

Out of School Care Handbook 2021-2022



Medicine Hat Catholic
Board of Education

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PHILOSOPHY AND PURPOSE

St. Michael's School Out of School Care Program's goal is to provide a caring and safe environment for all children attending. It is our goal to help children develop socially, emotionally, physically and spiritually for life. The children will be encouraged to care for their own personal needs, to be considerate of others, play safe, learn to share, express their feelings, and provide input into the program and its activities. Recreational activities (indoors and outdoors) are offered to promote the physical health and well-being of children. The children will be challenged by new learning experiences, under the guidance of qualified and capable personnel who sense a calling to serve children and families this way.

A belief at St. Michael's School is that all people are created in the image of God. An awareness of God will grow as the child is exposed and involved in an environment of inclusion and acceptance of children with special needs.

PROGRAM INFORMATION

METHOD OF ADMISSION: Registrations are received by the School Secretary or Program Coordinator. Parents are asked to complete the registration form, sign the contract, and pay the registration fee **before admission**. Registrations are based on a first come, first served basis.

CHILD'S AGE: The program accepts children from 5-12 years of age.

HOURS OF OPERATION: The program will be in operation during regular school attendance days between the hours of 7:00 am to 8:25 am and 2:40 pm to 5:30 pm, Monday through Friday. There will be no program offered during holiday closures or Professional Development Days.

ARRIVAL AND DEPARTURE: A parent or guardian is requested to accompany the child into the program daily, to ensure that a staff member is aware of the child's arrival. A parent/guardian of other authorized person must come in to the program, to receive their child at the close of the day. The child must be signed in and out by the person picking them up. Exceptions to this policy are made only for a **school-age** child whose parent has signed a "Release of Liability Form". This form gives written consent for the child to travel to and/or from home and school unescorted.

OVERTIME: **No child shall be left in the program past their scheduled time.** In the event that a child has not been picked up by their scheduled time, the supervisor will make every effort to contact the parent(s)/guardian(s) or other designated adults, before calling the Department of Children's Services. If the parent is unable to get to the centre before the required time, it is the parent's responsibility to notify staff, and make alternate arrangements to have their child picked up.

Persistent default of this policy, without reasonable cause, means forwarding this problem to the principal, which may result in expulsion of the child from the program.

LICENSING: This facility is routinely inspected and monitored by a representative of the Province of Alberta. Copies of the current licensing/monitor reports are posted and past copies are available for viewing by any parent and/or staff member.

CHANGE OF INFORMATION: The parent(s)/guardian(s) agree to notify the program immediately of any changes of name, address, phone number, or any factor that may have a bearing on the child's care.

GRIEVANCES OR CONCERNS: Grievances or concerns may be made firstly to the Program Coordinator (either verbally or written) and secondly to the principal. If parent concern or dissatisfaction remains following these steps, the licensing officer may be contacted at #201, 346-3 Street S.E., Medicine Hat or phone 403-529-3174.

If after enrollment of the child, he/she seems unprepared for the group experience, and is unable to adjust properly, the Program Coordinator will consult the parent(s)/guardian(s) for future placement of the child.

SCHOOL AND COMMUNITY PARTNERSHIP POLICY

The Medicine Hat Catholic Board of Education (license holder), principal and secretary of the school are involved in the operation of the program. The program is open to all children, Kindergarten to Grade 6, attending St. Michael's School.

The program will also provide access to information and community resources to the families on the bulletin boards or by the sign in/out book. Parents are encouraged to speak to program staff if they are in need of a referral to a community agency.

Staff will encourage the children's understanding of, and involvement in the broader community.

The program is involved with the following community resources:

- Medicine Hat and District Child Care Association
- Program enhancement funding and licensing assistance

COMMUNICATION POLICY

The St. Michael's School Before and After School Care Program requires that ongoing communication occur on a regular basis between staff, families, children, and school administration. This ensures that all stakeholders are well-informed about the program.

Staff acknowledge children, respond attentively and show interest when the children communicate with them. Staff seek out meaningful interactions and conversations with each child, encouraging children to express their feelings, needs and desires. Staff will show the children that they can actively communicate their feelings without fear of being interrupted.

