight on the bulletin board in the room. Children have the opportunity to experience both competitive and co-operative games as well as independent play within an outside or gym environment.

Programming will involve input from children in various ways as outlined in the child involvement policy. Planning is flexible enough to allow for spontaneous activity to develop. Accurate documentation of observations and weekly plans is kept to maintain consistency and allow for emergent interests to be identified.

Eagles Nest program makes deliberate effort to recognize individual differences and unique abilities. Programming ensures that children have the opportunity to express and share these qualities with their peer group.

As part of best practices, our program encourages leadership roles for our children. Developing leadership in children gives them self-confidence, organization skills and teaches them responsibility and mentoring skills.

Off-site excursions are an important part of our programming s they provide children with opportunity to take an active role in different areas of our community.

Opportunities are identified based upon the children’s interests, cultural content, community awareness, healthy and active living and learning and recreational value.

The room at Eagles Nest is arranged to meet the diverse needs of the children in the program while respecting the space that we share with other groups. Our indoor space is arranged so that a variety of quiet, messy, and noisy activities can occur simultaneously. A distinct quiet area is provided for children who need to take part in quiet activities. We provide sufficient portable materials and equipment for the children that are either available on shelves or provided by the staff.

The program will work to ensure the transitions between different components of the program are minimal in both time and disruption. The staff will allow those children who are ready to progress to the next activity to do so in in a supervised small group.

### **Procedure:**

- A program plan is posted on the Parent Board with planned snack time (snacks are provided by the parent/guardians), quiet time, physical, intellectual, creative, field trips, planned activities, diversity or multicultural activities as well as any other planned activities.
- The programming will try to reflect the multiculturalism of the group as well as introducing new cultures and diversity through activities.
- Staff will fill in on the program plan any spontaneous activities
- A daily routine is posted in the room and it is familiar to the staff, parents, and children. While schedules are flexible enough to allow for spontaneous activity to emerge, consistent application of a routine allows the children to develop within a reassuringly familiar atmosphere.
- A balance of structured crafts and unstructured crafts will be programmed each week.



- Costumes and dramatic play props and toys are available to support a diverse range of roles and situations (community, fantasy, adventure, etc)
- Books that reflect children's interests, multiculturalism and abilities are available in the south east corner of the room.
- Electronic devices are available to the children with age appropriate games that provide the opportunity to practice skill, adventure, deductive thinking, etc, as outlined in the Technology/Social Media policy
- A variety of scientific activities are planned introducing scientific and environmental concepts.
- Children are given the opportunity to participate in community events when accessible. Activities are offered that extend and develop children's understanding of the local and global community.
- Opportunities for leadership within the program are offered through interest clubs where the children express their interests in the idea box that is available in the room. The child has the opportunity to lead other children for that activity that is planned on a day they are there or spontaneously and recorded.
- Evaluations and reflections of the planning are done monthly by the Director to improve on centers and ideas that provided interest from the children or not. Parents/guardians, children, board members, and staff will do a yearly survey on the program.
- Opportunities for child leadership will be programmed in crafts, activities, centers, and any area of our program where the opportunity presents itself.
- Ideas from the idea box or observations from staff can be implemented by programming the child to oversee teaching or carrying out the activity, craft, or game.
- Leadership roles will be marked on the programming sheet with the child's name under the activity
- Leadership roles for children will be organized and supervised by program staff.
- Observations of children's and parents interests are recorded by the staff on the list on the staff board and are evaluated and implemented into future programming.
- The children's individual differences and unique abilities as seen through displaying children working in the program and deliberate opportunities to share their abilities, such as a talent show or Christmas concert.

- Parents and children can suggest future purchases of equipment for the program. This information will be collected from surveys, idea box, group and casual discussion and looking through catalogues.
- The staff will make reference to resources used on programming sheets
- The staff will have a resource area in the corner area (office) with available activity program resources, educational resources, licensing and accreditation standards and parenting resources.
- The staff will review the lay out of the room on a regular basis to identify those activity centers that are more conducive to the interests of the group and make provision for those centers. Items may be added to interest centers or new centers may be developed based on the children's interests.
- The staff will review programming at staff meetings where strengths and weaknesses of the centers programming will be evaluated and recorded on programming sheets for future reference.

