QUEST 1: The Guide to Policies & Procedures

A complete guide to policies and procedures that support healthy child development



HIGH FIVE® A quality standard for children's sport and recreation Founded by Parks and Recreation Ontario



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Acknowledgements

History

Parks and Recreation Ontario (PRO) began developing HIGH FIVE® in 1994 to acknowledge the impact of recreation and sport on children in middle childhood and to ensure those leading recreation and sport programs understand the importance of nurturing children's mental health along with their physical health. QUEST 1 was first developed in 2001 to help organizations assess their policies and procedures in terms of healthy child development and take quality assurance to the next level.

Support

HIGH FIVE® gratefully acknowledges the support of the Government of Ontario in developing the new QUEST 1 in 2010.

Development

HIGH FIVE® would like to recognize the expertise of all those involved in the development of all three parts of the new QUEST 1:

- The Tool to Assess Policies and Procedures
- The Guide to Policies and Procedures
- Online Training

Dozens of people from a variety of sectors across Canada were part of an Expert Review Committee who provided guidance around policies and procedures, training and development as well as quality assurance.

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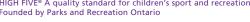
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HIGH FIVE® A quality standard for children's sport and recreation **QUEST 1: The Guide to Policies & Procedures**











HIGH FIVE® is Canada's only comprehensive quality standard developed for organizations that provide recreation and sport to children aged 6 to 12. Through a quality assurance process, HIGH FIVE® supports the safety, well-being of children and represents a true commitment to healthy child development in recreation and sport.

HIGH FIVE® was founded by Parks and Recreation Ontario (PRO) in 2001 after years of research and development. The HIGH FIVE® standard provides a support system of specialized training, innovative tools and resources for leaders and parents to help organizations move toward the goal of quality assurance and optional Accreditation.

HIGH FIVE® Vision

Through sustained involvement in quality recreation and sport activities, all children aged 6 to 12 are experiencing healthy child development.

HIGH FIVE® Mission

HIGH FIVE® is a framework committed to assisting children along the path of healthy child development by:

- Ensuring that recreation and sport practitioners develop a high level of knowledge and expertise in child development
- Helping parents to make informed choices
- Providing practitioners with the tools for enhancing and maintaining a high level of program quality

QUEST 1: The Guide To Policies & Procedures

The Guide to Policies and Procedures (QUEST 1 Guide) is a HIGH FIVE® resource that provides ready to use sample guidelines to support organizations in designing, writing and implementing policies and procedures.

Policies are used by an organization to manage the operations and determine how an organization makes decisions which affect people.

Organizations without 'governing documents' run into trouble because they:

- Do not set out policies
- Set out policies but they are incomplete, vague or contradictory
- Set out policies but then choose not to follow them
- Have policies that do not fit with their culture, realities or resources

Good policies are:

- Essential to everything an organization is and does
- A vital element of risk management and quality assurance
 - Good governance begins with ensuring that the necessary governing documents are in place and work effectively
- Necessary for successful operations and focus on risk management
 - A child-centered approach to service delivery is adopted through HIGH FIVE®
 - By making every child's recreation and sport experience positive, organizations establish a reputation for quality and expertise



QUEST 1: The Guide to Policies & Procedures

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The QUEST 1 Guide is a companion piece to the Tool to Assess Policies and Procedures (QUEST 1 Tool).

All of the HIGH FIVE® Tools, training and resources, including this Guide, were created for use in a wide variety of settings with many different forms of leadership.

- Research shows the impact that both paid staff and volunteer leaders have on the experience of children in their care
- Given the importance of both types of leaders, the policies in this guide apply to both staff and volunteers
- The standards of quality for children's sport and recreation are the same, regardless of whether or not the individual is staff or a volunteer

The information in this Guide can be used by:

• Anyone interested in programs that support the healthy development of children (Although, the HIGH FIVE® standard was developed for children aged 6 to 12, the sample policies and procedures in this Guide are also relevant to children in the early years (5 and under) and youth (13 and up).)

The sample policies and procedures in this Guide may not exactly suit the circumstances of every service provider or program. They can, however, provide valuable guidelines in your efforts to provide an optimum level of operation for the healthy development of children. The consideration of all policies is urged.

The HIGH FIVE® Making a Difference Report, 2008, revealed that Organizations involved in HIGH FIVE® have improved quality of care for children, improved experiences for children, increased customer satisfaction, improved teamwork, increased staff morale and higher staff retention.

"From a public policy perspective, investing in the health of ou<mark>r chi</mark>ldren is as essential to our growth as a nation as investing in infrastructure."

- Dr. K. Kellie Leitch, Reaching for the Top, 2007

Our hope is that by implementing the sample policies and procedures contained in this Guide, organizations, groups and clubs who work with children will adopt and consistently use practices that foster and support the healthy development of children in recreation and sport.











Before You Get Started

How policies and procedures enhance children's recreation and sport experiences

Written policies and procedures:

- Reflect and support the basic developmental needs of children
- Help ensure children receive a safe and quality experience
- Provide a strong reference point for staff and volunteers when they are in doubt about what to do in a given situation
- Reduce the variance in practices that can occur when policies do not exist and limit the range of interpretation when policies and procedures are "known" by personnel but are not formalized in writing

How to create new policies and procedures or update existing ones

Preparation - Collect current information and analyze current situations

- Preparation is one of the most important elements in the policy review process
- It requires you to scan your organization, gather copies of all existing policies and procedures, and identify what is currently being implemented and what is not
- By using the QUEST 1 Tool, you will have guidelines for the minimum standards required to operate quality children's programs
- Some organizations may not have existing practices written as policies. As part of the preparation step, you should do a QUEST 1 assessment to document all current policies and procedures

Review - What needs improvement?

- Once you have gathered all of your information and administered QUEST 1 assessment, you will have a sense of which policies and procedures are effective and which require strengthening
- One of the most powerful ways of using the Tool is to conduct the questionnaire with a member of the front line leadership
- Variances in responses between you and a front line leader will immediately identify problem areas. You may, for example, discover policies and procedures that have been developed "on the fly" at the front line level but are not part of the organization's policy listing. Or, you may find that leaders are unaware of a policy that applies to their program
- QUEST 1 Tool asks you to provide evidence of adherence to policies and procedures. This step will help you quickly identify areas needing improvement

Examine - **Examine** ways to improve

- Once you have identified policies and procedures where awareness is weak or adherence is non-compliant, it is necessary to examine ways to improve
- At this point you can ask yourself several key questions:



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- •
- How are policies and procedures currently communicated to personnel? (E.g. *through program manuals, job descriptions, meetings*)
- Where are the weak links in the communication process?
- How are personnel trained to understand and correctly apply policies and procedures? (E.g. with the help of handbooks, written tests, periodic refresher sessions)
- What supervision methods are used to ensure understanding and compliance? (E.g. *through observing programs and/or reviewing accident reports and serious occurrence reports*) Are these methods effective?
- What happens when awareness of policies and procedures is weak, or non-compliance is found in the system?
- To what extent are parents and children aware of policies and procedures?

Set Priorities - Decide which policies and procedures need to be created and which need to be upgraded. It's a way of setting your bar on your standards.

- After examining problem areas, it is important to decide on priorities for change
- You may find that several policy areas require attention and a great deal of work
 is required to upgrade the system. How do you decide what should have the
 greatest priority? The answer usually comes down to common sense
- · Child safety is always the first priority
- In cases where lack of policies and procedures, or non-compliance with existing ones, may result in participant risk, immediate action is required to strengthen the safeguards for children and ensure that everyone involved is aware of any new procedures
- Key questions to ask yourself are:
 - Are children at risk if changes are not made?
 - What can realistically be achieved and is it an acceptable minimum standard? If not, should this program be operating under the current conditions?
 - What preliminary and secondary steps can be taken to improve the situation?
 - Within what time-frame is all of this needed?
 - Who needs to be involved?

Create - Write policies and procedures

There are five essential rules of policy writing:

- 1. Be **clear** write the policy in plain language so that is understandable to everyone. Make it a practice of having an outsider review a draft of a written policy, to see if they understand it. If someone from outside the organization can understand the document, then likely most of the organization's managers, staff, members and participants will also.
- 2. Be **concise** don't use three words where one will do. Writing concisely takes effort and time, but the end product is well worth it.
- 3. Be **consistent** terms and phrases must be used consistently throughout a policy document. For example, if the policy refers to "programs" in one section, don't use a different term such as "event" in another. A policy

TTP

Don't become overwhelmed with the task. If you are starting from scratch and need to set up new policies or make numerous changes to existing ones, you can tackle one area at a time by setting priorities. Start with what is practical for your organization. Quality assurance is an ongoing process and not meant to be achieved overnight











- must be absolutely consistent in its use of terms, as lack of consistency will often lead to disputes.
- 4. Be **complete** the policy must anticipate every circumstance and must cover every aspect of an issue. There cannot be gaps, holes or loose ends. The policy must cover procedural steps from the beginning to the end.
- 5. Be **friendly** to the reader clarity, conciseness and consistency will make a policy easier to understand, but the format and layout will make it easier to read. Use titles, headings, subheadings, and bullet point lists wherever possible.
- Use the QUEST 1 Guide to help you write each policy using the same format
- Users will become familiar with policy formats and will remember them more easily

It is recommended each policy contain these elements:

The Policy Statement

Your organization's position on the issue and what you will do in the given situation.

The Purpose of the Policy

What will be achieved by the policy and why it was created.

Why Is This Policy Important?

Understanding why a recommended action is significant is a key component of adult learning. This section helps program personnel connect the action plan to the basic developmental needs of children. It provides personnel with a base for explaining the policy to others involved in implementing the policy and living by it (E.g. leaders, children, parents).

PROCEDURE

A) Process

- Outline of what should happen to implement the policy
- This includes
 - Who is involved
 - What gets done
 - The timeframe for action
 - Any related record-keeping processes

B) Evidence: How will we know the policy is being followed?

- Evidence will determine whether the policy is being properly implemented. Evidence can range from
 - Observing that children in the program are happy using QUEST 2
 - Establishing a procedure to take attendance for all programs

C) Communication: Who should know about this policy?

- Who should be made aware of the policy
 - All **leaders** must have an understanding of the policies and procedures they are responsible for interpreting and applying. All new leaders require a full orientation to this information, while returning leaders need a refresher course
- Since it is supervisors who play a key role in guiding leaders and



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monitoring practices intended to support healthy child development, it is essential for them to be well informed

- **Additional staff**, such as facility personnel, Human Resource and clerical staff (E.g. *custodians and community centre receptionists*), are often approached by the public, by children and even by new leaders for information on program or organizational policies. These staff can be a major support to program by providing accurate clarification or reinforcement and they have a role to play in supporting healthy child development
- Communicating the organization's philosophy, goals, role and responsibilities is one of the most important things that you can do for the parents/legal guardians/caregivers and children
- How will these individuals be informed about the policy (E.g. *via a meeting, an interview, signage, etc.*)
- Promotional materials, parent information handbooks and on-site posters tend to bring policy information "front and centre" on an ongoing basis. By publicizing your organization's use of the HIGH FIVE® tools, you are stating to families that your organization is committed to quality programs
- Job descriptions and performance appraisals are additional methods that can be used to communicate and reinforce the information
- Where (in appropriate documents) will the policy appear

D) How to support the policy? Success factors to consider

- Special considerations
- Recommended supports or enablers which may enhance the policy development and implementation process

Training Considerations

- Policy manuals and training sessions are the most common way to spread the word on policies and procedures
- The way you plan and provide training on policies and procedures requires careful thought
- You want to help learners know and understand the information and you want to ensure that the training will affect their behaviour
- When thinking about an effective training plan, consider the following:
 - Traditional training methods, such as reviewing policy and procedure manuals, do not guarantee that staff and volunteers will "buy in" to the information and apply it
 - Training programs should be designed to inform personnel of the existence of policies and procedures and to help them understand the purpose of each policy and how it should be applied in practical terms
 - Each of the sample policies in this Guide reflects the basic developmental needs of children. Trainers need to take a child-centred approach when explaining the rationale for policies
 - To test knowledge and understanding of policies and procedures, the use of quizzes and case studies can be helpful











- Observation of staff and volunteers is important to help evaluate whether or not the policy training has affected their behaviour
- Training should not be an annual event, but should be ongoing. Reinforcement is necessary and can take place through leader meetings, in-service training workshops, newsletters and refresher sessions
- Every moment available is a "teachable moment". Constant communication between supervisors and leaders provides informal opportunities for supervisors to act as role models, and to build upon existing knowledge
- Policies and procedures that support healthy child development will become
 engrained in the culture of the organization once there is solid awareness and
 understanding among the full circle of people leaders, supervisors, additional
 staff and parents who have contact with children

Monitoring, Evaluating and Fine Tuning

- Once policies and procedures are developed, communicated and implemented, they still require careful attention
- The process of monitoring, evaluating and fine tuning should involve the full circle of people affected by the policies to ensure the policy increases the quality of the children's experience
- By listening carefully to feedback received from parents, care givers and children, you can relate the quality of their experiences to current policies
- Families and leaders will provide valuable insight into policies that require upgrading to better reflect the needs of children
- QUEST 1 and QUEST 2 are closely linked and together support the pursuit
 of quality. Once you have administered both Tools in your setting, critically
 examine whether or not your policies and procedures are indeed supportive of
 the areas identified in QUEST 2 as requiring improvement
- Evaluation of systems supporting the policy might be needed to ensure that implementation is as smooth and consistent as possible
- In each case where a strengthened approach is required, key questions need to be answered:
 - What is our current practice in response to this issue?
 - Is everyone aware of the current policy and procedure?
 - Is the area requiring improvement a trend or an isolated issue?
 - What could we have done differently as an organization to prevent this issue?
 - Who should be involved in any changes to improve the situation?
- Upon answering these questions you will have most of the information needed to improve the specific area requiring attention and to improve the quality of the experience for children



HIGH FIVE® A quality standard for children's sport and recreation



Getting Started

This Guide contains sample policies for each area outlined under the four sections in QUEST 1:

- 1.0 Interactions
- 2.0 Supervision and Safety
- 3.0 Program Characteristics and Supports
- 4.0 Administrative Practices

You can use each of these sections to actually develop or update your own policies and procedures. The Guide is organized so you can reference and use only the section you require.

The policy samples can be used word-for-word or as a template when developing your own policies. The samples are generic and can be applied to all types of recreation and sport organizations that serve children. You can adopt the sample policy and maintain its fundamental intent, yet tailor the wording to be specific to your organization.