Staff greet children as they enter the program, ask them about their day, check to see how they are feeling, etc. When children have stories to tell, staff stop, listen, and respond in a positive manner. During play and activities, staff are actively engaged with the children as appropriate and are available to the children at all times.

The program offers parents an orientation and parent handbook in order to establish an understanding of what the program offers their child/children and to foster a positive relationship between the program and home. Families are informed of program components that directly affect them through the handbook and letters are sent home and are posted on the bulletin boards.

Each day, staff may have conversations with parent(s)/guardian(s) and the children about their day, their home life, and any program information. This kind of communication is intended to create positive and respectful relationships where the children and the parent(s)/guardian(s) will be encouraged to communicate their feelings, any issues that arise, and their cultural experiences/preferences. The program will provide access to any information and community resources to the families on a bulletin board or display.

Programming changes may be periodically solicited from parents in the form of a survey.

Child-specific information is shared only with parental consent. A communication book is available to record incidents that have happened where parents had to be involved. This is used by staff to record any recurring incidents.

Relationships with the school is encouraged and initiated by the program. The program and the school communicate and share information so as to improve the services provided by each. For example: speaking to the secretary about absentee children and/or speaking to the principal about issues that have arisen in the program. Staff will be aware of and support school sponsored events. Staff will read the school newsletter and look at the main bulletin board in the entrance. Staff will ask children what events are happening and how they plan to participate.

Staff will communicate with one another on a daily basis through conversations and through a communication log book that is accessible to all staff. This log is to record any information from parents, the school, children, or anything that all staff need to know. Staff will initial the log when they have read it. Issues and concerns are addressed in a timely manner.

Staff meetings will be conducted on an as-needed basis. Minutes will be recorded at all meetings and will be available to staff in communication book and then the portfolio. Staff will be kept informed about changes to program delivery, child care best practice. Government information that will directly affect them through verbal communication with the coordinator, notes made in the log book, staff meetings, and the bulletin board will also be available. The program coordinator will be readily available each day for staff to speak to if they have any concerns or ideas. Any issues will be dealt with right away.

The program supports and encourages professional development for all staff. Workshop opportunities will be shared with staff. Staff will be encouraged to share information gained from their professional development activity.

INCLUSION AND DIVERSITY POLICY

The St. Michael's School BASC Program staff will provide an inclusive environment at all times that allows all children to have the opportunity to participate in activities regardless of children's needs, abilities, background, or interests. This ensures that children and families feel they are an integral part of the program. The program is responsive to the diverse needs of the children and families it serves. The Program will obtain the services of any community agencies as required to meet the needs of families.

Staff will facilitate a safe environment for children to express their feelings. Staff will greet children as they enter the program, ask them about their day, check to see how they are feeling, etc. When children have stories to tell, staff stop, listen, and respond in a positive manner.

Activities will be responsive to the children's interests, backgrounds, preferences, needs and abilities. Children will be asked for input into activities and this information will be recorded by staff to include in upcoming planning. Cultural heritage, individual differences, unique qualities, abilities, skills and talents will be incorporated as an important part of programming. Some cultural and inclusive activities and materials will be provided.

The indoor space will be arranged so that a variety of activities can occur simultaneously and in a way that meet the diverse needs, as well as the number, of children in the program. There is plenty of room for children to play and do activities. It is arranged and resourced to support quiet (reading or homework), messy (art), and noisy activities. We utilize the gymnasium for gross motor activities.

PARENTAL INVOLVEMENT

The program offers the parents an orientation and parent handbook in order to establish an understanding of what the program offers their child/children and to create a positive relationship between the child's/children's family and the program.

Parents are invited to speak to the Program Coordinator and then the principal if concerns arise. Parents will be asked to complete surveys from time to time, evaluating the program and giving feedback in order that St. Michael's School Out of School Care can better serve their family's needs. This survey may be done anonymously, if desired.

The program will occasionally add important reminders to parents in the school's newsletter. The program also has a parent board for other important information.

Cultural heritage, individual differences, unique qualities, abilities, skills and talents will be incorporated as an important part of programming. Staff will invite families to share cultural experiences and/or preferences through periodic notes sent home

OPEN DOOR POLICY

Our goal is to provide quality child care for children and their families. We have an Open Door Policy and offer a child centered approach. This is developed in a positive and safe environment where creativity is encouraged, differences are celebrated and respect is valued. We strive to be responsive to the children and families' diverse needs.

