



Policies and Procedures Guide

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Amended: August 2021

Playshare Pre-School Society is a non-profit organization owned and operated as a cooperative by its members. Playshare Pre-School is a project of the Playshare Pre-School Society.

The Executive Board

Within the framework of the Playshare Preschool Policies & Procedures, the Executive Board shall have the power to deal with the day-to-day administration of the preschool. This includes decisions made by the general membership including any complaints or queries about the preschool's Policies and Procedures. The Executive Board is responsible to the membership of the preschool for the general management of the preschool. Once the Executive Board has been put in place for the school year, **no business shall be transacted without at least three members of the Executive Board present.** Quorum is 3.

EXECUTIVE BOARD POWERS & DUTIES

- 1) The Executive Board conducts and attends General Board Meetings every 2nd month, and at the start of the school year hosts a General Board Orientation Meeting.
- 2) The Executive Board develops an annual budget and assesses fees to cover the cost of operating the preschool.
- 3) The Executive Board shall be guided by the teacher(s) in decisions affecting the educational program.
- 4) The Executive Board hires licensed teacher(s) and under his/her guidance, arranges for legally approved accommodation, secures and maintains adequate equipment and materials.
- 5) The Executive Board shall be responsible for the annual negotiation of the teacher's contract. However, unilateral action to terminate the teacher's contract may be undertaken only after the action has been approved at a general meeting by 2/3 majority of voting members present.
- 6) Expenditures of more than \$100.00 per item must be approved at a General Board Meeting and be posted one month prior to the vote.
- 7) The Executive Board officers of the preschool will also preside as officers of the PLAYSHARE PRESCHOOL SOCIETY

ELECTIONS OF THE EXECUTIVE BOARD:

The executive officers shall be elected at the AGM (Annual General Meeting) school year end in June.

The Executive Board will consist of minimum of 5 members:

- President (In lieu of a President and Vice President, 2 Co-Presidents may be elected.)
- Vice-President
- Secretary
- Treasurer
- Class Representative(s)
- The teacher(s) are also members of the executive but are non-voting members. However, a teacher may hold a full (voting) board position if their child attends/or has attended the preschool, but they may not vote on policies /changes that affect employment such as salary.

** A Treasurer should be nominated in the spring. This will enable that person to learn the duties from the existing Treasurer in order for a smooth takeover in June. This parent must be a member who will be returning the following year and will serve under the existing Treasurer.

Length of Term of Office: The outgoing Executive Board shall remain available in an advisory capacity until the commencement of the preschool term in September. Members of the Executive Board shall hold office until the next AGM.

Executive Board Membership: In addition to the officers elected at the AGM (Annual General Meeting), the Executive Board shall include the teacher(s)

Executive Board Vacancies: Executive Board members may appoint a member to fill any executive office becoming vacant during the preschool year.

EXECUTIVE BOARD OFFICERS' DUTIES:

President - Shall convene and preside at General Board Meetings and meetings of the Executive Officers. The President shall in partnership with the teachers, guide the Policy and Procedures of the school.

The President shall be responsible for the administration of the preschool and shall, following the Annual General Meeting (AGM) submit a report to the Registrar of Companies. The President shall be one of the signing officers.

Vice-President – Shall assist the President and assume the President's responsibilities as required by illness or absence.

Secretary – Shall keep accurate minutes of all Executive and General Board Meetings. This includes a record of attendance and any correspondence as directed by the President. Minutes to be kept on file.

Treasurer – Shall receive all monies, issue all receipts and notices of overdue fees. The Treasurer shall oversee hired bookkeeper in payment of authorized bills and maintenance of proper books. The Treasurer shall present a proposed budget to be voted upon at the end of the school year AGM. The Treasurer shall present a financial statement as needed to General Board Meetings which shall be posted.

Class Representative – Shall be a liaison between members and the Executive Board and parents. The Class Representative shall be responsible for such other jobs as the President or Executive Board may assign. The Class Representative shall be responsible for contacting all members prior to all preschool events and meetings.

* All members of the Executive Board are responsible for keeping a current and updated procedure book for that office and to pass it on to their successor.

PROCEDURES AT MEETINGS: Meetings shall be conducted in accordance with Robert's Rules of Order.

- a) The Executive Board shall hold a General Board Meeting every 2nd month for the purpose of conducting preschool business.
- b) An Annual Budget & Planning Meeting shall be held prior to the AGM of the preschool and the Playshare Preschool Society. It shall review such matters as staff, accommodation, tuition fees, size of group and ages of children, enrolment procedures, teacher's contracts, parent's agreement and the preschool policies. In general, to make plans for the operation of the preschool for the following year.
- c) The AGM (Annual General Meeting) of the preschool will coincide with the AGM of the Playshare Preschool Society and shall be held last month of the school year in June. It shall be open to both the present voting membership and the incoming membership. The Executive Board shall be elected for the next year. The outgoing membership will receive the annual report from the outgoing Executive Board who shall preside over the AGM. Voting shall be confined to membership. Membership in the Society is limited to parents/guardians whose children are attending or have attended the preschool, and parents who have registered and plan to attend the preschool, the next school year.
- d) A meeting of the Executive Officers may be held prior to each General Board Meeting, to plan the agenda for the general meeting and to carry out executive responsibilities. The Executive Officers may meet whenever necessary for the welfare of the preschool.
- e) General Board Meetings may be called at any time with 48 hours notice by any Executive Officer, or by petition to the President of one third of the membership.
- f) Majorities shall be as follows:
 - Decisions at the Annual Budget & Planning Meeting require a two-thirds majority of those present.
 - A simple majority is sufficient at all other meetings. Quorum is 3 Board members.
- g) Teacher Participation: The teacher(s) shall have a voice, but no vote in all General Board Meetings and Executive Board Meetings unless his/her child is enrolled or had been enrolled in the preschool. He/she shall be a voting member in any other decisions regarding enrolment, equipment, and orientation. If it is deemed necessary to hold a meeting without the teacher, the teacher shall be advised of the purpose of the meeting and given an opportunity to present his/her views at a designated time.

AMENDMENTS

Policies may be amended by a simple majority vote at any General Board Meeting, provided 30 days notice of motion has been given.

DISSOLUTION

The dissolution of this preschool requires 30 days notice of motion, through discussion at a General Board Meeting, and a referendum vote. The motion must be passed by 66% of the member families present.

The Preschool

Playshare Preschool is a project of the Playshare Preschool Society.

LICENSING

The preschool shall apply for and maintain a licence under the Community Care Facilities Act of British Columbia, which is administered by the British Columbia Health Branch. In order to meet and maintain a high standard of operation, it is important that each family have an orientation to the school prior to the child's attendance. Playshare Preschool License # 13-100-00258.

INSURANCE

The preschool shall carry adequate public liability insurance against fire, accidents, and special excess third party Insurance. This policy should be reviewed annually and revised if necessary.

PRESCHOOL YEAR, TERM & HOURS

- The fiscal year shall be from June 1st to May 31st.
- The preschool calendar shall follow School District 67 for holidays. It will remain an option for preschool to start one week after the public-school system and to end one week prior to the public-school system. This will be at the discretion of the teaching staff and the Executive Board for the current school year. Parents will be notified of the school calendar at first General Orientation Meeting (Aug/Sept).
- The classroom sessions will be set at the AGM and will run for no less than 2.5 hours and no more than 4 hours per day. If any changes to the class hours are to be made, then a majority vote from all members is necessary for change.

FEES

- a) All fees for the following year shall be set at the Annual Budget & Planning Meeting held before the AGM. These include: a registration fee adequate to cover insurance and monthly fees adequate to cover operating costs. Family tuition discount is also determined. Current family discount is 10% off the 2nd and any additional child's tuition.
- b) The non-refundable registration fee is payable when the enrolment application has been submitted. Registration fees are consistent throughout the school year. Returning children must pay a registration fee each new year they are registered. The first year a child is registered, the registration fee will also act as a lifelong membership fee to the Society (once paid a parent is considered a member for life). Tuition is paid by 10 equal prorated monthly post-dated cheques twice yearly: Post-dated cheques Sept-Dec are due upon enrolment OR when preschool commences in Sept. Post-dated cheques Jan-June are due before Christmas holidays commence. The 40-week school year includes 34 weeks of actual class time and 6 weeks of school closures (1week Sept set-up, 2wks Dec Break, 2 wks Spring Break, 1wk end of June clean-up). **Affordable Child Care Benefit ACCB (formerly known as Subsidy) generally pays less than full tuition and DOES NOT PAY FOR DAYS THAT THE SCHOOL IS CLOSED. Therefore, parents receiving ACCB are responsible for fees over and above what ACCB pays for monthly tuition, as well as, paying for school closures weeks (1week in Sept, 2 weeks in Dec, 2 weeks Spring Break and 1 week at end of June).**
- c) If a child is withdrawn and payment is up to date, all post-dated cheques on file will be returned
- d) The registration fee is a registration fee per child.
- e) A two (2) week period of grace is given for delinquent fees; following this period, the Executive Board will take action.
- f) No child shall be permitted to attend preschool unless his/her monthly tuition is paid, unless special permission has been granted.

