

**Discovery Children's
Centre Inc.**
Staff Internal Procedures



Revised Nov 2012

Table of Contents

HEALTH AND SAFETY (Staff)

- 1.1. Crisis Response
- 1.2. E-Coli
- 1.3. A.I.D.S
- 1.4. Fire Hazards
- 1.5. Head Lice
- 1.6. Dental (P/S children)
- 1.7. Hand washing
- 1.8. Cleaning Tables
- 1.9. Diapering Procedure
- 1.10. Sneezing
- 1.11. Bed bugs
- 1.12. Key Fobs
- 1.13. Footwear

2. HEALTH AND SAFETY (Children)

- 2.1. Head Injuries
- 2.2. Field Trip Policies
- 2.3. Toys / Sand / Water/Bikes / Tricycles
- 2.4. Swimming
- 2.5. Excursions off the Property
- 2.6. Seasonal Issues
- 2.7. Food
- 2.8. Sleep Safety
- 2.9. Child Release Procedures
- 2.10. Responsibility for Children
- 2.11. Playground Safety Rules
- 2.12. Safety / Security Procedures
- 2.13. Lock down Procedure
- 2.14. Smoke Detector Procedure
- 2.15. Medication
- 2.16. Hand sanitizer
- 2.17. Bath rooming
- 2.18. Breach of Supervision
- 2.19. Sending sick children home

3. PROGRAMMING POLICIES

- 3.1. Special Needs
- 3.2. Personal Safety
- 3.3. Movies
- 3.4. Music from Home

- 3.5. Behavior Management
- 3.6. Pre-school
- 3.7. School age
- 3.8. Documentation
- 3.9. Gift Exchange
- 3.10. Keeping Track of Children (SA Children Arrival Policy)
- 3.11. Breaks
- 3.12. Circle Time
- 3.13. Coloring Sheets
- 3.14. Paint
- 3.15. Gym
- 3.16. Front yard-School Age
- 3.17. SA Children Personal Cell phones

4. MISCELLANEOUS

- 4.1. Staff Communication
- 4.2. Child Care Assistant Restrictions
- 4.3. Tape on walls
- 4.4. Opening Duties
- 4.5. Closing Duties (5:30 p.m.)
- 4.6. Closing Duties (9:30 p.m. 12:30 a.m.)
- 4.7. 24 Hours Professional Development
- 4.8. Recycling, Reusing, Composting
- 4.9. Natural and Logical Consequences
- 4.10. Indirect Supervision
- 4.11. Parent Separation Paper
- 4.12. Cell phone Usage
- 4.13. Petty Cash
- 4.14. Family Assessment
- 4.15. Friday Clean Up
- 4.16. Recycling/Composting

5. STEVENSON BRITANNIA/DISCOVERY POLICIES

- 5.1. Detention
- 5.2. Referrals
- 5.3. Sick children

- 5.4. Changes in Class Schedule
- 5.5. Extra Curricular Activities
- 5.6. Bus details

6. APPENDIXES

- I. Head Lice Policy
- II. Front/Back Playground Rules
- III. Special Needs Program – Philosophy Statement

- IV. Personal Safety Curriculum
- V. Staying Within the Lines
- VI. Computer/Internet Policy
- VII. Insect Repellent Only
- VIII. Sunscreen

1. HEALTH AND SAFETY (STAFF)

1.1 Crisis Response Manual

Crisis Response Manual and polices are available to all staff regarding the following:

- 1.1.1. Emergency situations at Centre
- 1.1.2. Suspicions of Child Abuse

The manual is white in color and labeled 'Crisis Response Manual' (located on the shelves above the communication area).

1.2. E-Coli

E-Coli is a bacterial disease that can cause diarrhea with stomach cramps; blood may also be present in the stool. In some cases more severe complications can occur such as kidney failure. It may be present in raw meat (especially hamburger) and non-pasteurized milk.

E-Coli can spread from one person to another, especially among small children. It can be excreted through their stool and contamination of their hands with stool can allow bacteria to spread. To prevent the spread of E-Coli, the E.C.E.'s should:

- 1.2.1. Encourage good hand washing
- 1.2.2. Thorough cleaning of diapering area
- 1.2.3. Proper disposing of diapers so others can't get into it - sealed containers and double bagging before disposing.
- 1.2.4. Cook beef well. Use a clean plate for cooked burgers; don't use same plates or utensils as with raw burgers
- 1.2.5. If E-Coli should occur in the Day Care, the E.C.E.'s must:
 - 1.2.5.1. Notify the public health nurse
 - 1.2.5.2. P/S and infant children must be excluded until each child has had 2 stool specimens, 48 hours apart, both of which have tested negative for bacteria
 - 1.2.5.3. S/A children must submit stool specimens but will not be excluded, as they are less likely to transmit the organism.

1.3. Aids

For health and hygiene reasons we have implemented a few safety precautions to avoid the spread of AIDS.

1.3.1. Disposable gloves are not recommended for routine diaper change as they offer little protection beyond that achieved by good hand washing. Disposable gloves should be worn at the following times:

1.3.1.1. If a caregiver has severe dermatitis cuts or open sores on the hands

1.3.1.2. If there is risk of exposure to blood or bloody body fluids

1.3.1.3. When cleaning up vomit

1.3.1.4. When changing a diaper with a bowel movement (If possible a single glove should be used and worn only on the hand being used to clean up the child's diaper area).

1.3.2. Cold packs should be kept in Ziploc bags, and after being applied to an open wound, the bag should be discarded, the ice pack washed off and a new Ziploc bag used.

1.3.3. Toothbrushes are to be kept in lockers for School-Age children and for Pre-school children they need to be hung up on a rack by staff so they do not touch one another.

1.3.4. Only disposable materials to be used on cuts, or to wipe up any bodily fluids like urine, vomit, blood, etc. **Do not use washcloths! Disinfect area that was covered with bodily fluids.**

1.4. **Fire Hazards**

The fire commissioner's office does not allow any paper to be hung on the doors or hung from the ceiling. This is a fire hazard and will not be permitted in the Centre. Toys, bikes, garbage cans, etc., should not be left on the platform outside the entrance doors, between the doors or just inside of the doors. Again this is a fire hazard as it may obstruct the doors during a fire evacuation.

The fire commissioner's office says we have to spray a fire retardant spray on any material that is a permanent fixture. For Example: **CURTAINS, BALLS HANGING FROM CEILING ETC.** You can find this spray locked up in the electrical room along with the paint. This spray needs to be reapplied every time these articles get washed. There is a log binder which everyone needs to record the date, room and what were sprayed. It is located in Donna's office.

1.5. **Head Lice Policy**

As outlined in our Parent Policy, Discovery has a "no nit" policy (**See Appendix I**), which will be enforced in the following way:

- When the Centre becomes aware of a case of head lice, the staff will check all the children in that room/unit and in any other room/unit that has any direct connection (i.e. siblings). The parents will be asked to check their child on a weekly basis. Please ask another staff for assistance if you don't know what to look for.
- The Centre will immediately call the parents whose child(ren) are infested and will be expected to remove the child from the Centre for treatment. Treatment should include the use of recommended shampoo and the removal of all nits (eggs). A handout called "Facts About Head Lice" will be given to the parent whose child is infested.

"Nix" shampoo is not recommended as treatment at this time – a Public Health Nurse should be consulted if there are any questions on the preferred treatment.

All parents will be made aware of the presence of a case of head lice in their child's room/unit. Until the last case is under control, parents will be asked to check their child's head at least every 2nd day. Please ask another staff if you don't know what to look for.

- When a treated child returns to the Centre, the staff will check for nits at their earliest convenience. If any nits are found, parents will be notified at pickup time. Parents will then be expected to do more "nit picking".
- This step will be repeated 2 more times if nits are still found.
- "Three strikes and you're out", when the child returns for the 4th time (day 4) the parent will not be allowed into the classroom. Only after receiving a "nit free" report from the staff, will re-admission be allowed.

See also Head Lice Policy file (beside "Well Beings" Book in Communication Area) and a copy of Parent handout is also kept in that file.

Lice – Internal Procedures 20101123DIR

After final bottles of treatment (***Nice and Natural Lice Remedy***) are sold or used, Discovery will no longer continue to purchase lice treatments.

While supplies last;

If a staff has evidence of lice (either live bugs or nits) and the classroom that the staff works in also has a case of lice, the centre will provide one treatment for the staff and their family members (who reside in the same residence).

Second treatment will be paid for by the staff.

We would recommend that if you have been treated and the bugs and or lice are still present, that you purchase a "chemical treatment".

Staff will be expected to follow the procedures outlined in the parent policy books when dealing with children in their room with lice.

Time taken for Lice treatment and management

Should a staff be sent home to be treated (when live lice is found) that day will be paid for (Director's discretion used depending on when staff goes home, staff may be expected to return to work)

Sick time is deemed for illness- should a staff feel that they need to take a day off to treat themselves or family members, or clean (vacuum and launder bedding) this time will be requested time and this time used will be used as Holiday time.

When staff are checking each other, the time used will be done during staff breaks and plan times.

1.6. Dental Care (Nursing Bottle Syndrome)

Pre-school children drinking from a bottle will only be offered bottles containing water to prevent "Nursing bottle syndrome". See Well Beings book in office on page 312 for more information.

1.7 Hand Washing

- Wet Hands

- Add soap, make bubbles (sing abc's or count to 10)
- Rinse well
- Dry hands with paper towel
- Throw into garbage
- Use a new paper towel to turn off taps
- Throw into garbage

1.8 Cleaning Tables

- Clean table with a dry paper towel (sweep any crumbs onto the floor)
- Spray table with bleach solution and let stand for 30 seconds
- Wipe surface with paper towel or allow to air dry.
- Discard paper towel into garbage.
- Wash hands.