The program is open to the following:

- Parents visiting
- Any questions about policies, procedures, or concerns regarding the program
- Families and children sharing of their cultural traditions and celebrations with staff to promote diversity/inclusion in the program
- Parents offering suggestions for activities.

If a family has any concerns, they are encouraged to firstly discuss the problem with the Program Coordinator (during program hours). If their concern is not dealt with to their satisfaction, they may contact the school principal. Following this, if the parent(s) remains unsatisfied, they are encouraged to contact the Regional Day Care Licensing Officer at 403-529-3174.

ONGOING EVALUATION AND IMPROVEMENT OF THE PROGRAM (PROGRAM REVIEW)

The Program Coordinator speaks daily with staff to deal with any issues and to improve operations on an ongoing basis. The Program Coordinator meets regularly with the bookkeeper and principal of the school to discuss any issues or concerns within the program. Any issues will be dealt with in a timely manner.

The program uses feedback from children, staff, family and community to review its performance. The program is participating in the process of accreditation which allows the program to improve its level of service provided to the parent. This process also includes family, child and staff surveys to allow their input into the program. Staff and families work together as a team and share knowledge to improve program performance.

The St. Michael's School Out of School Care Program runs under an "Open Door Policy". If the family has any concerns, they are encouraged to firstly discuss the problem with the Program Coordinator (during program hours). If their concern is not dealt with to their satisfaction, they may contact the school principal. Following this, if the parent(s) remains unsatisfied, they are encouraged to contact the Regional Day Care Licensing Officer at 403-529-3174.

Policies and procedures are updated regularly based on new information on Best Practices and licensing and accreditation requirements and reviewed yearly. The date of any review or revision will be noted

under each policy. Job descriptions will be reviewed yearly or as necessary to ensure alignment with achieving quality enhancement plans and program outcomes.

Any major incidents are reported to Alberta Child and Family Services Authority (CFSA) using the Critical Incident Report form. All critical incidents are analyzed and reported to the CFSA annually using the Annual Summary and Analysis Report.

Any other minor incidents will be documented on our “Incident/Observation Report” that the parent(s) or guardian(s) will be required to read and sign. Any illness will be documented and will include the name of the child, the date the child was observed to be ill, name of the staff member who identified the child was ill, time the parent was initially contacted, name of the staff person who contacted the parent, time the child was removed from the program and the date the child returned to the program. These will be kept in the children’s files for review by program staff, parents and the licensing officer.

MEETING THE DEVELOPMENTAL NEEDS OF OUR CHILDREN

The daily schedule of activities shall reflect the developmental needs of the child taking into consideration physical, mental, emotional, social and cognitive aspects.

Physical: Children are able to play in the gymnasium and use the gross motor sports equipment. This includes hockey, basketball, badminton, and soccer. Children also spend time playing running games and interactive games like dodge ball, hopscotch, skipping and scoops and balls. Children are able to do fine motor activities like colouring, stencils, Spirograph, card games, puzzles, board games, and craft activities. Regularly (when weather permits), the children will be taken outside to play in the adjacent play area. Children play on the playground equipment could play sports games like soccer. A quiet area is provided for children who want to do homework, read or some other activity away from the group.

Children may come with a nutritional snack provided by their parents, as outlined in the Canada Food Guide. If a child has no snack, supplemental nutrition will be available from the program at no cost to the parents.

Social: A stimulating environment shall be provided in which children are free to make choices and develop relationships with peers and adults. The program allows for spontaneity and builds upon the talents and interests of the children and staff. The program promotes a healthy self-image, allowing for independence and self-direction in amounts appropriate to their age and level of maturity.

Large Group Activities: The children play numerous games including hockey, basketball, soccer, tag, and dodgeball. The children learn how to get along, how to pick teams, and learn how their behaviour influences their peer relationships.

Small Group Activities: The children play numerous board games, building activities like Lego, and play card games. This allows the children to learn to get along with others, learn how to be patient, and learn to take turns. The children are also involved in craft activities together. While creating their

crafts, the children interact, are supportive of each other, and allow ideas to flow freely. The older children will help the younger children with the crafts. During some of the pretend play experiences, children often act out their feelings and really get into the character they are pretending to be.