HIGH FIVE® is committed to ensuring the sample policies in the QUEST 1 Guide remain up-to-date and relevant. As such, HIGH FIVE® encourages organizations to visit the HIGH FIVE® website at www.HIGHFIVE.org to access new policies, revised policies and relevant information pertaining to policy development and legislation.

Legal Disclaimer

HIGH FIVE®, a propriety standard owned by Parks and Recreation Ontario ("PRO"), does not represent, warrant or endorse the completeness of any of the information, content, views, opinions, or recommendations contained in the information provided, specifically those sample policies found in the HIGH FIVE® Guide to Policies and Procedures. Every precaution has been taken to provide the most accurate information possible and is for informational purposes only. This information is accepted on the condition that errors or omissions shall not be made the basis for any claim, demand or cause for action. The information and data were obtained from sources believed to be reliable, but we do not guarantee its accuracy.

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Glossary of Terms

Leader (frontline): Anyone who gives direct leadership to children aged 6 to 12. This could include program staff, program leader, program operator, coach, instructor, counselor, teacher, childcare worker, or activity leader.

Volunteer: Any person (including students) that performs similar roles as a staff person but is not paid.

Supervisors and managers (administration): program management staff, supervisors, managers, senior personnel, head coach, who oversee programs for children aged 6 to 12.

Child: program participant, athlete, aged 6 to 12.

Site: facility, sport facility, program site, park, pool, arena, field, playground, community centre, school.

Staff: leaders, supervisors, managers, who work in an environment with children aged 6 to 12.

Program: Any activity instructed by a leader for a group of children aged 6 to 12 (E.g. sport and recreation programming/activities)

The QUEST 1 Guide to Policies and Procedures: This HIGH FIVE® Guide provides sample policies and procedures that support healthy child development. As a resource, the HIGH FIVE® guide helps organizations implement a child-focused approach to risk management.

The QUEST 1 Tool to Assess Policies and Procedures: The HIGH FIVE® Tool is used to review, measure, and evaluate the extent to which an organization's policies, procedures and systems support healthy child development.

QUEST 1 Quality Indicators: Each of the 4 sections of the QUEST 1 provides a list of 'Quality Indicators' that are supported by a corresponding policy found in The Guide to Policies and Procedures. These Quality Indicators are used to measure your organization's policies and procedures in the QUEST 1 Tool.

QUEST 1 Workshop: HIGH FIVE® training that enables supervisors and managers to assess, develop, measure and adopt child-focused policies and procedures.

QUEST 2 Tool: The HIGH FIVE® scientifically-validated Tool is used to review, measure, and evaluate the extent to which children's programs support healthy child development for children aged 6 to 12.

QUEST 2 Quality Indicators: Each of the 5 sections of the QUEST 2 provides a list of 'Quality Indicators.' These Quality Indicators are used to measure program quality and are rated on a score of 1 to 9 where 1 is poor and 9 is excellent. They determine the impact of a program on a child's healthy development.

QUEST 2 Workshop: HIGH FIVE® training that enables supervisors and managers to observe and measure program quality.







1.1

Selection and Hiring Procedures

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Quality Indicator 1.1.1

Hiring criteria for leaders include:

- Interest in and experience working with children
- Understanding the various aspects of child development
- Expressing a caring attitude when working with children
- Recognized certification in first-aid

SAMPLE POLICY STATEMENT

The organization is committed to ensuring that the leadership of children's programs is of the highest quality. Hiring criteria for leaders of children's programs require that leader candidates demonstrate: interest in, and experience working with children; an understanding of the various aspects of child development; a caring attitude when working with children; and recognized certification in first-aid.

PURPOSE

To provide guidelines to establish minimum standards for quality leadership within children's programs.

WHY IS THIS POLICY IMPORTANT?

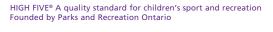
Hiring criteria helps to ensure that leaders:

- Have an understanding of the developmental needs of children and a genuine commitment to their well-being
- · Are qualified to provide emergency first-aid treatment

PROCEDURE

A] The process

- Establish job descriptions for all leaders. Job descriptions should relate directly to the hiring criteria by listing the knowledge, skills and responsibilities necessary for each position
- Develop screening, selection and placement processes for leaders to reflect hiring criteria. (E.g. interview questions and pre-selection screening programs should be designed to investigate a leader candidate's level of understanding of the various aspects of child development)
- Before placing leader candidates with children, have them participate in the HIGH FIVE® Principles of Healthy Child Development workshop to ensure they understand how to apply the HIGH FIVE® Principles
- Ask leader candidates to produce current and original copies of their first-aid and HIGH FIVE® PHCD or HIGH FIVE® Sport workshop certificates. Photocopies should be placed in their personnel files
- Monitor the expiry dates of first-aid certificates through periodic reviews of personnel files and/or a central data bank. Once leader candidates are placed in leader positions, they should be advised in writing when their first-aid certification is due to expire, and told that, as a condition of keeping their position, they are responsible for re-certifying with a recognized training organization
- Conduct ongoing assessments of the children's needs to ensure that the criteria for leader selection match these needs









- A well-designed and documented selection process is in place that includes specific strategies for screening leaders to ensure that hiring criteria are met
- Leader candidates are not placed with children unless they provide a copy of current first-aid and HIGH FIVE® certificates
- Personnel files for all leaders contain photocopies of first-aid and appropriate HIGH FIVE® workshop certificates
- Leaders are suspended from their positions until expired first-aid certification is renewed

C] Communication: Who should know about this policy? How will they be informed?

- Anyone within the organization responsible for hiring leaders who work with children aged 6 to 12
- Leader candidates through job advertisements, job fairs, staff policy handbooks
- Parents should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Advise leader candidates who have never received first-aid and/or HIGH FIVE® training, or whose certification has expired, that they cannot be placed with children until they have taken recognized training or are re-certified
- Performance appraisals reflect the hiring criteria (E.g. evaluation forms should rate a leader's ability to convey genuine interest in children)
- Personnel involved in the selection and hiring process will need to be trained to understand the HIGH FIVE® Principles and the qualities that they should be looking for in leader candidates
- Supervisors and managers should ensure that selection and hiring procedures are
 well thought out and documented from start to finish. The step-by-step "Selection
 and Hiring Guide" contained in some human resource manuals might be helpful
- Personnel involved in the development of selection and hiring procedures need to be skilled in designing screening processes and knowledgeable about human rights legislation as it relates to hiring practices
- A periodic review of selection and hiring procedures should take place to evaluate whether current practices are effective in ensuring quality leadership for children. The results of QUEST 2 scores will indicate the level of current effectiveness. (E.g. if a sample of children's programs shows consistently average-to-low scores in the "Leader-Child Interactions" section, this could indicate that leader candidates have not been screened effectively for a genuine interest in children and a caring attitude. Positive or negative trends in performance appraisals will also provide indications of strengths and weaknesses in the selection and hiring procedures)

TID

If a program shows consistently average to low scores in the QUEST 2 "Leader-Child Interactions" section, this could indicate that leader candidates have not been effectively screened for a genuine interest in children and a caring attitude

K

EXPECTED OUTCOMES:

QUEST 1: The Guide to Policies & Procedures

- Situations requiring emergency first-aid are handled properly by leaders
- Leaders demonstrate genuine interest and a caring attitude when working with children
- Children's programs are planned and led in a manner that demonstrates the leaders' solid understanding of the various aspects of healthy child development
- Program content and leadership styles consider each child's cognitive, social and physical ability



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Quality Indicator 1.1.2 References are checked for all leaders.

SAMPLE POLICY STATEMENT

Leaders are hired or placed with children only when a minimum of three successful reference checks have been conducted. Reference checks include: questions regarding a leader candidate's interest in, and prior experience working with children, perceptions regarding the leader candidate's understanding of child development, their attitude and demeanor when working with children, and their trustworthiness.

PURPOSE

To determine if leader candidates meet the hiring criteria and have previously demonstrated the ability to provide quality leadership to children.

WHY IS THIS POLICY IMPORTANT?

When reference checks are conducted, it helps ensure that leader candidates are capable of leading programs for children and will interact appropriately with children.

PROCEDURE

A] The process

- Application forms and job postings request leader candidates list three references
- Develop a standard form, listing specific scripted questions to be used for checking references. The form should provide space for documenting the names and phone number of the references, the preferred time to call (if possible), the name of the interviewer, the date of the interview, responses to questions and the signature of a supervisor
- Check the references of all potential leader candidates following the interview process. In the event that a reference is not available to be interviewed, the leader candidate should be contacted to provide a substitute name

B] Evidence: We are following the policy if...

- Leader candidates are only offered positions when a reference check has been conducted with favourable outcomes
- The names and phone numbers of all three references and their responses to questions are kept in the leader candidate's personnel file
- A Reference Check Record is signed and dated by the supervisor to indicate that it has been reviewed

C] Communication: Who should know about this policy? How will they be informed?

- Anyone within the organization responsible for hiring leaders who work with children aged 6 to 12
- Potential leader candidates through job advertisements, job fairs, staff policy handbooks
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

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1.0 Interactions

D] How to support the policy – success factors to consider:

- Staff responsible for conducting reference checks should be skilled at asking probing questions that provide an accurate view of a leader candidate's ability to lead a program successfully, based on the principles of healthy child development
- A record of the reference check should be kept in the leader candidate's file
- Phone conversations are best as they provide the opportunity to hear more spontaneous information from the reference interviewee; however, a standardized e-mail can be utilized when individuals are difficult to reach
- A standard set of questions should be used when conducting reference checks for children's programs. This helps to ensure a consistent level of leadership quality from program to program. Additional questions specific to the program type may also be necessary



TIPS

- Supervisors and managers may want to consult with experts from their Human Resources Department when developing a format and questions for reference checks
- If a reference seems to be unaware that they were going to be called it may indicate that the leader candidate may be lacking in initiative or communication skills. An organized and considerate individual will contact a reference to advise that their name has been provided to a potential employer. Further if the leader candidate mentions that he/she would like a day to get in touch with his/ ber references, it is another sign of consideration, initiative and thoroughness

EXPECTED OUTCOMES:

- Children are led by qualified and experienced leaders
- Inappropriate leader candidates are screened out











Quality Indicator 1.1.3

Leader screening criteria include the ability to provide positive leadership to children.

SAMPLE POLICY STATEMENT

Prior to placement in a leadership position, all candidates must succeed in demonstrating their ability to provide quality leadership to children through a pre-selection screening program.

PURPOSE

To give selection and hiring personnel an opportunity to observe first-hand whether or not leader candidates have the knowledge, skills and ability to set a positive tone and lead children in ways that promote their sense of self-esteem, encourage friendships and support an emotionally safe and enjoyable activity setting.

WHY IS THIS POLICY IMPORTANT?

While a leader candidate may present an impressive resume and complete a successful interview, a pre-selection screening program will help determine any areas where he/ she may have difficulty applying the HIGH FIVE® Principles.

PROCEDURE

A] The process

- Design a pre-selection program to test leader candidates' knowledge and skill in applying the HIGH FIVE® Principles. The program might assign leader candidates to an existing children's program under the supervision of skilled leader-observers
- Alternatively, leader candidates could be asked to participate in a simulation program where they are observed in leadership-related activities such as role-playing, peer leadership, group work, case studies, quizzes and program planning
- Use a formal and consistent evaluation process to assess the leadership skills of leader candidates while they participate in the pre-selection program. All leaders must demonstrate that they know:
 - The developmental characteristics and needs, cognitive, emotional, physical and social, of children aged 6 to 12
 - The interests of children and how to engage them in the program planning process
 - How to communicate positively and effectively, in a caring and respectful manner
 - How to facilitate friendship, respect and cooperation among children
 - How to guide children when conflicts arise
 - How to design engaging, child-centered activities that promote a sense of mastery and positive self-esteem
 - What is physically and emotionally safe

Supervisors who are not directly involved in the selection and hiring process should review the results of a leader candidate's pre-selection evaluation before he/she is offered a position.

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1.0 Interactions

Refer leader candidates who demonstrate areas of weakness in the pre-selection program to a leader-in-training program or disqualify them from the selection and hiring process (depending on the areas of concern). Some leader candidates may exhibit potential but are not ready to be responsible for children while others are clearly unsuitable.

Observing the Child's Experience (QUEST 2) is an excellent tool for a leadership pre-selection, screening process

B] Evidence: We are following the policy if...

- The pre-selection program and evaluation process is clearly documented
- The results of the pre-selection evaluation process are documented in each leader candidate's personnel file and bear the signature of a supervisor
- Leader candidates are not offered leadership positions without having successfully completed a pre-selection program

C] Communication: Who should know about this policy? How will they be informed?

- Inform applicants through application forms and job postings that they are required to attend a pre-selection program
- Anyone within the organization responsible for hiring leaders who work with children aged 6 to 12
- Potential leader candidates through job advertisements, job fairs, staff policy handbooks

D] How to support the policy – success factors to consider:

- Personnel responsible for the pre-selection screening program need to be knowledgeable about the HIGH FIVE® Principles. They should understand how the behaviour of leaders is vital to creating a quality experience for children, and they should be competent in designing, operating and evaluating the screening program
- Role-playing and other tasks designed to test the abilities of leader candidates should directly relate to the knowledge and skills that pre-selection personnel wish to prompt, observe and evaluate. Observing the Child's Experience (QUEST 2) is an excellent tool for a leadership pre-selection screening program. It provides examples of the types of behaviour leaders should exhibit when working with children and it can be adapted to a pre-selection program

Use a pre-selection process when hiring leaders across all program areas to reinforce the organization's commitment to giving every leader candidate an equal chance to showcase their leadership talents and also to provide all staff with the clear message that positive leadership skills that support healthy child development are the priority.

Include senior leaders within your organization in the pre-selection process as observers/adjudicators. This reinforces the importance of hiring skilled leaders.

EXPECTED OUTCOMES:

- Leaders demonstrate skill in applying the HIGH FIVE® Principles
- Children are participating in programs that support their healthy development



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Quality Indicator 1.1.4

Vunerable Sector (VS) police checks are conducted for all leaders and as deemed appropriate, any other staff in contact with children. Processes are in place to deal with unsatisfactory findings.

SAMPLE POLICY STATEMENT

Leader candidates and other identified staff candidates who could have contact with, or access to, children and/or vulnerable individuals in their roles, must submit a "clear" Vulnerable Sector (VS) verification check report prior to commencing work in services involving children.

PURPOSE

To mitigate the risk of placing children in the care of individuals with a history of inappropriate or dangerous behaviour with children. Pursuant to the Criminal Records Act, VS screening was established to provide screening of individuals who intend to work or volunteer with the vulnerable sector.