1.9 Diapering Procedure

- Wash hands and gather supplies following hand washing procedure.
- Place disposable paper onto table.
- Lay child onto table. NEVER leave child unattended. Put on gloves.
- Unfasten diaper, wipe child front to back, using each wipe once.
- Put soiled diaper and wipes in garbage. Remove gloves and discard.
- Diaper and dress the child.
- Wash child's hands and your hands. (Follow hand washing procedure.)
- Return the child to a supervised care area.
- If clothes are soiled place in plastic bag to send home with child.
- Place disposable paper in garbage and sanitize table surface with bleach solution. (Follow sanitizing procedure.)
- Wash your hands. (Follow hand washing procedure.)

1.10. Sneezing

- When you need to sneeze please do it into your arm

1.11. Bed Bugs

MD 10.05.17

- We will no longer have pajama days and we will ask that all children come to daycare in clothes they did not sleep in. (MD 10.10.26)
- Ask parents to refrain from bringing blankets, pillows, stuffed animals. Excluding IT room (they can bring stuffed animals that will have to stay here).
- When there is evidence of bed bugs(bites on the child) we will be expecting:

- Parents to bring a set of clean clothes (just come out of the wash/dryer) in a Ziploc bag. Child will be changed into this clean set of clothes when the child arrives at the Centre. Clothes on the child are then to be put in the Ziploc bag and placed back into their locker.
- We will **not** be washing clothing or any other articles belonging to the child unless live bugs are found.
- When the evidence of bed bugs ends this procedure will end.

Exterminator that specializes in bed bug (Leon Wheeler Sleep Tight Exterminator)

1.12. Key Fob/wallet card

We are a secure building with our doors being locked at all times. All staff will need to purchase a \$10 key fob/wallet card (it will be taken off your cheque) which will be refundable when returned. There is also a “codeword” that will get changed every Sept and Feb if for some reason you don’t have your key with you.

Tailgating

Caution will be required by all staff and parents to not allow “tailgating”. When entering the building with your device, do not hold the door open for any other persons except those in your party. We need each person to be entering the building with our knowledge or approval. A safe person today may be a person with a restraining order tomorrow.

1.13 Footwear

Footwear should be flat or low heeled to allow for safe and comfortable movement during daily child related activities such as running.

Outdoor: Flip flops do not provide enough protection while outside. You will need appropriate shoes that will allow you to participate in all activities with the children. (Soccer, baseball, running etc.)

2. HEALTH AND SAFETY (CHILDREN)

2.1A Head Injuries

It is our Policy to call a child's parent when he/she has **any type of head injury.**

2.1B Safety Helmet Policy

In order to provide a high level of safety, all children will be expected to supply and wear a helmet during high risk activities (i.e.: skateboarding, rollerblading). In regards to less risky activities (i.e.: trikes, wagons) Discovery staff will attempt to support the family’s preferences regarding helmet use when provided.

2.1C Hockey Sticks

No hockey sticks for Preschool children

2.2. Field Trip Policies

2.2.1. Using Staff Cars

2.2.1.1. Cover seats that are not in use with a blanket or towel - (metal can get hot and cause serious burns).

2.2.1.2. Children MUST have a seat belt - no more than one child to each seat belt - use the shoulder belt if it does not cross their face or neck. However, if the child is UNDER 5 years of age or WEIGHS less than 50lbs, then INFANT or CHILD SEATS must be provided for each child that is being transported. For children between 40 - 50 lbs, a BOOSTER seat can be used. Proper installation of FORWARD FACING CHILD car seats, using a tether strap and placement of REAR FACING INFANT car seats in BACK seat of vehicles are mandatory. * If the vehicle is equipped with an air bag, children should NOT be transported in FRONT seat!

2.2.1.3. Driver must have a valid driver's license (must have permission to use car from the Director). Centre must have a photocopy of Driver's License and Vehicle Registration on file before leaving on Field trip.

2.2.1.4. Before using vehicle - do a five minute check to make sure lights work. Anything that could harm a child should be removed (i.e. cigarette butts, sharp or heavy objects on dash or on back window space in car should be removed to the trunk).

2.2.1.5. NEVER leave children alone in vehicle.

2.2.1.6. Load and unload children on curbside of car - on Silver Avenue beside the day care.

2.2.1.7. Open passenger windows only a few inches and do not allow children to put their heads or arms out of the windows.

2.2.1.8. Do not give children food or drinks during transport.

2.2.1.9. Close and lock all car doors.

2.2.1.10. Find a safe place to pull over if a child gets out of hand before disciplining.

2.2.1.11 Be sure there is a First Aid Kit in all vehicles.

2.2.1.12 Make sure child has transportation permission in his/her file.

2.2.1.12 Make sure you have all children's Vital Information with you in the car.

2.2.1.13 A minimum of 48 hours notice needs to be given before taking children in staff vehicles (Need permission from one of the Directors) MD070420

2.2.2. Pre-Trip Planning

2.2.2.1. Get signed permission slip from parents, if not already on file (children's files).

2.2.2.2. Be sure emergency files are updated.

2.2.2.3. Rules of conduct should be discussed with children.

2.2.2.4. Know about the place you are going - availability of phones, washrooms, water, etc.

2.2.2.5. Fill out field trip form.

- 2.2.2.6. You must take a cell phone with you on your fieldtrip and record the number on the fieldtrip form.

2.2.3 Prior To Leaving

- 2.2.3.1. Children's attendance is taken - bring attendance form and leave a copy of the form by the Staff Communication Book (in office on black file cabinet) - also include staff that are going and which children are in each staff car.
- 2.2.3.2. Be sure staff are aware of the group they are responsible for.
- 2.2.3.3. Bring knapsack with emergency information, First Aid Kit, extra clothing and water.
- 2.2.3.4. All children must wear some sort of identification, (preferably Discovery T-shirts or hats).
- 2.2.3.5. Give children careful instructions of what to do if separated from group:
- (a) Locate security personnel or police officer.
 - (b) Do not wander, stay in one place and wait for an adult from their group to return.
 - (c) Older children can decide on a convenient meeting place if they become separated.
 - (d) Don't panic!

2.3 Toys/Sand/Water

- 2.3.1. Toys are to be washed weekly with a disinfectant solution. (A good time to do this is when you're changing toys in the different areas.)
- 2.3.2. Presently, the Health Inspector requires us to change our water tables daily. This is very difficult to do. Therefore, please change it when you can. If it is not possible, then please add a capful of disinfectant each morning.
- 2.3.3. Sand is to be "washed" weekly with disinfectant. (Mix sand with disinfectant and "swoosh" around.)
- 2.3.4. The Health inspector requests that we not use puffed wheat or puffed rice in our sand/water tables.

Bikes and Trikes

- 2.3.5. Bikes and Trikes must be stored in Storage Shed (the key for this is in a grey box between the Centre's front doors).
- 2.3.6. The bikes and trikes are for Preschool use only!
- 2.3.7. School-age children are allowed to ride the skateboards, and the scooters. If School Age and Preschool children are outside at the same time the staff need to use their discretion as to the use of scooters and skateboards to ensure safety for the younger children.

2.4 Swimming

- 2.4.1. Children must wear t-shirts when swimming in a public pool, in the yard and when attending local wading pools. The Centre staff must be in the water with their group at all times
- 2.4.2. Preschool children are **not** to be going to the wading pools off site under any circumstances. (MG 2009)

- 2.4.3. Parks and recreation have issued the following guidelines for appropriate supervision of day care children when attending community/wading pools/indoor swimming pools.
- 2.4.4. The minimum height requirements are site specific and must be met by all children. Participants not meeting the height requirement are restricted to the shallow end.
 - o Participants are required to wear a life jacket.
 - o Leader/Caregiver must be in the water within arm's reach. Ratio 1:4

Participants who meet the height requirement but cannot swim are restricted to the shallow end but do not have to wear a flotation device.

Participants who meet the height requirements and wish to enter the deep end will have to perform a short swim evaluation to confirm their availability.

- 2.4.4. If the pool is to capacity the group will need to wait for space to be available.
- 2.4.5. Groups using pools are responsible for their children. However the Pool Attendant does have the authority to speak to the children directly if necessary.
- 2.4.6. Where two or more leaders are present, one leader must be in the water with the children. The other leader(s) must be on the deck watching the children in the water unless ratios determine otherwise.
- 2.4.7. Group leader must be at the bottom of the slide when using the slides.
- 2.4.8. Group leaders must watch the pool **at all times** while the children are in the water. Reading, playing cards, talking with co-workers or other distracting activities will decrease the effectiveness of the supervision.
- 2.4.9. Please be advised that mixed ratios **do not** apply at pools. The appropriate number of leaders/children is necessary for each age group.

The daycare staff should review the pool rules before entering the water.

Age of Children	# Of Staff	# Of Children
Infant to 1 year olds	1	1
2 and 3 year olds	1	2
4 and 5 year olds	1	5
6 to 9 year olds	1	8
10 to 12 year olds	1	12

2.5. EXCURSIONS OFF THE PROPERTY: MG.1205.

(This is referring to field trips or outings that are not a part of the daily routine or events (i.e. routine movement of children to and from school))

- 2.5.1** There must be at least 2 adults on an outing. Exceptions to this will only occur after prior written authorization by two members of the management staff (ED & DPO or designate) is secured, the parent has given their permission, and if the designation is a known public location.
- 2.5.2.** Outings to staff member's homes will only be allowed if a minimum of two staff members are present. Written authorization will also be required by two management staff, and by the parents/guardians of the children involved. The rationale and purpose for such an outing will form a part of the signed document.
- 2.5.3.** There must be one adult in front and one in back of line.(At least one staff must be trained unless permission has been given from Executive Director or Director of Programs/Operations.)
- 2.5.4.** P/S children must walk in pairs and when walking at the front and back of the line must hold hands with a teacher. School-age children should be in pairs (Buddy System).
- 2.5.5.** Children must never go into public bathrooms without a staff member.
- 2.5.6.** Attendance should be taken regularly (use number count system).
- 2.5.7.** Bring Knapsack - emergency records, first aid kit, water, etc.
- 2.5.8.** Obey traffic signals - cross streets carefully.