## **Playground Safety Policy:**

**Standards: 1.4**

**Developed: Sept, 2010  
Jan, 2019**

**Revised: Sept, 2018**

**Review Date:**

Policy: Staff will establish best practices to protect children safety in the outdoor playground. Playground is located directly south of the south east doors of the school, by the Eagles Nest program room #68

### **Procedure:**

- The staffing schedule ensures that adequate staff/child ratios allow staff to adequately supervise the children in the playground.
- All new equipment and renovations, repairs or replacement will be installed to meet the age appropriate CSA standards. Any concerns with equipment will be discussed with the Buffalo trail school division who owns the equipment.
- All playground safety is maintained and inspected by the Buffalo Trail School Division.

- When taking the children outside, safety check lists including checking the playground equipment and grounds for hazards, will be filled out by staff and any hazards will be noted and reported to the Principal and Buffalo Trail School Division.
- Outdoor program plans will provide for a variety of age appropriate activities that promote physical skills, cooperation and creative constructive play. The program will provide age appropriate, portable toys for the children to take outside.
- Staff will ensure that the weather is appropriate for the children to play in. Appropriate clothing will be used as well as sunscreen for hot days.
- Staff will control access in and out of playground by having one staff situated at the gazbo on the north side of the playground to monitor children’s activities.

<b>Social Media Policy:</b>		<b>Standards: 4.1, 6.1, 6.3</b>
<b>Developed: Sept, 2010 Jan, 2018</b>	<b>Revised: Aug, 2017</b>	<b>Review Date:</b>

Media Accounts with Social Media outlets such as, but not limited to Facebook, Twitter, Instagram, Snapchat, LinkedIn, Myspace, etc.;

2. List the Do’s and Don’ts of Social Media Networking;
3. Define the Direction of Violations of this Policy; and
4. List Roles, responsibilities and Expectations.

**Procedure:**

- Do not show unprofessional representation in personal life that would or could affect the professional standards and guidelines set by Eagles Nest.
- Do not disclose confidential information about Eagles Nest and its clients (children and families) on any Social Media outlets. Disclosure of confidential information without prior authorization may result in immediate termination.
- Eagles Nest employees will be held responsible for what they write or post about Eagles Nest on all social media outlets. Inflammatory comments, disparaging remarks, or negative / inappropriate language or posts may result in disciplinary action.
- Eagles Nest members are directed not to engage in discussions regarding competitors’ or legal issues in which the company is involved, or government

issues related to the company and our industry without prior approval from management.

- Respect copyrights. Don't post text, images or video created by someone else without proper attribution and/or authorization. If you have questions about copyright law and/or usage of certain media, contact management.
- Social Media is not a substitute for inter-company communications. Valuable information should be transmitted within normal company communication channels, not through Social Media outlets.
- Social Media is not a substitute for customer service.
- If an Eagles Nest member discovers any group(s) that users have formed to discuss the company or its services, please bring them to the attention of management.
- Relay prominent issues to management as soon as possible.
- If you have questions about how to respond to a specific post or group, discuss the issue with management prior to posting.
- efficiency Use good judgment when posting photos from company events. Notify any employees who are in posted photos so that they may approve the posting of those photos.
- Always adopt a positive attitude when responding to comments on the company's pages or applications, or comments about the company in general.
- Where an employee spends time maintaining their personal social network accounts during regular working hours, this activity shall not have a negative impact on productivity or. Please be advised that excessive use of internet/cell phones for personal reasons is a misappropriation of company time and resources, and may be subject to disciplinary action.
- Posts (including but not limited to videos, photos or comments) involving the following will not be tolerated and will subject the individual to discipline:
  - a. Confidential company information;
  - b. Information regarding incidents at Eagles Nest;
  - c. Discriminatory statements or sexual innuendos regarding co-workers, management, customers/vendors, children and families; and
  - d. Defamatory statements regarding the company, its employees, children and families.
- Employees are expected to conduct themselves professionally both on and off duty. Where an employee publicly associates him/herself with the company, all materials associated with his/her social network account may reflect on the company. Please be advised that inappropriate comments, photographs, links, etc. should be avoided.