Individual Activities: Children are free to play by themselves and choose any of the above activities. The staff often plays games with the children and help with craft activities. This helps the children learn various social skills including patience, turn-taking, being respectful of others, giving and getting complements and the fact that everyone has different strengths and abilities and learns at different rates.

Intellectual: The program incorporates a balance of structured and unstructured times, adult directed and child initiated activities, and experimental and symbolic learning. The children play numerous card and board games, building activities like Lego, and puzzles. Some enjoy working in activity books. A quiet area shall be provided for children who want to do homework, read or some activity away from the group.

Creative: The children are involved in various craft activities. While creating their crafts, the children interact, are supportive of each other, and allow ideas to flow freely. The older children will help the younger children with the crafts. During some of the pretend play experiences, children often act out their feelings and really get into the character they are pretending to be. The children are very creative during building activities like Elo, Lego and wooden building blocks. The children like to build entire cities from the blocks.

Emotional: The program promotes a healthy self-image, allowing for independence and self-direction in amounts appropriate to their age and level of maturity. The program also respects each child's right to privacy and individual attention. The program allows for spontaneity and builds upon the talents and interests of the staff as well as the children.

If children are feeling angry or frustrated, staff will encourage children to find a quiet space, will listen to the children's feelings, and will redirect children if they are losing control. Staff will model appropriate behaviour and set a good example about how to express one's feelings in an acceptable way.

PROGRAMMING POLICY

The St. Michael's School Before and After School Care Program staff will, on a monthly basis, plan daily activities with involvement from children during the operation of the program.

Programming incorporates a variety of planned and spontaneous (free play) activities, as well as providing the opportunities to develop leadership skills. Cooperative games, recreational activities and sports are planned to promote physical activity. Staff indicate on planning sheets why certain activities or experiences are planned, who initiated them, and what resource materials were used. Current and

developmentally appropriate websites are used for programming. Program plans will be posted in plain sight.

St. Michael's School Before And After School Care Program staff will provide an inclusive environment at all times that allows all children to have the opportunity to participate in activities regardless of children's needs, abilities, background, or interests. Cultural heritage, individual differences, unique qualities, abilities, skills and talents will be incorporated as an important part of programming. The staff meet with the children prior to planning for the month. At that time, the staff will obtain feedback from the children as to: 1) what projects they would like to do, 2) what special activities they would like to see happen. This will assist in the children's emotional development by reinforcing that their opinion matters, thereby increasing their self-esteem. The Program Coordinator will then create a plan for the program during hours of operation when there are no children in care or outside of program hours monthly as needed.

Staff ensure materials for planned activities are available and set up for activities, including setting up extra tables. The indoor space (gym) will be arranged so that a variety of activities can occur simultaneously and in a way that meet the diverse needs, as well as the number, of children in the program. There is lots of room for children to play and do activities. It will be arranged and resourced to support quiet (reading or homework), messy (art), and noisy activities. There are sufficient portable materials and equipment (totes of toys/games and sports equipment) accessible to children. Staff provide the materials and opportunities for children to work independently, in small or in large groups and make sure children are aware of the materials and opportunities. These activities range from centers that promote learning through play as well as board games, crafts, and reading for enjoyment. Toys and equipment used will reflect the ages, interests and abilities of the children. Children are consulted prior to purchasing new equipment through the use of the suggestion box or from interactions with the children.

Outdoor activities will be planned but only executed on a "weather permitting" basis. The first aid kit, the attendance record, and emergency contact book are taken by staff to the playground.

The children are provided with the information and equipment they need to ensure their own personal safety when indoors and outdoors (for e.g., proper footwear, sunscreen, bug spray, water, and reminders of how to be safe while playing outside). The children know what to expect while inside or outside, where they are allowed to go, rules and boundaries, important safety issues, and consequences for noncompliance.

Planning will in no way involve off-site excursions. The program does not operate on non-school days. The program provides adequate toys, equipment, activities, etc. to keep the children busy and engaged throughout the time they are in the program.

HOMWORK POLICY

A quiet environment will be arranged to provide an opportunity for children to complete homework assignments. Staff will provide school supplies, if necessary.

OFF-SITE ACTIVITY AND EMERGENCY EVACUATION

The program does not operate on non-school days and does not participate in any off-site activities. The program provides adequate toys, equipment, activities, etc. to keep the children busy and engaged throughout the time they are in the program.