GOING ON THE BUS:

- A head count will be done before entering the bus, while on the bus and again when exiting the bus.
- Whenever possible sit together as a group at the back of the bus. If there is no available seats for the children make sure they have a bar to hang onto, (you should have the older child stand.)
- Make sure 1 staff gets off the bus first and is counting the children as they are getting off. There should be a staff on the bus at all times until the last child has gotten off. All the children should line up so it is easy to do your last head count before the bus drives away.
- It is safer to exit, through the front door. (The back doors can close on you while you are trying to exit, this way the driver will know when it is safe to pull away.)
- You should ask the driver to stay until you have done a head count and made sure all the children are out of the bus.

FIELDTRIP:

- When you are on a fieldtrip head counts should be done every 15 minutes to ensure a child has not wandered off. If there is only one exit 1 staff should be at the exit at all times to ensure all the children are contained in the room.(This will only work if you have enough staff to monitor the other children)

The Centre has purchased hats with the Centre's logo on them. These must be worn whenever going on field trips.

2.6. Seasonal Issues

2.6.1. Spring

In order to keep our customers (the parents) happy, we will not be playing in the yard or at the parks when it is wet and muddy out. We must still go outside though. Therefore, we will go for walks on these days.

2.6.1.1. If the temperature is 10 degrees Celsius or below, the school age children must wear sweatshirts or a jacket outside. It is their choice whether they want to wear both.

2.6.1.2. If the temperature is between 10 - 15 degrees Celsius, the preschool and infant children must have on long sleeves. Please use your own judgment whether they need a jacket or sweatshirt (it depends on whether it is sunny, cloudy, windy, etc.)

2.6.1.3 In order to go into the puddles children should have 2 pairs of pants (ski & splash) and 2 pairs of boots (winter & rubber) UM0904

2.6.2. Winter

2.6.2.1. Helmets

The P/S children are not allowed on the skating rink (with boots or skates) without a helmet on. The only exception is if we have documentation from the parent that the child does not need to wear one.

2.6.2.2. Wind chill

Staff must not take children outside if either TEMPERATURE or WINDCHILL is -25 C or HIGHER. Children must not be taken on field trips under these conditions either.

2.6.3. Summer

2.6.3.1.

All adults and children are required to wear clothing on their upper bodies (no Bareback). Our purpose through this policy is to bring up a generation of children who will be sensitive to the health risks of over exposure to the sun.

2.6.3.2. During summer months all children are required to wear a hat outside.

2.6.3.3. Apply sunscreen to children before playing outside during peak hours 9:00 AM - 4:00 PM. Re-apply as per instructions or after 2 hours of exposure to sun.

2.6.3.3. Mosquito spray:

Children ages 6 months- 2 years

- In situations where a high risk of complications from insect bites exist (West Nile), the use of one application per day of deet may be considered for this age group.
- The least concentrated product (10% or less) should be used.
- Apply sparingly and not to the face or hands.
- Only apply to exposed skin surfaces or on top of clothing. **Do not use under clothing.**
- Do not use on open wounds or if skin is irritated or sunburned.

Children ages 2-12

- The least concentrated product (10% deet or less) should be used.
- Do not apply more than three times per day.
- Prolonged use should be avoided.
- Only apply to exposed skin surfaces or on top of clothing. **Do not use under clothing.**
- Do not use on open wounds or if skin is irritated or sunburned.
- Avoid applying repellent to children’s hands to reduce the chance of getting the repellent in their eyes and mouths.

2.7. Food

2.7.1. PEANUT BUTTER will not be served for snacks in any pre-school or infant/toddler unit (i.e. P/S1, P/S 2, Nursery, and Flex programs). Sun Butter is used as an alternate. We do not claim to be a “peanut safe” facility, we are “peanut aware”.

2.7.2. Children are not allowed to eat food unless sitting on a chair or at a table. This is a "preventive step" for choking, which is a major risk in the lives of children.

2.7.3. Microwaving must be done in glass dishes. Microwave safe dishes will not be allowed (Staff will not be responsible for determining whether or not a plastic container is safe for the microwave).

2.7.4. Staff are encouraged to eat lunch / supper / snack with the children but be aware of the appropriate role modeling aspect when choosing food for these meals (i.e. no pop, chocolate bars, chips, etc.) We do not claim to be a “peanut free” facility we are a peanut safe facility.

2.7.5. Snack portions (for staff) should be appropriate to a child’s portion and eaten at snack times when sitting with the children. Leftovers from snack are periodically left on kitchen counter and staff are welcome to have some. However, the Centre provides free coffee, tea, and water (in Staff Room), but the food stored in the kitchen cupboards is not for your meal or snack use.

2.7.6. Choking Hazards

The following steps will help to prevent choking hazards for children under 4 years old.

2.7.6.1. Cut all wieners and sausages **lengthwise** and then into pieces.

2.7.6.2. Cut grapes into quarters

2.7.6.3. Be aware of the infant or toddler’s ability to chew foods. Be aware of the choking hazards of such foods as apples, raw carrots etc. for children who are developmentally or physically not ready to eat these foods

- 2.7.6.4. Nuts, popcorn, hard candies and other such foods should not be given to infants and toddlers.

2.7.7. Bottles

The following steps will ensure that bottles are given safely to children

- 2.7.7.1. To heat baby bottles submerge in hot water. Do not use a microwave oven (if necessary the water can be heated in the microwave).
- 2.7.7.2. Bottles should only be heated once (if parents request that the bottle be heated more than once, refrigerate immediately for the parent to take home).
- 2.7.7.3. Children should be attended while having the bottle. Infants under a year must be attended and should preferably be held by their primary caregiver.
- 2.7.7.4. Bottles should not be propped or given to children in their bed.

2.8. Sleep Safety

Infants 6 months and younger should be placed on their back at sleep time.

2.9. Child Release Procedures

- 2.9.1. If someone who you do not recognize comes to pick up a child, ask their name and for their I.D. then look it up on the child's Vital Information Sheet. (This is on each Unit's clipboard).
- 2.9.2. If the name is **not** on the list, **DO NOT RELEASE THE CHILD**. Tell the person politely that you cannot allow the child to go, unless the parent authorizes it.
- 2.9.3. If the person forcibly takes the child and will not allow you to call the parent; ask a staff member to call the police and you watch the situation, taking down descriptions, license plate numbers, etc.
- 2.9.4. If a child is to be picked up by someone other than a parent (even if the person is on the pick-up list), staff must be informed in advance. If the person picking up a child is not on the pick-up list, written authorization must be received in advance. If it has not been received, please verify the wishes of the parent, by phoning them at work. Inform the parent that in the future, written authorization must be given in advance. Please document this phone call. If a parent cannot be contacted do not release the child without getting permission from the Director.
- 2.9.5. If the child brings in a note from the parent authorizing a person, who is not listed to pick up a child, call the parent to verify the note. File the note.

2.10. Responsibility for Children

2.10.1 Following is a clear description of how and when staff will become responsible for school age children who arrive at the Centre without adult supervision. This includes the routine for children who come to daycare either from school or from home.

The Centre will only be responsible for school age children **after they have arrived in a supervised area of the Centre**.

2.10.1.1 For school aged children who have not been to school that day and are arriving on their own (i.e. AM arrivals), the Centre will **ONLY** assume after they have entered their Unit (room) and announced their arrival to a staff member.

2.10.1.2 For school aged children who have been at school and are arriving at lunch or after school, the Centre will assume responsibility for the child(ren) **ONLY** after they have entered the day care property and have been signed in by staff.

2.10.1.3 If a school aged child does not arrive during the designated time (While school patrols are on duty), then we will:

- Contact the school to see if they know the whereabouts of the child
- If this is unsuccessful and the information from the other school aged children does not result in tracking down the child, we will call to inform the parent.
- If staffing allows, we will continue to search for your child.
- **NOTE:** We do not assume responsibility for your child at this point!

This policy can be found in a detailed format in each of the parent policy books. Please refer parents as follows:

- S/A Regular Program: S/A Children Arrival Policy
- Flex S/A Program: S/A Children Arrival Policy

2.10.2 The policy for responsibility for care of preschool children can be found in detail in the parent policy books as follows:

- Preschool (All) Programs: Drop off and Pick up Procedures
- Nursery School Program: Drop off and Pick up Procedures
- Infant/Toddler Program: Drop off and Pick up Procedures

2.11. Playground Safety Rules

2.11.1. See Discovery Centre Playground Rules in **Appendix II** or as posted between the front doors at the south entrance.

2.11.2. When visiting parks staff must do a sweep of the grounds checking for potentially Hazardous objects such as glass, needles, used condoms, etc. This will assist us in preventing children from being hurt or contracting a disease.