ENROLMENT

- a) To be eligible for enrolment, children must have reached their third birthday before December 31st of the enrolment year and be at least 30 months old.
- b) If a parent/legal guardian chooses to defer kindergarten, it is the parent/legal guardian responsibility to inform the School Board and fill out the deferral for at the preschool.
- c) Application for enrolment is made by completing the required registration forms and payment of \$35 non-refundable registration fee.

- d) The monthly tuition fees are to be paid with post-dated cheques; **no cash accepted**. Inviting occasional visitors will be at the discretion of the teacher and/or Executive Board.
- e) Vacancies will be filled on a first come first served basis.
- f) No family will be discriminated against on the basis of race, language, socio-economic status, gender, or sexual orientation.

WITHDRAWALS

If either the parent/ legal guardian or Playshare Pre-School wishes to terminate service, one month's written notice is required (**e-mail and text message is not considered written notice**). A parent/ legal guardian requesting termination may make payment of one month's fees in lieu of notice. If a child is withdrawn for the month of June, the June fees must still be paid unless the vacancy can be filled. The staff is committed to providing a caring and supportive environment for all children and families. However, termination of services may be required if:

- Monthly fees are not paid according to the financial policies in the parent agreement and suitable arrangements cannot be agreed upon.
- The family does not abide to the expectations in the Parent Agreement and successful resolution of the differences is not achieved.
- The child is no longer in the custody of the enrolling parent/legal guardian.
- A family member harasses, threatens abuse, or commits a violent act toward a staff person, child, or other family involved in the Playshare program.
- The child's behaviour is severely disruptive or physically threatening to the well-being and safety of other children or staff, and if additional supports to accommodate the child are unavailable.
- The Playshare program will be planned and implemented to help each child. However, if a child is not responding, the family will be consulted. Other options may be explored with the family.
- The parents of such a child may request in writing, an appeal of the decision before a special meeting of the Executive Board, the teacher(s), and an outside authority.

RELEASING A CHILD FROM CARE

Unless instructed in writing to do otherwise, the teachers will only release a child to the following persons:

- The child's parents
- When applicable, the child's custodial parent
- The emergency contact person
- Any guardian, if written authorization has first been obtained from the parent.

ALLEGED IMPAIRED AUTHORIZED PICKUP

It is the teacher's legal responsibility not to release a child to an authorized person who is unable to adequately care for a child. If a teacher believes that a child will be at risk, the teacher will:

- Offer to call a relative/ friend to pick up the person and child or offer to call a taxi
- If the person is driving a vehicle, the teacher will explain that driving while under the influence of drugs or alcohol is against the law and staff is obligated to ensure the safety and well-being of the children and adult. If the presumed impaired person chooses to get in the car with or without the child, the teacher will immediately notify the police with a description of the vehicle, license plate number, and direction the vehicle is traveling.
- The supervisor will call the Ministry for Children and Families, if it is felt the child is in need of protection.

LATE PICK UP

All families and authorized pick-up persons must pick up a child by 12 noon. If an emergency arises on a rare occasion, the pick up person is expected to notify Playshare as soon as possible and make alternate arrangements for pick up no later than 12:15 noon. If a child is not picked up by 12:30 p.m. and the authorized pick-up person or enrolling family has not called, Playshare will try to contact the family and then someone from the authorized pick-up list for that child. If all efforts are unsuccessful, the teacher will call the Ministry for Children and Families. The teacher will also try to leave a message for the family and/or authorized person. If late pick up is a repeated problem, the teacher and the enrolling parent/legal guardian will meet to try to address the problem.

All efforts will be made to successfully address the problem. If irresolvable, then one month's notice may be given and termination of services required.

UNAUTHORIZED PERSON PICK UP

If an unauthorized person arrives to pick up a child, the child will remain under the supervision of the teacher. The teacher will speak with this individual and explain the policy that no child will be released without written authorization from the enrolling family. In a rare emergency situation, verbal permission via the telephone will be allowed from the enrolling family as long as the parent/legal guardian confirms information about this person (name, address, telephone number, relationship to the child) and the pick-up person presents photo identification to verify the information. The teacher will document the time of the call and information shared. Whenever difficulties exist, all reasonable efforts will be made to ensure the safety of the child, other children and the teacher. If necessary, the teacher may need to call the police for assistance.

FIRE DRILLS, EMERGENCY and EVACUATION PLANS see Appendix C EMERGENCY PLAN

SMOKING

Smoking is NOT allowed at Playshare or anywhere on the United Church property. This also applies to any Playshare activities outside the school.

PREVENTATIVE HEALTH MEASURES

Children learn to practice healthy hand washing, sneezing/coughing, and nose cleaning principles. Parents need to notify teachers of any health issues. Sick children must be kept home to prevent spreading illness. If a child has contracted a communicable disease, parents must let teachers know so that other parents may be notified of required isolation periods and specific symptoms. If a child becomes sick, we will contact parents ASAP for pick up.

MEMBERSHIP

Regarding Policies & Procedures, "parent" includes guardian. Membership is limited to either parents or guardians whose children are attending or have attended the preschool.

RESPONSIBILITIES OF PARENTS

Since this is a cooperative preschool, its success depends upon the cheerful participation of all members in its administration and cooperation between teacher(s) and parents to provide the best possible program for the children. All parents will be expected to support the preschool in some capacity: by serving on the Executive Board, volunteering a skill and/or supporting the fundraising efforts. Detailed responsibilities of parents are set forth in the Parent's Agreement which forms part of this Policy & Procedures Guide.

In general, each individual member is expected to:

- a) Review the minutes of General Board Meetings held every 2nd month. Any business arising from meetings will be addressed at the following General Board Meeting. All comments are welcome by the Executive Officers.
- b) Be responsible for the care and transportation of his/her child to and from the preschool
- c) Complete all registration forms, health records, emergency and permission forms, authorization for pick up forms, and any other required records.
- d) Signing the Parent Agreement Form indicates that parents understand the Policies & Procedures and agree to abide to them.
- e) Any member who, in the opinion of the Executive Board fails to carry out his/her responsibilities in these areas shall have his/her right to membership reviewed and possibly suspended or revoked by the membership.
- f) Late registrants to the preschool must attend an orientation visit or be advised of preschool Policies & Procedures before the child may attend classes.

CONFIDENTIALITY AGREEMENT AND CODE OF CONDUCT

All volunteers, support workers, board members and staff must sign a Confidentiality Agreement with Playshare Pre-School.



Parent Agreement Form

Parent(s) initials	I will make every effort to be prompt in bringing my child to school and in picking him/her up.
Parent(s) initials	I will NOT send my child to school if there is any question of illness. If my child contracts a communicable disease/illness, I will notify the teachers immediately.
Parent(s) initials	I will keep the teachers informed of any event or change in routine at home, which might affect my child's behaviour.
Parent(s) initials	I understand that the teachers have over-all responsibility for the program, teaching methods, discipline and health & safety measures. I will direct any questions/concerns about my child's progress or the program to the teachers. I will direct queries or suggestions about the administration of the preschool to the Executive Board Members.
Parent(s) initials	Fees are the same for all months regardless of holiday breaks e.g. December and March. If you need to make alternate payment arrangements OR are approved to receive Affordable Child Care Benefit, please speak to the Treasurer.
Parent(s) initials	I have received and agree to abide by the conditions of the Payment/Repayment Agreement Policy and read and agree to abide by the policies and procedures of Playshare Pre-School.
Parent(s) initials	I understand that Playshare Pre-School is a non-profit co-operative preschool managed by the parent membership and its elected executive board: I will support the preschool in some capacity: by serving on the Executive Board, volunteering a skill and/or supporting the fundraising efforts.
Parent(s) initials	In case of accident or illness, I authorize the preschool to contact a physician and/or ambulance if I, the parent/ legal guardian cannot be reached immediately. (Ambulance fee is the parent/ legal guardian's responsibility.)
Parent(s) initials	In case of injury to my child while in the care, custody, or control of the preschool, I/we hereby waive all claims against the preschool in excess of the required public liability insurance carried by the preschool.
Parent(s) initials	If either parent/legal guardian or Playshare Pre-School wishes to terminate service one-month's written notice is required.
Parent(s) initials	The parent information meeting is mandatory and is held in the first week of September, prior to school commencing. Parents, teachers and the Executive Parent Board have an opportunity to become acquainted and discuss Playshare Pre-School operations and the upcoming year.
Parent(s) initials	I give Playshare Pre-School permission to take photos of my child. I am aware that these photos may be used in posters, brochures or displays on Playshare premises and public bulletin boards, as well as, on the Playshare website, Playshare Facebook page and children's scrapbook. I understand that, at no time, will my child's surname be disclosed. If I DO NOT give photo permission: Please check this box <input type="checkbox"/> and sign _____

CHILD'S NAME: _____

BOTH PARENTS MUST SIGN HERE: _____ DATE: _____

_____ DATE: _____

A \$40. Registration Fee must accompany the forms. Please make cheque payable to Playshare Pre-School.