In the event of an emergency evacuation, staff will take all portable records including:

- The child's name, date of birth and home address
- The parent's name, home address and telephone number
- The name, address and telephone number of an emergency contact

Any other relevant health information about the child including the child's immunizations and allergies.

The portable records binder also includes the telephone numbers of local emergency response services, poison control and the telephone numbers of the administrators of the school.

Parents are made aware of the procedures in the Parent Handbook.

TECHNOLOGY POLICY

The staff of St. Michael's School Before and After School Care Program will assist in and monitor the children's use of technology on a regular, limited basis with the program to encourage children to experience a variety of appropriate activities.

The use of technology is monitored to ensure it is related to the program outcomes and is appropriate for the ages and abilities of the children in the program. Media play will be limited to age appropriate movies and games. In addition, children can occasionally bring interactive game devices (e.g. Nintendo DS or Ipads, etc.) into the program. These games will be monitored by the staff. The children in the program do have access to computers.

A technology usage recording sheet will be used to record dates used, type of technology, initials of the children and supervising staff.

Current and developmentally appropriate websites are used for programming. Websites used will be referenced on planning sheets.

ACCIDENT OR ILLNESS POLICY

Children are not to be brought to the program when they are ill. Ill children shall be provided a space separate from the other children, until such time as parents are notified and the child is removed from the program. The children are asked to sit or lie in the corner of the Gymnasium. A staff member stays with the child until their parent/guardian arrives.

In the case of an accident, staff fills out Medicine Hat Catholic Board of Education School Accident Report. The staff will provide first aid if necessary. Only staff with First Aid certification will do this. Parents' consent to the administration of First Aid when they sign the child's registration form. When a

parent arrives to pick up their child, they are notified of the situation. The parents are then asked to sign the accident report. The completed form will be kept in the child's file.

All critical incidents and serious illness are reported to the CFSA immediately by telephone and documented on the Critical Incident Report Form, which is submitted within two working days of the incident. The program tracks and analyzes accidents to identify trends or issues using the Annual Summary and Analysis Report form and reported to the CFSA. An Incident and Illness Report Form is filled out and filled for any minor incidents and illnesses that occur.

In the case of a serious accident, the staff will call 911 and request paramedics. The parents will then be notified. If the parents are unavailable, the emergency contact person listed on the registration form will be notified. The expense of the required assistance will be borne solely by the parents or guardians of the child.

INCIDENT REPORTING

All of the following situations will be reported immediately, by phone, to the regional office of the CFSA. The Program acknowledges that they must speak to someone in person to report the incident. The prescribed Critical Incident Report form will be filled out and submitted to the regional CFSA within two working days of the incident:

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

All of these incidents will be analyzed and reported to the CFSA annually using the prescribed Incident Reporting Annual Summary and Analysis Report form. The Incident Reporting Form can be found online at: http://www.child.gov.ab.ca/home/documents/childcare/Incident_Reporting_Form.pdf

POTENTIAL HEALTH RISKS

Children with communicable diseases will not be able to attend the program. The following signs or symptoms may be considered a communicable disease: a new and/or unexplained rash or cough, fever,

vomiting, diarrhea, and/or any symptoms, which require care that may compromise the care of any other children or staff. Staff will visually assess children for the signs and symptoms listed above. They will ask children how they are feeling or will listen to children who come to them complaining of feeling unwell. The staff may feel the child's head to determine if they feel warm. The Coordinator will then be consulted and a decision will be made regarding a potential health risk.

If a child starts displaying the above signs or symptoms of illness, program staff will contact the parents or emergency contacts to have the child immediately removed from the program. A child, who is removed from the program, may not return until the license holder is satisfied that the child no longer poses a health risk to others in the program. Upon return the child needs to be symptom free for 24 hours or have a note from a physician stating they are clear to return.

The program will document all instances where a child becomes ill in the program. This will include the name of the child, the date the child was observed to be ill, the name of the staff member who identified the child was ill, the time the parent was initially contacted, the name of the staff person who contacted the parent, the time the child was removed from the program and the date the child returned to the program.