## Violations:

If a violation of this policy occurs, the board will employ disciplinary measures that reflect the severity of the offence up to and including termination of employment. Some violations may indelibly affect business in a negative fashion. In this case, punitive measures, including legal action may be pursued.

## Roles, Responsibilities and Expectations:

### a. Management:

- Must enforce policy and ensure all employees are adhering to its guidelines.
- Must enforce discipline when and where necessary.

### b. Employees:

- Can expect to receive progressive discipline measures, up to and including termination for breach of said policy.

## **Technology Policy:**

**Standards: 6.1, 6.3**

**Developed: Sept, 2010**  
**Date: Jan, 2018**

**Revised: Aug, 2017**

**Review**

**Policy:** Children only watch age-appropriate rated movies and/or educational programs and only on planned occasions. Any video viewed is used as an education tool and is viewed previously by educators before being shown to the children.

Cellphones and/or other electronic devices will not be used during program hours without the approval from the Director. They will be kept in a safe and secure location that will be acceptable to the Director. If parents for any reason need to get ahold of their children can contact the Director or their designate.

## **Procedure:**

- The director will approve all videos, movies, TV shows, and games before watched by the children
- The director has final say in when and where electronic devices can be used
- Staff will have set times when they can use personal devices as outlined by the Director

## **Volunteer Policy:**

**Standards: 4.1, 4.2, 6.1, 6.3**

**Policy:** Our program welcomes volunteers to help and assist our staff and children. Volunteers at the program will not be left alone with the children or be unsupervised by program staff at any time. If at any time any of the policies and procedures are not being followed by the volunteer or they are abusive (verbally, physically, and emotionally) to any staff or children they will be terminated according to the discretion of the director.

**Procedure:**

For Students:

- College correspondence will contact the program director or board and appropriate paperwork will be filled out by director and student. Student and director will set out goals for the given time period based on the students capabilities and experience.
- A student orientation will be given and policy and procedure of the program will be reviewed.
- A schedule of hours will be made for the student.
- If the student is not keeping their hours or is regularly late, this will reflect on their evaluation and may result in termination.
- Students will come in before program starts to help with activity and craft set up.
- Students will help carry out programmed activities in crafts, gym, drama room and outdoor activities. Students are encourage to be a part of programming as their schedule allows.

**For Parents**

- Sign and date the parent calendar in the space provided for volunteering.
- Assist staff when directed too.

**Other Volunteers**

- Assist staff when directed to
- Come in before program starts to help with activity and craft set up.
- Help carry out programmed activities in crafts, gym, drama room and outdoor activities. Volunteers are encouraged to be a part of programming as their schedule allows.

---

## **Administrative Policies & Procedures**

### **Child Discipline Policy:**

**Standards: 1.1, 1.2, 2.1  
4.1, 4.2, 4.3, 6.1, 6.3**

**Developed: Sept, 2010  
Date: Jan, 2018**

**Revised: Aug, 2017**

**Review**

Discipline involves responsibility, expectations, positive reinforcement and natural consequences. A child needs to know what the expectations are in their environment, and they need consistency from the people working with them to follow through in the same manner each and every time. The child needs to listen to the staff; therefore they will also need to be listened to.

The child discipline methods used in the program are communicated to parents, staff, and children, where developmentally appropriate which are found in the Discipline Policy which will be shared with parents in the Parent Handbook

Staff in this program are qualified Early Childhood Educators or have equivalent training, and they will use Behaviour Management techniques that work by reinforcing the positive or acceptable behaviours and guiding/redirecting negative or unacceptable behaviours. The staff will model appropriate behaviour and language for children at all times.

Any child disciplinary action taken will be reasonable in the circumstances.

Every child entering the program must be made aware that corporal punishment of any kind, is NOT permitted. Unacceptable types of discipline would be to deny any basic necessity, spanking, being physically rough, or yelling at children.

The Director, or any staff member/volunteer will not inflict or permit the use of any form

of physical punishment, verbal or physical degradation, or emotional deprivation, physical restraint, confinement or isolation. If there is an incident that occurs, staff could be expected to document it with an incident report and, depending on the severity of the situation, it could be reported as a serious occurrence to the Ministry.