Payment / Repayment Policy

Registration Fees

- A non-refundable \$40 registration fee is paid when the child's enrolment application is submitted. The registration fee is consistent throughout the school year. The registration fee is a registration fee per child.

Fee Payments/Due Dates

- Tuition fees are due on the morning of the 1st of every month. The tuition will be paid by post-dated cheques twice yearly: ***Post-dated cheques Sept-Dec are due upon enrolment or given to the Treasurer at the Board Orientation Meeting held before preschool commences in September. ***Post-dated cheques January-June are due before the Christmas holidays commence. If you prefer to pay by e-transfer, **payments are due no later than the 1st day of the month** at: playshareboard@gmail.com and make sure to reference the month and your child's name. Fees are the same for all months regardless of holiday breaks e.g. December and March. If you need to make alternate payment arrangements OR are approved to receive Affordable Child Care Benefit, please speak to the Treasurer.
- Prompt payment of tuition is necessary to ensure that the preschool can continue to function. Tuition fees that are not paid in full by the morning of the 1st of every month, are considered past due.
- **If tuition is received past the 1st of the month, there is a late fee, until fees are paid in full – \$2 per day (to a maximum of 20 dollars) and after 2 weeks, the child cannot attend until payment is made in full.**
- Exemptions can be granted - on a case-to-case basis - to parents/legal guardians by the Executive Board Members under special circumstances.
- If payment is not made by the 1st of next month, the child forfeits spot at the preschool, unless special permission has been granted.

Absences/Closure of Facility

- **There is no refund or repayment for days absent.** There are no make-up days provided for missed days.
- If a child is unable to attend preschool for an extended period of time (more than three weeks), due to family vacation, illness or other reason, parents/guardians must inform the preschool as soon as possible. Families will be required to either continue paying tuition fees to guarantee their child's space upon return (when the preschool is full or has a waiting list), or withdraw their child from preschool, with a temporary leave marked on their file, and re-register upon their return. The annual registration fee only needs to be paid - once - at the time of initial preschool registration.
- In the event of a preschool closure of **one week or less** for any reason (e.g. teacher illness, inclement weather, church-building closure, public health...) make-up days will be added to the end of the school year with *no refund option*. However, if the school is closed for **more than 1 week**, fees for the days missed **beyond one week WILL be refunded**.

Termination of Service/ Refunds

- If either the parent/guardian or Playshare Pre-School wishes to terminate service, one-month's written notice is required. A parent/legal guardian requesting termination may make payment of one month's fees in lieu of one-month's notice. If a child is withdrawn for the month of June, the June fees must still be paid unless the vacancy can be filled. When a child is withdrawn all post-dated cheques on file are returned.

The Children

SUPERVISION OF CHILDREN

Children must be adequately supervised by qualified teachers in sufficient numbers to meet the needs of each child. The ratio of employees to children is not less than permitted by licensing regulations: Up to 10 preschool children: 1 ECE; 11-20 preschool children: 1 ECE plus 1 certified assistant.

PROGRAM STANDARDS Schedule G Child Care Licensing Regulation

The children are provided with a comprehensive and coordinated classroom and gym program that is age appropriate and designed to encourage the physical, intellectual, language, emotional and social development of preschool children:

PHYSICAL DEVELOPMENT: Active Play Policy

- Will provide 45 minutes of gym daily to encourage the development of large and small muscles skills appropriate to each child's level of development.
- Will provide a variety of play equipment that promotes physical activity, coordination and develops self-help skills. (bikes, scooters, teeter totter, trampoline, balance beam, tunnel, running track, bike course, dramatic play equipment and costumes)
- Will schedule 10 minutes daily of gym time for large group facilitated games/ activities alternating from moderate to bursts of high energy "huff & puff" time. (Gym time will have 35 min un-facilitated play and 10 min facilitated high energy activities)
- Will schedule monthly skills days to practice throwing, catching, obstacle course, tunnelling, balance beam, trampoline, parachute, music and movement, relay, galloping, skipping, skating, tiptoeing, hopping, dancing, etc.
- Teachers will model and engage in gym activities and become aware of children who refrain from physical activity and so encourage all children through playful participation.

SCREEN TIME: Screen time policy

- In recognition of the value of play in our children, Playshare Pre-School has revised a new policy around the importance of physical activity over the use of screens for their developmental needs.
- There will be **no screen time** (eg: television, movies, video games and computers) for Playshare Pre-School during operational hours.

INTELLECTUAL DEVELOPMENT:

- Develop a flexible daily program that responds to the needs and interests of the children.
- Provide an environment that facilitates the development of curiosity, reasoning and problem-solving skills.
- Provide age-appropriate activities that encourage development of concept-building skills such as classifying, ordering, determining direction and perceiving spatial relationships.
- Provide activities and materials that encourage creative endeavours such as art, music, movement, imaginative play, story-telling and construction.
- Provide activities and materials that foster a greater understanding of the environment.

LANGUAGE DEVELOPMENT:

- Model good language and listening skills.
- Provide opportunities for children to develop receptive and expressive language skills.
- Encourage communication.

EMOTIONAL DEVELOPMENT:

- Help children develop a positive self-concept and an accurate perception of self.
- Help children express positive and negative feelings in appropriate ways.
- Provide a comfortable atmosphere in which children feel proud of their cultural heritage and cultural sharing is encouraged.

SOCIAL DEVELOPMENT:

- Provide an environment for children to work independently and to share and work cooperatively in small groups.
- Provide an environment that fosters positive behavior in children.
- Help children appreciate differences and respect the personal feelings and property of others.
- Provide opportunities for social interactions that help children develop appropriate skills for social relationships.
- Provide experiences that facilitate a child's feeling of belonging to family, community and the world at large.

CLASSROOM DAILY INSPECTION CHECKLIST:

- Before opening the preschool classroom and gym facility, the ECE teacher (on opening shift) will inspect the classroom; bathrooms and gym facility and complete the daily form and inform the manager of any irregular or out of ordinary results.

BEHAVIORAL GUIDANCE AND DISCIPLINE (Parts A, B, C, D, E)

At Playshare, we believe that children learn best through experience. Teachers supportively guide children to help them become self-disciplined and learn acceptable behaviour which leads to cooperation with others. Guiding behaviour, also known as discipline, is continuous. It happens while appropriate behaviour is occurring, as well as, before, during, and after socially unacceptable behaviour. The goal of discipline is to assist children to develop respect, self-control, confidence and sensitivity in their interactions with others. "Self-discipline requires an understanding of oneself and an awareness of the ways in which one can cope with difficulties, frustrations, and disappointments. Self-discipline affords a person the inclination to concentrate on a task as long as is necessary to learn, perfect, or complete it."

A. Gedrose

A. Child Development: When guiding behaviour, a teacher first considers the *child's development* so as to have a realistic expectation of the child's abilities and needs.

- **Each child is a unique individual** and differs in activity level, distractibility, sensitivity and as such, the teacher guides each child accordingly.
- **Children's behaviour reflects their level of development** therefore the teacher's expectations need to be consistent with the child's developmental abilities.
- **Children's experience in their family and culture influences their behaviour patterns.** Knowledge of a child's background/value system helps teachers respond sensitively to varying child-rearing approaches.

B. The Environment: The *environment* refers to all that surrounds a child, both physical and social elements. The environment has a direct influence on behaviour and needs to be continuously fine tuned in order to meet the changing needs of children.

- **The setting** is planned and laid out using toys and materials that are in good supply, familiar and developmentally appropriate. Children are encouraged to focus and become involved in productive learning experiences. A balance needs to be found between too many or too few things and the inventory needs to be rotated regularly to keep the setting interesting and fresh.
- **The use of space** must be aesthetically pleasing, planned, and organized in order to promote good mental health and diminish the potential for problems.
Where space is sufficient, children can relax as they play and work. Specific areas are designated for adults/children, individuals/groups... The way in which space is used can either encourage or discourage desired behaviour.
- **People:** Teachers and adults committed to nurturing and guiding children create an atmosphere which fosters, trust, security, and comfort. Verbal and physical communication is critical to modelling appropriate behaviour. Children learn to relate with each other in positive ways in an environment of caring and cooperation.
- **Timed schedules** serve as a framework where children gain trust, security, and a sense order. While schedules can be flexible, they provide children with clear guidelines about what is expected.
- Meeting children's needs requires that time be balanced between active and quiet periods, individual and group activities, and child initiated and adult initiated content.