WHY IS THIS POLICY IMPORTANT?

A Vulnerable Sector police record check will identify if a leader candidate has a history of crime against children or vulnerable others. Requesting a clear VS check demonstrates due diligence towards keeping children safe from physical and sexual abusers. Screening for clearance to work with vulnerable populations may reduce the chance of putting children at risk or into the care of individuals who may have had prior convictions related to the care of children.

PROCEDURE

A] The process

Indicate in all recruitment promotional materials that candidates will be required to submit a disclosure statement regarding any prior convictions and also submit to a VS police record check regarding any criminal activity involving children or vulnerable individuals. Note: in order to provide adequate time and compliance with this process, the following should be considered:

- Utilizing a commercial service provider with RTID technology (Real Time I.D.) to conduct VS police background checks as they can often conduct these in a condensed timeframe using electronic scanning of fingerprints rather than a scan of a paper-based product
- Fingerprinting may be a requirement of the checking process and this can take up to 120 days for verification, so it may be prudent to schedule recruitment and hiring to accommodate this process
- Fingerprinting processes, if required, will have an additional charge associated with the service
- Staff should be directed to visit the Royal Canadian Mounted Police website www.rcmp-grc.gc.ca/cr-cj/fing-empr2-eng.htm

Procedures







1.0 Interactions

• Consult with your HR department or lawyer in the event that an unsatisfactory finding results from a police check

B] Evidence: We are following the policy if...

• All leaders and designated staff submit completed Vulnerable Sector verifications, prior to commencing employment

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader recruitment and training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website
- It is also important to advise all applicants of the following information from the Royal Canadian Mounted Police (RCMP) website: www.rcmp-grc.gc.ca

NOTE: The Canadian Criminal Real Time Identification Services destroys fingerprint submissions relative to civil screening (including Vulnerable Sector Verifications) when the search process is completed and the results are returned to the police agency. The fingerprints are not added to the RCMP National Repository of Criminal Records and are not searched for future purposes.

D] How to support the policy – success factors to consider:

- Commence the recruitment process with sufficient lead time to promote available positions and enable candidates to process appropriate VS verifications as required
- Maintain current awareness of processes involved so as to ensure efficient direction of candidates and processing of background checks



EXPECTED OUTCOMES:

• All leaders and designated staff submit appropriate VS verifications as requested and where deemed necessary by the RCMP, will also submit fingerprint scans.



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Quality Indicator 1.1.5

The hiring criteria of all facility and administrative staff who come into contact with children consider their ability to interact positively with children.

SAMPLE POLICY STATEMENT

All facility staff, program administrative support staff and volunteers who may be in contact with children during the course of their day at work must demonstrate their ability to positively interact with children through the screening process.

PURPOSE

This policy supports a holistic community approach to the well-being and healthy development of children. Children should be treated in a caring and respectful manner by all program and facility staff.

WHY IS THIS POLICY IMPORTANT?

All staff who work in settings where recreation, sport and child care services are provided have the potential to impact positively or negatively the quality of a child's experience in that setting. Children need to feel welcome, safe and good about themselves. All staff in recreation and sport environments should be aware of these needs and be able to interact positively with children. One negative interaction with an adult can spoil a child's otherwise positive program experience and potentially have lifelong impact (E.g. a pool facility custodian, locker room attendant or ticket sales person who does not display the qualities of a caring adult can make a child feel unwelcome and this can be negatively associated with the child's experience of going to a pool to learn to swim and perhaps become a reason to avoid the facility).

PROCEDURE

A] The process

- During all interviews, including those with clerical, custodial, and parks
 maintenance staff, ask questions that determine the level of commitment
 towards ensuring the well-being of children and the ability to interact positively
- When doing reference checks, include questions aimed at gathering evidence of the candidate's ability to interact positively with children (see sample policy 1.1.2)
- Recreation or Sport Supervisors who are not directly involved in the selection and hiring process for non-Recreation and non-Sport staff should review each candidate's personnel file, including the responses to interview questions and the results of other screening processes, prior to the candidate being offered a position

B| Evidence: We are following the policy if...

- Responses to interview questions and other information from reference checks, regarding a candidates' ability to interact positively with children, are documented in each candidate's personnel file
- Candidates who do not demonstrate a positive attitude toward children are not placed in positions that may put them in contact with children

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1.0 Interactions

C] Communication: Who should know about this policy? How will they be informed?

 All leaders, custodial staff, parks maintenance staff, administrative staff and their respective supervisors and managers across all service areas in the organization should be aware of this policy and it should be reinforced through training programs, job descriptions, job performance measurement tools and related employment materials

D] How to support the policy – success factors to consider:

- Recreation and sport program staff must recognize that non-program staff may
 not have knowledge or experience in the area of healthy child development.
 Program staff may need to assist and guide other supervisors and managers
 (including facility, administration and parks management) in developing hiring
 and training practices that support an understanding of the needs of children
 and the organization's commitment to healthy child development
- All volunteers and staff who come into contact with children should be trained in the HIGH FIVE® Principles (see sample policy 1.2.4). Leaders must participate in the HIGH FIVE® Principles of Healthy Child Development workshop, while others will need training designed for non-program personnel

TIP

Never pass up an opportunity to include Facility and Administrative Staff in celebrations of great service delivery.

"One Team working together to build great memories for children!"

EXPECTED OUTCOMES:

- All staff who come into contact with children treat the children in a respectful, caring and pleasant manner
- · A welcoming atmosphere prevails within the program and facility
- Conflicts between children and staff (E.g. *when a child breaks a rule*) are handled in a positive and respectful manner











Quality Indicator 1.1.6

Job postings and job descriptions highlight HIGH FIVE® PHCD [Principles of **Healthy Child Development] or HIGH FIVE® Sport training as either** an asset or as a prerequisite hiring qualification for all leaders.

SAMPLE POLICY STATEMENT

Job postings and job descriptions indicate, at the very least, that it is a preference that leader candidates attain either their HIGH FIVE® PHCD or HIGH FIVE® Sport certification prior to commencing employment.

PURPOSE

Setting HIGH FIVE® PHCD or HIGH FIVE® Sport certification as a preferred standard for hiring/placement assures that these leaders understand the importance of the HIGH FIVE® Principles of healthy child development:

- A Caring Adult
- Opportunity to Play
- Make Friends
- Master skills
- Participate

This also assures that leader candidates are aware of the essential Design Guidelines needed to provide quality experiences for children. Programs must:

- Be welcoming of Diversity and Uniqueness
- Ensure the physical and emotional Safety of children
- Be Developmentally Appropriate for the ages and stages of the children involved

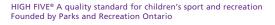
WHY IS THIS POLICY IMPORTANT?

Research has shown that positive play experiences for children incorporate the five HIGH FIVE® Principles of healthy child development; a caring adult, opportunities to make friends, opportunities to participate and opportunities to play and master skills. When consciously and consistently integrated into program design and delivery, these principles shape quality recreation experiences for children aged 6 to 12.

Research has also proven that these positive experiences children have in recreation and sport carry life-long impact and benefit children and communities in that they: impact a child's healthy development, increase children's physical activity, improve children's mental health and improve children's education and literacy.

Current reports support that these outcomes are of high relevance and value, seeing as children's health is a subject of intense concern lately. Recent research has revealed that among twenty nine (29) OECD Nations, Canada ranks 27th in childhood obesity and 21st in child well-being, including mental health (Reaching for the Top, A Report by the Advisor on Healthy Children and Youth, Dr. Kellie Leitch).





1.0 Interactions

PROCEDURE

A] The process

- Identify all job postings and job descriptions for all leader positions who work with children aged 6 to 12
- In collaboration with your organization's Human Resources advise that it is now your policy to indicate the preference that leaders be trained in HIGH FIVE® PHCD or HIGH FIVE® Sport
- Include notification of these preferred qualifications in all promotion information related to hiring

B] Evidence: We are following the policy if...

• Most, if not all leaders, are trained in HIGH FIVE® PHCD or HIGH FIVE® Sport

C] Communication: Who should know about this policy? How will they be informed?

- All leaders and leader candidates, all supervisors and managers and Human Resources staff responsible for hiring should be aware of this policy
- This policy should be reinforced through leader training programs and related materials
- Parents should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Visit <u>www.HIGHFIVE.org</u> for Information on HIGH FIVE® PHCD or HIGH FIVE® Sport workshops
- Consider training a member of your organization to become a HIGH FIVE® Trainer so that workshops can be facilitated in-house

EXPECTED OUTCOMES:

• The HIGH FIVE® Making a Difference Report, 2008 revealed that organizations with staff trained in HIGH FIVE® PHCD or HIGH FIVE® Sport have improved quality of care for children, improved experiences for children, increased customer satisfaction, improved teamwork, increased staff morale and higher staff retention.



or two individuals should be responsible for coordinating, monitoring and evaluating the selection and hiring procedures. This helps ensure quality control.









Quality Indicator 1.1.7

The relevance of the qualifications, education and experience of leaders are all considered as part of the selection and placement process.

SAMPLE POLICY STATEMENT

Leaders will be placed based on the needs of the children, the number of children and the complexity of each program. A sufficient number of mature, qualified and experienced leaders will supervise children in programs at all times.

PURPOSE

Minimum standards regarding child:leader ratios, qualifications, experience and maturity level of leaders need to be established for each program to ensure the safety and well-being of the children in the program.

WHY IS THIS POLICY IMPORTANT?

Supervising children is an immensely important responsibility. Leaders need to be mature and experienced enough to properly handle difficult situations, such as emergencies, judgment calls about safety, serious conflicts among children and parent complaints. They also need to fully understand the Principles of healthy child development and how they are applied in children's programs.

Depending on the complexity of the program and the needs of the children, leaders must possess the proper qualifications (E.g. a coaching certificate from the National Coaching Certification Program to teach gymnastics, or a diploma or degree in recreation leadership (or an approved equivalent) to direct a summer camp).

The number of leaders assigned to the program must be appropriate to the complexity of the program, and for the age level, developmental stage and number of children (E.g. younger children who are more vulnerable to risk and injury require a low leader:child ratio and more mature leadership).

Off-location trips or overnights also require leaders who are mature and can deal with children who may become homesick or have difficulty sleeping. Trip scenarios also require lower leader:child ratios depending on the complexity of the destination, the types of activities involved and the ages of the children.

PROCEDURE

A] The process

- Assess each program to determine the developmental needs of the children, the level of risk involved, the complexity of the program, the number of leaders required, and the calibre of leader that is necessary to guarantee a safe and quality experience for children
- Establish supervision and leadership standards and document them for each program to ensure that a safe number of mature, qualified and experienced leaders are in place. Evaluate standards regularly to determine whether they are effective in meeting the needs of children and are current with changes in the requirements of the program. In cases where a professional sport/activity

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1.0 Interactions



TIP

Factors to be considered when developing supervision and leadership standards for program include:

- The number of children
- Their ages and developmental stages
- Any special needs
- The complexity of program activities
- Any risks posed by the program activities, the equipment or the facility

- governing body exists, standards may already be established and should be followed accordingly
- Consider the maturity level of a leadership candidate and his/her years of experience working with children when determining whether he/she is suitable for the position
- Request proof that leadership candidates have the required qualifications (E.g. *NCCP Coaching Certificate or a recreation leadership diploma*). Put copies in the candidate's personnel file
- Develop leader-in-training programs to help young candidates who meet minimum hiring and screening criteria (see sample policy 1.1.1) gain further experience. Leaders-in-training should assist program leaders, but be prohibited from supervising a group of children on their own (see sample policy 1.3.2)
- Supervisors should review a candidate's personnel file prior to offering them a leadership position, to ensure that they meet the leadership standards for the program (Does their maturity level, qualifications and years and extent of experience qualify them for the position?)
- Supervisors should monitor registration and attendance numbers for programs to ensure that leader:child ratios are not exceeded
- Ask leaders to share information about their qualifications and experience with parents by writing a letter of introduction to parents at the start of the program session

B] Evidence: We are following the policy if...

- Policies and procedures manuals document the supervision and leadership standards established for each program type
- The results of screening processes are documented in each leader's personnel file. (E.g. references confirm the number of years of experience a candidate has acquired in working with children and swimming instructors have supplied photocopies of aquatic awards)
- Daily attendance forms (see sample 2.5.1) indicate that leader:child ratios are always within the standards established for programs

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Program policies and procedures manuals can be used to outline supervision and leadership standards for each and every program type. Such documents serve as a consistent reference for all personnel responsible for the selection, hiring, placement, training and supervision of staff and volunteers. The larger the organization, the more important policies and procedures manuals become
- Standards to be considered include supervision ratios and the minimum age, qualifications and experience requirements of leaders
- Program standards can be further developed by outlining guidelines for



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equipment, facilities and maximum program capacities (E.g. guidelines might include requiring that protective eyewear must be worn in all floor bockey programs; that smaller balls must be used for junior basketball for 6 to 8 year olds; that games should be played half-court; that craft programs will use only non-toxic supplies and will provide tables and chairs appropriate for the physical *size of the children)*

EXPECTED OUTCOMES:

- Children are safe and supervised responsibly at all times
- Leaders handle difficult situations effectively and appropriately at all times
- The knowledge, skill and experience of leaders equip them to plan quality programs that meet the developmental needs of children



















1.2

Leader Orientation and Training

Guidelines on How to Support Healthy Child Development	35
Job Descriptions	37
Minimum Content for Leader Training	41
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Healthy Child Development	43
•	Healthy Child Development Job Descriptions Minimum Content for Leader Training Responsibility to Support HIGH FIVE®'s Commitment to









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Quality Indicator 1.2.1

Leaders are given clear guidelines on how to support healthy child development.

SAMPLE POLICY STATEMENT

All leaders of children's sport and recreation programs receive training that ensures an understanding of how to support healthy child development. The organization is committed to reinforcing the message that healthy child development is crucial.

PURPOSE

To train leaders so they understand how best to perform their role in fostering healthy child development. To ensure that training messages are reinforced so that leaders continue to work in a manner consistent with the organization's commitment to children.

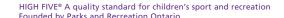
WHY IS THIS POLICY IMPORTANT?

Leaders need to fully understand the unique and significant role they play in a child's healthy development. To a child, a leader fits somewhere in between a friend and an authority figure. Leaders are usually trusted and sometimes even idolized by children, who place great significance on what they do or say. Leaders have the opportunity to foster positive self-esteem and help children develop in a healthy way. They are also in a position to jeopardize a child's healthy development and sense of well being if they do not practice the Principles of healthy child development. Providing training on healthy child development increases the chances that positive and healthy experiences will be the norm in programs.