2.12 Safety / Security Procedures

2.12.1 The Centre is always “locked down”

2.12.2 All staff and visitors will be issued name tags and identification tags.

2.12.2.1. Staff: Unit Leaders will be given name tags that identify them as The Unit Leader and what unit they are in. All other staff will be Identified by name and as staff (i.e.: Mrs. Jane Smith)

Flex Staff

2.12.2.2. Subs: Subs will be given name tags identifying them by name and as a Discovery Children’s Centre Substitute. All subs must report

- to the Office to receive their name tag.
- 2.12.2.3.** Visitors will report to the Office to be issued a colored visitors tag. Visitors, Volunteers, students and supervisors must all report to the office to receive identification / name tags
- 2.12.2.4.** The front and back doors have signs and directions for parent and visitors to press the buzzer and report to the office. For deliveries at the back door, drivers are instructed to call the office in order to be let in.

**2.13 Crisis Response
LOCK DOWN PROCEDURE**

When you hear **Mr Blatz report to Room 13** that means there is danger and you need to take cover and follow these procedures

Administrative Assistant will hit the LOCK DOWN BUTTON

Office staff will check ALL 4 DOORS

Door #1 -**Bookkeeper**

*Have to inform front yard and door monitor to come inside

Inform Director (DOP of ED)

***Director will call 911**

Administrative Assistant will check:

Door #2 - **Main Door** and will inform the IT playground.

Door#3 - **Adventure Playground** * inform the door monitor

Door#4 - **Horizon's Door** * inform Horizon's upstairs
* inform Horizon's outside

Each room will **lock** their doors and hide; you also have to make sure to be away from all windows.

Staff need to remain in their present room, or go to the nearest room available. If outside go to the nearest room available until further notice.

2.14. Fire Alarm

Smoke Detector goes off - not all rooms hear
-not all rooms evacuate

PROCEDURE:

If a smoke detector goes off in your room or anywhere you can hear it:

- Evacuate all the children.
- One person from your room will investigate.
- If there is a fire, the one investigating will pull the fire bell.
(These are located throughout the building)
-proceed with evacuation as normal
-If there is no fire (toast is burning)

-Let the groups know who have evacuated that they can return.

WE WANT THE CHILDREN TO RECOGNIZE WHEN THEY HEAR THIS SOUND (Smoke Detector) AT HOME THAT THEY SHOULD EVACUATE IMMEDIATELY.

2.15 Medication: (UM110407)

- Primary teacher will administer medication and secondary person will administer when primary teacher is away. (Do not write meds until administered.)
- No over the counter medication will be given unless a doctor's note is provided. The doctor can fax us the prescription.

2.16 Hand Sanitizer: (UM090519)

We will not use hand sanitizer with alcohol in it.

- Alcohol wipes to be out of reach of children and only to be used on medical utensils.

2.17 School Age Bathroom

Children in Grade 2 and up will only be permitted to use the bathrooms in the School Age wing.

2.18 Breach of Supervision UM 1004

If a Child gets lost or left outside, it needs to be reported to a Unit Leader immediately and then to the Executive Director and Director of Programs and Operations.

2.19 Sick Children

Staff need to notify Executive Director and/or Director of Programs and Operations before sending children home sick.

3. PROGRAMMING POLICY

3.1. Children with additional support needs

At Discovery Children's Centre we believe in "inclusion" (see Appendix V). In order to include children with additional support needs there must be a concerted effort by all staff in the Centre. We must always make sure that all staff are used as a support for inclusion of the child in the centre. Following are some danger signs and some inclusion strategies that our Centre has adopted from Donna Michal and Wendy Sucive. If any of the danger signals are occurring in our Centre, we need to change something as soon as possible.

3.1.1. Danger Signals

- 3.1.1.1.** The child with a disability usually goes to the "special needs" worker for assistance.
- 3.1.1.2.** The other children usually ask the "special needs worker" for permission to play with the child with a disability.

3.1.1.3. Children often shout, “the child’s special needs worker (or speech therapist, or occupational therapist) is hers”. So do other staff.

3.1.1.4. Bulletin board items identify staff members as “belonging” to a particular child.

3.1.2. Inclusion Strategies

3.1.2.1. All staff read the child’s, individual program plan (IPP), assessments, and recommendations from consultants.

3.1.2.2. Staff shares information about the child in specified communication books located in the staff room and in the playroom.

3.1.2.3. Plan together: All staff brings to the planning meeting, activity ideas that reflect needs and interests of all children in the playroom--that is, ideas that actively include the child with additional support needs. In this way, all staff advocate for the participation of every child.

3.1.2.4. All staff shall modify activities to ensure participation of children with varying skill levels.

3.1.2.5. Work directly with all children: All staff members work with all of the children. This takes deliberate effort.

3.1.2.6. The focus is on having each child be successful. Competence is first assumed, and staff assists only as much as is needed.

Our Ultimate Goal:

- Is to create a community around children with additional support needs so other children can learn responsibility in caring for their friends.

3.2. Personal Safety

See Code of Conduct for details

3.3. Movies

It has been made a policy at the Centre to give parents 24-hour notice for any movie or film shown. The Staff are required to give the name of the movie and the date and time you will be watching it. This should be posted on the bulletin board outside your room. If this is not possible, it will be acceptable to get authorization from the Director to show a particular movie.

No movies for Preschool Children, this includes at the Borde Air community club.

3.4. Music from Home

If the children bring in music from home, it is up to the staff to decide if it is suitable for all the children to listen to. If the music is not suitable for everyone the child may listen to it with headphones with the teacher’s permission. The Centre encourages easy listening music such as classical or children’s varieties.

3.5. Behavior Management

When intervening in a crisis such as abusive, disruptive or out-of-control persons, even during the most violent moment please remember these things:

- 3.5.1. In non-violent crisis intervention, the emphasis is always on your primary responsibility, which is the care, welfare, safety, and security of the children and yourself.
- 3.5.2. Physical restraint is only recommended when all verbal techniques have been exhausted and when the child presents a danger to himself/herself or to others. This can be done only once and then we would need permission from Child Day Care Office. If needed physical restraint should be limited to approved holds like the "basket hold".
 - 3.5.2.1. **Don't** use your elbows
 - 3.5.2.2. **Don't** put pressure on the spine
 - 3.5.2.3. **Don't** grab the hair, head, neck or upper arm of the child
 - 3.5.2.4. **Don't** intentionally floor the child, (35% of injuries occur when the floor is involved).
 - 3.5.2.5. **Do** get help from another team member whenever possible. Work as a team. If a child is getting increasingly agitated or resistant, attempt to get a colleague to take over for you. This "tag team" approach can often deescalate a situation for both child and staff.
 - 3.5.2.6. **Do** stay calm and have a plan ready for which you will call for help and what you will do for safety until help comes.
 - 3.5.2.7. **Remember**, once a child goes into crisis, your job is no longer to get the child to comply with the request that might have brought the crisis into being. Your job is to de-escalate the situation to the point that the child regains rational control. Only then will you consider going back to the original issue.
 - 3.5.2.8. **Do** use the "Supportive Stance" when dealing with potential crisis situations.
 - 3.5.2.9. If a child is on "strike" or in "crisis" and the situation allows, do not attempt to pick up or force a child to do something. Wait it out whenever possible. Call the office for help if no other options exist.
 - 3.5.2.10. If a child is agitated or prone to physical outbursts, consider staying at a safe distance (out of range of a punch or kick) when talking to a child. This will give you a chance to protect yourself should they attack you.

3.6. Pre-school

We require the children to treat others, teachers & toys with respect. The following steps are done:

- 3.6.1. Talk to children
- 3.6.2. Warning
- 3.6.3. Sit at table (or other alternative depending on what logical or natural consequences would be.)

3.7. School-Age

3.7.1. Aggressive Behavior

Any child will be asked immediately to leave the area he/she is playing in. Time out at the table will be given depending on the situation.

3.7.2. Swearing

Children will be asked to leave the room immediately. It will be explained to the children these words are not appropriate.

3.7.3. Spitting

Children will be told to go spit in the toilet because this is where we spit.

3.8. Documentation

When misbehavior occurs on a frequent basis it is expected that the staff will gather baseline data with which to initiate a program for behavior change. A form is available which will assist in evaluating the problem. This is one of the first steps in addressing a "behavior problem" and the form will be available in the office to anyone requiring its use. Please don't hesitate to ask for it at any time.

3.9. Gift Exchange

As per a Board decision (Dec'90), it is agreed that staff not initiate a gift exchange between children during holiday celebrations. An alternative would be to have children make gifts for each other. The decision is based on the financial cost of gift giving.

3.10. Keeping track of children MG1204

3.10.1 In the classroom

Staff must count the number of children in their care and check to see that this number corresponds to the attendance records constantly (every 15 minutes or more between 6:30 am - 6:00 pm for Regular programs. In the Flex program this needs to happen more often because Flex numbers change very frequently due to children coming and going all day long.

You need to know how many children are in your care at all times. (You may be asked periodically how many children are in the room). All classrooms (except I/T) have a white board which gets used daily to record how many children are in the room, this number must correspond to the attendance records as well.

3.10.2 Transitioning children from inside to outside (in reference to main building doors)

When going outside, you must count the group when they are lined up inside and ready to go (we will take groups out separately to avoid having children wait long periods of time for their peers- i.e. the first staff can take the first group of children outside- in this case we will have the staff lead at the front of the group.

When going out from inside to outside, there is also a three step process:

1. Count children (inside) who are ready to go
2. Count children before going out the door
3. Count children again when they get outside

When you are taking the entire group out at once, a staff should be in the front of the group and another staff should be at the back of the group.

Both outdoor spaces (Adventure Playground and Play Garden) have a white board used to keep track of the number of children outside in each group. When staff are bringing a group outside the staff must report the number of children to the door monitor. The door monitor will record the number on the white board.