C. Guidance Strategies (Prevention)

The following prevention orientated strategies set the stage for a positive atmosphere and maximize opportunities for desired behaviour.

1. **Establish Clear, Consistent, & Simple Limits:** Limits are statements of behaviour that is appropriate. Limits ensure children know what is expected. Limits are related to safety and protection of self, others, and the environment. Limits are few in number, consistently enforced, and within the child's ability to understand. E.g. "Inside we walk." "Chairs are for sitting on." "Hands must be washed before we eat."
2. **Offer Straightforward Explanations for Limits:** When children understand the reasons for limits, they are more likely to comply. Teaching the "why" of a limit helps children to internalize and learn social rules. E.g. "The sand stays down low so that it doesn't get into people's eyes." "When you put the toys back on the shelf, people can find them easily when they want them."

3. **State Limits in a Positive Way, Rather Than in a Negative Way:** Phrasing limits in a positive way focuses on what to do, rather than what not to do. When parents and caregivers offer positive statements, they reinforce what is appropriate; serve as desirable models of communication for children to limit, and decrease the likelihood for children to respond with defensiveness or resistance. E.g. "It's time to put the blocks away." *rather than*: "Don't leave the blocks on the floor." "Turn the pages gently." *rather than*: "Don't be rough with that book."
4. **Focus on the Behaviour, Rather Than on the Child:** Messages that focus on "You always..." or "You never..." may be perceived by a child as attacking and critical and tends to produce feelings of guilt or shame and can result in lowering self-esteem. Focusing on a child's behaviour, rather than on their character preserves a child's integrity and offers positive guidance for learning. E.g. "When you grab the truck, it makes Sam angry." *rather than*: "You should be ashamed of yourself for grabbing the truck." "It's not safe to climb on tables." *rather than*: "You naughty boy."
5. **State Expectation Rather Than Ask Questions:** Regarding routines, limits, or behaviours, it is important to state rather than ask. Posing questions implies that the child has a choice. When there is no choice, make clear statements of expectations. E.g. "It's time to tidy up now." *rather than*: "Do you want to tidy up?" "Your mommy is here. It's time to go home." *rather than*: "Do you want to go home now?"
6. **Provide Choices:** Providing choices is a valid prevention strategy in avoiding power struggles. E.g. "Do you want to put your pants on first, or your shirt?" *rather than*: "Get dressed now".
7. **Allow Children 'Time' to Respond to Expectations:** Children react best when offered cues and warnings. This helps them to anticipate and prepare for change. E.g. "In 5 minutes, it will be time to clean up." *rather than*: "Get that cleaned up now." "When everyone is sitting quietly, then I will begin the story." *rather than*: "If you don't sit down there won't be a story."
8. **Reinforce Appropriate Behaviour:** Use positive reinforcement or gestures to acknowledge when children are doing well. This builds self-confidence and repeat desired behaviours. Focus is specific to the behaviour, rather than the child. E.g., "Thanks for taking turns. That's called being kind." *rather than*: "Good girl." "When you tidy up, it makes our room safe." *rather than*: "You're my best helper." "You look proud of your work." *rather than*: "I'm so proud of you."
9. **Ignore Minor Incidents:** Adults need to develop tolerance for a certain amount of noise, clutter, and attention-seeking behaviour. As long as children's activities are not infringing on the rights of others, it is often best to "take a breath," rather than to speak.
10. **Encourage Children to Use you as a Resource:** Children feel comfort and trust when they know that an adult is there to protect, guide, and help them. When children learn that an adult is willing to listen and respond in a fair and supportive manner, their security and control increases. E.g. "If you're not sure what to do, ask, and I'll help you." *rather than*: "That's hard for you, so I'll do it." "I'll stand beside you while you ask Kathy if you can join in." *rather than*: "Don't be silly, talk to Kathy yourself."
11. **Be Alert:** During activities, an observant adult is in a better position to anticipate potential difficulties and step in to prevent problems.
12. **Proximity:** It is often necessary to stay close by when children are still learning to play together.

D. Guidance Strategies Intervention

There will always be occurrences of inappropriate behaviours. During these times, adults will need to intervene. The following intervention strategies or combination of these strategies will help ensure that the guidance is supportive rather than punitive.

1. **Gain a Child's Attention in a Respectful Way:** Apart from situations where physical danger is imminent, children should be approached individually, stating their name, getting down to the child's eye level, and using a calm, controlled voice.
2. **Use Proximity and Touch:** In situations where children may be losing self-control, sometimes just saying their name or placing a hand on their shoulder may return them to task. E.g. Paying attention at circle time.
3. **Reminding:** In general, preschoolers have a short attention span and are easily distracted therefore they need reminders. E.g. "The bikes stay on the bike paths." "Sand stays down."
4. **Acknowledge Feelings Before Setting Limits:** In order that children perceive adult guidance as supportive, it is important for them to know that their feelings are recognized and understood.

When limits are preceded by an acknowledgement of feelings, children are less likely to respond negatively. E.g. “You look really angry. I cannot let you hurt James.” “It’s hard to wait for your turn. The rule is that we line up for the slide.”

5. **Redirect or Divert When Appropriate:** Redirecting or diverting involves changing the circumstances that are causing unwanted behaviour. Children should be redirected towards activities that are inline with their needs
6. **Model Problem-Solving Skills:** It is natural for children to lose control when faced with frustrating situations, it is natural for them to lose control. Caregivers can anticipate this and offer verbal/physical assistance which models problem solving: **(a) Acknowledge the problem:** “I can see there is a problem. Tim has the bike, and you want it.” “It’s frustrating when the blocks won’t balance.” **(b) Pose helpful questions:** E.g. “Have you asked Tim to give you the bike when he’s finished?” **(c) State or demonstrate a solution:** “Tell Tim that you would like to use the bike when his turn is over.” (d) When a situation has been resolved, it is helpful to summarize for older children. E.g. “Next time, you can try to remember how we solved the problem.” “You thought you couldn’t do it, but now you’ve learned that you can.” The intent of modelling a problem-solving approach is to provide resources for overcoming obstacles to success. Whether the problem relates to working with materials or interacting with others, following the steps of problem solving helps children learn the process involved. As children become more familiar and experienced with this process, they can be encouraged to generate suggestions or alternatives of their own.
7. **Offer Appropriate Choices:** When clarifying expectations or reinforcing limits, caregivers can offer a simple choice. The choice should be posed in a non-threatening and non-punitive way. E.g. “You can sit quietly at the circle, or you can choose a quiet activity like a puzzle. You decide.” “Do you want to wait there for your turn, or do you want to find something else to do?”
8. **Use Natural and Logical Consequences:** A statement of natural consequences simply clarifies the inevitable or unavoidable outcome of a behaviour. E.g. “When you forget to put your picture on the shelf, it’s difficult to find it when it’s time to go home.” A statement of logical consequence clarifies an adult-arranged outcome of a behaviour. E.g. “Yes, I can see that the paint spilled. Here is a sponge for wiping it up.”
9. **Limit the Use of Equipment:** Redirecting often goes hand in hand with removing a piece of equipment from a child’s play options. This strategy should be used sparingly and only when other strategies have proven unsuccessful.
10. E.g. “Since you are having a hard time playing gently on the piano, I’m going to close it now.” “The climbing frame is ‘off limits’ now because the climbers are using it in an unsafe way.”
11. **Provide Opportunities for Children to Make Amends:** Rather than demand a superficial apology, adults should offer genuine opportunities for children to restore relationships after an incident of hurt or harm. While children may not be immediately ready to “take” these opportunities, they should be suggested nonetheless. Ultimately, the goal of this strategy is to help children learn that making amends requires time and goodwill, rather than revenge. E.g. “Sharon doesn’t feel ready to play with you yet, because she’s still upset. Let’s give her a little time.” “Maybe you could help by getting Michael a Kleenex while I get a band-aid. No? Okay, maybe you just feel like being alone for a while.”

E. Challenging Behaviours Intervention

1. **Redirection:** This can be an effective strategy for all ages of children. With upset toddlers to preschoolers, offering a substitute toy or engaging them in some other activity may quickly resolve problems or conflicts. As children mature, this strategy enables them to recognize their own emotion and behaviours and to redirect themselves away from an over stimulating situation, activity or location before inappropriate behaviours occur or escalate. When children are guided to develop impulse control and redirect themselves to an area that helps them to “feel better”; they are able to interact cooperatively again in shared settings. Self directed environments should be anywhere that a child can begin to “feel good” again.
2. **Holding:** No matter what age of children you work with, holding should only be used for safety reasons and a behaviour plan needs to be in place. Where a child’s loss of control and the ability to reason causes him or her to become a safety hazard to him/herself or others, a caregiver may assist the child in re-establishing control through this technique as a last resort.