PROCEDURE

A] The process

- Make it mandatory that, before leader candidates are placed, they all participate in the HIGH FIVE® Principles of Healthy Child Development workshop.
- Document additional training related to healthy child development in leader's files. Documentation should include the date, the type of training received, the name of the trainer and location
- Prior to a leader candidate being offered a position, ensure a supervisor has reviewed the leader candidate personnel file to ensure all training processes have been successfully completed
- Observe and evaluate programs on a regular basis to ensure all leader behaviours are in keeping with the HIGH FIVE® Principles (see sample policy 3.4.1 to 3.4.4 on program evaluations)
- Design and write performance appraisals for leaders to reflect the competencies required to promote healthy child development (see sample policy 1.3.1 on leader evaluations and the HIGH FIVE® Leader Appraisal Tool)
- Ensure that supervisors conduct regular performance appraisals of leaders to ensure that leaders receive feedback and guidance on their interactions with children and on applying the HIGH FIVE® Principles (see sample policy 1.3.1 on leader evaluations)









B] Evidence: We are following the policy if...

- Leaders are not placed with children until they have successfully completed healthy child development training
- Personnel files for all leaders contain photocopies of HIGH FIVE® workshop certificates, as well as documentation of other related training

C] Communication: Who should know about this policy? How will they be informed?

- Anyone within the organization responsible for hiring leaders who work with children aged 6 to 12
- Leaders statements in job descriptions, hiring contracts, staff policy handbooks
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards an on the organization's website

D] How to support the policy – success factors to consider:

- Healthy child development training should include information on how to promote and support children in programs as they make choices about healthy living habits. This includes reinforcing positive messages about physical fitness and nutrition while also supporting preventative stances on substance abuse and smoking
- Healthy child development training needs to take place on an ongoing basis. Training can occur in a variety of ways, including on-the-job training with a skilled mentor, information-sharing meetings, in-service sessions, mini refresher courses and updates in newsletters. Ongoing training reinforces the message that healthy child development is a priority and commitment. It gives leaders new ideas on how to implement a healthy development philosophy in practical terms



EXPECTED OUTCOMES:

- Children's programs are planned and led in a manner that demonstrates the leaders' understanding of how to apply the Principles of healthy child development
- Program observations, such as QUEST 2 scores, and performance appraisals of leaders reveal that they have a strong understanding of the HIGH FIVE® Principles and a high skill level in applying them (E.g. they are observed consistently disp<mark>laying warmth, in</mark>terest and respect when interacting with children)



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Job descriptions are available for all positions. They clearly articulate responsibilities of leaders, supervisors and managers in supporting the healthy development of children.

SAMPLE POLICY STATEMENT

Ensuring program quality and the healthy development of participants requires involvement at many levels within the organization. Job descriptions for the positions of leader, supervisor and manager (and equivalencies in sport settings) must all clearly outline specific responsibilities within the organizational structure to support the planning, delivery and ongoing maintenance of quality programs for children based on the HIGH FIVE® Principles of healthy child development. Job performance measures will be based on these priorities.

PURPOSE

To demonstrate how a multi-level team approach within an organization is critical to ensure the outcome of supporting healthy child development. It also illustrates the need to document the responsibilities and the criteria upon which performance is evaluated.

WHY IS THIS POLICY IMPORTANT?

Clearly articulated job descriptions are critical to ensuring that the HIGH FIVE® Principles of healthy child development are implemented in programs. When leaders know what is expected of them, they are better able to focus their energy, knowledge, creativity and skill on the children in their programs. Emphasizing healthy child development over other goals or responsibilities in job descriptions helps leaders to understand program priorities (E.g. leaders will understand that their skill in making children feel good about themselves is as important as their ability to teach children how to become proficient artisans, athletes or musicians. Likewise, supervisors need to be able to plan supports to enable leaders to be flexible in their delivery of services). Managers need to provide oversight and internal supports to enhance the organization's philosophical commitment to the healthy development of children. Also they need to ensure that they allocate time to oversee these dimensions and the implications within the service delivery system.

PROCEDURE

A] The process

- Determine the specific elements related to responsibilities for supporting healthy child development through program/service delivery at each level within the organization
- Ensure that these elements are reflected in each specific job description with the appropriate responsibilities detailed under "HIGH FIVE" Support Responsibilities"
- By identifying responsibilities that support the organization's commitment to healthy child development within job descriptions at various levels within the organization, the focus on this priority becomes stronger. By strengthening the focus on healthy child development one strengthens the culture for support

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- Job descriptions should be reviewed regularly and updated as needed
- Give leaders a copy of the HIGH FIVE® Parent / Child Tool Reviewing Programs Together and a copy of the HIGH FIVE® Leader Appraisal Tool to assist in their understanding of the responsibilities
- As the front line, primary contact with children, leaders are responsible for the translation of the HIGH FIVE® Principles into actions that impact directly on the healthy development of children. Whether the leaders are in a camp, a child care setting or coaching an athlete or team, they must be trained and their actions and program plans/strategies must be monitored to ensure that they are aligned with the priorities of being A Caring Adult, promoting Friendships, creating a progressive learning process that enables Mastery, allows for structured and unstructured Play and provides opportunities for children to have a voice and Participate fully
- Leaders also must be prepared and capable of ensuring the HIGH FIVE® Design Guidelines are considered and programs and activities are:
 - Safe, both emotionally and physically
 - Developmentally Appropriate for the physical and cognitive abilities of the children
 - Welcoming of Diversity and Uniqueness in consideration of the individual needs of each child
- Establish that leaders will be evaluated based on their ability to provide children with a quality program experience that reflects the HIGH FIVE® Principles of healthy child development

Supervisors

- Supervisors are generally responsible for ensuring that overall program design and delivery, parent communications, staff hiring practices and program evaluations are all supportive of the HIGH FIVE® Principles. They oversee program quality immediately above the point of direct delivery of services. This often enables a good comparative perspective across the organization, and usually supervisors are in a position to suggest minor changes to increase the quality of services in a timely matter
- Supervisors are responsible for administering the HIGH FIVE® QUEST 1 Tool and QUEST 2 Tool assessments and in so doing they are often the first to witness and commence remedial action when services require improvement

Managers

Managers generally have a scope of responsibility that would include interagency relations, dealing with parents who may have significant concerns, addressing emergency situations or serious occurrences such as child abuse reports, policy development and service planning. All of these activities still have significant interfacing with the Principles of healthy child development, program Design Guidelines and Quality Indicator positioning. Managers are responsible for setting and maintaining the organization's culture of commitment to healthy child development

Evidence: We are following the policy if...

- Staff at all levels are aware of and focused on their responsibility to supporting healthy child development
- The organization is proactive and effectively responsive when dealing with any issues related to the well-being of children



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C] Communication: Who should know about this policy? How will they be informed?

 All leaders, supervisors and managers should be aware of this policy and it should be reinforced through employment contracts, training and job performance programs and related materials

D] How to support the policy – success factors to consider:

- Review and/or develop job descriptions for each staff position
- Ensure that each job description contains specific details regarding the role of the position in supporting the organization's commitment to healthy child development
- Write/review the responsibilities listed in job descriptions to specifically reflect and emphasize the HIGH FIVE® Principles of healthy child development
- Performance appraisals of all staff are designed to reflect job description responsibilities and to emphasize the competencies required to foster healthy child development within programs (E.g. appraisals are designed such that a leader's skill at helping children build friendships is more heavily we<mark>ighted th</mark>an his/her efficiency at processing paperwork) (see sample policy 1.3.3 on leader evaluations)



EXPECTED OUTCOMES:

 Performance appraisals and program observations, such as those obtained from the scores of QUEST 2, reveal leaders' strong understanding and high skill level with respect to applying the HIGH FIVE® Principles (E.g. instead of always dictating what will be done and how, leaders are observed consistently putting greater emphasis on the process rather than the end product by letting children make some decisions)

















Leader training minimally includes:

- Child development
- Child guidance/appropriate behaviour management
- Communication with parents/legal quardians/caregivers
- Policies and procedures
- Safety, supervision & emergency procedures
- Child abuse awareness, Duty to Report & reporting procedures
- References to relevant legislation and implications for children's recreation programs
- Diversity, accessibility and equity concepts

SAMPLE POLICY STATEMENT

Minimum standards are established for leader training content for each program type and these are reviewed annually to ensure that they represent current priorities and comply with legislated obligations and all applicable local or provincial regulations. Standards are updated as required. Leaders are monitored for compliance with standards at all times and corrective action is taken as needed. A detailed annual staff training plan is developed, recorded, dated and kept on file.

PURPOSE

To ensure all leaders receive standard training that provides them with a solid understanding of the developmental needs of children as well as best practices in safety and supervision, behavior management, emergency procedures, inclusionary processes, connections to home, policies, procedures and legal obligations so that children and families have a positive program experience.

WHY IS THIS POLICY IMPORTANT?

Leaders have significant impact on the quality of the child's experience. They are trusted and followed and therefore must understand the fundamentals of healthy child development so that they make decisions that help children develop to their full potential. Leaders need to be able to manage programs in a way that make children feel safe, cared for and good about themselves.

PROCEDURE

A] The process

- Ensure that child development, child guidance, communication with parents/ legal guardians/caregivers, policies and procedures, and safety and emergency procedures are covered in entry-level training programs for leaders
- Enroll all leaders in the core training program prior to placing them with children
- Summarize the content of the training program in manuals that are provided to all leaders for reference at their program sites
- Develop a schedule of follow-up training for leaders (E.g. after one year of service, leaders take a refresher course in the Principles of Healthy Child Development (E.g. Principles in Practice) and a QUEST workshop (E.g. Using the HIGH FIVE® QUEST (QUEST 2 Workshop))

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- Document each leader's participation in training in their personnel files. Documentation should include the date, the type of training received, the name of the trainer and the training location. A photocopy of each leader's HIGH FIVE® PHCD or HIGH FIVE® Sport workshop certificate should be placed in his/her personnel files
- Implement a process to evaluate the effectiveness of the leader-training content immediately following the training. Evaluation should include feedback from the leaders, as well as observations of their behaviour with children (use of *Observing the Child's Experience (QUEST 2 Tool)*)

B] Evidence: We are following the policy if...

- An annual core training curriculum is developed and in place for leaders of children's programs
- Participation in the training program is documented in each leader's personnel file
- Leaders are not placed in children's programs until they have successfully completed the training program
- Training content is kept on file and reviewed and revised as necessary based on the evaluation of its effectiveness

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Ongoing training should take place through mentoring, information-sharing meetings, newsletters and refresher courses
- Replacement leaders who are hired in the middle of a program season may miss
 the initial core training program; however, systems should be in place to ensure
 that new leaders as well as any occasional leaders receive and understand the
 training content
- The training content should ensure that leaders know core training topics



EXPECTED OUTCOMES:

- Leaders are observed applying the information reviewed in training. Their QUEST 2 scores are high and they follow all policies and procedures
- Children have a safe and high-quality program experience appropriate to their age-level and developmental needs



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All staff receive training on their responsibility to support the organization's commitment to healthy child development.

SAMPLE POLICY STATEMENT

All staff and volunteers who are not leaders, but who come into contact with children, will receive training about their responsibility to children.

PURPOSE

To make staff aware that the well-being of children is a shared responsibility. All staff who have contact with children need to understand how they can support healthy child development, even if working with children may not be their primary job function.

WHY IS THIS POLICY IMPORTANT?

Children need to be treated with dignity, respect and a caring attitude regardless of whether they are being supervised in a program by a HIGH FIVE® trained leader, asking clerical staff for information, or speaking with a custodian. Training on the needs of children helps make staff sensitive to children's needs and assists them in understanding what is required to make each child's experience positive.

PROCEDURE

A] The process

- Review all program locations and facilities to identify staff and volunteers who may come into contact with children, including program supervisors, facility managers, custodians, maintenance workers, parks and clerical staff
- Review, revise and further develop training programs, as necessary, for all identified positions to ensure that they contain information on the HIGH FIVE® Principles and emphasize all staff members' responsibility to children
- Document HIGH FIVE® training content in the personnel files of all staff. Documentation should include the date, the type of training content received, the name of the trainer and the training location
- Include an evaluation of the staff's demonstrated ability to interact positively and responsibly with children to performance appraisals

B] Evidence: We are following the policy if...

- Participation in healthy child development training is documented in the personnel file of each staff person who has contact with children
- Training manuals for all staff contain information on the HIGH FIVE® Principles and on the organization's commitment to children

C] Communication: Who should know about this policy? How will they be informed?

 All staff, supervisors and managers should be aware of this policy and it should be reinforced through leader and staff training programs and related materials



D] How to support the policy – success factors to consider:

• Training on healthy child development for staff who are not directly responsible for the care of children should create an understanding of the important role that they play in fostering positive experiences (E.g. custodial staff could support the quality of children's experiences by smiling at children and greeting them as they arrive at a facility, by managing misbehaviour using a positive approach, and by conducting safety-checks of equipment)



EXPECTED OUTCOMES:

- All staff treat children in a respectful and pleasant manner
- A welcoming atmosphere and tone prevails within programs and facilities





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1.3

Leader Placement and Assessment

1.3.1 Leader Evaluations

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1.3.2	Leaders-in-Training/	
	Counsellors-in-Training Assessments	49

















Leaders are evaluated at least once per program session and minimally once per year.

SAMPLE POLICY STATEMENT

In order to maintain a high standard of leadership in children's programs and activities, all leaders are continually monitored and provided with constructive feedback and guidance on an ongoing basis. Formal leader performance appraisals are done at least once during each program session or minimally once per year.

PURPOSE

To provide leaders with ongoing learning and leadership skill development in order to reinforce positive behaviours and to provide opportunities to modify any inappropriate behaviour, before a child's experience is compromised.

WHY IS THIS POLICY IMPORTANT?

Leader performance appraisals help to ensure that children continue to be in the care of competent leaders who behave in positive ways. Constructive feedback is also important for leaders' growth and development. Evaluation through the performance appraisal process identifies specific behaviours needing improvement and further learning or skill development while also highlighting behaviours that are working well. The process provides a benchmark for monitoring skill development and improvement over time. From a Human Resources perspective, this also serves as a tracking process in cases where disciplinary action may be required.