<b>Off-Site Activity Policy:</b>	<b>Standards: 1.4, 3.2, 3.3</b>	
<b>Developed: Sept, 2010 Jan, 2019</b>	<b>Revised: Sept, 2018</b>	<b>Review Date:</b>

When the program plan includes an off-site activity, the parents will be notified in writing a week before the activity – through a bulletin or newsletter, and will be provided a consent form to sign for participation. The consent form will explain how the child will be transported and supervised with respect to the activity. The portable records for each child will be taken with the group for the duration of the off-site activity.

<b>Emergency Safety Policy:</b>	<b>Standards: 6.3</b>	
<b>Developed: Sept, 2010 Jan, 2018</b>	<b>Revised: Aug, 2017</b>	<b>Review Date:</b>



The program will use the documented policy (see appendix A) of the Edgerton Public school (EPS) as an Emergency Safety Policy.

Fire Drills will be conducted bi-monthly. During a fire drill/evacuation drill the director or designate will have the staff and children meet at EPS's primary outside muster point, SE part of playground near the flagpole. If an evacuation off school property is warranted, children and staff will meet at the Edgerton Agricultural Hall that is east of the school. The director or designate will bring the parent sign in book and the portable Emergency binder that has all of the children's emergency contacts to all fire drills, evacuations, lockdowns or inside mustering events.

For Emergency Procedures outside of the school's hours the director or designate will issue an "all clear" based on the information provided by the RCMP, Edgerton Fire Department or Environment Canada.

All of the emergency numbers are posted by the telephone in the program, so they are readily available. Emergency procedures are included in the Parent Handbook.

### **Accident or Serious Illness Policy:**

**Standards: 6.3**

**Developed: Sept, 2010  
Jan, 2019**

**Revised: Sept, 2018**

**Review Date:**

The staff of the program will notify the child's parents immediately and will provide or allow health care to be provided to a child only if the child's parent has given written consent or the health care provided is in the nature of first aid.

If a child gets injured while attending the program, the staff person on duty will fill in an incident report form (found at – <http://www.humanservices.alberta.ca/family-community/child-care-forms-guides.html>) giving details on how the injury occurred and what first aid was given. Parents are asked to read and sign the form acknowledging that they know of the child's injury. The program director will store and track incidents. The board will review any incidents that took place before scheduled monthly board meetings. Board will implement any actions or recommendations found from incidents. At the annual board meeting in May, the prescribed form for incidents will be analyzed and changes needed to policy and/or environment will be submitted to the Regional Child Care Office.

If a child is seriously ill or injured while attending the program, or if a child experiences any other incident that could seriously affect their health or safety, the program staff will ensure that the child received the appropriate level of medical attention as necessary. Further, the illness or injury will be reported to Licensing staff. An incident reporting form will be completed and submitted to Licensing staff within 2 days.

The following will be immediately reported to the regional child care office using the prescribed form:

- An emergency evacuation
- Unexpected program closure
- An intruder on program premises
- An illness or injury to a child that requires the program to request emergency health care and/or requires the child to remain in the hospital over night
- An error in administration of medication by a program staff or volunteer resulting in the child becoming seriously injured or ill and requiring first aid or the program requesting emergency health care and/or requires the child to remain in the hospital overnight
- The death of a child
- An unexpected absence of a child from the program (ie a lost child)
- A child removed from the program by a non-custodial parent or guardian
- An allegation of the physical, sexual, emotional abuse and/or neglect of a child by a program staff member or volunteer
- The commission of a child of an offense under the Act of Canada or Alberta
- Any child left on the premises outside the program's operating hours

## **Potential Health Risk Policy:**

**Standards: 6.3**

**Developed: Sept, 2010  
Jan, 2018**

**Revised: Aug, 2017**

**Review Date:**

Staff is responsible to observe and note any symptoms of ill health of a child before they are signed into care for the morning/afternoon. If a staff person has reason to believe a child may be suffering from a communicable disease or is suffering from the below

symptoms or signs of illness\*, then we will ensure that the child's parent removes the child from the program premise as quickly as reasonably possible.

If a child becomes ill during the program hours, the staff will make sure that the child is in a secluded area as is practicable from the other children while being directly supervised by primary staff, then the parents will be notified. The staff will record and document the child who is ill including the name of the child, date the child was observed to be ill, name of the staff member who identified the child was ill, time the parent was initially contacted, name of staff person who contacted the parent, time the child was removed from the program and the date the child returned to the program.

