

Front Cover

Kaleidoscope Community Preschool Program

Who We Are

Lethbridge Community Schools Association is a non-profit organization which operates out of the Nicholas Sheran Community School and satellite locations and is independent of the Lethbridge District #51 School Board. It is solely maintained through program revenue, fundraising activities and grants that are successfully obtained.

Mission Statement

The Lethbridge Community Schools Association provides opportunities for social and learning experiences to foster a community spirit, through a multi facility model and is based at Nicholas Sheran Community School. Our desire is to enrich & enhance our relationships, programs, & services for children, youth and families in our community.

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Public Health Guidelines for Child Care Activity Centers

(Directly from Chinook Health)

Play Tables

Play tables refer to the water tables, sand tables and texture tables mentioned below.

Water Tables

Procedure

Water tables should be filled with potable water at the beginning of the play session. At the end of the play session and before reuse, the water table should be drained and rinsed with a bleach solution of 2 oz. of household bleach to one gallon of water. If the table is to be used immediately after sanitizing, fill with potable water: otherwise leave to air-dry until it is to be used.

Size and Construction

The recommended maximum size of the water table is 6 square feet. Other sizes may be approved, upon written application to the Health Inspector. All water tables should be constructed of approved materials. Wooden tables will have a waterproof coating.

Maintenance

Water tables should be maintained in good condition at all times.

Restrictions

Anyone using play tables should wash his or her hands before and after using the play tables. If soaps or other substances are added to the water table, the onus is on the operator to assess or research the substance or material before it is to be used.

Sand Tables

Procedures

The sand used in sand tables should be approved for that use by the manufacturer and/or the distributor. The sand in the table should be replaced at least every four months and more often if considered necessary. The sand should be used dry, or if water is added, the amount of water should be kept to a minimum. There should be no pooling of water or excess water in the sand table. Chinook Health recommends using a spray bottle to wet the sand. Sandboxes should be covered when not in use.

Size and Construction

The recommended maximum size of the sand table is 6 square feet. Other sizes may be approved upon written application to the Health Inspector. The table should be made of approved materials. All wood surfaces should be painted.

Maintenance

Sand Tables should be maintained in good condition at all times.

Restrictions

Any sand spilled onto the floor should be deposited into the garbage and not put back into the sand tables. The sand should be checked frequently for foreign matter or debris, which should be removed immediately, by raking or using a small scoop. Anyone using the play tables should wash his or her hands before and after using the tables.

Texture Tables

Procedures

These are play tables used for materials other than sand or water. The tables may be specially designed for this purpose, or they may be the same tables normally used for sand or water. When using texture tables, no material or substance should be used if one or more of the following conditions occur:

- An allergic reaction to the skin,
- An allergic reaction to the nasal passages, or respiratory system,
- The size of the object could cause choking if swallowed.

The materials in the texture tables should be replaced at least every four months and more often if considered necessary. Chinook Health does not promote the use of foods (such as breakfast cereals and grains) in texture tables. If food items are used, smaller amounts and more frequent replacement (preferably daily) should be considered.

The onus is on the operator to assess or research the substance or material before it is to be used.

Size and Construction

The recommended maximum size of the texture table is 6 square feet. Other sizes may be approved upon written application to the Health Inspector. The table should be made of approved materials. All wooden surfaces should be painted.

Maintenance

Tables should be maintained in good condition at all times.

Restrictions

Texture tables should not be used unless supervised at all times. Those using the play tables should wash their hands before and after using the tables.

Dress Up Clothes

This refers to clothing, head wear and other props that are communally used by children in a child care centre.

Procedure/Maintenance

The amount of dress up clothes available at any one time should be monitored and kept at a reasonable level. Dress up clothes should be rotated and changed on a regular basis. Washable clothing and props should be washed at least once per week. Non-washable clothing should be dry-cleaned at least once per month. Children should wash their hands before and after using play clothes. Play clothes should be stored in a clean and sanitary manner, and storage areas should be kept neat and clean.

Restrictions

Play clothes should not be used during head lice infestations. Children with bad colds or runny noses should be restricted from using dress up clothes.