PROCEDURE

A] The process

- Evaluate each leader at least once per session. Base performance appraisals on the HIGH FIVE® Principles of healthy child development, the outcomes of *Observing the Child's Experience (QUEST 2 Tool)* assessment, adherence to job descriptions, compliance with policies and procedures, and feedback from children and parents (see sample policies 3.4.1 to 3.4.4 on program evaluation processes)
- Make use of the HIGH FIVE® Leader Appraisal Tool which is consistent with the language and ideas in the Leader to Child interaction section of Observing the Child's Experience (QUEST 2)
- Document areas of success and any behaviour needing improvement
- Share the performance appraisal with the leader. Discuss and document a plan
 of action for areas requiring improvement, including specific goals, objectives
 and timelines
- Provide space for the leader to add comments. The leader and supervisor both should sign the performance appraisal and, where necessary, the leader should be informed of any appeal process in place
- Forward signed copies of the performance appraisal to the next level of management (E.g. *the program manager or head coach for review*)







B] Evidence: We are following the policy if...

- Performance appraisals are reviewed with the leader, signed by a supervisor/manager and filed in the leader's personnel file at least once annually
- Performance appraisals and personal action plans are reviewed at the time of subsequent evaluations
- Performance appraisals and personal action plans are reviewed when considering whether to re-hire a leader (E.g. for a seasonal program)

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website as this demonstrates the organization's commitment to quality leadership

D] How to support the policy – success factors to consider:

- In addition to conducting performance appraisals during each program session, supervisors should provide leaders with ongoing feedback as they monitor programs. This opens the lines of communication between leaders and supervisors and prevents surprises at evaluation time
- Self-evaluations and evaluations of supervisors by leaders can be used as supplements to the performance-appraisal process. Self-evaluations help identify inconsistencies between the supervisor's expectations and the leader's understanding of what is expected. Evaluations of supervisors by leaders let supervisors know how effective they are in supporting leaders' efforts to provide quality programs

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linstead of asking new leaders how they are doing (to which they will typically reply "fine") it is much more effective to ask what elements of their job are working well, what elements are the most challenging and finally what, as their supervisor, could you be doing to help them be

better leaders?

EXPE

EXPECTED OUTCOMES:

- Within the time-lines specified in action plans, leaders show noticeable signs of improvement
- Supervisors and managers gain insight into the quality of leadership in children's programs and can address any trends in areas that require improvement (E.g. by revising training programs)
- Leader behaviour results in a positive program experience for children



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Leaders-In-Training/Counsellors-in-Training [LIT/CIT] are always supervised in placements where they receive coaching and ongoing/final placement assessments.

SAMPLE POLICY STATEMENT

Leaders-in-Training/Counsellors-in-Training [LIT/CIT] are individuals who are enrolled in an instructional program to learn leadership skills in order to prepare them for a potential job placement in program setting working with children. As such, they are deemed to be program participants and will be fully supervised and evaluated during all program placements. LIT/CIT's will be assigned a supervising leader who will guide them in the application of their learned skills while placed in actual program settings working with children. At no time will an LIT/CIT be left in charge of any group of children without a supervising leader present.

PURPOSE

To clearly distinguish the difference between leaders who are charged with full responsibility for the planning and implementation of the program/activity and who have direct and supervisory responsibility for the care of the children vs. Leaders-in-Training or Counsellors-in-Training who are themselves participants in a leadership development program and are not fully responsible for the care of the children nor the operation of the program.

WHY IS THIS POLICY IMPORTANT?

The safety of the children is the most important consideration and it is critical to ensure that they are in the care of fully trained leaders at all times

PROCEDURE

A] The process

- Determine which senior leaders would be best to serve as LIT/CIT supervisors/ mentors ensuring that the leader: child ratio is not reduced because of the involvement of any LIT/CIT program participants
- Determine an appropriate registration goal for the LIT/CIT program based on the potential number of practical learning placements available
- Establish the learning goals for the LIT/CIT participants and develop learning/skillset agreements for them to follow under the supervision of their assigned supervisor/mentor
- Establish hours of placements, when they are expected to be present, any activity design responsibilities they may have and ensure that all activities are checked by the supervisor/mentor before implemented with the children
- Develop a LIT/CIT placement agreement for the LIT/CIT to sign which outlines the terms of their involvement in the program including the fact that they are not to independently supervise the children without a supervising leader present
- Provide ongoing coaching and leadership guidance to assist the LIT/CIT in learning the various aspects of the leader role with particular emphasis on the Principles of healthy child development

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B] Evidence: We are following the policy if...

• LIT/CIT program participants placed in children's programs are continuously supervised and guided by experienced assigned supervisor/mentor

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Supervisors and managers should conduct random visits to programs to ensure that appropriate LIT/CIT supervision and guidance strategies are in place and working well
- A description of the LIT/CIT program should be posted in any appropriate parent/caregiver awareness venue (E.g. parent bulletin board, parent newsletters etc.)
- LIT/CIT program participants should wear distinctive T shirts or other clothing to identify them as "in training"
- Leaders serving as supervisor/mentors should have a special marking on their uniform/clothing indicating their assigned role
- Supervisors are taught appropriate communication, conflict resolution and intervention techniques to ensure effective guidance and as needed intervention with LIT/CIT program participants as needed

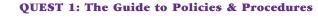


EXPECTED OUTCOMES:

- Programs are operating smoothly and all LIT/CIT program participants are appropriately supervised at all times
- LIT/CIT participants are enjoying a fulfilling leadership development experience
- The pool of leadership applications each year includes applications from former LIT/CIT program participants who have successfully graduated from the program and demonstrate positive leadership attributes



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1.4

Leader Behaviour

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A positive and proactive behaviour management system is in place that supports HIGH FIVE®'s Commitment to Children Policy.

SAMPLE POLICY STATEMENT

All children who use this organization's programs and facilities are treated in a positive manner that supports their healthy development. All staff and volunteers are obligated to adhere to the HIGH FIVE® Commitment to Children Policy and:

- Treat children with respect, acceptance, and honesty
- Interact with children in a patient, interested, understanding and caring manner
- Promote feelings of competency and self-esteem
- Make children feel physically and emotionally safe and secure
- Encourage responsible, safe and mutually-respectful behaviour through positive methods such as role-modeling, setting reasonable limits, providing choices and recognizing appropriate behaviour
- Guide inappropriate conduct by using positive child-guidance and behaviour management practices
- Accommodate individual differences and make all children feel equally welcome regardless of gender, race, culture, economic status or ability. Any deviation from this policy will result in a full documentation of the situation, an investigation if necessary and interventions, such as re-training and disciplinary action (see sample policy 1.4.2)

PURPOSE

To clearly articulate acceptable methods for positively managing child behaviour and for discouraging inappropriate behaviours in children.

WHY IS THIS POLICY IMPORTANT?

Consistent and enforced guidelines and training on how leaders should interact with children will help ensure children are not victims of poor judgment. Clearly articulated expectations of acceptable treatment help to promote healthy development and protect children from emotional or physical harm.

PROCEDURE

A] The process

- Include guidelines on how children should be treated in leader training programs. Training should help leaders understand how the guidelines enhance healthy child development and how they relate to various aspects of leader behaviour (E.g. treating children with respect is displayed through behaviours such as using a positive tone of voice and polite language)
- Include a review of Observing the Child's Experience (QUEST 2 Tool) in leader training









- Supervisors should monitor leader interactions with children regularly to ensure that children are treated according to the guidelines
- In cases where a leader treats a child inappropriately, a supervisor should intervene immediately to protect the well-being of the child involved (if needed, see sample policy 2.2.2)

B] Evidence: We are following the policy if...

- Regular program observations show that children are treated in a respectful, positive and caring manner
- QUEST 2 scores are high, particularly in areas related to leader-and-child interactions and leader-to-leader interactions
- During performance appraisals, leaders are evaluated on their demonstrated ability to treat children in a respectful and positive manner
- Parents and children offer positive comments about the way leaders treat children
- Leader scores are high on the HIGH FIVE® Leader Appraisal Tool

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- When things are going well in programs, it is easy and quite natural for leaders to treat children with warmth, respect and a caring attitude. The challenge occurs when leaders are faced with inappropriate behaviour by children. They need to resolve the situation in a positive way, but also continue to supervise the other children in the program while keeping their own emotions in check.
- Leader training should include information on how to provide effective and respectful interventions when children are behaving inappropriately. Leaders should be aware of various child-guidance and behaviour-management methods and how they are used most effectively (E.g., "time outs" are a common and often overused method of dealing with inappropriate behaviour and frequently lead to a child feeling centred out). Positive alternatives that can be explored in training include redirection and anticipation of situations before they occur. The HIGH FIVE® Principles of Healthy Child Development workshop provides leaders with resources and strategies on conflict resolution, bullying etc.



EXPECTED OUTCOMES:

- Children are observed modeling the positive behaviour of leaders
- Children feel secure, safe and good about themselves while participating in programs
- Leaders are observed using positive methods of conflict resolution



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Clear systems are in place and articulated to ensure that leaders are aware that they are prohibited from using certain negative child behaviour management tactics which include, but are not limited to, bullying, corporal punishment, sexual abuse, deprivation, neglect, humiliation, threats, intimidation and/or demeaning sarcasm.

SAMPLE POLICY STATEMENT

All children will be treated respectfully, in ways that protect their well-being, individuality, self-worth and self-esteem. The following behaviours are unacceptable:

- Corporal punishment, physically aggressive or harmful treatment of children
- Sexual abuse and sexual harassment of children
- Threatening behaviour, harassment, abuse and stalking using the internet and other forms of online and computer communications
- Leaving children unattended
- Depriving children of nurturing care and not meeting their basic, human needs
- Any form of prejudicial behaviour or derogatory comments directed at children due to their race, ethnicity, religion, gender, ability, socio-economic status, personal characteristics or life circumstances
- Mocking, ridiculing, embarrassing, threatening, intimidating, evoking fear or any other form of verbal, emotional or psychological abuse of children
- Swearing at or in front of children

Any leader suspected of these behaviours may be removed immediately from having any contact with children and will be subject to a full investigation into their conduct.

PURPOSE

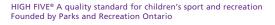
To define behaviours which are unacceptable for leaders in the presence of children and to communicate the consequences of any prohibited conduct.

WHY IS THIS POLICY IMPORTANT?

Protecting the physical and emotional safety and security of children and ensuring treatment that protects their self-worth and self-esteem is the highest priority. It is imperative that all leaders who come into contact with children clearly understand that the organization will not tolerate any of the behaviours that are deemed unacceptable. Leaders are also responsible for modeling good behaviour and setting the cultural tone for a safe environment.









A] The process

In consultation with Human Resources staff, develop and document procedures for managing accusations of suspected unacceptable behaviour toward children. The procedures should identify:

- Who is covered by this policy (all leaders and other program support staff)
- How to advise the parents/legal guardians/caregivers of any child involved in such an incident and related investigative processes
- The steps to be followed if necessary, for suspending the leader or staff person and preventing him/her from having any contact with children in the program
- The people responsible for investigating and reviewing cases (often a supervisor, a manager and another party considered neutral)
- Methods for investigating and reviewing cases, such as collecting information through interviews, documenting facts, and notifying child protection services or the police if criminal behaviour is suspected (see sample policy statement 2.2.2)
- Confidentiality provisions for witnesses and the person(s) being investigated
- Disciplinary action (perhaps including termination from position) should the person(s) being investigated be found responsible for mistreating children
- Training leaders regarding what constitutes prohibited behaviours, the procedures to be followed in the event of suspected inappropriate behaviour, and the consequences
- Inform all leaders and other program staff who have contact with children at the program to ensure they are aware of the policy
- Training all leaders regarding their responsibility to immediately report any and all inappropriate treatment of children by co-workers, parents or other adults on site, the confidential process for doing so, and the consequences of not reporting or concealing unacceptable behaviour by others

B] Evidence: We are following the policy if...

- Any leader who is suspected of inappropriate behaviour is removed from his/ her position immediately until an investigation proves the suspicions to have been completely unfounded
- Disciplinary action is taken if suspicions are confirmed
- When managing accusations of suspected unacceptable behaviour toward children, all proceedings are documented and kept on file

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

• Suspected misconduct by a leader requires immediate intervention and investigation, even if it appears to be a situation that has been blown out of

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Leaders should be adequately supervised to quickly identify and intervene in cases of any unacceptable behaviour before a pattern develops or a serious offence occurs













proportion. Any indication of a prohibited practice must be taken seriously with the protection of the child as the priority

- Training should be designed to help leaders understand how the behaviours that are deemed unacceptable can cause harm to children. Specific examples of behaviours inherent in the prohibited practices should be identified so that leaders fully understand what constitutes unacceptable treatment of children (E.g. grabbing a child forcefully for any reason other than to save him/her from immediate harm is unacceptable and considered physically abusive; yelling while reprimanding a child is intimidating and inappropriate; denying a child the right to be frightened or to have a choice in whether or not to participate in an activity is emotionally damaging). Any deliberate abuse of power is unacceptable
- As part of Child Abuse Detection and Reporting Training it is important to reinforce that a leader is often the key person that a child will turn to in order to disclose an abusive experience. The fact that it may be a co-worker involved should not shift the priority from the child



EXPECTED OUTCOMES:

- Children are protected from inappropriate behaviour that compromises their well-being
- Leaders use appropriate behavior management techniques



















Systems are in place and articulated regarding the management and dissemination of confidential information. Leader training includes references to Privacy Legislation and the obligation to protect personal privacy.

SAMPLE POLICY STATEMENT

The personal privacy of the children and families involved in programs is protected and valued. All confidential information pertaining to children and their families will be kept secure at all times. This includes information about medical conditions, family status (including marital, financial and educational status), personal information (including phone numbers and addresses), personal concerns or issues, or delicate matters regarding a child and his/her family. All handling of private information will be done in compliance with local, provincial and federal privacy regulations and legislation including the *Personal Information Protection and Electronic Documents Act (PIPEDA)*.

PURPOSE

To keep leader informed about the commitment of the organization with respect to confidentiality and to provide direction on how to protect the personal privacy and dignity of children and their families.

WHY IS THIS POLICY IMPORTANT?

Staff have access to confidential information about children and their families. All children have a right to privacy of the information entrusted to leaders and staff. Breach of this trust could have devastating effects on children or their families within the community. Leaders do not have the right to share confidential information inappropriately, whether through deliberate breach of trust or carelessness.