3. The intent of this strategy is to soothe the child and to keep them and the others safe until self-control is regained. A calm and controlled attitude of the adult is critical in ensuring that his strategy is supportive, not punitive.
4. **Time Away:** Time away can show children that being redirected from an over stimulating environment to a more calming area allows them to manage their own behaviours before inappropriate behaviours occur or escalate. The intent of the time away is to provide children with the opportunities to develop self direction and to become aware of when they are becoming anxious or agitated. Unpredictable behaviours occur when children feel powerless and out of control. When children have determined where they would like to spend time to “feel better” and to regain control of their emotional and physical state, invite them to determine when they are ready to participate in activities with the group again—time in. Children learn self control when they feel encouraged, when they feel they belong and feel valued, and when they feel they have power in their lives. Some examples of environments where children can feel better are: A pillow corner with books, stuffed animals, etc.

GROUP MANAGEMENT TECHNIQUES:

1. **Limiting the number of children** in each area of the room avoids overcrowding and allows for sufficient materials and the opportunity for constructive interactions, which reduces opportunities for negative behaviours.

2. **Positive redirection.**

4. **Playshare philosophy.** We do not use any form of hitting, corporal punishment, and abusive language, and ridicule, harsh, humiliating or frightening treatment at Playshare.

5. **Consistency.** On a final note, we try to be as consistent as possible so that the children will know what is expected of them.

We find that this helps the children and leads to their success. Negative and/or disruptive behaviour that persists will be discussed with the parents and a joint plan of action will be taken. See pg. 14 Children Requiring Extra Support. Consultation with a *Supported Child* consultant through *CCRR* would be recommended. If all attempts at intervention fail, and the behaviour persists and poses a threat to the safety of others, the Executive Board will be consulted, and in extreme circumstances, the parents will be asked to withdraw their child from Playshare in order that they can be placed in a setting where the child will receive appropriate support.

CHILDREN REQUIRING EXTRA SUPPORT

Playshare will attempt to accommodate children needing extra support at the discretion of the teaching staff, Executive Board, child's parents, health care professionals, and in compliance with the Child Care Licensing Regulation. The teaching staff will be given at least 2 weeks to assess the current class before accepting a special needs child on a one-month probationary basis.

It is the responsibility of the parents to contact and work with health care practitioners and related organizations regarding the assessment of the child's needs and the development of a "care plan" for the child. A care plan includes diagnosis as made by a health care professional(s), course of action recommended to address needs of the child, resources needed for the child and includes any adaptations necessary.

A care plan is required for each child requiring extra support, meaning a child who, for physical, intellectual, emotional, communicative or behavioural reasons, requires support or services that are additional to, or distinct from, those provided to other children. The purpose of a care plan is to guide staff in the delivery of care and services. A care plan identifies risks, needs and preferences of the child. Section 58 of the Child Care Licensing Regulation outlines what must be included in the care plan and how it is to be developed. Care plans must be reviewed at least once each year with the parent of the child, health care professionals and any person requested by the parent.

The following excerpt taken from the Child Care Licensing Regulation outlines Playshare's responsibility to children requiring extra support:

Care plans—A **care plan is a record under section 58 Child Care Licensing Regulation**

- 58(1)** A licensee must keep, for each child requiring extra support, a current care plan showing the following information:
- (a) the diagnoses relevant to the child's requirement for extra support, as made by health care professionals;
 - (b) the courses of action recommended by health care professionals to address the needs of the child requiring extra support;
 - (c) the resources to be made available to the child requiring extra support by the licensee, including
 - (i) any adaptation of the community care facility necessary to ensure the child's safety or comfort, and
 - (ii) any modification to the program of activities necessary to enable the child to participate in or benefit from the program.
- (2) The licensee must:
- (a) develop the care plan in consultation, and
 - (b) review the care plan at least once each year
- with a parent of the child requiring extra support and any person requested by the parent.
- 3) The licensee must record compliance with the care plan of a child requiring extra support in respect of each of the following that are applicable to the child:
- (a) any therapeutic diet given to the child by the licensee;
 - (b) any medication administered to the child by the licensee, including the amount and the time at which the medication was administered;
 - (c) any modification to the program of activities for the child's benefit;
 - (d) any behavioral guidance provided to the child, and its effect;
 - (e) any other matter for which the licensee has agreed with the parent of the child to record compliance.

As well, the Playshare facility, staff and program must comply with section 13 (4); 19 (3); 44 (2a, b) of the

Facility Requirements: 13 (4) If a child who requires extra support is attending the community care facility, the licensee must ensure that the physical structure of the community care facility is modified to meet the needs of the child while the child is in attendance.

Manager and Employee Requirements 19 (3)... if the duties of an employee include care for a child who requires extra support, a licensee must ensure that the employee has the training and experience and demonstrates the skills necessary to care for that child.

Program of activities: 44(2) If a child who requires extra support is attending the community care facility, the licensee must (a) ensure that the program of activities is modified to address the needs of the child, with reference to the child's care plan, and (b) record in the child's care plan the manner in which the program of activities was modified.

Appendix A (2 pages)

Policy for Dealing with Suspected Neglect & Abuse

It is our legal duty to report any incident that puts a child in danger. This can be physical harm, sexual abuse, neglect, or emotional abuse. Our legal duty to report overrides any duty of confidentiality and is reported immediately. Confidentiality is important; information must not be disclosed to anyone other than the child protection social worker at the Ministry for Children and Family Development. Failure to report is a serious offence under the Child, Family and Community Service Act, so is knowingly making a false report.

A list of common physical and behavioural indicators or “warning signs” of possible child abuse or neglect is listed on page 2 of this Appendix

Who to report to:

1. If there is reason to believe a child has been or is likely to be abused, neglected, or in need of protection, do not interview the child or dig for more information but immediately report this to a child protection social worker at the following address:

Ministry for Children and Family Development
1274 Main Street
Penticton, B.C.
(250)770-2200

After hours telephone Child Abuse Hot Line: (250) 310-1234, 1-800-663-9122

How to report?

Be sure to say “This is a concern about child abuse...”

- Give your name and your relationship to the child
- Tell everything that concerns you about the child’s safety

When asked, have the following information ready:

- Child’s name, date of birth, sex, home address, phone number, parents’ names and addresses including work addresses and work phone numbers, hours and days the child attends preschool
- Any immediate concerns about the child’s safety and information as to why it’s believed the child is at risk
- Statements or disclosures made by the child
- Information on the alleged offenders
- Information on siblings or other children who may be at risk
- Knowledge of any previous incidents or concerns regarding the child
- Information about other persons/agencies involved with the child and/or family
- Information about others who may be witnesses or know the child
- Any relevant information concerning the child and/or family, such as language, culture, or religion

What Questions to Ask While Reporting?

- Who did you talk to? Record their name, title; date & time you made the report.
- Ask what happens next and how soon will the investigating social worker make contact?
- Ask what to do if the parents arrive before you have been contacted by the ministry?
- If the Ministry of Children & Families has removed the child, ask a social worker be at the preschool to meet the parents.

Health and Safety Plan For Playshare Preschool Staff & Volunteers

Allegations of neglect or abuse within Playshare Preschool are immediately reported to Community Care Facilities Licensing who will begin a thorough investigation.

- If the suspected abuser is a parent or volunteer, they are asked to leave the facility immediately until the situation is resolved.
- If a teacher is suspected, he/she is immediately suspended with pay until the situation is resolved.
- The Playshare Executive Board and staff will support Licensing officers in full disclosure and do everything possible to cooperate with authorities.

Behavioural Indicators Of Abuse

Many of the following signs indicate that a child is under stress. If these signs appear frequently and in combination, then the possibility of abuse must be considered. The most common indicator of child abuse is lack of self-esteem.