Safety Helmets

This means any safety helmet worn when riding a bike, roller blading, skate boarding or other activity where helmets are required. Spray a cloth or sponge with a bleach water solution (1 part household bleach to 10 parts water or 1 oz. Bleach to 10 oz. Water). Wipe down the helmet inside and out. Let air dry. Store helmets for 48 hours between uses.

Guidelines

If an operation does not have sufficient number of helmets to allow the 48 hours storage, it is suggested the parents supply the helmets. Chinook Health recommends the wearing of helmets when riding a bike, roller blading, skate boarding, or doing other similar activities.

For more information, please contact your local Public Health Inspector at the following Community Health offices:

Lethbridge Community Health	403-388-6689
Coaldale Community Health	403-345-3000
Taber Community Health	403-223-4403
Vauxhall Community Health	403-654-2232

Milk River Community Health	403-647-3430
Raymond Community Health	403-752-3303
Picture Butte Community Health	403-732-4762
Fort MacLeod Community Health	403-553-5351
Cardston Community Health	403-653-4981
Blairmore Community Health	403-562-5030
Magrath Community Health	403-758-3331
Pincher Creek Community Health	403-627-1230

Program Admission

Focus

The focus of the program is “Play-based learning” fostering self esteem through social interaction.

Statement of Intent

It is our intention to make our preschool accessible to children and families from all sections of the local community. We provide up to 15 places at any one time and we accept children from the age of 3 by September 15th of the program year. Children turning 5 years of age during the program year may continue until June of their program year. Children **MUST** be toilet trained upon admission or be admitted based on the discretion of the Director.

Aim

We aim to ensure that all sections of our community have access to the preschool through open, fair and clearly communicated procedures.

Methods

In order to achieve this aim, we operate the following admissions policy.

- We ensure that the existence of the preschool is widely advertised in places accessible to all sections of the community.
- We arrange our waiting list on a first come first serve basis.
- We keep one place vacant, if this is financially viable, to accommodate an emergency admission.
- We describe our preschool and its practices in terms of how it treats individuals, regardless of their gender, special educational needs, disabilities, background, religion, ethnicity or competence in spoken English.
- We describe our preschool and its practices in terms which make it clear that it welcomes both mothers and fathers, other relations and other guardians including guardians.
- We describe our preschool and its practices in terms of how it enables children with disabilities to take part in the life of the preschool.
- We monitor the gender and ethnic background of children joining the group to ensure that no accidental discrimination is taking place.
- We make our equal opportunities policy widely known.

- We offer families the opportunity to visit the preschool before applying for a place and before taking up that place. The visit(s) can occur whenever a parent is ready and prior notice is required.
- We usually only admit children at the start of September and January, but flexibility is applied where family need requires this, whether through a house move or other circumstances.

Prior to admission all families will receive a *New Starters* pack which includes:

- Welcome Letter
- Parent Setting Contract
- Information on Keyperson
- Registration Form
- All About Me sheets
- Policies
- Parental Consent Forms

Program Daily Schedule

Morning

Time	Activity
9:00 - 9:30	Free Play
9:30 - 9:50	Circle Time
9:50 - 10:10	Centers
10:10 - 10:20	Bathroom Break
10:20 - 10:35	Snack Time
10:35 - 10:45	Story Time
10:45 - 11:05	Gym/Outdoor Activity
11:05 - 11:20	Arts & Crafts
11:20 - 11:30	Closing Songs

Afternoon

Time	Activity
12:45 - 1:15	Free Play
1:15 - 1:35	Circle Time
1:35 - 1:55	Centers
1:55 - 2:00	Bathroom Break
2:00 - 2:20	Snack Time
2:20 - 2:30	Story Time
2:30 - 2:50	Gym/Outdoor Activity
2:50 - 3:05	Arts & Crafts
3:05 - 3:15	Closing Songs

Behavior Management

Statement of Intent

Our preschool believes children flourish best when they know they are expected to behave and should be free to play and learn without fear of being hurt or unfairly restricted by anyone else.