A] The process

- Provide a detailed overview of existing legislation that all staff must comply with
- Develop and document procedures for protecting private information, such as:
 - As part of the hiring process, have staff sign a confidentiality agreement outlining their responsibility to safeguard the private information of participants and their families
 - Restricting access to confidential filing systems, including computerized data banks, through the use of security passes and computer-user passwords
 - Distribution to group should be blind carbon copied (BCC) and not disclose recipient information
 - Securing office areas, files, attendance forms, registration binders or any paper records that contain confidential information, so they are not accessible or left unattended in program and public areas
 - Shredding or otherwise properly disposing of paper containing confidential information

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- Refraining from engaging in casual conversations about children and their families with third parties, such as other children and parents, teachers, personal acquaintances, staff and volunteers not directly involved in the leadership or supervision of the program
- Using polite discretion when dealing with third parties wishing to learn about confidential matters
- Taking precautions (about being overheard) when discussing confidential information or concerns about a child or family with co-leaders
- Prohibiting the removal of confidential records from the program premises unless required by organization officials or those with legal entitlement
- Procedures for releasing information should be in place for special circumstances where a release of confidential information has been formally requested by the organization, a parent/legal guardian or a third party. Parents/legal guardians should discuss the matter with the program supervisor and sign a Consent for Release of Confidential Information Form which specifies the nature of the information and how it is to be shared (See related sample policies 2.2.5 and 2.5.3)
- Supervisors should monitor staff ability to handle confidential information appropriately

B] Evidence: We are following the policy if...

• All confidential information and matters are handled discreetly and in a manner which is compliant with legislative requirements

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Conduct regular reviews of confidentiality practices to ensure compliance with privacy regulations and legislations
- See information posted by the Office of the Privacy Commissioner of Canada www.priv.gc.ca/legislation/02 07 01 01 e.cfm and your local provincial offices



EXPECTED OUTCOMES:

- Confidential information is handled appropriately in compliance with legislative directions
- Leaders check if they are uncertain before disclosing any information about program participants, their families or other staff



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Systems are in place and communicated to parents/legal guardians/caregivers on how leaders strive to create a culture of respect and inclusion with practices to deal with any racism, bullying, violent behaviour, sexual harassment and disrespectful behaviour between children.

SAMPLE POLICY STATEMENT

All children who participate in programs and facilities are expected to treat others in a respectful manner. The organization is committed to zero tolerance for all forms of bullying, racism, sexual harassment, substance abuse, disrespectful behaviour and online cyber bullying by child participants towards others. Leader training focuses on the HIGH FIVE® Principles to model and support the creation of a positive and respectful climate as a preventative measure against unwanted behaviours. Leaders are also instructed on appropriate and effective intervention techniques as well as how to recognize circumstances wherein non-compliant participants may need to be removed from a program or facility for the safety of others.

PURPOSE

To clearly articulate to children, parents/legal guardians/caregivers and leaders that bullying, racism, sexual harassment, substance abuse, cyber bullying and disrespectful behaviour are unacceptable in programs and facilities and will not be tolerated.

WHY IS THIS POLICY IMPORTANT?

Positive role modeling and child guidance are two of the most important responsibilities of program leaders. When leaders provide effective, positive interventions, they set the tone for the program and lay the groundwork for what children see as acceptable norms. Allowing destructive or hurtful behaviour can make children feel unsafe in the care of the leader. Failure to intervene on the part of the leader leads to a lack of trust between the leader and the child and resentment from the other children. It is important for children to see their leader caring for others, treating others with respect and tolerating differences when addressing inappropriate behaviour by children.

PROCEDURE

A] The process

Develop and document procedures for dealing with bullying, racism, sexual harassment, substance abuse, cyber bullying and disrespectful behaviour, to include:

- Informing the supervisor of the offender and the victim
- Involving the parents of the offender and the victim
- Outlining steps for suspending children from programs and facilities
- Developing an appeal process
- · Documenting the situation and the action taken
- Train leaders on the policy and child behaviour guidance

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TIP

Mor<mark>e in</mark>formation on

bullying is available

through the Principles of Healthy Child

Development (PHCD)

workshop or at

www.prevent-it.ca

B] Evidence: We are following the policy if...

- Leaders use child guidance interventions that are positive and effective and leave the children's dignity intact
- All cases of bullying, racism, sexual harassment, substance abuse, cyber bullying and disrespectful behaviour are documented by leaders and/or supervisors and filed with the offender's records
- Offenders are removed from programs as necessary to protect the safety and well-being of others including children and staff

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Learning about respect and how to get along with others is a normal part of the development of children's social skills. Children are bound to make mistakes along the way. An offense by a child needs to be dealt with in the context of the child's age, developmental stage and other external factors that may affect his/her behaviour. This does not mean that negative or hurtful behaviour should be tolerated. Rather, it should be discussed separately with the offender and the victim.
- In cases where a child's behaviour does not improve after leaders have tried positive intervention, further action should be taken such as:
 - Have the program supervisor observe the situation to make suggestions
 - Discuss the issue with the offender's parents
 - Request assistance from an outside organization to observe the child and offer suggestions (Parental/legal guardian consent must be obtained prior to third party involvement)
 - Suspend the child temporarily from the program
 - Withdraw the child from the program

It is very important for leaders to be conscious of treating children with respect and a caring attitude even while disciplining them. This shows children that even in adverse or emotionally charged situations, we must continue to show each other respect and exercise self-control.

X

EXPECTED OUTCOMES:

Children feel protected and cared for by leaders



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Collaboration among leaders and all other staff related to children's programming within the organization/ facility is a priority to ensure a quality experience for participants.

SAMPLE POLICY STATEMENT

It is a priority for staff and volunteers who provide various services within one facility or program area to work collaboratively and cooperatively to keep one another informed of situations that could impact the quality of the children's programs.

PURPOSE

To encourage effective communication between all staff within the facility so that programs run as smoothly and effectively as possible.

WHY IS THIS POLICY IMPORTANT?

Children need to feel secure. If leaders and others within the organization are working together and treat each other with respect, children will feel comfortable. Furthermore, programs are more effective when leaders collaborate with other responsible staff. When the program is running smoothly, leaders can fully focus on providing quality experiences for participants and the children are generally happier.

PROCEDURE

A] The process

- Prior to the commencement of programs, arrange meetings among all key players within each facility/program area to ensure a common understanding of what is happening, who is involved and where collaboration or cooperation is required
- Ensure that agreements are made between all players so that the programs operate smoothly and that the needs of the children are met
- Develop procedures to be followed for unresolved issues (E.g. involve a supervisor) or manager)

B] Evidence: We are following the policy if...

- Program staff and volunteers initiate discussions with non-program personnel prior to the start of the programs
- Discussions, agreements and scheduling and action plans are documented (including the minutes of meetings and where appropriate, job descriptions)

C] Communication: Who should know about this policy? How will they be informed?

 All facility and program staff should be aware of and committed to this policy. It should be included in staff orientation programs and the concept should be reinforced within the culture of the organization. All program, facility, maintenance and administrative staff within the circle of influence should be aware

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• A chain of command should be established for regular check-ins and communication processes should be known and understood by all leaders and staff

D] How to support the policy – success factors to consider:

- Often the goals of facility personnel and program leaders do not match and can sometimes be opposing. Facility staff aim to operate a clean, tidy and safe facility, while leaders are also focused on play which can often mean messy play!

 Leaders and facility staff need to communicate in order to understand each other
- Supervisors and managers need to ensure that all those involved in the program discuss mutual needs and working styles prior to the start of the program
- Supervisors should observe programs on a random basis to ensure that leaders and key players are working collaboratively



Take a moment to celebrate successful collaborations and ensure that everyone's efforts are appreciated. The words "Thank you' go a long way!

EXPECTED OUTCOMES:

• An environment of trust and respect is created, that enables the organization to support healthy child development









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Leaders are prohibited from being under the influence of drugs, alcohol or any other chemicals, substances or products that may impair cognitive ability while at work and must not handle or smoke tobacco products while on program property or within sight of program participants.

SAMPLE POLICY STATEMENT

To ensure the safety of all children in all programs and activities it is imperative that all leaders attend their position at all times, without a trace of any alcohol, drugs, chemicals, substances or other product that may impair their cognitive ability while caring for children. As role models, leaders must also refrain from handling tobacco products while on program property or within sight of program participants.

PURPOSE

To ensure that children are in the care of competent and mentally alert leaders who are modeling responsible behavior at all times during the program operation and when in the presence or view of children outside of the program operation.

WHY IS THIS POLICY IMPORTANT?

To ensure the safety of children, it is imperative that leaders are always operating in an optimum state of mental awareness. Emergency situations require clear thinking, quick reaction, sound judgment and the ability to communicate effectively. Any impairment of cognitive ability could potentially put the children at risk.

PROCEDURE

A] The process

- Include this policy in all staff handbooks and reference it in hiring contracts
- Cover the topic specifically at staff orientation and training events
- Monitor leaders in random one-on-one conversations/spot-checks and take immediate steps to remove any leader from all contact with children in any case of violation
- Advise all leaders and other staff that this is a full-team responsibility and "whistle-blowers" will remain anonymous in cases where staff report staff and investigations ensue
- Any leader found to be in contravention of this policy will face immediate suspension without pay and possible termination of employment
- If a leader is feeling unwell and requires prescription medication or over the counter medications which may also impair judgement, they should report their illness to their immediate supervisor, follow his/her direction regarding a replacement leader or reconfiguration of group size and, upon clearance from their supervisor, they will be relieved of their duties until such time as they are

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1.0 Interactions

Remind staff, during

legal age for alcohol

consumption in your

province or territory to ensure compliance on

training, of the

their part

healthy enough to return to lead the children effectively or other arrangements are made

- Any leader found to be ineffective due to self-inflicted fatigue or lack of nourishment will be relieved of their duties for the day
- Repeated offences will result in disciplinary action and possible termination

B] Evidence: We are following the policy if...

- Leaders have a positive and responsible understanding of the policy
- Leaders comply with the policy and regular staff behavioral checks do not indicate any related problems or issues
- Any cases of failure to follow the policy are addressed immediately and leaders are removed from positions involving any contact with children

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website
- The Human Resources Department should be involved in the administration of this policy

D] How to support the policy – success factors to consider:

- Supervisors and managers need to be equally responsible both at work and at staff social functions
- Alcohol-free events are best and model a responsible attitude to leaders

EXPECTED OUTCOMES:

- Children are safely supervised by alert leaders at all times
- Any issues that do arise are handled effectively by alert leaders
- Leaders are modeling responsible, mature and attentive drug/alcohol-free behaviour
- There are no complaints of any violations regarding the use of alcohol, drugs or other substances that can cause cognitive impairment.







Leaders are not permitted to use e-mail or web-based technology to contact program participants for non-work-related topics nor are they permitted to access social networking sites during work time.

SAMPLE POLICY STATEMENT

Any contact with program participants and/or their families/caregivers involving the use of e-mail or web-based technology will be coordinated, directed and controlled unilaterally through head office and, when used, it will only be with the full consent of the parent or guardian and in full compliance with local, provincial and federal privacy legislation and regulations. Leaders are also not permitted to access social networking Internet sites during work hours.

PURPOSE

To advise leaders that contact with program participants via e-mail or web-based sites is not permitted and to reinforce that leaders are not permitted to access social networking sites during working hours.

WHY IS THIS POLICY IMPORTANT?

The relationship that leaders have with participants and their families is one of trust and enjoyment within the context of the provision of a recreation, sport or child care service. Leaders often serve in the role of instructor, guide, friend and mentor within this framework. It is not appropriate, however, for the relationship to extend beyond the service context in ways that could be deemed by some to be secretive, private, manipulative or even threatening.

This policy limits private, two-way electronic communication between the parties and helps to protect the safety and privacy of participants, families and leaders outside of the service framework. Further, this policy also addresses the issue of access to social networking sites during work hours. It is during this time that the most important work of leaders is done, in person, within the context of the service provision. The social networking sites of leaders should not be shared with children nor be viewed at times when the leaders are supposed to be engaging children in activities.

PROCEDURE

A] The process

- Include this policy in all leader training handbooks and parent communications
- Cover the topic specifically at leader orientation and training events
- Advise leaders that they are to refrain from:
 - Sharing their personal e-mail addresses or social networking sites with participants or families
 - Requesting e-mail addresses or social network coordinates from participants or their families or any other related party
 - Accessing personal social networking sites during work hours





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1.0 Interactions

Promote the concept

of "Offline during

program time"

- Advise all leaders that this requires a team approach and "whistle-blowers" will remain anonymous in cases where leaders are reported and investigations ensue
- Advise leaders about Canada's two federal privacy laws, the *Privacy Act* and the *Personal Information Protection and Electronic Documents Act*. Information is available online at: www.priv.gc.ca/fs-fi/02 05 d 15 e.cfm#contenttop

B] Evidence: We are following the policy if...

- Leaders are fully engaged with children throughout the program schedule
- Leaders are not accessing social networking sites during work time
- Leaders and parents/legal guardians/caregivers are aware of, appreciate and respect the policy

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Reinforce with leaders that this policy provides them protection from negative misinterpretations that parents may have regarding a relationship that spreads beyond the boundaries of the program
- Stress that positive relationships with participants within the service delivery framework are the safest when dealing with children

**

EXPECTED OUTCOMES:

No concerns are raised by participants or leaders









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1.5

Leader/Parent Relations

1.5.1	Leader Contact With			
	Parents/Legal Guardians/Caregivers			
• •		• • • • • • •		
1.5.2	Concerns Regarding Behaviour of			

Parents/Legal Guardians/Caregivers

















Minimum standards are established for leader contact with the parents/legal guardians/caregivers of each child in their care. Leaders have been trained on customer service, problem resolution and effective communications with parents/legal guardians/caregivers.

SAMPLE POLICY STATEMENT

The relationship between leaders and parents/legal guardians/caregivers is an important one. Leaders will be provided with specific training to support them in developing positive interactions and customer service in these relationships so they can instill confidence in parents/legal guardians/caregivers and best serve the needs of the children in the programs.

PURPOSE

To foster healthy, proactive and positive communications between leaders and parents/legal guardians/caregivers.

WHY IS THIS POLICY IMPORTANT?

Parents/legal guardians/caregivers generally know their child's needs best and they need to feel confident that they are leaving the child in the care of a competent and mature leader. The leader's behaviour will determine the level of confidence a parent/legal guardian/caregiver has. Training leaders on positive and proactive customer service techniques increases the chances that this relationship will be a positive and helpful one for the child and family.