EMOTIONAL ABUSE:

- Extreme anxiety
- Helplessness
- Fear of being alone, especially with certain people
- Depression, listlessness
- Conduct disorder, antisocial and destructive behaviour
- Inhibition of play
- Isolation, shame and guilt
- Confused about role in family
- Very controlling behaviour
- Trouble relating to others of same age
- Refusal to accept blame for minor problems
- Blame and severe criticism of others

NEGLECT:

- Unattended health problems
- Consistently dirty and poor hygiene
- Inappropriate clothing
- Indications that no one is at home (arriving early, staying late)
- Inadequate supervision

PHYSICAL ABUSE:

- Unexplained bruises, cuts, burns and other injuries
- Wariness of adults and of physical contact
- Extreme watchfulness
- Defensive body language
- Fear of going home
- Overly compliant, too responsible

SEXUAL ABUSE:

- Difficulty walking or sitting
- Frequent use of sexual language
- Confusing normal behaviour and affection with sexual advances
- Wariness of physical contact, especially from adults
- Sophisticated knowledge of sexual behaviour and/or terminology
- Seductive behaviour
- Unusual interest in genitals
- Masturbation
- Attempting sexual behaviour with other children
- Running away

Pandemic Influenza Plan

Prevention Plan:

- Frequent hand washing
- Hands-off-the-face
- Cover coughs and sneezes with tissue or inside elbow of sleeve
- Daily bleach solution cleaning of table surfaces, door knobs, faucets, phone
- Weekly bleach solution cleaning of main toys
- Immediate disposal of used tissues, daily disposal of waste bins
- Parents notified & pickup if child becomes ill (Isolation bed set up in Reading Centre. Mask available.)
- Children & Staff stay home when ill

Reporting Plan:

- Parents phone Playshare with symptoms if child is absent & ill
- The number of absent & ill children will be posted on the Playshare Sign In/Out Table daily
- Playshare is required to report to Interior Health if 3 or more children are absent & ill in 1 day with influenza symptoms

Closure Plan:

- If both teachers are absent and ill, Playshare will be closed. Make-up days will take place during the school year if possible. If not possible, make-up days will be added to the end of the school year.
- Interior Health may close a school in order to control the spread of influenza. Make-up days will take place during the school year if possible. If not possible, make-up days will be added to the end of the school year.

Communication Plan:

- In the event of Playshare closure, parents will be notified by email which requires a response. If parents do not respond that they have received the email, they will be telephoned until they receive the closure message. A closure note will be posted on the Playshare classroom entry door.
- Parents will be kept up to date in the same manner (email then phone) for the duration of a closure until the preschool re-opens.

**Interior Health will be monitoring local influenza activity and updating information regularly at:
<http://www.interiorhealth.ca/health-and-safety.aspx?id=9024>**

Practical H1N1 or other Influenza Prevention Advice

In a global epidemic of this nature, it's almost impossible to avoid coming into contact with H1N1 or other seasonal influenza in spite of all precautions. Contact with H1N1 is not so much of a problem as 'proliferation' is. The only portals of entry are the nostrils and mouth/throat.

While you are still healthy and not showing any symptoms of H1N1 infection, in order to prevent proliferation, aggravation of symptoms and development of secondary infections, some very simple steps, not fully highlighted in most official communications, can be practiced:

1. Frequent hand-washing (well highlighted in all official communications).

2. "Hands-off-the-face" approach. Resist all temptations to touch any part of face (unless you want to eat or bathe.)

3. *Gargle twice a day with warm salt water (use Listerine or Hydrogen Peroxide if you don't trust salt). *H1N1 takes 2-3 days after initial infection in the throat/ nasal cavity to proliferate and show characteristic symptoms. Simple gargling prevents proliferation. In a way, gargling with salt water has the same effect on a healthy individual that Tamiflu has on an infected one. Don't underestimate this simple, inexpensive and powerful preventative method.

4. Similar to 3 above, ***clean your nostrils at least once every day with warm salt water**, or hydrogen peroxide. *Not everybody may be good at Jala Neti or Sutra Neti (very good Yoga asanas to clean nasal cavities), but *blowing the nose softly once a day and swabbing both nostrils with cotton buds dipped in warm salt water is very effective in bringing down viral population.*

5. *Boost your natural immunity with foods that are rich in Vitamin C (Amla and other citrus fruits). *If you have to supplement with Vitamin C tablets, make sure that it also has Zinc to boost absorption.

6. *Drink as much of warm liquids (tea, coffee, etc) as you can.

*Drinking warm liquids has the same effect as gargling, but in the reverse direction. They wash off proliferating viruses from the throat into the stomach where they cannot survive, proliferate or do any harm.

Emergency Plan

Telephone Plan. Telephone numbers are posted on wall above landline telephone on teacher's desk. The telephone has 2 handsets with paging option. If a teacher leaves the room (bathroom etc.) they carry a hand set in case they need paging. As well, both teachers are in possession of their personal cell phones at all times-in classroom, gym, outings and emergencies.

First Aid Kit is visibly labelled and kept on top of the teacher's desk for quick accessibility. When in the gym, the kit is placed on the Sign In/Sign Out table. Contents are the recommended supplies used by child care facilities and are replenished as needed. Children's and teacher's emergency contact information cards/photos are stored in kit as well.

2 Evacuation Backpacks One Backpack is stored under the teachers' desk in Classroom. One back pack is stored in the Playshare walk-in storage closet at the back of the gym. Evacuation Backpacks each contain 1 large OR 2 sm blankets that will seat 13 children when unfolded, 1 plastic table cloth can be used as rain tarp, 1 box of crackers, 2 X 1 litre water bottles, 20 paper cups, books, assorted toys/games. (Food, water replaced yearly in Sept)

Fire Safety Plan (wall copy), **Fire Drill Log, Diagram of Building with Exits** are all posted at the entrance of classroom wall. The Gym entrance door has diagram of building with exits marked.

Fire Safety Plan

Fire Drill & evacuation of building to outside "safe place" is explained to the children regularly and fire drill is **practiced monthly** on alternating days of the week, in order that, all children practice fire drill procedure. Fire drills are scheduled during classroom time, as well as, gym time so children learn both the "safe place" at front and "safe place" at back of building. Both teachers carry personal cell phones during evacuation drills.

- Head teacher rings the bell, instructs children to stop activities and line up at the designated nearest safe exit. Head teacher carries attendance clip board/pen and gives instructions from the front of the line. The assistant teacher checks the room, closes all doors, turns off lights, puts on Evacuation Backpack and carries the phone and First Aid Kit (Emergency Contact Cards) then supervises children from the back-of-line.
- Children follow head teacher to evacuation site "safe place" where attendance is taken; when all have been accounted for the "Fire Drill" is complete and instruction is given to return to class. Head Teacher leads the line while Assistant Teacher follows children at end-of-the-line until all are safely back inside the preschool. Once inside, the Head Teacher takes a final head count.

Evacuation Of Building Unless instructed otherwise by Fire Personnel, children and teachers will follow the monthly fire drill procedure. Once outside in "safe place", if Emergency Personnel have not been alerted, the Head Teacher will make the phone call while the Assistant teacher cares for the children. Depending on season and weather conditions, the Teachers decides whether Evacuation Backpack needs to be opened. If it is winter the blankets will be used to wrap around the children, or in mild weather blanket will be for sitting on. The plastic tablecloth tarp is used to cover children from rain. Head Teacher supervises children and communicates with Fire Personnel in person/by phone while Assistant Teacher phones each parent to pick up their child at our 'safe place' ASAP giving them brief detail of emergency. Teachers stay with children until all have been safely picked up by their guardians.

Follow Up Procedure For Evacuation Of Building:

After all children have been picked up, teachers and Fire personnel will review procedures followed and discuss what went well and what improvements can be made. **If the group cannot return to the Playshare building for several days, parents/guardians will be contacted and school will be cancelled until it is safe for preschool to resume/or an alternative space is secured. A parent newsletter outlining events/future plans will be issued to parents via email within 24 hrs OR by phone if no email. Our Licensing officer will be notified within 24 hrs of a serious occurrence.

Evacuation of Building and Immediate Area due to, but not limited to fire, gas leak, bomb threat, weather situation If possible, Head Teacher will be notified by and/or communicate with Emergency Personnel Police /Fire etc to determine that the Playshare group must leave the immediate area. The Head teacher uses own personal cell phone to notify Emergency crew that the children will be moved to **1st EVACUATION SITE--The Penticton Public Library at 785 Main St. Penticton. OR** If the Penticton Library is also being evacuated, children will be moved to **2nd Evacuation Site at the Community Centre 325 Power St. Penticton.**

We will follow the fire drill procedure and gather the children to the determined "safe place" where attendance is taken. Head Teacher carries the Attendance Clipboard, Evacuation Backpack & personal cell phone. The Assistant Teacher carries the First Aid Kit, preschool telephone, and own personal cell phone. ****No one must go back into the building unless instructed to do so by Emergency crew.** We will then proceed to walk in same formation as practiced on library walks 'two by twos' with the Assistant Teacher in the front of the line and the Head Teacher at the end of the line. If going to the 1st Evacuation Site we will walk South on Main St to **The Penticton Library OR** if going to the 2nd Evacuation Site we will walk North on Main St, then West on Wade St. then Right on Power St to **The Community Centre.**

The children will be assembled inside the main foyer of The Library **OR** the main foyer of The Community Centre. The Assistant teacher will use her personal cell phone to contact parents/guardians with instructions to pick up their children and a brief account of what happened. The Evacuation Backpack will be opened. Blanket will be spread out for seating and children will be kept calm with books and toys/games while waiting for pickup. The Head teacher will attend to the children and have her cell phone ready for any phone calls with Emergency Personnel. The teachers will remain with the children until all have been safely picked up by their guardians.