Aim

We aim to provide an environment in which there is acceptable behavior and where children learn to respect themselves, other people and their environment.

Methods

- We require all staff, volunteers and students to provide a positive model of behavior by treating children, parents and one another with friendliness, care, courtesy and the utmost confidentiality.
- We require all staff, volunteers and students to use positive strategies for handling conflict by helping children find solutions in ways which are appropriate for the children's ages and stages of development.
- We familiarize new staff and volunteers with the preschools behavior policy and its rules regarding acceptable behavior.
- We expect all members of the preschool to keep to the rules and apply them consistently.
- We praise and endorse desirable behavior such as kindness and willingness to share.
- We avoid creating situations in which children receive adult attention only in return for undesirable behavior.
- We recognize that codes for interacting with other people may vary between cultures and require staff to be aware of and respect those used by members of the preschool.
- When children behave in unacceptable ways, we help them to see what was wrong and how to cope more appropriately.
- We never send children out of the room by themselves.
- We never use physical punishment.
- We do not use techniques intended to single out and humiliate individual children.
- We only use physical restraint, such as holding, to prevent physical injury to children or adults and/or serious damage to property.
- In cases of serious misbehavior, such as racial or other abuse, we make clear immediately the unacceptability of the behavior and attitudes by means of explanations rather than personal blame.
- We do not shout or raise our voices in a threatening way to respond to children's behavior.
- We work together with the children's parents to address recurring unacceptable behavior. Parents are regularly informed about their children's behavior using objective observation records to help us understand the cause and to decide jointly how to appropriately respond.

Bullying

Bullying involves the persistent physical or verbal abuse of another child or children. We take bullying very seriously.

If a child bullies another child or children:

- We intervene to stop the child harming the other child or children;
- We explain to the child doing the bullying why his/her behavior is inappropriate;
- We give reassurance to the child or children who have been bullied;
- We help the child who has done the bullying apologize for his/her actions;
- We make sure that children who bully receive praise when they display acceptable behavior;
- We do not label children who bully;
- When children bully, we discuss what has happened with their parents;
- When children have been bullied, we share what has happened with their parents and explain that the child who did the bullying is being helped to adopt more acceptable ways of behaving.

Discipline Policy

Statement of Intent

Kaleidoscope Community Preschool has a discipline policy based on positive reinforcement to encourage change. Students whose behavior meets accepted and expected levels are encouraged to continue their good behavior. It is for this reason that students are acknowledged for their good deeds throughout the week.

Students whose behavior is less than acceptable are dealt with in an informal way by the staff member present. Every attempt is made to help the student use problem-solving techniques to change the behavior.

Methods

Intervention One

This is for students who are unable to focus or stay on task in class, or disrupt the learning of others.

This can result in:

- a. Possible Loss of privileges
- b. Possible time out
 - Phone call home to discuss the problem
 - Child is removed from the classroom and taken to a supervised timeout area until the child is ready to re-enter the classroom.

Intervention Two

This is for students who demonstrate escalated inappropriate behavior after intervention one implementation.

This WILL result in:

- a. Loss of privileges
- b. Involvement of other personnel and/or agencies
- c. Short or long term in-school suspension

Intervention Three

This is for students who:

1. Demonstrate escalated inappropriate behavior after intervention two implementation.
2. Are referred directly to the administration because of a major problem at school (i.e. dangerous behavior:

This WILL result in:

- a. Loss of privileges
- b. Involvement of other personnel and/or agencies
- c. long-term in-school suspension and/or;
- d. expulsion

School Act - Student Conduct and Discipline

Our school personnel will assist students in facing adversities around them, **but responsibility rests ultimately with the student.** The Alberta School Act, July (1994), contains a section stressing the responsibilities of the students (Section 7).

A student shall conduct him/herself so as to reasonably comply with the following code of conduct:

- a. attend regularly and punctually;

- b. cooperate fully with everyone authorized by the Board to provide education programs and other services;
- c. comply with the rules of the school;
- d. account to the teachers and staff for his/her conduct;
- e. respect the rights of others.