PROCEDURE

A] The process

Train leaders to identify and use key behaviours that foster positive relationships with parents/legal guardians/caregivers. These include:

- Proactively greeting parents/legal guardians/caregivers and children as they arrive each day of the program
- Introducing themselves to parents/legal guardians/caregivers and children
- Appropriate use of direct eye contact
- Vocal tonality, clear speech and positive attitude
- Noting and validating any concerns parents/legal guardians/caregivers may have about the child's health or well-being and providing timely follow-up minimally, at the end of each day as appropriate regarding any concerns
- Opportunity to communicate with parentslegal guardians/caregivers (E.g. parent phone calls, progress reports, family nights)



 Most leaders are not parents themselves so they may not have a full appreciation of the feelings parents may bave when leaving their child in the care of another person. When training leaders, ask them to think of a child who is special in their lives and then imagine being responsible for dropping that child off at the program – what mi<mark>gh</mark>t their feelings/needs be as the caregiver? What behaviours or reassurances would they want?





1.0 Interactions

B] Evidence: We are following the policy if...

- Leader training includes positive customer service, conflict resolution techniques
- Leaders use positive techniques when interacting with parents/legal guardians/ caregivers

C] Communication: Who should know about this policy? How will they be informed?

• All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials

D] How to support the policy – success factors to consider:

- Conduct random drop-ins at program start and ending times to observe leaders and provide feedback
- Chat with parents/legal guardians/caregivers at the program site, modeling the desired behaviour with parents and listen to parent feedback regarding the rapport with leaders



EXPECTED OUTCOMES:

- Relationships between parents/legal guardians/caregivers and leaders are positive and useful
- Leaders gain valuable insights regarding the unique needs of each child
- Positive comments are made by parents/legal guardians/caregivers about the quality of leaders





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Leaders are trained to recognize and immediately report any concerns re: parent/legal guardian/caregiver behavior [E.g. impaired, violent, child abuse etc.].

SAMPLE POLICY STATEMENT

Leaders will monitor the behaviour of individuals who are dropping off and/or picking up children to and from programs to check for any behavioral concerns such as impairment, violence towards the child or signs of abuse and, when deemed necessary, report the situation to their supervisor and the appropriate child protection agency. Leaders will also take steps to delay or prevent the release of the child to any individual whose behaviour is questionable while help is sought.

PURPOSE

This policy will guide leader actions in the event of threatening or irresponsible behaviour towards a child by a parent/legal guardian/caregiver.

WHY IS THIS POLICY IMPORTANT?

Children should never be released into the care of someone when there is a concern/ fear that the child may face imminent serious harm in the care of the individual. Intervention by a caring adult to prevent harm can be critical to the child's safety.

PROCEDURE

A] The process

- Develop a standard code for leaders to use amongst themselves when a situation arises that requires intervention
- Identify one key leader to distract the unwell parent/legal guardian/caregiver while other leaders ensure that the child/children are safely moved to an area that is out of sight and inaccessible to the parent/legal guardian/caregiver
- In the case where the individual is not the parent/legal guardian/caregiver, the parent/legal guardian/caregiver should be called to pick up the child instead
- Depending upon the severity of the situation, call the supervisor and/or police to provide further intervention, protection and support to the child and the staff in the situation
- A written incident report should be completed as soon as possible
- Decisions should be made as to whether the individual is welcome to return to the facility and leaders should be advised accordingly
- Follow-up debriefing/counseling with the leaders involved should be done including reminders about their responsibilities re confidentiality and directing any media inquiries to the appropriate supervisor or manager

B| Evidence: We are following the policy if...

• At least one leader is present at drop-off and pick-up locations to meet parents and scan for inappropriate behaviour

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1.0 Interactions

• There are few if any cases of inappropriate behaviour and those that do occur are handled consistently and professionally

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through staff training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- All leaders should be aware of this policy, any code words and all processes
- All leaders should be made aware as soon as possible when a situation arises to ensure all children are prevented from being exposed to any confrontation that may occur
- Parents should be made aware that children will not be released to individuals who are suspected of being impaired
- Options for "Safe Areas" should be identified to leaders as part of training
- Leaders should always have access to a phone in the "Safe Area" to call for support from the supervisor and/or police if needed

TIPS

- Practice drills or role playing as part of training can be helpful in preparing leaders to deal with these types of situations
- Check with your local law enforcement authorities or Canadian Mental Health Association fo<mark>r</mark> additional resources and supports with staff training on this topic

EXPECTED OUTCOMES:

- There is an overall awareness of, and respect for, appropriate behaviour by parents/legal guardians/caregivers toward the children
- It is known and understood that there will not be any tolerance for situations that compromise the safety of the children



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1.6

Inclusion and Support

1.6.1 Diversity, Access and Equity Awareness







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Leaders have received training on local and regional legislation and philosophy supporting the concepts of Diversity, **Access and Equity. Activities are** planned accordingly.

SAMPLE POLICY STATEMENT

Leaders have received diversity, access and equity training. Activities are planned to accommodate diversity and are considerate of participants having access and being treated with equity.

PURPOSE

This policy supports the organization's commitment to each child and formalizes the use of supportive strategies to ensure that all children feel welcome, included and valued while involved in all programs.

WHY IS THIS POLICY IMPORTANT?

In order to achieve any of the HIGH FIVE® Principles, the concepts of inclusion and support for all children must be integrated into all components of program planning, implementation and service delivery. Leaders need to be trained to understand the various dimensions of diversity as well as strategies to support diverse needs so that they can consciously increase the quality of each child's experience and outcomes and avoid activities or process that exclude individuals or limit quality of their experience.

PROCEDURE

A] The process

- Assess all aspects of the program delivery system to determine the extent to which all processes, program content and design, physical locations, equipment, participant costs, leadership behaviours, promotional materials and organizational policies support or detract from the ability of participants to be and feel included
- Include experiential processes in leader training techniques to increase awareness of the various nuances that can cause individuals to feel unwelcome (these include physical barriers to access, extra costs within programs that some may not be able to afford, lack of sensitivity to various cultural norms, language, religion, sexual orientation, socio-economic levels, literacy and differences in physical or cognitive abilities)
- Train leaders on strategies related to creating both emotionally and physically "welcome" program settings and activities
- At a minimum, ensure that leaders are trained to be considerate of the ways in which planned activities must comply with local, provincial and federal regulations and legislation governing the accommodation of individuals with special needs
- Plan for the inclusion of individual support personnel for participants when needed within program activities
- Ensure all policies and practices are fair, inclusive, and supportive of the HIGH FIVE® Principles of A Caring Adult, Friends, Play, Mastery and Participation, and that

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1.0 Interactions

For PRO's involvement

Equity please refer to the Affordable Access to

Recreation for

Ontario is the

to Recreation

secretariat for the

Ontario Task Group

on Affordable Access

Ontarians Policy Framework (2009) at

www.prontario.org/

index.php?ci_id=3354.

Parks and Recreation

in Diversity, Access and

they are age appropriate and respectful and supportive of the uniqueness and diversity of each child

B] Evidence: We are following the policy if...

- Children are happy and feel welcome and included
- Parents/legal guardians/caregivers comment on the quality of their child's experience in positive ways
- Leaders are considerate of the importance of all children being included and are skilled in adaptive strategies to ensure access for all in all aspects of the program delivery
- Exclusionary activities are not part of the program delivery process.
- Activities are adapted to enable Participation, Play and Mastery for all
- Leaders are trained to model inclusive behaviours and to be aware of diverse needs and related strategies involved in modifying activities to ensure accessibility and inclusion as per HIGH FIVE® Design Guidelines:
 - Safe, both emotionally and physically
 - Developmentally Appropriate for the physical and cognitive abilities of the children
 - Welcoming of Diversity and Uniqueness in consideration of the individual needs of each child

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through staff training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- "Access for all" means the elimination of barriers that prevent each child from having access to the same level of quality experience
- It is also important to understand and consider the concept of affordability within a program design (E.g. *if a program is priced at a level which is generally affordable within the target community and if supportive funding mechanisms exist to enable a respectful way of facilitating access to participants who may be financially challenged, then these approaches support the concepts of inclusion and access.*) However, once a child is registered in the program, if the activities require children to "bring money for extras" such as supplies or side trips to the store for treats, then the potential exists for children to feel excluded if they are unable to pay. Policies such as "no money at camp" and the accurate posting and collection of all costs up front reduce the chances for children to feel unable to participate fully once in the program
- Managers need to monitor all programs to ensure inclusion and access are considered throughout

EXPECTED OUTCOMES:

- Inclusion and access for all is the norm in all programs
- Leaders are resourceful and considerate of participant needs

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2.1

Emergency Preparedness

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Crisis management systems exist and staff, including facility custodians, are trained on roles and responsibilities for:

- Setting up an Incident Command Centre
- Containing the crisis
- 911 calls
- Emergency medical procedures
- Transportation of children in ambulances
- Evacuation procedures/drills for all settings and facilities (indoor and outdoor)
- Access to phone numbers
- Communication both internal and external to parents/ legal guardians/caregivers, media, helping agencies etc.

SAMPLE POLICY STATEMENT

A series of procedures must be followed each time 911 is called. Leaders are trained to respond in an effective and supportive manner to ensure that the situation is secured, children are removed from danger and cared for and Emergency Services are supported appropriately.

PURPOSE

To ensure that crisis management plans are in place and staff are trained to implement these plans while managing the safety and security of program participants and themselves.

WHY IS THIS POLICY IMPORTANT?

Emergency situations require quick reaction, clear thinking, good judgement and clear and concise communication. If leaders are unsure about how to handle emergencies, the risk to participants increases. Crisis-management procedures and training prepare leaders to react effectively and efficiently while taking appropriate measures to ensure the safety and well-being of all children and communication with their parents/legal guardians/caregivers.

PROCEDURE

A] The process

In preparation for any crisis the following conditions are in place:

- Regularly check play areas to ensure that they are free from hazards
- With input from local Emergency Services Departments, crisis-management plans are developed and documented for all program sites specifically addressing evacuation and crisis-containment procedures
- Plans are shared with all local emergency-services personnel, leaders and supervisors
- All crisis-management plans are reviewed annually to ensure that they continue to be appropriate for the programs operating at each site
- Staff are trained at each program site on crisis-management procedures

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- Managers are aware of all plans
- Participants are aware of procedures to be followed in the event of a crisis
- An evacuation drill is practiced, evaluated and documented at least once during each program session

During a major crisis

- 1. Evacuate the children from the immediate danger and maintain supervision at all times
 - Ensure all children are present and/or accounted for. Use a buddy system.
 - If possible, take the "emergency grab kit" containing attendance lists, contact names and numbers and any emergency medical information/prescription medicine for individual children with medical conditions. If travelling when the emergency situation occurs, include any travel documents in the "emergency grab kit" (passports, insurance documents, emergency contact phone numbers)
 - Conduct regular head counts at brief intervals. Children can be frightened during a crisis and may try to run home
 - If a child requires emergency medical services, move all children, except the ill or injured child, under supervision to another area of the facility if safe, or off-site. Administer first-aid. Do not move the injured child unless the conditions at the scene will put him/her at further risk (from a fire, gas leak, ammonia leak or other danger)
- 2. Contact Emergency Services 911 as soon as possible during or post evacuation
 - Provide details on address and number of children on-site
 - Send a leader or another responsible adult to the facility entrance or a highly visible access point near the site to direct the emergency medical services to the ill or injured child
- 3. Contain the crisis as much as is safely possible
 - In all emergencies, take steps to contain the crisis (E.g. in the event of a fire, evacuate the facility, close all doors adjoining the fire and prohibit access to the facility to all but Fire Department and EMS personnel who will assume control of the site)
 - In the case of an injury to any child, remaining children will at the very least be curious and may be traumatized by what has happened. It will be important to keep them at a safe distance from the rescue scene and if possible totally removed. Children will need to be reassured that the injured child is now safely in the hands of professionals who can look after his/her injuries and get him/her to the hospital for further care
- 4. Establish an Incident Command Centre
 - Contact a supervisor to coordinate and communicate with EMS personnel, parents/legal guardians/caregivers and helping agencies
 - All media relations are handled by one designated individual upon the direction of the supervisor or manager. Other staff should not make comments to the media and the media should not be permitted to interact with or interview the children. Police can assist if needed
 - Staff must be vigilant about their responsibilities to Privacy legislation including maintaining the privacy of any injured child and his/her family



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Accompanying a child in the ambulance

Ideally, if the parent/legal guardian/caregiver has been contacted and arrived on the scene, they will be able to accompany the child, however if they are not present the child will go in the care of EMS staff. Leaders should stay on-site to resume care for the other children. If a supervisor is available, he/she can follow the ambulance by car and report back on the condition of the child if shared by the parent/legal guardian. Note: Privacy legislation will not permit hospital staff or EMS to disclose any information on the condition of the child to anyone other than the parent/legal guardian.

Obtain ambulance destination information

EMS personnel should be able to provide some indication as to the destination treatment centre so that the parent/legal guardian/caregiver can be advised.

In the case of a fatality or life-threatening injury

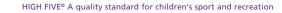
Children and leaders will likely be traumatized. A crisis counseling team should be brought in to assist leaders in processing their grief. A communication strategy will need to be ready for dealing with families and the media.

Follow-up Tasks

- An immediate assessment of contributing factors will need to be completed and any risks for a potential repetition of the event will need to be mitigated
- A detailed accident/incident report must be completed within 24 hours and submitted to the manager. This should outline factual information about what occurred, the names and contact information for any witnesses and all contact information for leaders who administered first-aid
- Debrief staff and review how the incident was handled, what worked and what could be improved on

B| Evidence: We are following the policy if...

- All children, leaders and supervisors are protected from further harm in the event of a crisis
- Crisis management plans exist for all locations and, at minimum include a site map, evacuation points, phone locations, names and phone numbers of key site personnel, emergency services contact phone numbers and any procedures for special situations (E.g. chlorine leak at pool)
- Practice evacuation drills are documented
- Emergency procedure training is documented in personnel files
- In the event of a crisis, all procedures are followed appropriately
- Appropriate steps are taken to administer first-aid and seek assistance from emergency services
- Details about the crisis are handled professionally and compassionately for families, emergency services and the media through the Incident Command Centre
- An evaluation of the incident is completed post-event and any recommendations are integrated into future training programs and materials









C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers must be aware of this policy and it is reinforced at least bi-annually through leader training programs and related materials
- A clear and concise evacuation plan with map and procedures list will be posted
 in each program area as a reminder to leaders and supervisors. Include a review
 of this as part of the orientation of any new or replacement leaders who may
 be on-site
- Parents/legal guardians/caregivers should be made aware of this policy in parent hand books, on parent bulletin boards and on the organization's website.
 Evacuation procedures will be posted in each program area for parents/legal guardians/caregivers and children to read

D] How to support the policy – success factors to consider:

Conduct spot checks, under the direction of supervisors, to ensure:

- Personnel are aware of evacuation procedures and practice these with children on a regular basis to ensure ongoing awareness
- Evacuation procedures are documented for each program location (both internal and external) and filed centrally and on-site for regular review
- Leaders are aware of the location of the nearest phone and of emergency phone numbers
- Leaders are trained and prepared to have quick access to take a complete list of all registered children, information about any special health conditions or special needs, specifically prescribed emergency medications and emergency phone numbers (see sample policy 2.5.2)
- Emergency procedures training should be a mandatory requirement for all leaders and should be conducted before leaders are placed with children (see sample policy 1.2.3)

E

EXPECTED OUTCOMES:

- All children, leaders and supervisors are protected from harm in the event of a crisis
- In the event of personal injury, appropriate steps are taken to administer first-aid and seek assistance from emergency services
- Details about the crisis are handled professionally and compassionately for families, emergency services and the media through the Incident Command Centre
- An evaluation of the incident is completed post-event and any recommendations are integrated into future training programs and materials



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A system is in place to address, document and report emergency situations [both life-threatening and non-life-threatening].