3.10.3 Transitioning children from outside to inside

When coming in from outside, there is also a four step process:

1. Count children when they are lined up and ready to go
2. Staff to do a visual scan of play-space to ensure no child is left behind
3. Count children when you get to the lockers
4. Count children when you get into the classroom

There must always be a staff at the front of the group and one staff at the back of the group. A trained staff should be the last one in to make sure all the children are in the group.

If parents arrive while children, are reentering the building, please do not sign out your child or take them until the staff (with the clipboard) has indicated that your child has been accounted for and signed out on the main clipboard.

3.10.4 School Age Children Arrival Policy .1210.

When children do not return from school SA staff will:

1. Compile a list and bring it to the office.
 2. Office will call school. (If there is no answer)
 3. SA staff will ask children
 4. Confirm with parent
- (Staff will have to speak to the parent about our procedure and the parent's responsibility. Report to Director if more than 2 occurrences. If we have to look for a child more than twice, the Director will have to make a different procedure for the parent.)

3.11. Breaks

On school In-Service days, or on a day when a staff is away sick, or taking a Holiday day, it is to be expected that the normal privilege of "plan time" will not happen as usual.

3.12. Circle Time

3.12.1. Circle or group time is an excellent time to have the children pick up the following skills:

- 3.12.1.1.** Learning to share: - by taking turns - sharing toys & ideas
- 3.12.1.2.** Helps develop good language skills
- 3.12.1.3.** Helps develop clear direct speech
- 3.12.1.4.** Develops confidence in speaking to groups
- 3.12.1.5.** Learn to tell of incidents in sequence
- 3.12.1.6.** Develops listening skills
- 3.12.1.7.** Learning to take turns in speaking
- 3.12.1.8.** Learning to speak in full sentences

3.12.2. Reasons why children might not be participating in planned circle activities:

- 3.12.2.1.** Personal insecurity
- 3.12.2.2.** Not informed on topic of discussion
- 3.12.2.3.** Child may be shy
- 3.12.2.4.** Child may be new to Centre and might need more time to feel secure

3.12.3. Things to help a non-participating child:

- 3.12.3.1.** Don't force the participation of the child - approach child during free playtime and let them know what you are doing for circle time. See if they have a special song or activity they like to do.
- 3.12.3.2.** Have the child be your special helper during circle time.
- 3.12.3.3.** Give each person a chance to talk, going back to those who don't wish to talk the first time around. Remember some children have a hard time getting a word in during a conversation where some more aggressive children are doing most of the talking.
- 3.12.3.4.** Have a special "show & tell" day or a "treasure day" so children can bring something from home that they are very familiar with and they might be more likely to talk about a familiar object.

3.12.4. Characteristics of a good Circle Time:

- 3.12.4.1.** Well planned
- 3.12.4.2.** Allows for the maximum of children's responses - ask questions about thoughts and experiences
- 3.12.4.3.** It's interesting
- 3.12.4.4.** It's flexible, in terms of when and where it might take place
- 3.12.4.5.** Should be related to the child's development level
- 3.12.4.6.** Should be within the scope of the children's world - choose a topic that they can relate to
- 3.12.4.7.** Should be sharing time - sharing thoughts, ideas, opinions
- 3.12.4.8.** MUST be fun

- 3.12.5.** Things to consider when planning for an effective circle time:
- 3.12.5.1.** Remember next to a one on one this is the most effective time to bring up a new topic or theme
 - 3.12.5.2.** Leave props such as the seashells you have shown them, out on the table for the children to touch and explore
 - 3.12.5.3.** Size of Group: group small enough so ECE can make contact with each child in the group
 - 3.12.5.4.** Circle must be planned before you start: all materials should be ready and in reach and area should be prepared beforehand. Words to new songs or finger plays should be written down as a back up
 - 3.12.5.5.** Prepare the children; Give a warning that circle time is coming, let children know where circle will take place and set guidelines for acceptable behaviour. Be consistent in enforcing the requests and ensure that you are clear regarding rules
 - 3.12.5.6.** Children should be comfortable. Be sure that you can make eye contact with every child
 - 3.12.5.7.** Be willing to start before all of the children have arrived
 - 3.12.5.8** Get children's attention with a special prop or intriguing item (e.g. surprise bag)
 - 3.12.5.9.** Be enthusiastic: Exaggerate emotions and facial expressions and be excited about what you are talking about. If you can't enjoy yourself then how do you expect them to?
 - 3.12.5.10.** Circle time can take place in different shapes of groupings and chairs can also be used if desired - vary from time to time
 - 3.12.5.11.** Circle time should be of interest to the children
 - 3.12.5.12.** Vary activities between active and quiet activities - mood should go up and down, keep kids wondering what will be next
 - 3.12.5.13.** Make adaptations for individuals like a sick or new child
 - 3.12.5.14.** Prepare yourself: How will you word questions, what will you say? Change pace if you begin to lose children's attention
 - 3.12.5.15.** Ensure that you have the support of Child Care Assistant (CCA) who should help keep the children's attention, focused on the activity at hand. This should enable you to keep your attention and that of the children on the topic of discussion
 - 3.12.5.16.** Use a child's name when you talk to them and in songs or other activities. Use each child's name at least once during the circle time
 - 3.12.5.17.** Learn to change a child's responses into a question that will encourage more responses out of the group
 - 3.12.5.18.** Give children the choice whether or not to stay in circle or activity. It is best to end on a positive note. It is also good to end when you still have the children's attention and interest and while they are still wanting more
 - 3.12.5.19.** Judge your success by the response of the children's response - do they ask for the songs or activities again

- 3.12.5.20. Upon ending the circle time clearly define the next activity. Provide clear instructions on where to go next. Do this as quickly and clearly as possible
- 3.12.5.21. Remember that kids are spontaneous so be prepared to go with the flow

3.13. Coloring Sheets

At Discovery, we believe in encouraging a child to think creatively and to use art as a means of expression. All art experiences should be open-ended - “not end” product. Please do not expect children to make a certain item in a certain way to gain your approval. Do not make an item for children to copy. Art is not meant to live up to others expectations or others value systems. **Appendix II - see article (attached) “Staying within the Lines”** which will help describe these concepts more clearly.

3.14. Paint

All tempera powder paint should be mixed with “liquid soap”. This helps keep the purple, red, and blue paints from staining clothes. Only add enough powdered paint to get a nice bold color.

3.15 Gym

School Age children are permitted to use the whole gym. Indirect supervision is NOT PERMITTED in the gym for ALL children. Preschool children will only use half.

3.16 Front Yard Use UM 100415

3.16.1 School Age children will use the front yard every Tuesday and the back yard every Thursday.

3.16.2 Preschool and School Age staff will communicate together on Mon, Wed, Fri so that all the groups are not in the same area

3.17 SA Cell Phone

Cell phones are prohibited for SA children. If children come to Discovery with their cell phone they will be apprehended by the classroom teacher and a parent will need to pick the phone up from the office.

4. MISCELLANEOUS

4.1. Staff Communication

4.1.1. Playground

When staff is outside with the children in the playground, it is considered that their primary duty is to supervise and participate in the children's activities. Communication between staff should relate to the activity or of a supervisory nature. Items of a personal interest should be discussed during breaks, after work hours, etc.

4.2. Child Care Assistant Restrictions

Although, occasionally CCA's might be given the responsibility to write up Communication Notices on Parent Boards, or plan children's activities, etc. – it is necessary to have the trained Unit Leader for that group approves the posting. If you are asked by a parent to set up a Medication Form or administer medication for a child, the Unit Leader of that child's group needs to be informed before it is done.

4.3. Tape on the Walls

In the past we have had a lot of problems with tape taking the paint off the walls. We now are using Blue Tac, a sticky, gummy material, which adheres to almost any surface and can be reused. Please avoid any use of tape on the walls!

4.4. Opening Duties (6:30 AM)

4.4.1. Unlock front doors only (tighten screw on both sides of bar) at 6:45 am

4.4.2. Turn on photocopier

4.4.3. Open blinds (in summer only open windows on west side)

4.4.4. Run water fountains for 30 seconds

4.4.5. Monday morning put the lock back on the gate (It hangs in the Flex room on the schedule mailboxes.)

4.4.6. Turn on Dishwasher (instructions on wall beside dishwasher)

4.5. Closing Duties (5:30 PM)

4.5.1. Check yard for toys and equipment, check sandbox

4.5.2. Check that windows are closed/air conditioners are turned down in the room you are in last. (We leave the air conditioner on low all the time.)

4.5.3. Lock front door (loosen screw on both sides of the bar)

4.5.4. Check front & back doors after closing behind you to ensure that they are locked

4.5.5. Take lock off front gate so the community can play in the front yard from 6:00 pm – dusk. (On Saturday we take the lock off and put it back on Monday.)

S/A 2 Locks the back shed. Please look on the schedule to see who has that duty.

4.6. CLOSING DUTIES (9:30 PM & 12:30 AM)

4.6.1. Double check that windows are closed and air conditioners are on low. (if ratios allow).

4.6.2. Turn off dishwasher (instructions on wall beside dishwasher)

4.6.3. Turn off photocopier

4.6.4. **Final check of building to ensure all doors are locked**

4.6.5 Put lock back on gate to playground in front yard.

4.7 24 Hours Professional Development

THINGS THAT COUNT FOR DEVELOPMENTAL HOURS

- WORKSHOPS
- SUPPORT GROUPS (S/A support group, Nature support group, MECE support group etc)
- ARTICLES - /sharing info learned (**Articles you wrote**)
- BOOKS – Write report (**Pre approved up to a max 5 hrs/yr**)
- LUNCHEONS (**Committee**)
- BOARD MEETINGS
- BRAIN DEVELOPMENT - **Renewing**
- COURSES PERTAINING TO CHILDCARE
- FIRST AID
- CPR
- PARENTING COURSES
- VISITING CENTRES *****NEED TO DO MORE OF THIS*****

4.8 Recycling and Composting MG12/1123

Recycling and Composting procedure

We will **discontinue** the use of the recycling bags. We now have a blue can we will use to collect the recycling. The recycling bins in each of the rooms will be dumped into the blue can by the staff and children in your home room.