Philosophy Related to Discipline

We believe that every student, by nature, possesses an inherent value and is worthy of our respect and efforts. Regardless of behavior, the worth of a student as an individual human being remains intact and every student possesses considerable positive potential for growth in all aspects of his/her being.

A societal expectation is that all of its members respect each other. Learning in a public school is an ongoing process, which requires a commitment to appropriate forms of behavior. Therefore, appropriate behavior is both an end in itself and a means to an end. The idealized end product is a healthy individual who functions with a sense of self control and purpose within a framework of society. **The key person in correcting a student's inappropriate behavior is the student.** Students make decisions and choices and must accept the responsibility for the consequences that may follow.

It is in the student's best interest if the home and school can work together as a team with the student who is having persistent and/or severe discipline problems.

The staff believe that the students have the right to learn to the best of their ability, and to be in a school setting that is productive and free of unnecessary disruptions by other students. The staff also believes in positive discipline measures focusing on clear expectations; firm, fair, and consistent consequences when expectations are not met; and the student acceptance of responsibility and self-control.

Community School Expectations

Students are expected to demonstrate respect for themselves and others, concern for the safety of self and others, respect for school and classroom rules concern for our environment.

A. To promote an attitude of respect for self and others in our school and on our school grounds:

- i. Aggressive physical/verbal behavior will not be tolerated.
- ii. Use of profane or unacceptable language and/or inappropriate comments will not be tolerated.
- iii. Inappropriate gestures and/or touching will not be tolerated.
- iv. Classroom expectations will be established in each homeroom by the teacher and students.

B. To promote safety for self and others in our school and on our school grounds:

- i. Everyone is expected to walk when in the building.
- ii. Students are encouraged to arrive no sooner than 15 minutes before class, so there are supervisors on duty.
- iii. Students can only leave the school grounds with authorized individuals.
- iv. Rough play, tackling or wrestling are unacceptable.

- v. Skateboards, hockey sticks, hardballs, and other equipment deemed unsafe are not acceptable in our school and should be left at home.

C. To Promote an attitude of respect for school and classroom rules and concern for our environment:

- i. Students are encouraged to keep our school and playground clean.
- ii. Students are expected to wear clean footwear in the school.
- iii. The telephones in the office are for school business.
- iv. Students are encouraged to leave special toys and other valuable possessions at home to prevent damage or loss.
- v. Gum chewing is not allowed.

Safeguarding Children

Statement of Intent

Our preschool wants to work with children, parents and the community to ensure the safety of children and to give them the very best start in life.

Aim

Our aims are to:

- Create an environment in our preschool which encourages children to develop a positive self image, regardless of race, language, religion, gender, culture or home background.
- Help children establish and sustain satisfying relationships within their families, with peers, and with other adults.
- Encourage children to develop a sense of autonomy and independence.
- Enable children to have the self confidence and the vocabulary to resist inappropriate approaches.
- Work with parents to build their understanding of and commitment to the welfare of all our children.

Liaison With Other Bodies

- We have procedures for contacting the local authority on child protection issues, including maintaining a list of names, addresses and telephone numbers of social workers, to ensure that it is easy, in any emergency, for the preschool and social services to work together.

Categories of Concern

- Neglect. The persistent or severe neglect of a child which results in significant impairment of the child's health or development. Examples include:
 - Failure to provide adequate food, clothing or shelter (including abandonment or exclusion from home)
 - Failure to protect from physical or emotional harm.
 - Failure to meet a child's basic emotional needs.
 - Failure to ensure adequate supervision.
 - Failure to ensure access to appropriate medical care.
- Physical abuse. Deliberate or intended injury to a child. Examples include:
 - Hitting, shaking, throwing, burning, scalding, drowning, suffocating or poisoning.