Follow Up Procedure For Evacuation of Building and Immediate Area:

Teachers and any Fire personnel will review procedures followed and discuss what went well and what improvements will be made in future. ****If the group cannot return to the Playshare building for several days, parents/guardians will be contacted and school will be cancelled until it is safe for preschool to resume or an alternative preschool space is secured.** When preschool resumes, children will have age appropriate talk sessions about emergency measures taken until all questions are answered and healthy atmosphere is restored. A parent newsletter will be issued to all parents within 24 hrs outlining events and any follow up plans. Our Licensing officer will be notified within 24 hrs of a serious occurrence.

*****An Evacuation Drill to Evacuation Site #1 Penticton Library is practiced once per year.*****

Lock Down Plan

The Lock Down Plan will come into effect if there is a threat in the neighbourhood or within the building. Lock Down can be called by Emergency Personnel, Church Administrators OR Teachers who discover the threat. **THE LOCK DOWN PLAN IS NOT PRACTICED WITH CHILDREN AS IT MAY CAUSE ANXIETY ABOUT SAFETY.**

Classroom Lockdown Procedure: Both teachers lock doors, shut window blinds, cover glass-window insert in doors, turn off lights. Head teacher picks up attendance clipboard, rings bell and instructs all children to stop activities and huddles them immediately to safe area of room. Head teacher takes attendance and stays with children while Assistant Teacher brings class telephone, teachers' cell phones, First Aid Kit and Evacuation Backpack to group. If needed the Evacuation Backpack is opened and books and toys are used to keep kids engaged and calm. Head teacher uses phone to call 911 for instructions.

Gym Lockdown Procedure: Head teacher picks up attendance clipboard, rings bell and instructs all children to stop activities and follow her to back storage closet, turns on closet light and huddles children inside.

Assistant teacher turns off gym lights, brings First Aid kit, school telephone and teachers' cell phones to back storage closet. Once attendance is taken inside closet, the closet is latched closed from inside. Evacuation Backpack is taken down and books and toys are used to keep kids engaged and calm. Assistant teacher supervises children while Head teacher uses cell phone to communicate with Emergency Personnel for further instructions. Teachers remain calm and engage in calming activities with children. No one is to leave the area until advised to do so by Emergency Personnel.

Follow Up Procedure Of Lock Down: Children will receive age appropriate language related to safety and remaining close to group. Once all children's concerns are addressed, children are calmly settled back into routines with lots of provision for children to continue talking about situation. Teachers determine whether an early pick up is warranted. Assistant teacher contacts each parent to inform them of what has happened. At pick up time parents are assembled outside the classroom/gym and debriefed about the incident by the Head teacher while the Assistant teacher cares for the children inside classroom/gym. If event is beyond teachers' scope of expertise, arrangements for professional help and advice will be made as it relates to trauma and safety. After children have been picked up, a debriefing session will be held as soon as possible with teachers and Emergency Personnel involved in the lockdown. The situation will be assessed and changes made to avoid the risk of similar incident. A parent newsletter will be issued to all parents within 24 hrs outlining events and any follow up plans. Our Licensing officer will be notified within 24 hrs of a serious occurrence.

Lost Child Plan In the event of a missing child, both teachers quickly secure all the children in one place. The Assistant Teacher stays with children while the Head teacher searches the room. If child is not in the room, both teachers take a telephone hand set. The Assistant Teacher stays with children while the Head Teacher searches the halls, bathrooms and alerts all adults in vicinity to assist in the search. If not found after 10 minutes, Head Teacher pages Assistant Teacher to call the Police with specific details of missing child according to Emergency card info. Police will give a file number which needs to be recorded. Assistant teacher will also call the missing child's parents to inform them of what has happened, what is being done and that they will be kept updated. Head Teacher and other adults continue to search inside and outside of church building. When the child is found, Head teacher contacts police, parents and anyone involved.

Follow Up Procedure Of Lost Child Emergency: Children will receive age appropriate language relating to safety and remaining with group. Once all children's concerns are addressed, children are calmly settled back into routines with lots of provision for children to continue talking about situation. If event is beyond teachers' scope then arrangements for professional help and advice will be made as it relates to trauma and safety. After children have been picked up, a debriefing will be held as soon as possible with Emergency Personnel and adults involved. The situation will be assessed and changes made to avoid the risk of similar incident. A parent newsletter will be issued to all parents within 24 hours outlining events and any follow up plans. Our Licensing officer will be notified within 24 hrs of a serious occurrence.

The Playshare Pre-School teachers will practice 2 'walk throughs' and discuss the Playshare Pre-School Emergency Plan each year, as part of their annual Teacher Contract renewal. This will ensure that both teachers will respond quickly, and in tandem during an emergency.



Appendix D (4 pages)

Playshare Pre-School Covid-19 Pandemic Policy

Screening:

- Drop off and Pick up of children will happen outside the Playshare Pre-School designated door. (Parents/legal guardian will have very limited access to the church building/classroom).
- Drop off and Pick up times will be staggered over a 20 minute duration. If family is unable to make it during the same person for drop off and pick up.
- Health Screening will take place before child enters the classroom.

Screening includes:

- Health Declaration/Questionnaire
If the answer is YES to any of the questions the child may not attend Playshare Pre-School until after 14 days of self-isolation or is assessed by their family physician or nurse practitioner and is determined that they do NOT have COVID -19 (Doctors note will be requested)
The child may return once symptoms are resolved. p 11, Public Health Guidance for Child Care Settings, BC Centre for Disease Control.
 - A special exception may be granted if parent/legal guardian is an Essential Health or Government worker.
- Visual assessment for symptoms of common cold, influenza, COVID 19, or other infectious respiratory illness.
- Each child will have their temperature taken and recorded with a Touchless Forehead Thermometer

Any child presenting with symptoms will not be permitted to attend.

- **If a child develops symptoms during class:**
 - Have one staff member supervise child.
 - Staff member should wear mask
 - Immediately remove the symptomatic child from group
 - Contact parents or caregiver for quick pick up
 - Staff member should attempt to maintain a distance of 2 metres from child if possible.
 - Encourage and support good respiratory and hand washing hygiene.
 - Open outside doors and windows (if possible) to increase air circulation.
 - Clean and disinfect any areas used by the child.
 - If concerned, contact 8-1-1 or the local public health unit to seek further advice.

p 11, Public Health Guidance for Child Care Settings, BC Centre for Disease Control

Parent/legal guardian must inform Playshare Pre-School if child is absent and report all symptoms if the child is ill.



- **If a staff member is sick:**
 - Staff must stay home if sick
 - Staff must self-isolate for a minimum of 10 days or until symptoms are resolved. Staff may choose to have a COVID-19 test and follow the directions of the Ministry of Health.
 - If no substitute is available the preschool will decide whether to remain open, with one teacher to ten student ratio, or temporarily close.
 - If both teachers are sick the preschool will close.

- **If staff become sick at work:**
 - The staff member must isolate themselves from the children and other staff members until a safe teacher to child ratio can be achieved, then go home immediately.
 - Parents may need to be called to pick up children early.

- **Reporting Plan:**
 - Parents/legal guardian must phone Playshare Pre-School with symptoms if child is absent & ill
 - The number of absent & ill children will be posted on the Playshare Pre-School on the sign-in cart.
 - Playshare is required to report to Interior Health if 3 or more children are absent & ill in 1 day with COVID-19 symptoms.

- **Closure Plan:**
 - In the event of a preschool closure of one week or less for any reason (e.g. teacher illness, inclement weather, church-building closure, public health...) make-up days will be added to the end of the school year with no refund option. However, if the school is closed for more than 1 week, fees for the days missed beyond one week WILL be refunded.

- **Communication Plan:**
 - In the event of Playshare closure, parents will be notified by email which requires a response. If parents do not respond that they have received the email, they will be telephoned until they receive the closure message. A closure note will be posted on the Playshare Pre-School classroom entry door.
 - Parents will be kept up to date in the same manner (email, then phone) for the duration of a closure until the preschool re-opens.



Classroom Management

Playshare Pre-School staff will support and encourage social distancing practices that are developmentally appropriate.

The preschool teachers will set up the classroom to help maintain some social distancing.

- Staff will give regular reminders to “Keep hands to yourself”
- Staff will give regular reminders/help with Hand washing practices
- 2 chairs at each table with the exception for the snack table.
- Each child will have their own playdough container – no sharing permitted
- Each child will have their own craft supply box – no sharing permitted
- Children will be encouraged to sit on “Circle Spots” during circle time to encourage distancing.
- Staff will attempt to maintain physical distancing from each other

Snack

- No more than 4 children at the snack table at one time. If more than 4 children want to snack at the same time, a second table will be used.
- The snack table must be cleaned/disinfected after each child is finished eating.
- Food sharing is not permitted

Washroom

- Staff will disinfect the washroom every morning before class and as needed.