Signs or symptoms of illness exhibited by a child include the child:

- vomiting, having a fever, diarrhea or a new or unexplained rash or cough,
- requiring greater care and attention than can be provided without compromising the care of the other children in the program, or
- 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.

*\*Unless 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.*

Children who become ill and/or are removed from the program because of illness may not return until the Director is satisfied that the child no longer poses a health risk to others on the program premises.

Staff will post a note at the main sign-in/out area for parents when there is any type of confirmed contagious illness that has been present in the program.

## **Administration of Medicine Policy:**

**Standards: 6.3**

**Developed: Sept, 2010  
Jan, 2018**

**Revised: Aug, 2017**

**Review Date:**

Staff members are permitted to give medications to a child with the parent's written permission, and for prescribed medications with a written prescription from the family doctor. Staff may not administer any medications that are NOT in the original labelled container. The medication must be administered according to the labeled container.

A medicine consent form will need to be filled out at the program by the parent giving the staff the go ahead to administer the medication. The form will specify the name of the medication, required time between administrations, the time of all administrations, the dosage, and the staff who administered the medication to sign off on it. The Director will be the only person who administers the medication.

Parents should indicate whether or not they want the medicine refrigerated or not and the medicine MUST NOT be left in the child's bag. The prescription medication will be stored in a locked container that is not accessible to children. The Emergency medication will be stored in a place that is inaccessible to the children.

<b>Smoking Policy:</b>	<b>Standards: 6.3</b>	
<b>Developed: Sept, 2010 Jan, 2020</b>	<b>Revised: Sept, 2018</b>	<b>Review Date:</b>

The program premises and attached yard are designated no smoking areas. No staff member shall smoke any products at any time or place where childcare is being provided.

<b>Nutrition Policy:</b>	<b>Standards: 6.3</b>	
<b>Developed: Sept, 2010 2019</b>	<b>Revised: Sept, 2018</b>	<b>Review Date: Jan,</b>

This program will not be offering snacks to children in care. There will be a set time for children to have a snack from their packed lunch both in the morning, and afternoon.

There will be no snacks or beverages provided to children while napping.

Staff in the program will have healthy snacks on hand for emergency purposes only. On the second time that a child needs a snack but does not have one, the family will be charged an extra cost for the snack.

Children will be required to sit at the designated table while eating/drinking their snacks.

The program premise is nut free (as per the school policy). No snacks with nuts will be permitted.

## **Administration Policy:**

**Standards: 3.1, 3.2, 3.3, 6.3**

**Developed: Sept, 2010  
Jan, 2018**

**Revised: Aug, 2017**

**Review Date:**

Up to date administrative records will remain on program premises at all times. They will be available to the Director at all times, to parents at reasonable times, and will be retained for a minimum of two years. The administration records will include the following:

1. Particulars of daily attendance of each child, including arrival and departure times
2. The child care certification of each staff member
3. A current first aid certificate
4. A criminal reference check for each staff member, including a vulnerable sector check updated every 3 years
5. Particulars of the daily attendance of each primary staff member including arrival and departure times and hours spent providing childcare.

## **Children's Records**

Records for each child will be kept up to date and within the program premises at all times. Records that must be completed for each child include:

1. A registration package for the program, completed with accurate numbers and addresses of family and emergency contacts
  - a. Child's name, date of birth, legal address
  - b. parent's name, home address and telephone number,
  - c. the name and legal address and telephone of a person who can be reach in an emergency
  - d. particulars of any health care provided to the child, including consent by the child's parent and any other relevant health information such as allergies
    - i. Medication Administered form to be completed
2. Immunization update check off form

### 3. Written consent for Health Care provision

Parents will be reminded to provide the Director with any changes or updates to any information provided on any of the forms. All records will be accessible to the Director at all times and to parents at reasonable times.

## Portable Records

The program will maintain a portable record of emergency contact information that includes each child's completed registration form, which has the name, address, and telephone number of a person who can be contacted in case of an emergency. There will also be information for any relevant health information, allergies and immunizations. A list of the name, address and telephone numbers for local emergency response services, poison control centre and nearest hospital in case of emergency will also be a part of the portable record.