Recycling day pick up is **Friday** but the recycling needs to be collected each day.

Daily

- Karen will get cans from outside at 2:30 p.m. and collect the recycling from the parent mailboxes, office areas (including Ron's office) and the communication room as well as the bin in the Infant Toddler room. Then she will take it to XP.
- XP will collect their recycling/composting and take the cans too P2. P2 will take to P1, P1 will take to S1 and finally to Flex. ***A part of recycling is to have a look in the recycle bin before adding to the can; to ensure that you are not adding compost or garbage to the recycling.***

- After Flex has collected the recycling/composting in the kitchen, their room and the 2 staff bathrooms, they will take the cans outside to be dumped in the recycling bin and the compost bins. We now have 5 bins for the recycling and 5 for the composting so fill one completely and then start on the next empty one. If all 5 bins are full before the end of the day Thursday, please inform the office. Once you have emptied it take the 2 cans to S2 so they can do their end.
- SA2 will collect their recycling/composting each day in all of the SA2 rooms (this can be a daily chore for the children) including all the bathrooms in the SA wing as well as the Mini Kitchen. Once the recycling/composting is collected it can be taken outside to be dumped in the recycling bin/compost bin. We are currently working on a list of extra cleaning duties for Saturday staff. Washing recycling bins has been added to this list and will be done on an “as needed” basis.

Every Thursday a staff in the SA2 room will wheel the recycling bins out for pick up (Next to the IT “Quiet Cove”-fenced in area) This should be done at the end of the day between 5:00-5:30.
Insure if you can’t do this task that Flex is notified so they can take it out in the evening.

4.9 Principles of Natural and Logical Consequences

1. Reward and punishment deny children the opportunity to make their own decisions and to be responsible for their own behavior.
2. Natural and logical consequences require children to be responsible for their own behavior.
3. Natural consequences are those which permit children to learn from the natural order of the physical world – for example, that not eating is followed by hunger.
4. Logical consequences are those which permit children to learn from the reality of the social world – for example, children who do not get up on time may be late to school and have to make up work.
5. For consequences to be effective, the children involved must see them as logical.
6. The purpose of using natural and logical consequences is to motivate children to make responsible decisions, not to force their submission. Consequences are effective only if you avoid having hidden motives of winning and controlling.
7. Be both firm and kind. Firmness refers to your follow-through behavior. Kindness refers to the manner in which you present the choice.
8. Talk less and act more.

9. When you do things for children that they can do for themselves, you are robbing them of self-respect and responsibility.
10. Differences between punishment and logical consequences:
 - a. Punishment expresses the power of personal authority. Logical consequences express the impersonal reality of the social order.
 - b. Punishment is rarely related to misbehavior. Logical consequences are logically related to misbehavior.
 - c. Punishment tells the child he or she is bad. Logical consequences imply no element of moral judgment.
 - d. Punishment focuses on what is past. Logical consequences are concerned with present and future behavior.
 - e. Punishment is associated with a threat, either open or concealed. Logical consequences are based on good will, not on retaliation.
 - f. Punishment demands obedience. Logical consequences permit choice.
11. Avoid fights; they indicate lack of respect for the other person. Do not give in; that indicates lack of respect for yourself.
12. Steps in applying logical consequences:
 - a. Provide choices and accept the child's decision. Use a friendly tone of voice that communicates your good will.
 - b. As you follow through with a consequence, assure children that they may try again later.
 - c. If the misbehavior is repeated, extend the time that must elapse before the child tries again.
13. Be patient, it will take time for natural and logical consequences to be effective.

4.10 **Indirect Supervision:** UM 060928

When we think a child is responsible enough to use the indirect supervision policy, we need to get the parent to sign the form and post a list of these children by the fire procedure list.

Indirect Supervision of Children BM 1205

Staff shall directly supervise children at all times, with the following exceptions being possible:

- ◆ When the children are sent to get items from the office or kitchen
- ◆ When children go to the bathrooms located off the main hallway
- ◆ **When Preschool children are coming in from front playground, they will go to Preschool 1 or Preschool 2 to use the bathroom**
- ◆ **When School Age 2 children (Grade 2 and up) are coming in from the front playground, they will go to the School Age 2 wing to use the bathroom**
- ◆ **When Preschool and School Age children are in the back Adventure Playground they will use the bathrooms right off the back yard**
- ◆ When children are bringing things to, or getting things from their lockers in the main hall

Indirect Supervision will occur only when the staff believes the child is mature enough to handle this responsibility, and when the staff has given specific permission for that specific occasion. Staff will be required to do periodic checks (at least every ten minutes) while indirect supervision is occurring.

The following represents the times and conditions under which the Board and Staff of Discovery Centre have agreed to exceed the prescribed group size or teacher/student ratio.

- **Transition from inside to outside** – For all children, the ratios may be exceeded at times as children who are ready to go out are released to a staff who already is outside. The overall ratio will be maintained at 1:8 or 1:15 based on the ages of the children, but they may for example be 10 children outside with one staff for a short time as the other unit staff continues to dress the other 6 children.
- **Sleep time** - 12:00 – 2:30 p.m. & 9:30 p.m. – 12:30 a.m. – During sleep time either in the afternoon or at night the ratios may exceed the required ratios. At the time that all children are asleep or quietly resting on their beds, the ratios may reach 1:16 at a maximum. This is required to allow for the lunch breaks of the staff and also to keep the costs of care down during the night time hours. We would at all time have staff in the building at a 1:8 or 1:15 ratios as required who would be available to assist with emergencies of any kind.
- **In the case of our Preschool 1 and School Age 1 & Nursery 1 units, children will be allowed to play outside on the deck (with deck gates closed) when a staff is supervising in the adjacent indoor space (or vice versa) as long as the glass door is propped open and supervision is provided as described above.**

4.11 **Parent Separation Paper:** Um 060928

These documents will go into an envelope in the clipboards with the exception of the Flex room who will keep a duo tang in the knapsack and a binder labelled CONFIDENTIAL with this documentation in it.

4.12 **Cell Phone Usage:** MG0907

Staff are not allowed to use their cell phones while on the floor with the children. Cell phones are not to be used in place of watches. Staff will not be expected to have their cell phones in their lockers and not on their person. (Locks are available in the office) When using a cell phone at Discovery you must be in a staff area (Staff room) or off of Discovery's property (this seems to be the only sure way of knowing that staff are not using their cell phones while they are on duty).

CONSEQUENCES:

If caught using a cell phone while working or on Discovery's property (outside of staffing areas) be prepared to meet with the Directors.

4.13 Petty Cash UM090612

Unit leaders or teaching partners can sign out petty cash.

4.14 Family Assessment

At anytime a family assessment is done and you are asked to be a witness, a Director must be present. (This will eliminate "Hear Say") If the parent would like a phone interview, they need to make an appointment with the Executive Director or Director of Programs and Operations.

4.16 Friday Back Yard Clean Up

4.16.1 At 4:00 we will start to clean up the Block area/Art area/Sound/Music etc.

4.16.2 At 4:15 a fog horn will blow and that will notify the children and staff that it is time to start picking up the drift wood and the 2x4's. They wood needs to be piled up close to the fence by the back parking lot. **(The fog horn is only to be used for this purpose, only door monitors should use the horn unless authorized by management)**

5. STEVENSON BRITANNIA /DISCOVERY POLICIES

5.1. Students Detained After Hours

In order that Discovery Centre knows the whereabouts of the children in their care, it is imperative that Stevenson Britannia Staff inform Discovery Staff if any students are going to be detained after hours. (This is for all children who will be crossing Silver Avenue after the "Patrols" are off duty.) Stevenson staff are requested to inform the school office so that the secretary can place a call to Discovery Centre. Failure to do so may result in the student receiving further discipline at Discovery Centre for not returning to the centre on time. As well, Discovery staff spend much needless time tracking down the student.

Discovery Centre in turn will do its utmost to inform Stevenson School if it should be necessary to detain a student at the centre during class hours. If a student arrives late and prearranged consequences are in place for late arrival it is not expected that Discovery children be exempt from these additional consequences. Students are only detained at Discovery Centre due to behavior problems and any school consequences for late arrival will only help encourage students to watch their behaviors more closely.

5.2. Referrals

Discovery Children's Centre is a licensed, regulated childcare program for children 3 months - 12 years of age. All parents requesting information on care for their child whether part-time or full time should be referred to Discovery Centre (Ron Blatz - Director).

5.3. Sick Children

Sick children should not be sent to Discovery Children's Centre during regular school hours (8:40 - 11:40 and 12:40 - 3:40) as Discovery's School-age program does not operate during these hours. In return Discovery Centre will not send children to school if we know that they are ill.

5.4. Changes in Class Schedule

Any changes in regular schedules, such as a PM Kindergarten child attending an AM field trip; or a class attending an all day field trip should be communicated to the Director of Discovery Centre, so staffing adjustments may be made to accommodate this change. A week's prior notice is recommended. Notice of such changes can often be given through the placing of parent notices in the Discovery mailbox located in the School office area. We understand that this is primarily a parental responsibility but due to the unreliability of parents in communicating these things to us we are seeking your support.