Gym/Outside Time

- Playshare will be going on nature walks, weather permitting.
- Playshare will use the “gym” when walking is not possible due to weather.

Cleaning protocols

- Playshare Pre-School teachers/staff (manager, assistant manager/assistant and substitute staff) will disinfect all hard surfaces (i.e., door knobs, tables, chairs, shelves, countertops, sink and faucet) prior to class beginning and after class.
- Playshare Pre-School teachers/staff will disinfect all tables after use and high uses areas (i.e. sink, faucet and soap dispenser) twice during class time (before snack and before outside time).
- Playshare Pre-School teachers/staff will clean, disinfect and sanitize all the toys and furniture daily after class. Playshare Pre-School purchased touchless soap dispensers for the classroom and the bathroom.



Playshare Pre-School Screening Questionnaire for COVID-19

Child's Name: _____

Drop off time: _____

For Parents/legal guardian:

I, _____ (parent/legal guardian/caregiver) am completing the screening questionnaire for the child mentioned above.

1. Do you have, other members of your household, or your child attending Playshare Pre-School, have any of the below symptoms:

Symptom	Circle One	
• Fever >38°C/100°F	YES	NO
• Cough	YES	NO
• Sore Throat	YES	NO
• Runny Nose	YES	NO
• Shortness of breath/ difficulty breathing	YES	NO
• Other symptoms, muscle aches, fatigue, headache, loss of smell, diarrhea (may be present in addition to respiratory symptoms)	YES	NO
• Have you given your child any cold or fever medicine today?	YES	NO

2. In the last 14 days have you, other members of your household, or your child attending Playshare Pre-School been in contact with someone that is confirmed COVID-19? YES NO

3. Have you, other members of your household, or your child attending Playshare Pre-School travelled outside of Canada in the last 14 days? YES NO

Note: By signing below, I agree that each statement above is true and Playshare Pre-School Society is not liable for the unintentional exposure of COVID-19.

Parent/Legal Guardian/Caregiver Signature: _____ Date: _____

Emergency contact: Name _____ Phone# _____

For Staff Use Only		
Child's Temperature at Drop off	Staff Initials	Special Notes



Amendment to Appendix D (1 page)

BC CDC Updated Public Health Guidelines for Child Care Settings During Covid-19 Pandemic, as of September 29th, 2020.

Playshare Pre-school will no longer require the parents to fill out the screening questionnaire for Covid-19.

Parents are required to do a daily health check of their child – in the morning – before attending preschool.

The following is an example of a daily health check to determine if you or your child should attend a child care setting that day.

Remember, if you think your child is ill, please keep him/her at home.

Daily Health Check			
1. Key Symptoms of Illness	Do you have any of the following new key symptoms?	CIRCLE ONE	
	Fever	YES	NO
	Chills	YES	NO
	Cough or worsening of chronic cough	YES	NO
	Breathing difficulties (breathing fast or working hard to breathe)	YES	NO
	Loss of sense of smell or taste	YES	NO
	Diarrhea	YES	NO
	Nausea and vomiting	YES	NO
2. International Travel	Have you returned from travel outside Canada in the last 14 days?	YES	NO
3. Confirmed Contact	Are you a confirmed contact of a person confirmed to have COVID-19?	YES	NO

If you answered “YES” to two or more of the questions included under ‘Key Symptoms of Illness’, or you have a fever or difficulty breathing, seek a health assessment.

A health assessment includes calling 8-1-1, or a primary care provider like a physician or nurse practitioner.

If a health assessment is required, you should not return to the child care setting until COVID-19 has been excluded and your symptoms have improved.

Children and child care providers should stay at home when new symptoms of illness develop, such as:

- Fever
- Chills
- Cough
- Difficulty breathing (in small children, this can look like breathing fast or working hard to breathe)
- Loss of sense of smell or taste
- Nausea or vomiting
- Diarrhea

For mild symptoms without fever, children and staff members should stay home and monitor symptoms for 24 hours.

If symptoms improve and the child/staff member feels well enough, they can return to the child care facility without further assessment or doctor’s note.



Appendix E (2 pages)

Playshare Pre-School Communicable Disease Policy

Safety measures are in place to protect students and teachers and reduce the spread of communicable disease. These include effective personal practices like regular hand washing and the wearing of masks.

Daily health checks

- All students and teachers must complete a daily health check.
- If you feel unwell, stay at home.
- **Parents and caregivers are responsible for assessing their children daily before sending them to preschool.**
- Teachers will ensure staff and other adults know they are responsible for assessing themselves daily for symptoms prior to entering the preschool.

Personal Hygiene

- Cover your mouth and nose with a disposable tissue or the crease of your elbow when you sneeze or cough instead of your hands.
- Wash hands with soap and water.
- Do not share food, drinks, utensils, etc.
- Avoid unnecessary contact.
- Consider physical distancing.
- Wear a mask.

Depending on the communicable disease, it's possible for people to become infected if they touch contaminated surfaces and then touch their nose, mouth, or eyes. **The most reliable way to prevent infection from surfaces is to wash your hands.** Washing your hands often and practicing good hand hygiene will reduce the chances of getting or spreading germs. **Washing your hands with soap and hot water for at least 20 seconds is most effective.** This is because soap actively destroys the surface of some viruses and a soapy lather really reduces the number of germs left on your skin. Alcohol-based hand rubs can be used to disinfect your hands when soap and water are not available (as per BCMSA template site, website: <https://www.bcmsa.ca/resources/pandemic-exposure-control/>)

If a child develops symptoms during class:

- Have one staff member supervise child.
- Staff member should wear mask
- Immediately remove the symptomatic child from group
- Contact parents or caregiver for quick pick up
- Staff member should attempt to maintain a distance of 2 metres from child if possible.
- Encourage and support good respiratory and hand washing hygiene.
- Open outside doors and windows (if possible) to increase air circulation.
- Clean and disinfect any areas used by the child.
- If concerned, contact 8-1-1 or the local public health unit to seek further advice.

p 11, Public Health Guidance for Child Care Settings, BC Centre for Disease Control.

If a staff member is sick:

- Staff must stay home if sick
- Staff must self-isolate for a minimum of 10 days or until symptoms are resolved. Staff may choose to have a COVID-19 test and follow the directions of the Ministry of Health.
- If no substitute is available the preschool will decide whether to remain open, with one teacher to ten student ratio, or temporarily close.
- If both teachers are sick the preschool will close.

**If staff become sick at work:**

- The staff member must isolate themselves from the children and other staff members until a safe teacher to child ratio can be achieved, then go home immediately.
- Parents may need to be called to pick up children early.

Quarantine or Self-Isolation

If a Health Care Provider has recommended that an employee be tested for the contagious disease or illness, then upon such recommendation being made, an employee shall remain absent from their employment until such time as test results are known and indicate that the employee does not have the contagious disease or illness. The employee shall be entitled to use of sick leave.

Reporting Plan:

- Parents/legal guardian must phone Playshare Pre-School with symptoms if child is absent & ill
- The number of absent & ill children will be posted on the Playshare Pre-School on the sign-in cart.
- Playshare is required to report to Interior Health if 3 or more children are absent & ill in 1 day with communicable disease symptoms.

Closure Plan:

- If both teachers are absent & ill, Playshare Pre-School will be closed. Make-up days will take place during the school year if possible. If not possible, make-up days will be added to the end of the school year.
- Interior Health may close a school in order to control the spread of communicable disease.
- Make-up days will take place during the school year if possible. If not possible, make-up days will be added to the end of the school year.

Communication Plan:

- In the event of Playshare closure, parents will be notified by email which requires a response.
- If parents do not respond that they have received the email, they will be telephoned until they receive the closure message.
- A closure note will be posted on the Playshare Pre-School classroom entry door.
- Parents will be kept up to date in the same manner (email, then phone) for the duration of a closure until the preschool re-opens.

Communicable disease cleaning protocols:

Playshare Pre-School teachers/staff (manager, assistant manager/assistant and substitute staff) will disinfect all hard surfaces (i.e., door knobs, tables, chairs, shelves, countertops, sink and faucet) prior to class beginning and after class.

Playshare Pre-School teachers/staff will disinfect all tables after use and high uses areas (i.e. sink, faucet and soap dispenser) twice during class time (before snack and before outside time).

Playshare Pre-School teachers/staff will clean, disinfect and sanitize all the toys and furniture daily after class. Playshare Pre-School purchased touchless soap dispensers for the classroom and the bathroom.