The portable records will be maintained with the following:

- Each child's name, date of birth & legal address
- The parents' name, home addresses and telephone numbers
- The name and legal address of an emergency contact with the written consent of the child's parent
- Any other health information provided by the child's parent, such as allergies & immunization status

## **Supervision of Children Policy:**

**Standards: 4.1, 4.2, 4.3, 6.3**

**Developed: Sept, 2010  
Jan, 2018**

**Revised: Aug, 2017**

**Review Date:**

Parents are solely responsible for transporting children to and from the program. If another designated person is to pick up or drop off a child, the staff must be aware in writing. When dropping off and picking their child, the parent (or approved person) must initial the sign in/sign-out sheet. Staff will not release children with out the sign-in/out or to anyone that does not have written consent.

Parents are asked to phone and inform staff if a child will be absent or late. If a child is absent, a staff member will telephone the parent.

Our program requires the children to be under supervision that is effective in ensuring their safety, wellbeing and development at all times. Effective supervision reduces the risk of harm to children by preventing injuries and accidents and promotes positive, responsive, intentional learning environments for children. Our primary staff is involved and familiar with the children in our care. We assess our supervision practices on a regular basis to ensure that they continue to promote safety and meet the needs of the children in the program.

#### Procedure

- Staff conduct regular safety checks on the program premises and outdoor equipment to remove hazards
- The position of the equipment and the arrangement of the environment allow staff to supervise the children's play, rest and toilet areas.
- The staff knows which individuals are authorized to pick up a child from the program in place of a parent. It is noted on the registration form or recorded in the staff log book for that particular day.
- The staff signs children in when they arrive and leave the program on the sign-in/sign-out sheets ensuring that both the arrival and departure times are accurate
- If a child does not come to our program when they are scheduled to, a courtesy call will be made to the parent; the school is responsible for them until they are signed into our program
- The staff remembers where the emergency medications, first aid kit, and emergency contact numbers are kept
- The staff will monitor children at all times
- The staff will directly and closely monitor children when carrying out activities that may involve some risk, such as playing near water, near doorways, or transition times when children may gather in larger groups, and field trips.
- The staff will observe play and anticipate what could happen next in order to provide the staff the opportunity to assist children and intervene in the event of potential danger
- The staff will ensure that toys and equipment are developmentally appropriate for their age.
- The staff will listen closely to children, even those who are not in the staffs line of sight

- The staff will position themselves in the room or space to allow for the supervision of the entire group of children. No staff huddled together in one place
- The staff will monitor children's health to identify early signs of fever, illness, or unusual behavior
- The staff watches and participates in children's play to ensure the children are playing safely.
- The staff will conduct headcounts during all transitions, including when children leave or return to the room or area. A roll call will be done before the children go on a field trip
- Arrival and departure times of field trips will be recorded on the field trip checklist forms.
- The staff will keep a total of children in the room, and children outside of the program room.
- The staff will avoid activities that will draw their attention away from active supervision like: administrative tasks, cleaning, texting, reading or using the phone. Cleaning will be required at the end of day or when there are higher ratios of staff to children to watch for.
- Parents will be informed of the program management of children who are ill through the Parent handbook
- The staff and administration will review supervision policies and procedures during the staff meetings and during the program annual review to assess any changes needed to be made that will ensure the safety of the children.



## Appendix A

1. Edgerton Public School Emergency Response Plan
2. Grievance Form

## **Edgerton Public School Emergency Response Plan 2018-2019**

**BTPS has identified the following situations as potential emergencies:**

- ☒ Fire/explosion (2)
- ☒ Chemical/dangerous goods release (3,2)
- ☒ Severe weather (3)
- ☒ Intruder (1)
- ☒ Bomb threat (2)
- ☒ Weapons (1)
- ☒ Utility disruption (2)
- ☒ Abduction (1)
- ☒ Youth gatherings (civil disturbance) (4,1)
- ☒ Suspicious activity and/or individual (1)

The purpose of the Emergency Response Plan (ERP) is to ensure the safety of students, staff and visitors in the event of an emergency by responding with one of the following:

1. Lockdown

2. Evacuation
3. In-Place Sheltering
4. Room Clear

### **Safe Zones**

In the event of an emergency students and staff will gather at one of the following:

#### **Primary Outside Muster Site**

- ☒ South east of the playground, near the flagpole
- ☒ To be used primarily for fire drills

#### **Secondary Outside Muster Site**

- ☒ Edgerton Agricultural Hall
- ☒ The secondary muster site will be utilized in the event of a campus evacuation

#### **In-Place Sheltering Muster Site**

- ☒ School gymnasium
- ☒ Used in the event of a chemical spill where leaving the building could prove risky
- ☒ Duct tape will be available in the gym office to seal all doors

#### **Room Clear Muster Site**

- ☒ Elementary classes will gather in the Drama Room (lower) or Library (upper)
- ☒ Junior & Senior High classes will gather in the Lunch Room
- 3 BTPS OHS Emergency Preparedness/Response

☒ If the classroom teacher is required to remain in the class to deal with a situation, supervision of the evacuated class will be the responsibility of office staff or education assistants.

In any event that requires an evacuation (a drill or an event) all persons in the school will go to the proper muster site, follow attendance check procedures and remain at the site until told otherwise by the school principal or a qualified Emergency Services member (Fire, Police).

In the event of an evacuation to the secondary site all students must remain at the site until returned to the school, or picked up by a parent or legal guardian.

The parent or guardian may not remove the student(s) without first informing the student's teacher(s). The teacher will then inform the person in charge of whole school attendance of which students have been picked up.

#### **Attendance Procedures**

Once students, staff and visitors have reached the muster site, designated students will report to the person in charge of attendance with their class attendance figures.

These figures will then be compared with the master daily attendance and the Student Sign-Out form to ensure all students are accounted for.

#### **Staff Responsibilities**

In the case of an actual event, teachers and staff will follow the protocols for the specific event as posted in each classroom. All staff members are required to be familiar with each of these procedures and their own responsibilities in the event of an emergency. 4 BTPS OHS Emergency Preparedness/Response

## **LOCKDOWNS**

### ***School Administrators (Principal or Designate and Office Support):***

- ☒ Assess the situation and determine the need of a lockdown.
- ☒ **Sound lockdown alarm which is distinct from the fire alarm, and communicate and declare to occupants that the facility is in “LOCKDOWN”.**
- ☒ Inform staff of the situation, occurring **inside** or **outside** the facility.
- ☒ Call 9-1-1 and provide information as to the situation.
- ☒ Take the Emergency Response Kit to the designated safe room (Office).
- ☒ Contact applicable numbers on the Emergency Call List which is to be located in the Emergency Response Kit.
- ☒ Meet with Emergency Personnel, if safe to do so.
- ☒ Contact the Superintendent and inform of the situation.
- ☒ All media inquiries to be directed to Central Services.

### ***Teachers:***

- ☒ Remind students of lockdown procedures.
- ☒ Keep students away from doors and windows.
- ☒ Turn off classroom lights.
- ☒ Refer to the Emergency Response Classroom Chart.
- ☒ If situation is **outside** the facility, close window coverings on outside windows.
- ☒ If situation is **inside** the facility, keep classroom exterior windows open where possible and the interior classroom windows covered where possible.
- ☒ Be prepared to evacuate, if required, on short notice.
- ☒ Maintain calm and ensure the students that everything possible is being done to return the situation back to normal.
- ☒ Ensure absolute quietness.
- ☒ Do not open the door for anyone unless the **“ALL CLEAR”** is given.
- ☒ Keep students on the floor out of the line of sight from windows.
- ☒ If a gunshot or explosion is heard, ensure everyone remains on the floor.
- ☒ If there is an emergency in your room, contact the office immediately.
- ☒ Refer all media inquiries to administration.

### ***Custodians:***

- ☒ If safe, move to the office area, otherwise move to the closest safe room.
- 5 BTPS OHS Emergency Preparedness/Response

## **EVACUATIONS** (example: Fire)

### **School Administrators (Principal or Designate and Office Support):**

- ☑ Assess the situation and determine the need to evacuate.
- ☑ **Sound the alarm.**
- ☑ The following items are to be brought to the assembly location:
  - Emergency Response Kit,
  - Student Sign-Out Sheet
- ☑ Contact applicable persons or services on the Emergency Call List, which is to be located in the Emergency Response Kit.
- ☑ Collect attendance sheets from the designated messenger from all classrooms and areas. Clarify who may be missing and provide information on missing individuals and/or individuals with compromised mobility to emergency personnel.
- ☑ Contact Emergency Services 9-1-1(if required).
- ☑ Meet with Emergency Personnel, if safe to do so.
- ☑ Contact the Superintendent and inform of the situation.
- ☑ Contact parent/guardian of students as directed by the principal.
- ☑ All media inquiries to be directed to Central Services.