5.5. Extra Curricular Activities

As many children have "blanket permission" from their parents to attend school supervised activities, it is important that the Discovery Staff are made aware of all possible activities that our children may be requesting to attend. We cannot release children out of our care unless our staff can confirm these activities. (Thanks again for bailing the parents out on this one.)

5.6 Internal Procedure for School Age Children who take the bus (DIR201101)

Staff must make parents and children aware of this internal policy.

(Grade six) School age children will be left at the bus stop to be picked up by the bus. If bus has not picked up children, they will go into school office (Stevenson) and check the time with the secretary. (If bus is later than 30 minutes- this will depend on the scheduled bus pick up time) the children will ask the secretary to call Discovery to pick up School Aged children at Stevenson. Discovery will then call the parents to pick up children to take them to school.

APPENDIX I

Discovery Centre Head Lice Policy

1. As stated in our Parent Policy Book the following policy is in place at Discovery Children's Centre – "Guide for Re-admission to School...After appropriate treatment & removal of all nits (eggs)"
2. Due to the most recent outbreak in our community, the Board, the Staff and management of Discovery have further clarified how this policy will be implemented.

- 2.1 When the Centre becomes aware of a case of head lice the staff will check all the children in that room/unit and in any other unit/room that has any direct connection (i.e. Siblings)
- 2.2 Parents whose children are infested will be called immediately and will be expected to remove their child from the Centre for treatment. Treatment should include use of recommended shampoo treatment and the removal of all nits (eggs).

Parents should carefully follow the latest treatment suggestions from the Public Health Nurse to maximize the reduction of the lice. A handout will be given to parents whose child is infested. DO NOT treat with the shampoo more frequently than the manufacturer's recommendations. The shampoo is toxic.

NOTE: "Nix" shampoo is not recommended as treatment at this time.

NOTE: All parents will be made aware of the presence of a case of head lice in their child's room/unit. Until the last case is under control, parents should be checking their child's head at least every second day. Ask the staff for help if you are not sure what to look for.

- 2.3 When the treated child returns to the Centre, the staff will check for nits at their earliest convenience. If any nits are found parents will be notified at pick up time. Parents will then be expected to do more "nit-picking".

NOTE: Do not count on a nit comb to remove all nits. We haven't seen it happen yet.

- 2.4 Step 2.3 will be repeated two more times if nits are still found.
- 2.5 "Three strikes and you're out"; when the child returns for 4th time (day 4) the parent will not to leave their child. If any nits are found the child will not be allowed into the classroom. Only after receiving a "nit free" report from the staff, will re-admission be allowed.

Lice – Internal Procedures 20101123DIR

After final bottles of treatment (***Nice and Natural Lice Remedy***) are sold or used, Discovery will no longer continue to purchase lice treatments.

While supplies last;

If a staff has evidence of lice (either live bugs or nits) and the classroom that the staff works in also has a case of lice, the centre will provide one treatment for the staff and their family members (who reside in the same residence).

Second treatment will be paid for by the staff.

We would recommend that if you have been treated and the bugs and or lice are still present, that you purchase a “chemical treatment”.

Staff will be expected to follow the procedures outlined in the parent policy books when dealing with children in their room with lice.

Time taken for Lice treatment and management:

Should a staff be sent home to be treated (when live lice is found) that day will be paid for (Director’s discretion used depending on when staff goes home, staff may be expected to return to work)

Sick time is deemed for illness- should a staff feel that they need to take a day off to treat themselves or family members, or clean (vacuum and launder bedding) this time will be requested time and this time used will be used as Holiday time.

When staff are checking each other, the time used will be done during staff breaks and plan time

APPENDIX II

Playground Rules

1. First staff outside must take both orange/red sashes and put them around their neck. This will indicate that they are the staff whose job it is to open and close the structures. This staff will ensure that both flagpoles are placed in the appropriate holders at each climber when they first go outside. This staff’s job at all times (unless an emergency presents itself) is to be in a position to see the play structures to guard against children wandering on to them when not supervised. This staff is only relieved of these duties when they pass the sash(s) to another staff member.
2. The structure is considered open when the green flag is hung on the flagpole. A climber may be open with only ones staff outside under the following conditions. All children outside must be in the range of vision of the staff member (not at east sand box, east set of swings, or on the concrete bike trail.
3. Children entering the safety surface (wood chip area) when it is not open should be reprimanded, reminded of the rules, and consequenced (if they were aware of the rule).
4. Climbers will only be used when they are supervised by at least one staff who will supervise from the deck of the climber whenever reasonable. The staff that opens or closes the climber must be wearing the sash(s) at the time. If supervision is to be transferred to another staff it will be done by passing the sash(s) to another staff. This will ensure that we always know who has the primary supervisory duty of the climber.
5. If another staff is available and numbers of children warrant, another staff should be actively supervising the structure from in the safety surface area at ground level.
6. If a second structure is opened, another staff must take the appropriate sash and place it around their neck before hanging the green flag. At this time each staff is responsible for only the climber represented by their sash. Therefore at least 2 staff must be outside if the second structure is also to be opened (if only 2 staff are outside follow conditions

under #2). Supervision of either structure is the job of the staff wearing the sash(s) until transferred to someone else through physically transferring the sash(s). If a third staff is present they should ensure that the east end of the playground is in their viewing range.

7. Climbing will not be allowed on any area not designed for climbing (i.e. outside rails, up slides, on bow of ship, etc).
8. No more than 50 children will be out in the front yard at any time.
9. The procedure of using sashes and supervising from play structure decks should also be used when visiting play structures at other sites.
10. Staff must enforce rules posted on playground sign located outside our fence gate.

Door monitor is responsible for children inside during a fire evacuation

APPENDIX II

Adventure Playground rules

1. Gate

Staff assigned to do playground safety checks will check East gate on Berry Street gate facing back entrance.

2. Door Monitor

At all times when the playground is in use, a Unit Leader (or senior staff) is to supervise the entrance/exit doors between the building and the playground. The yellow sash they must wear will identify this person. Duties of the "door monitor" include:

2.1 Ensuring no unauthorized entrance or exits of playground.

2.1.1 Parents picking up children must be asked if they have information their child's teacher/s that they are picking up their child. If they have not they need to as the teachers may have important information to share with the parent i.e. accident/behavior incident report.

2.1.2 Sign the child out on appropriate staff clipboard.

2.1.3 Ensure that only two children are allowed to enter the building, without Supervision, at one time. They will check on the child if they have not returned in 3-4 minutes. The children's names will be written on the white board while inside the building.

2.2 Hand out drinking cups to children who need to drink from the water jug. The water jug will be placed on the stairs when equipment is set out in the A.M.

2.3 As time allows do basic 1st aid (have ice available & band aids) for children brought to them.

- 2.4 Maintain white board with attendance numbers for each Unit and total numbers of all children and staff outside.
- 2.5 Supervise staff ensuring they are situated at appropriate safety stations as numbers allow (see map for safety stations which are identified by priority), ensure that climbing structures are opened when needed, and that no staff is engaging in idle social conversations.
- 2.6 Monitor the child staff ratios and consider assigning staff to other tasks if ratios and Special Needs staffing requirements can be met. Other tasks could involve such things as cleaning the storage room or shed, completing developmental checklists, or preparing the room for the end of the day.
- 2.7 Ensure that flag and sashes are taken out and used appropriately (see #3 for details)

3. **Rock Area Monitor**

- 3.1 Ensure the green sash is worn around someone's neck. This will indicate that they are the staff whose job it is to open and close the rock area. This staff's job at all times (unless an emergency presents itself) is to be in a position to see the rocks and to guard against children wandering into this area when it is not open. This staff is only relieved of these duties when he or she passes the sash to another staff member.
- 3.2 The rock area is considered open when there is a staff in the area wearing the green sash. The rocks will only be used when it is supervised by at least one staff. The staff that opens or closes the rocks must be wearing the sash at the time. If supervision is to be transferred to another staff it is to be done by passing the sash to another staff. This will insure that we always know who has the primary supervisory duty of the rock area.
- 3.3 The rock area may only be open, with one staff outside, if all children are restricted to the rock area.

4. **Hill Area** A sign indicating whether or not the hill is open will be posted by the Adventure Playground Door. It will be the decision of the DPO or Unit Leader to open the hill (weather conditions permitting). When the hill is closed children are not permitted to go onto ANY part of the hill. This area will no longer require a staff to consistently supervise. (See map)

4. **Other Adventure Playground Rules**

- 4.1 As more groups come out staff will position themselves by the tires, sand/dirt area, and trees.
- 4.2 When using the fire pit groups should ensure that there is a fire extinguisher outside, and that the fire is properly extinguished with water.
- 4.3 Staff must enforce rules posted on wall by doors leading to the Adventure Playground.

5. **“At Risk of Flight” children (lanyard with child’s picture P/S lanyard with orange S/A)**

- 5.1 Ensure that you have the “at risk of flight” child that is associated with your sash (see baggage tag on sash for identification) in your sight at all times. Do not allow yourself to have your attention drawn off to other duties unless an emergency demands it. If the child you are assigned to goes near the fence please be in close enough range that you could prevent any attempt to escape before it happens.
- 5.2 Staff who are shadowing school age children will be wearing a lanyard with an orange piece of paper. These staff cannot be responsible for any other areas while wearing these.

APPENDIX III

Special Needs Program – Philosophy Statement

We believe that every child in our care has the right to experience our Centre’s group program to the best of their ability.

We are aware that particular children may need additional support through the presence of additional staff in the classroom.

Additional Staffing

The role of the additional staff is to become a part of a team with an enriched teacher/child ratio so that staff may be free to meet the special needs of individual children. One of the staff will be asked to act as a resource and communication source between the parents, therapists, and the other staff ensuring that each is aware of the child’s needs and goals.