- Deliberate inducement of illness.
- Sexual abuse. Actual or likely sexual exploitation. Examples include:
 - Use of force or enticement to take part in sexual activity, penetrative or non-penetrative.
 - Involvement in non-contact activities such as looking at or making abusive images.
 - Encouraging children to watch sexual activities.
 - Encouraging children to behave in sexually inappropriate ways.
 - Any sexual activity with a child under 16 years of age (with or without agreement).
- Emotional abuse. Persistent or severe emotional ill treatment or rejection which adversely affects the child's emotional and behavioral development. Examples include:
 - Conveying to a child that they are worthless, unloved or inadequate.
 - Overprotection, limiting exploration and learning, preventing normal social interaction or imposing inappropriate expectations.
 - Causing a child to feel frightened or in danger by the witnessing of violence towards another person whether domestic or not.

Methods

Staffing and Volunteering

- We provide adequate and appropriate staffing to meet the needs of children.
- We abide by the Child, Youth and Family Enhancement Act
- We have procedures in place for recording the details of visitors to the preschool.
- We take security steps to ensure that we have control over who comes into the preschool so that no unauthorized person has unsupervised access to the children.

Disciplinary Action

Where a member of staff or a volunteer is dismissed from the preschool or internally disciplined because of misconduct relating to a child.

Training

We seek out training opportunities for all adults involved in the preschool to ensure that they are able to recognize the signs and symptoms of possible physical abuse, emotional abuse, sexual abuse and neglect so that they are aware of the local authority guidelines for making referrals. We ensure that all staff know the procedures for reporting and recording their concerns in the preschool.

Planning

The layout of the room allows for constant supervision. Where children need to spend time away from the rest of the group, they are never left unsupervised.

Curriculum

- We introduce key elements of child protection into our foundation stage curriculum, so that children can develop understanding of why and how to keep safe.
- We create, within the preschool, a culture of value and respect for the individual.
- We ensure that this is carried out in a way that is appropriate for the ages and stages of our children.

Allegations Against Staff

- We ensure that all parents know how to complain about staff or volunteers within the preschool, which may include the allegation of abuse.
- We follow all the disclosure and recording procedures when an allegation is made that a member of staff or volunteer has abused a child, as if it were an allegation of abuse by another person.

Responding to Suspicions of Abuse

- We acknowledge that abuse of children can take different forms - physical, emotional, sexual, and neglect.
- When children are suffering from physical, sexual, or emotional abuse it may be demonstrated through changes in their behavior, or in their play. When such changes occur, or when the child's play gives cause for concern, the preschool investigates.
- We allow investigation to be carried out with sensitivity. Staff in the preschool take care not to influence the outcome either through the way they speak to the children or ask questions of the children.
- Where a child shows signs and symptoms of 'failure to thrive' or neglect, we make appropriate referrals.

Disclosures

Where a child makes a disclosure to a member of staff, that member of staff:

- Offers reassurance to the child.
- Listens to the child.
- Gives reassurance that she or he will take action.
- The member of staff does not question the child.

Recording Suspicions of Abuse and Disclosures

Staff make a record of:

- The child's name;
- The child's address;
- The age of the child;
- The date and time of the observation or disclosure;
- An objective record of the observation or disclosure;
- The exact words spoken by the child;
- The name of the person to whom the concern was reported, with date and time; and
- The names of any other person present at the time.

These records are signed and dated and kept in a separate confidential file. All members of staff know the procedures for recording and reporting.

Informing Parents

Parents are normally the first point of contact. If a suspicion of abuse is recorded, parents are informed at the same time as the report is made, except where the guidance of the local authorities does not allow this. This will usually be the case where the parent is the likely abuser. In these cases investigating officers will inform the parents.

Confidentiality

All suspicions and investigations are kept confidential and shared only with those who need to know. Any information is shared with local authorities.

Support to Families

- The preschool takes every step in its power to build up trusting and supportive relations among families, staff and volunteers in the group.
- The preschool continues to welcome the child and the family whilst investigations are being made in relation to abuse in the home.
- Confidential records are kept on a child and shared with the child's parents or guardians only if appropriate under the guidance of local authorities.
- With the proviso that the care and safety of the child is paramount, we do all in our power to support and work with the child's family.