### **Teachers:**

- ☑ Take the following items with you:
  - Class list, paper and pen.
  - Emergency Response Classroom Chart.
- ☑ Ensure the classroom is evacuated of all occupants.
- ☑ Close door.
- ☑ Ensure primary exit route is not blocked and is safe and clear.
- ☑ Immediately leave the building in a calm and orderly fashion, using the exit and directions indicated on the floor plan.
- ☑ Remain with the students at the assembly location, and do not allow them to leave.
- ☑ Take class attendance to ensure that all students are present or list the students that are absent. Ensure that any visitors or volunteers are accounted for.
- ☑ Assign a reliable attendance messenger to take a note to the principal or designate, informing them that all are accounted for or that there are certain individuals missing.
- ☑ Wait for further direction from the principal or designate.
- ☑ Refer all media inquiries to administration.

### **Custodians:**

- ☑ Report to the principal or designate. Provide support to principal or designate.
- 6 BTPS OHS Emergency Preparedness/Response

**IN-PLACE SHELTERING** (example: Outside Chemical Spill)

**School Administrators (Principal or Designate and Office Support):**

- ☑ Assess the situation and determine need.
- ☑ Contact Emergency Services, if required.
- ☑ Communicate with occupants, using clear language, regarding further direction.
- ☑ Contact applicable numbers on the Emergency Call Card, located in the Emergency Response Kit.
- ☑ Secure cleared area(s), if required, until safe to re-enter.

**Teachers:**

- ☑ Take the following items with you:
  - Class list, pen and paper.
  - Emergency Response Classroom Chart
- ☑ Go immediately, in a calm orderly fashion to the gymnasium or alternate area inside the building designated by the principal or designate.
- ☑ Follow the route specified by the principal or designate.
- ☑ Account for all students and stay in designated area with the students until further instruction is given by the principal or designate.
- ☑ Implement the special provisions action plan for individuals with compromised mobility (this should be previously planned).
- ☑ Notify principal or designate if any concerns arise.

**Custodians:**

- ☑ Provide support to principal or designate.
- 7 BTPS OHS Emergency Preparedness/Response

**ROOM CLEAR** (*example: serious altercation between students*)

**School Administrators (Principal or Designate and Office Support):**

- ☑ Assess the situation and determine need.
- ☑ Contact parents/guardians if required.
- ☑ Ensure alternate room/location is provided with supervision for uninvolved students.
- ☑ Determine when uninvolved students may return to room.
- ☑ Inform Superintendent.

**Teachers:**

- ☑ Assess situation and notify office immediately for support, including desired response.
  - ☑ Remain calm.
  - ☑ Send uninvolved students directly over to alternate room/location.
  - ☑ Unless personal safety is threatened, stay in the problem situation and work to resolve the crisis.
  - ☑ Take Emergency Response Classroom Chart if you leave the room.
- 8 BTPS OHS Emergency Preparedness/Response



**EMERGENCY CALL NUMBERS**

**Emergency Services ..... 9-1-1**

(Ambulance, Police, Fire Department)

**DISTRICT CONTACT NUMBERS**

BTPS Central Services ..... 780-842-6144

Chubb Security ..... 1-800-661-0094

Principal’s Cell Number ..... 780-806-1751

Superintendent’s Cell Number (Bob Allen) ..... 780-806-9307

Director of Transportation (Chrysti Mannix) ..... 780-806-9313

Director of Facilities (Randy Huxley) ..... 780-806-0216

Alberta Emergency Management (24hr service) ..... 1-866-618-2362

Edgerton Village Office ..... 780-755-3933

**UTILITIES**

ATCO Gas (24hr) ..... 1-800-511-3447

Public Works (Village Office) ..... 780-755-3933