Children with life threatening conditions or who are immobilized or unable to care for their basic needs usually require a high level of involvement by day care staff in order to function in a group setting. Health and safety considerations may require such children have staff that are quickly available to meet their needs. Other children may require that intense involvement for a brief period of time while they adjust to the day care setting but then are able to have their need met within the regular peer group experience. Still other children need assistance to focus on skill development but can learn well in a larger group.

For the most part, the program emphasizes learning through developmental steps, learning through experiences that place skill development in a normal context, learning with an opportunity for peer modeling and peer interaction, and developing age appropriate independence. These goals can be best reached when day care staff guides the child to participate with other children in activities that will enhance development. Children are most likely to remember what they have learned and to use this information when the learning has taken place in a regular play based child-oriented context.

In order to maintain an inclusive environment, new skills are incorporated during small group activities, so that the child is able to see the context of the learning environment and to observe

the different ways other children master the skills. Only in rare instances, when the room is too distracting or overwhelming for the child, is the child removed for individual learning experiences. Such activities would be conducted in consultation with parents and the professionals who work with the child (ex: Speech Therapist, Physiotherapist, Occupational Therapist, Child Development Counselor, Behavioural Specialist).

Unstructured learning opportunities abound in most Early Childhood settings. They provide opportunities for play that involves imagination and the use of play materials in a variety of ways. All staff in this instance are watching for “teachable moments”, not creating them.

The aim of our Centre is to value each child in our care for their unique qualities not for their special differences.

APPENDIX V

Staying Within the Lines

Colouring sheets, those stylized drawings with the heavy, black outlines—have been part of the classroom scene for a number of years. Educators are becoming aware that hours spent in an activity whose main objective is to “stay within the lines” might have questionable educational merit. Why, then does colouring retain its popularity?

“Colouring develops manipulative skills”. Many activities – tying shoes, building with blocks, or doing up buttons – can be said to develop manipulative skills – and there does not seem to be any evidence to suggest that colouring is a particularly valuable experience in this respect. If, in fact, staying within the lines develops fine motor control, then drawing the lines first -- and then colouring in the shapes – should be that much better! Children get more involved in colouring their own symbols than those of others. Their interest and time-on-task increases and even the youngest child knows the difference between his or her own drawing and the “coloured in.”

“Children like it!” Of course they do – but the questions are: “Why” and “Compared to what?” Certainly they enjoy brightly coloured crayons and markers and given the freedom to make their marks and images, they will often prefer this activity to one which has a pre-determined “right” answer. The liking of mark making can be capitalized to involve them in creative decision-making activities, which expand their “likes” to include areas that they may not explore on their own. This it seems is what teaching is all about – expanding the “likes”. Children also “like” things that may not necessarily contribute to learning – usually when they are not provided with alternatives. If nutrition classes included only the immediate likes of the children we would never get past soft drinks and candy!

“It doesn’t do them any harm.” Now, as an educational objective, this leaves much to be desired! It is also a claim disputed by a number of art educators. When a teacher gives a child an outline to fill in, it negates the messages of art as a language. There would be no point in teaching a child to speak and then give him or her a “script” of what to say on every topic, yet this is what happens when children are not allowed to make their own visual expressions of a

theme or topic. They soon get the message that their own drawings are not “good enough”, especially when they compare them with adult drawn colouring sheets outlines. The coloured in outline looks, to unsophisticated child, more professional than the child’s own work. When holiday themes are presented, year after year, with outlines of Santa’s, turkeys or pumpkins, children have a hard time getting past this limited, stereotypical interpretation to an expression of what the holidays mean to them – children who have no idea what a shamrock is will colour it in to celebrate St. Patrick’s Day – a day which has no meaning and to which the Shamrock connection may never be made! What educational objectives can be met with activities such as these?

Early Years philosophy stresses experiential learning and a focus of the elementary art curriculum is the development of visual awareness skills. Children should be encouraged to explore their environment with all their senses and to record, in their drawings, and increasing awareness of what they observe. Giving children outlined images to colour short-circuits this necessary process and the drawings of a Grade 5 child may well have failed to go beyond the level attained in Grade 1 — an observation which leads the child to say “I can’t draw.” Children know when they are not progressing in an area, and by supplying them with coloring sheets we help them avoid “drawing” and the opportunity to see progress and grow. Careful attention to observation and encouragement to note and record increasing degrees of detail will result in a successful completion of the “realism” stage of development, a stage adults claim to have attained. A child who, even in the early years, sees no progress towards making it “look right” will lack confidence in most art-making activities – even those not requiring realistic representation.

Adults often claim that they grew up with colouring books and sheets and that it didn’t do them any harm. Yet these same adults will also complain that they “can’t draw” and “aren’t artistic”.

Teachers who do not use colouring sheets in an art lesson will sometimes see no problem with using them in Math, French or Social Studies. As Art may be taught only few times a week, the use of pre-drawn imagery in the largest part of the timetable may well subvert art’s encouragement of observational and imaginative activity. Like “language across the curriculum”, the approach to image making should be consistent wherever it appears. Children who develop their own imagery, based on an ever-increasing understanding and observation of their world, have a language, which will help them express ideas not limited by words. They can also learn to have greater understanding of the visual communication of others – a necessary component of today’s literacy requirements.

As children are learning to use visual language, they should be exposed to a variety of styles of professional artists. This brings us to a final objection to colouring sheets – they are seldom good examples of art! If the only professional writing ever read in school appeared on the backs of cereal boxes, the richness of many written forms – poetry, drama, short stories – would not be a part of their reading experience. Much good literature would go unread. Teachers have an obligation to expose children to the best examples of cultural expressions. In many classrooms, however, cartooned “teaching aids” and mimeographed colouring sheets stand as the sole examples of “art”. This often trite and stereotypical imagery is repeated in the work of the children as they conclude that the care bears and cartoon characters are “what the teacher wants”. This then becomes the definition of art in the classroom.

Children who are shown and encouraged to discuss reproductions of many different kinds of art are exposed to possibilities of their own, often limited, frame of reference. Visits to exhibitions and art galleries and a continually – changing visual environment in the classroom will give them a wider definition of art – a more enlightened definition – and that, it seems is what education is all about. This may mean providing children with more artistic opportunities than just “staying within the lines” – more opportunities than we grew up with. It may mean exposing ourselves to new areas of learning so that the children we teach won’t grow up to say they “know nothing about art”.

APPENDIX VI

Discovery Children’s Centre Employee Computer/Internet Policy **-See DCC Code of Conduct**

Discovery Children’s Centre recognizes the value of computer technology as a tool for increasing productivity and enhancing our program. The following policy has been established in order to maximize the availability, productivity and security of our computer resources.

1. Privacy

Management reserves the right at any time, and without prior notice to examine e-mail, personal file directories, and other information stored on Discovery computers. This information will remain confidential as long as the data/information does not contravene municipal/provincial/federal laws or the policies of the organization.

Discovery Children’s Centre will not tolerate any illegal activity on its computers. Management will take appropriate action where an illegal activity is discovered.

2. Internet Browsing

Personal browsing of the Internet on Discovery computers is not allowed. This includes personal e-mail accounts (e.g. Hotmail), messenger services, chat rooms, and any web pages that are being viewed for non-professional reasons.

3. Hardware

Only hardware that has been approved by management can be installed on Discovery computer systems

4. Software

Only software that has been approved by management can be installed on Discovery computer systems. Software that is not licensed (e.g. copied or ‘pirated’) may not be installed on Discovery computer systems.

5. General Usage

Discovery computer systems are only to be used by employees for professional, work-related purposes. This would exclude using computer resources for games and entertainment.

APPENDIX VII

Discovery Children's Centre Insect Repellent Policy

As recommended by the Health Profession, we will institute the following policy as of the Spring of 2004:

1. **Techniques for Using Insect Repellent**

- Apply the repellent sparingly, and only on exposed skin surfaces or on top of clothing. Do not use under clothing
- Avoid breathing spray mists; when possible apply outdoors
- Wash treated skin with soap and water when you return indoors
- Avoid applying repellent to children's hands to reduce the chance of getting the repellent in their eyes and mouths
- If using both sunscreen and insect repellent, (liberally) apply the sunscreen first and (sparingly) apply the repellent second

2. **Children Under Six Months and Insect Repellent**

DO NOT use personal insect repellents containing DEET on infants

3. **Children Six Months to Two Years and Insect Repellent**

- In situations where a high risk of complications, from insect bites, exist the use of one application per day of DEET may be considered for this age group.
- The least concentrated product (10% DEET or less) should be used
- As with all insect repellents, the product should be applied sparingly and not be applied to the face and hands.
- Prolonged use should be avoided

4. **Children Two Years to Twelve Years and Insect Repellent**

- The least concentrated product (10% DEET or less) should be used
- Do not apply more than three times per day
- Prolonged use should be avoided

5. **Informing Parents**

Staff are to inform parents via notification on their communication (white) boards regarding the use of insect repellent. This will allow concerned parents the opportunity to opt out.

APPENDIX VIII

Protection from the sun UL.1305.

Sun screen will be applied to all children before outside play, unless the parent or guardian requests otherwise. All families are charged an annual fee of \$10.00 for sunscreen. (except NS)

- Sun screen application for PS and IT begins May 1 (weather permitting). This does not include NS. School age is included on in service days.
- To be applied in AM if children are playing outside (after 9:00am) for more than 1 hour.
- To be applied in PM if children are playing outside (before 5:00) for more than 1 hour.
- Hours between 10-4 have the highest UV index.

Updated May24/12

office\policies&procedures\staff\staffinternalprocedures.1205.