When a parent fails to remove the child immediately, or the program is unable to contact a parent and/or emergency contact, the child will be separated from the rest of the group on a mat. The child will be kept as comfortable as possible and be supervised by the staff. The child will be kept as far away from the others as is safe and reasonable. If necessary, medical help will be obtained and if the child requires emergency health care or the child requires an overnight stay in the hospital, the illness will be reported to the CFSA using the Critical Incident Report form. The mats and items the child uses will be disinfected after the child leaves.

Parents will be made aware of the procedures in the Parent Handbook and will sign all documentation of the child's illness.

SUPERVISED CARE FOR SICK CHILDREN

Supervised care for ill children shall be provided in a space separate from the other children, until such time as parents are notified and the child is removed from the program. The children are asked to sit or lie in the corner of the gymnasium/Preschool Room or sit at a separate table, depending how they are feeling. A staff member will stay with the child until their parent/guardian arrives.

If necessary, medical help will be obtained and if the child requires emergency health care or the child requires an overnight stay in the hospital, the illness will be reported to the CFSA using the Critical Incident Report form.

ADMINISTRATION OF MEDICINE

St. Michael's Before and After School Program **does not** administer medication or herbal remedies except for emergency medication. Emergency medications (E.g., Epi-pens) are kept in a place inaccessible to children. Emergency medication must be current and the expiry date checked

regularly by the office staff. In order to administer emergency medication, written consent of parent or guardian is required. Medication must be in original container and can only be administered according to label directions.

The following information must be recorded for emergency medication: name of the medication, time of administration, amount administered, and the initials of the person who administered the emergency medication.

SMOKING

The program does not allow staff members or any other persons to smoke on the program premises or anywhere in the vicinity of the children during care.

HEALTH AND SAFETY

Staff will demonstrate knowledge of these policies and procedures and implement them consistently.

Snack time is a prime time for children to learn about the benefits of good nutrition, hydration, hand washing practices and hygiene. Staff model good hand washing and hygiene practices. Staff will ensure children wash their hands before and after snack. Staff talk to children about what they have for snack and if it is nutritious. If the snack is not acceptable, staff will provide an alternative.

Good hydration is important. Children are allowed to get a drink from the water fountain whenever they need and are encouraged to bring their own water bottle or a drink into the program.

Bug Spray and Sunscreen may be used if children and staff play outside. Parents are requested to send bug spray and sunscreen if they would like their child to use it.

A daily inspection of the indoor and outdoor environment is conducted to ensure that potential hazards are addressed. If there is any broken equipment, children are to be kept away from it until it has been repaired or it is thrown in the garbage. Staff are to notify the custodian of any concerns or hazards.

The children are provided with the information and equipment they need to ensure their own personal safety when indoors and outdoors (for e.g., proper footwear, sunscreen, bug spray, access to water fountain, and reminders of how to be safe while playing outside). The children know what to expect while inside or outside, where they are allowed to go, rules and boundaries, important safety issues, and consequences for noncompliance.

Parents must ensure that children bring appropriate clothing in anticipation of the day's activities (i.e. rainwear, sun hat/cap, warm jacket). Parents/guardians must use their discretion in the belongings their children bring to the Program. The Program will not be held responsible for any loss or damage which may be incurred to their possessions.

All hazardous products are inaccessible to children.

EMERGENCY EVACUATION PROCEDURES

Upon arrival at the program, each child is received by a Childcare Professional. Staff will immediately place the child's name on the sign in/out sheet (attendance record), which will be accessible at all times for evacuation purposes. A monthly emergency evacuation procedure/fire drill will be conducted. Fire drills will be recorded on the Fire Safety Check List. General housekeeping (safety rules) and emergency procedures are reviewed so that new children and staff are aware of the procedures. Staff and parents receive a copy of this policy in their handbook.

The following telephone numbers are posted on the program premises and are easily accessible:

- Emergency medical services
- Ambulance service
- Fire department
- Police service
- Poison control center
- Nearest hospital or emergency medical facility
- Child abuse hotline

A daily inspection of the indoor and outdoor environment is conducted to ensure that potential hazards are addressed. If there is any broken equipment, children are to be kept away from it until it has been repaired or it is thrown in the garbage. Staff is to notify the custodian of any concerns or hazards.

The custodial staff and the fire department conduct annual inspections of the fire alarms and smoke detectors.