Emergency Situations

Statement of Intent

It is our intention to provide a safe environment for the students and staff of Kaleidoscope Community Preschool. Therefore, in any emergency, the prime consideration must be the safety and well-being of the children.

Aim

By placing carefully laid out plans and procedures we at Kaleidoscope Community Preschool are prepared for any emergency situation that may arise.

Method

The following are general guidelines that all schools will follow during emergency evacuations. The application of the procedures may vary slightly from school to school depending on the age of the students and the physical makeup of the facility. Each school should prepare procedures for the use based on these general guidelines.

1. Upon hearing a fire alarm or request to evacuate the building, all persons shall evacuate the building. Notwithstanding this, the following should occur:
 - 1.1 The students shall immediately proceed in a calm and systematic manner to the nearest exit.
 - 1.1.1 Should the exit be inaccessible (blocked by fire or suspicious object), students shall proceed to the nearest alternate exit.
 - 1.1.2 The first person at the door shall hold it open until all are through the door.
 - 1.2 Pre-determined staff members in the immediate vicinity of non-instructional rooms (washroom, storage, etc.) shall check those rooms for occupants and perform other tasks dependent upon the situation.
 - 1.2.1 List of responsibilities shall be designated and posted.
 - 1.3 For each occupied area, the lights shall be left on, windows, doors, and fire doors shall be closed.
 - 1.4 All persons shall be evacuated to a safe distance from the building.
2. Once the building has been evacuated, the teacher shall take attendance and notify the Principal or other designated individual of any students who are missing.
 - 2.1 The Principal or designate shall initiate the necessary search procedures.
3. The decision to re-enter the building shall rest with the principal or designate.

Confidentiality

Statement of Intent

It is our intention to respect the privacy of children and their parents and guardians, while ensuring that they access high quality preschool care and education.

Aim

We aim to ensure that all parents and guardians can share their information in the confidence that it will only be used to enhance the welfare of their children.

Methods

To ensure that all those using, and working in, the preschool can do so with confidence, we respect confidentiality in the following ways:

- Parents have ready access to the files and records of their own children but do not have access to information about any other child.
- We will only discuss confidential information with those who have parental responsibility for a child, unless instructed otherwise by those with parental responsibility or in a case of our Safeguarding policy applies.
- A private room can be made available for parents who wish to discuss anything in confidence with a staff member.
- Staff will not discuss personal information given by parents with other members of staff, except where it affects the care of, and planning for, the child's needs.
- Staff induction includes an awareness of the importance of confidentiality in the role of the keyperson.
- Any concerns/evidence relating to a child's personal safety are kept in a secure, confidential file and are shared with as few people as possible on a "need to know" basis.
- Personal information about children, families and staff is kept securely in a lockable file whilst remaining as accessible as possible. Staff personnel records are kept off site in a secure file to ensure confidentiality.
- Issues to do with the employment of staff, whether paid or unpaid, remain confidential to the people directly involved with making personnel decisions.
- Items will be kept securely until they are no longer needed and then shredded.
- A breach of this policy can be considered to be gross misconduct by staff, and will be dealt with accordingly under the the staff grievance and disciplinary policy.

Contact and Collection of Children Policy

Statement of intent

The preschool keeps up to date records and contact details of the adults involved in the care of the children attending. These are used to ensure children can be safely collected at the end of the session, and at other times when necessary. Systems are in place to ensure that children cannot leave the premises without an authorized adult and that children are properly cared for in the event of a delay to their collection at the end of a session. These ensure the child is cared for safely by an experienced and qualified practitioner who is known to the child.

Aim

In the event that a child is not collected by an authorized adult, we will ensure that the child receives a high standard of care in order to cause as little distress as possible. We inform parents/

guardians of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.