LOCK DOWN PROCEDURE

ALL ADULTS WORKING IN THE BUILDING MUST BE FAMILIAR WITH St. Michael's SCHOOL'S FIRE DRILL PROCEDURES.

IN THE EVENT YOU NEED TO CALL A LOCKDOWN (ANYONE CAN CALL A LOCKDOWN), FOLLOW THESE STEPS:

1. FIRST, CALL 911 EMERGENCY SERVICES.
2. SECOND, USE THE PHONE SYSTEM TO PROVIDE CLEAR AND CONCISE DIRECTIONS TO ALERT STUDENTS AND STAFF OF THE LOCKDOWN. EXAMPLE:

ATTENTION EVERYONE. THIS IS A LOCKDOWN.
ATTENTION EVERYONE. THIS IS A LOCKDOWN.

3. ONCE STEPS 1 AND 2 ARE DONE, INFORM CENTRAL OFFICE AT (403)527-2292 IMMEDIATELY.

IF INSIDE:

- a. IF STUDENTS OR STAFF ARE IN THE HALLWAY, QUICKLY AND CALMLY USHER THEM TO THE CLOSEST ROOM AND LOCK THE DOOR.
- b. IF STUDENTS OR STAFF ARE IN THE WASHROOMS OR CANNOT GET TO AN UNLOCKED ROOM, THEY SHOULD LOCK THEMSELVES IN A CUBICLE, STAND ON THE TOILET AND REMAIN QUIET.
- c. IF IN THE GYM, STAFF AND STUDENTS WILL LOCK THEMSELVES IN THE GYM.

****DO NOT OPEN DOORS FOR ANYONE**

****STAY CALM AND REMAIN QUIET.**

IF OUTSIDE:

- a. Students and staff will move to our school's muster point: ***Crescent Heights Church of Christ located at 655 Stewart Drive NW, Medicien Hat 403 527-7311*** where a parent or their designate can pick up children.
- b. Any staff outside will direct/lead students to muster point and remain with them until informed that the situation is clear.

POLICE WILL EVACUATE EACH CLASSROOM IN THE EVENT OF A LOCKDOWN.

IF THIS WAS A LOCKDOWN DRILL, THE FOLLOWING ANNOUNCEMENT WILL BE MADE TO END THE DRILL:

THE LOCK DOWN HAS ENDED.

THE LOCK DOWN HAS ENDED.

ALL CLEAR.

FIRE DRILL PROCEDURE

ALL ADULTS WORKING IN THE BUILDING MUST BE FAMILIAR WITH St. Michael's SCHOOL FIRE DRILL PROCEDURES.

1. All students and teachers are required to leave the building **DIRECTLY** through the closest **EXIT** doors. Students and teachers are not to delay for any reason.
2. Teachers must move the students away from the school to their designated gathering area. The teachers will have their class lists with them in order to check for any students that may still be in the school.

IMPORTANT: Each class must send a student to the principal to account for attendance.

- The school principal will alert teachers when they can safely re-enter the building.

SUPERVISION POLICY AND PRACTICES

To ensure that staff is meeting best practice in their observations and interactions with children, both indoors and outdoors, the program expresses its expectations to staff through an orientation to the program, giving staff copies of the program policies. The program hires staff with the highest levels of certification and qualifications possible.

The Coordinator observes interactions to ensure safe and diligent child supervision and monitoring is taking place. The staff watches for safety hazards and remove them promptly both indoors and outdoors. Staff ensures that they position themselves in a way that facilitates a clear line of sight of the children and move around the room or outdoor area to interact with and observe all children. Staff circulates the boundaries of the playground to further ensure the safety of the children. Children ask permission to use the washroom or get a drink of water; children leaving the BASC program room leave only one child at a time.

To ensure that program staff is aware of indoor and outdoor physical environments, they are given a tour of the facility when they are hired, given a copy of the staff handbook and work with an experienced staff member. The Coordinator will guide and answer any questions staff may have.

Every time the program transitions to and from outside, a head count will be performed. In addition, head counts are completed randomly throughout the day. Parents sign children out before leaving the program and only people authorized to pick them up are allowed to do so.

The children in the program all attend St. Michael's School; there is no transportation between the school and the program. Children come directly to the Gym to be signed-in to the program. Parents are made aware of all of the supervision policies through the Parent Handbook.