Procedures

1. Parents of children starting at the preschool are asked to provide specific information which is recorded on our Registration Form, including:
 - home address and telephone number if the parents do not have a telephone, an alternative number must be given, perhaps a neighbor's;
 - place of work, address and telephone number (if applicable);
 - mobile telephone number (if applicable);
 - names, addresses, telephone numbers and signatures of adults who are authorized by the parents to collect their child from preschool, for example a guardian or grandparent;
 - information about any person who does not have legal access to the child.
2. On occasions when parents are aware that they will not be at home or in their usual place of work, they record how they can be contacted in our Collection Book.
3. On occasions when parents or the persons normally authorized to collect the child are not able to collect the child, they record the name, address and telephone number of the person who will be collecting their child in our Collection Book. We agree with parents how the identification of the person who is to collect their child will be verified.
4. Parents are informed that if they are not able to collect the child as planned, they must inform us so that we can begin to take backup procedures. We provide parents with our contact telephone number. We also inform parents that in the event that their children are not collected from preschool by an authorized adult and the staff can no longer supervise the child in our premises we apply our child protection procedures as set out in our child protection policy.
5. If a child is not collected at the end of the session/day, we follow the following procedures:
 - the Collection Book is checked for any information about changes to the normal collection routines;
 - if no information is available, parents/guardians are contacted at home or at work;
 - if this is unsuccessful, the adults who are authorized by the parents to collect their child from preschool and whose telephone numbers are recorded on the Registration Form are contacted;
 - all reasonable attempts are made to contact the parents/guardians, for example a neighbor is contacted or another member of staff visits the child's home;
 - the child stays at preschool in the care of two licensed workers until the child is safely collected; the child does not leave the premises with anyone other than those named on the Registration Form and in the Collection Book;
 - if no one collects the child and the premises are closing, or staff are no longer available to care for the child, we apply the procedures set out in our Child Protection Policy. We contact our local authority and a full written report of the incident is recorded. Parents should be aware that the preschool reserves the right to make a charge for children being collected later than the closing time advertised. This charge will be made for each fifteen minutes or part thereof after the closing time. Current charges are available on request

from the preschool and are subject to change each year as decided by the management committee. Charges will be made per child.

Equality and Diversity

Statement of Intent

It is our goal to provide an inviting environment for all children regardless of their background, race, sex, gender, family dynamics, social status, abilities or disabilities.

Aim

We aim to teach the children of Kaleidoscope Community Preschool to embrace and accept people as they are. Our differences are an opportunity to learn new things and come together. By teaching these core values, it is our hope that the children of tomorrow will create a positive change for the future.

Methods

To promote our intent of equality and diversity:

- Bullying, teasing, and/or aggressive physical and/or verbal behavior will not be tolerated.
- Use of profane or unacceptable language and/or inappropriate comments will not be tolerated.
- Respect diversity and prevent prejudice.
- Teach students to manage anger and deal with bullying appropriately.
- Develop self-esteem.
- Build safe and caring classrooms, schools and communities.

Health & First Aid

Statement of Intent

When a child is injured at school, the child may be given emergency first aid by the staff. The parents, or person listed as the emergency contact on the student registration form, will be notified. An alternate emergency number is most important should we be unable to reach the parent.

Anaphylactic Reactions

Anaphylaxis is a frightening disease, as you are aware. It is life-threatening and can appear suddenly, violently, and with little or no warning. Working as a team, parents and school staff can make anaphylaxis a manageable disease. Children are counting on our combined efforts to stay safe: to help prevent an allergic reaction from happening, and to be prepared if it does, here are some things we do to make our school safer for all.

- Sharing of food is disallowed.
- Our school is PEANUT FREE
- None of the allergic food will be allowed to enter the facility.
- Allergies are posted on the parent information board. Parents are responsible to know the allergies in their particular class and refrain from sending their child to school with such items.
- We choose activities in which the allergic child can fully participate in.
- We inform the child's parents, or guardian, well in advance of any special activities which may involve food. (e.g. birthday parties, class trips, etc.)

Anaphylactic Protocol

When a child is identified with an anaphylactic, diabetic, epileptic, or other life-threatening condition, the school will follow a number of procedures:

- i. A letter will be sent home to ALL class parents requesting that food containing the harmful allergens not be sent to school as a snack, lunch, etc.
- ii. There is no sharing of food allowed.
- iii. The food allergens involved will not be allowed in the classroom.

Student Medication

In cases where the health of the student depends on the administration of medication, it is the responsibility of the parent/guardian to file a detailed "Request for School Assistance with Administration of Medication" form with the school. These forms can be obtained through the classroom teacher. Any medication must be kept in a secure location and will be administered ONLY if the above procedures are followed.

Head Lice Protocol

- i. Students with head lice will be identified, notified and supported in a confidential, non-judgmental manner.
- ii. Students, staff and parents will be offered information on head lice prevention and treatment. When the school becomes aware of a student's head lice the school will notify the parent or guardian. It is not required that the student be removed from the class immediately upon detection, but head-to-head contact should be minimized. A letter informing ALL parents in the class will be sent home to encourage parents to take precautionary measures against the spread of lice. The infected student may return to school when the recommended treatment is completed. Trained school staff or a public health nurse may conduct the screening of classmates.

Food & Drink

Statement of Intent

At Kaleidoscope Community Preschool your child's well-being is our number one priority. We ask that all parents provide a snack for their child to replenish them mid-way through the daily session. We ask you to keep in mind that Kaleidoscope Community Preschool is a PEANUT-FREE school.

Aim

During the daily snack time, children get the opportunity to take a break from the day's activities and restore their energy with a healthy snack. Each day of the week will represent a different food group from the Canada Food Guide, please ensure your child(ren)'s snack follows the suggested daily food group schedule as listed below.

Methods

- All snacks MUST be peanut-free.
- Snacks must be of the healthier variety.
- Water will be served with every snack.
- Junk food is not permitted.
- No pop.
- No juice (unless required for health reasons, Doctor's note must be provided).
- All parents are responsible for providing their own child(ren)'s snack(s).

Snack Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Dairy	Vegetables	Bread	Fruit	Any

Special Educational Needs

Statement of Intent

Early childhood development is of utmost importance for your child. Learning that your child requires special educational needs can be a lot to handle and leave you feeling confused. We intend to ease the transition from preschool to kindergarten so that your little one receives the care and education he or she needs. At Kaleidoscope Community Preschool our trained staff will help you to understand your child's special educational needs.

Aim

By providing a safe space and low ratios for your child we can ensure that they are receiving top quality education by targeting their specific needs.

Methods

- Work one-on-one with the parents and their child to assess their needs.
- Offer low teacher to child ratios for a one-on-one learning experience.
- Offer a safe learning environment where discrimination is not tolerated.
- We strive to teach the importance of diversity and equality.

Tips for a Successful Year

- Get to know your child(ren)'s teacher.
- Become aware of the teachers expectations, standards, and approaches to learning.
- Provide input to assist the teacher in setting realistic goals for your child.
- Don't wait for things to go wrong. Be aware of how your child is doing in school.
- Read to your children. Few things are more important than reading to children.
- Learning is a continuous process. A child can and does improve as a learner. Learning is not just an intellectual development. It involves the total child, socially, emotionally, creatively, and physically.
- Not all children learn at the same rate. The progress your child has made is very important, celebrate this success with them. The use of rewards are fun and supportive, like a special outing.

Helpful Phone Numbers for Parents

Police/Fire/Ambulance	911
Hospital	403-382-6111
Family Centre	403-320-4232

AADAC	403-381-5183
Community Mental Health Services (Children's Services)	403-381-5278
Block Parent Program	403-330-5020
Neighborhood Watch	403-330-5020
Kids Help Phone	1-800-668-6868
Lethbridge Family Services - Counseling and Education Department	403-327-5724
Big Brothers/Sisters	403-328-9355
Boys and Girls Club of Lethbridge	403-327-6423
Native Liaison	403-380-5316
The Salvation Army	403-327-8084
Sik Ooh Native Friendship Centre	403-328-2414
Lethbridge Handi-Bus	403-329-6464
Lethbridge Public Library	403-380-7341
Harbour House (Women's Emergency Shelter)	403-320-1881
Lethbridge Food Bank	403-320-1879
YWCA	403-329-0088
YMCA	403-327-9622