SAMPLE POLICY STATEMENT

All emergency situations, whether life-threatening or not, are reported to a supervisor verbally within one hour of the incident and documented in writing within 12 hours.

PURPOSE

To inform supervisors of emergency situations immediately so that they can deal with them appropriately. To put in place emergency procedures, including a public and media information strategy. To document emergency situations in writing as soon as possible for investigative and follow-up purposes.

WHY IS THIS POLICY IMPORTANT?

Supervisors and managers require complete information as soon as possible after an emergency occurs in order to assist in managing the situation. It is imperative to have accurate facts documented immediately following an incident. Documentation will aid any external authorities or third parties that may be involved in an investigation or legal action. Reports will also provide the organizations with a history of past incidents and a basis upon which to take proactive measures to protect children and prevent a recurrence of similar situations.

PROCEDURE

A] The process

- Develop a standard Serious Occurrence Form for reporting and documenting emergency situations, for use throughout the entire organization
- Train leaders on how to manage emergency situations. Training should include information about:
 - Why reports are important
 - The required timing for verbal and written reports
 - The types of incidents requiring reports, including serious illness, accidents, fires, facility hazards, and violence
 - How to report and document incidents, using factual, non-judgmental statements
 - How to ensure confidentiality
- Provide leaders with the phone number of their supervisor and the number of a back-up supervisor or head office. Instruct leaders to carry the numbers with them if they take children off the regular program site
- Notify supervisors and the parents/legal guardians/caregivers of children involved in an emergency situation as soon as immediate steps have been taken to manage the crisis
- In cases where a victim is being transported to a medical facility, leaders should obtain the name and location of the facility so that the victim's family and the supervisor can be advised

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Depending on the nature of the incident, investigations may be conducted by the police, the Fire Marshal's Office, Children's Aid, the Public Health Department, the Ministry of Labour, Worker's Compensation, lawyers, insurance companies or provincial

and municipal

licensing bodies

- A supervisor should report the incident to any external investigative authorities or third parties as required
- Leaders involved in the crisis should complete a written report and submit it to the supervisor within 12 hours of the incident
- Supervisors and managers should review, sign and date the report
- Make recommendations to prevent a recurrence of the crisis, as necessary
- Review what leaders are trained to do in case of emergencies to evaluate any changes required as a result of the crisis

B] Evidence: We are following the policy if...

- Leaders carry the phone numbers of their supervisor and an alternate, so emergencies can be reported immediately
- Supervisors and parents/legal guardians/caregivers are notified immediately of all emergency situations
- Accurate written reports are signed and dated by a supervisor/manager and kept on file

C] Communication: Who should know about this policy? How will they be informed?

• All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials

D] How to support the policy – success factors to consider:

- When creating a standard form for documenting emergency situations, it is helpful to consult with the external authorities (fire, police, ambulance) that could become involved should a serious incident occur. This will help to ensure that the reporting forms developed for internal use are comprehensive and will provide the information authorities require
- Standard procedures for managing and reporting non-crisis situations requiring first-aid treatment should also be developed for use throughout the entire organization. Documentation of these incidents could take place on your Serious Occurrence Form or on a separate accident report. If two different sets of procedures and forms are to be used, depending on the situation, training should clearly define when to use each
- When calling to advise a parent/legal guardian/caregiver that an emergency situation has happened that involves their child the caller should maintain a calm, composed voice and clearly articulate the details in a manner such as this:

"Hello, Mrs. Brown. It's Sarah calling from the floor hockey program at ABC Community Centre. I'm calling to inform you that we have had an incident occur a few minutes ago while the children were playing a game and unfortunately Steven collided with another child and sustained an injury to his left leg. We were uncertain as to whether it may be broken so we have made arrangements for him to travel by ambulance to Blue Hills Hospital to be checked further Are you able to get over to the hospital with his health card, to meet up with him there? Would you like us to send a taxi to your home for you?"

• Leaders should be advised not to write or make verbal judgmental statements about what might have caused a crisis situation. They should simply report the facts and leave investigations up to the authorities. Media inquiries should not



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be answered by leaders or facility staff, but should be directed to the designated media spokesperson



EXPECTED OUTCOMES:

- Investigating authorities are satisfied with the accuracy and quality of details gathered by staff through the organization's reporting and documentation procedures
- Where necessary, specific recommendations and training are implemented to prevent a reoccurrence of an emergency situation







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First-aid kits are adequately stocked and available at all sites and on off-site trips.

SAMPLE POLICY STATEMENT

First-aid kits are adequately stocked and readily available at all facilities and program sites. In the event of an off-site trip, overnight event or outdoor activity, a first-aid kit must be taken along. First-aid kits must be stocked at the start of each program day with the appropriate materials.

PURPOSE

To ensure that leaders have basic supplies accessible at all times to enable them to administer first-aid for minor injuriess.

WHY IS THIS POLICY IMPORTANT?

Adequately stocked first-aid kits are necessary to respond effectively to minor injuries.

PROCEDURE

A] The process

- Assess all facilities and programs to determine the number of first-aid kits required and the best central location(s) for storage of first-aid kits and extra supplies. Consider the size of the facility, the number of participants and the possibility of off-location programming or field trips
- Include a list of items that are required in each kit and instructions stating where the kit is to be located
- Conduct daily checks of first-aid kits contents and the existence of extra supplies. The leaders should initial and date a sign-off sheet to indicate that the check has been completed and by whom

Inform all leaders of:

- The central location(s) of first-aid kits and extra supplies
- The minimum required contents of first-aid kits
- The responsibility for re-stocking kits
- The obligation to carry first-aid kits during all off-location activities with enough kits for each group
- The fact that supervisors will conduct random spot checks to monitor adherence to the policy

B] Evidence: We are following the policy if...

- First-aid kits are properly stocked and sufficient quantities of extra supplies are on hand
- The first-aid sign-off sheets indicate that regular supply checks are conducted
- Random checks by supervisors indicate that supply-checks are conducted
- First-aid kits are kept in their designated, central-access locations while not in use
- Leaders carry portable first-aid kits with them during all off-site activities





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C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should know about his policy
- Information about first-aid kit supply requirements, daily supply check and restocking procedure are included in leader orientation and training information and written materials

D] How to support the policy – success factors to consider:

- Develop a standard for the number of first-aid kits for each program location that is based on the number of children and leaders in regular attendance
- Ensure that basic first-aid training is a minimum hiring criteria for leaders

TIPS

- When administering first-aid, leaders should always wear a clean pair of surgical gloves to protect both themselves and the
- All first-aid treatment should be documented, reviewed and signed by the appropriate supervisor and kept on file

injured victim

• For more information on first-aid standards and treatment, refer to your provincial or territorial Workplace Safety Standards or Ministry of Health guidelines, and your standard first-aid instruction booklet



EXPECTED OUTCOMES:

• All minor injuries requiring first-aid treatment are tended to quickly and appropriately











Leaders make regularly scheduled checks of all play equipment, play spaces and supplies to ensure conditions are safe.

SAMPLE POLICY STATEMENT

All equipment and play spaces are thoroughly checked by program leaders or facility staff on a daily basis prior to use by children to ensure that conditions are safe. An Equipment Safety Check Form is completed and filed daily.

PURPOSE

To minimize the risk of injury to children using play equipment, including playground apparatus and sports equipment and the surrounding play surfaces.

WHY IS THIS POLICY IMPORTANT?

Minimizing risks of injury to children is a priority. All equipment must be checked before children use it to ensure that the equipment and play space is safe, secure and stable with no sharp edges, loose connections, broken pieces or other irregular conditions.

PROCEDURE

A] The process

- Develop a comprehensive inventory of all equipment approved for use by children and accessible to them
- Develop a form to be used for daily inspections. Provide space for the date and time of the inspection, the equipment inspected, the designated inspector's signature and comments
- Develop a guidebook, specifying acceptable conditions for all equipment. Include contacts for service companies responsible for repairing damaged equipment. Keep the guidebook and inspection forms in a central location for easy reference
- Train all facility staff and leaders of children's programs on how to detect problems with equipment and how to conduct daily inspections
- Designate equipment inspectors for each facility and each children's program
- Remove damaged equipment immediately or erect a barrier to prevent children from using it. Supervise children appropriately to prevent them from using hazardous equipment
- Make equipment repairs an immediate priority when damaged equipment such as public playground apparatus is accessible to the general public
- Discard non-repairable equipment
- Document details about the damaged equipment in the comments section of the Daily Inspection Form. Outline the nature of the damage, the steps taken to protect children from using the equipment, repair arrangements and follow-up comments
- Supervisors should conduct random spot checks to monitor adherence to the policy





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B] Evidence: We are following the policy if...

- Signed and dated equipment-inspection forms are kept on file, indicating that equipment inspections are performed regularly
- Equipment repairs are completed in a timely manner and unsafe equipment is not accessible to children
- Program leaders scan the equipment for safety while children are using it

C] Communication: Who should know about this policy? How will they be informed?

• All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials

D] How to support the policy – success factors to consider:

- Equipment can be damaged while in use and between daily inspections. To avoid injury, all facility staff and leaders of children's programs should be trained to detect problems. With raised awareness, facility staff and leaders are more apt to properly scan equipment for safety on a regular basis
- It may not be necessary or practical to inspect every item in the equipment inventory daily (E.g. floor hockey sticks that are not used by children every day could be inspected on an as-needed basis)
- Regularly used equipment, such as playground apparatus, needs to be checked daily and prior to use
- Inventory Inspection Forms should clearly indicate which equipment requires daily inspection and which equipment can be inspected on an as-needed basis



TIPS

Create a file which contains warranties for any existing equipment and contacts for service companies responsible for repairing damaged equipment



EXPECTED OUTCOMES:

• The risk of injury to children is reduced because equipment is kept safe









All sites have easy access to reliable cell phone, landline phone or Walkie Talkie communications to enable contact with emergency services at any time during program operations.

SAMPLE POLICY STATEMENT

Leaders have immediate access to a phone or reliable communication device at every program site so that they are able to call directly or relay a message quickly to a live staff member to request emergency support services at any time.

PURPOSE

As a safety precaution, leaders need to be able to contact emergency services at all times, no matter where they are.

WHY IS THIS POLICY IMPORTANT?

In an emergency, failure to access a phone immediately may result in increased suffering, or even death for an injured victim, and may contribute to the escalation of a crisis such as a fire.

PROCEDURE

A] The process

- Inspect all permanent and temporary activity sites to ensure the availability or functionality of a phone or reliable communication device
- Provide leaders with either a two-way radio or cell phone (with sufficient back-up) battery power), if the program site does not offer immediate access to a phone
- Advise leaders of the phone location(s) on-site and of any special instructions for reaching an outside line (E.g. "Dial 9 before making an outside call")
- Ensure phones display the correct number
- Train all leaders on the use of cell phones or two-way radios and ensure that leaders are aware of their specific location so as to direct emergency services to them if required
- Ensure that all facility permit forms let staff know of the location of the nearest phone. If accessible phones are not available (E.g. in outdoor picnic areas), advise permit holders to supply their own communication device, such as a cell phone
- Supervisors should conduct random spot checks to monitor adherence to the policy

B| Evidence: We are following the policy if...

- All program sites have accessible phones or leaders carry reliable communication devices with them at all times
- Facility permits bear the signature of applicants to indicate that they have been advised of where phones are located







C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- A list of emergency-contact phone numbers should be posted near phone and communication devices
- A back-up plan should be developed for all programs and facilities in the event of equipment failure or power failure (E.g. leaders can always carry coins or a phone card for a pay phone. Arrangements can be made with neighbourhood residents or businesses to use their phones as back-up. Extra batteries should be brought along if on an outing)



EXPECTED OUTCOMES:

• Phone service or other working communication devices are available at all times at all locations whenever needed











A system is in place for the safe release of children to adults other than the designated parent/legal guardian. Child custody arrangements related to the release of children from the program are documented and monitored.

SAMPLE POLICY STATEMENT

The safe release of children to authorized individuals requires strict vigilance. Children are not to be released into the care of any individual other than a parent/legal guardian without expressed written consent from the parents/legal guardians.

PURPOSE

To protect the safety of children.

WHY IS THIS POLICY IMPORTANT?

Children must never be released from a program to anyone without specific authorization by the parent(s). Children may be familiar with an individual who arrives to pick them up, but the leader has no way of knowing for certain what the circumstances are or what the child's relationship is with that adult. In situations such as child-custody or abuse cases, a leader could inadvertently release a child to an adult who has not been allowed custody or contact with the child.

PROCEDURE

A] The process

Training

- Train all leaders on child-release procedures. Training should include what to do if someone attempts to take a child without authorization, and how to deal with someone who is known to have a restraining order against him/her
- All leaders must be trained to maintain confidential information in keeping with The Privacy Act and the Personal Information Protection and Electronic Documents Act

Parent information at time of registration

- Upon registration, ask parents/legal guardians/caregivers to identify individuals (and contact information) to whom their children can be released as well as phone numbers the parents/legal guardians/caregivers can be reached during program hours
- In cases of divorce or separation, the custodial parent must provide written details/approvals regarding release of a child(ren) to the non-custodial parent
- Upon registration, advise parents/legal guardians/caregivers that, under no circumstances, will children be released to unauthorized individuals until verbal or written consent is obtained directly from the parent
- Advise parents that authorized individuals are required to show photo identification when picking up children and ask them to inform the authorized individuals of the procedure

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Record Keeping

- File written authorizations by parents/legal guardians/caregivers at the program location, so that a referral can be made each time a child is released to a non-parent
- In all cases, check authorized individuals' photo identification before releasing children to their care. Keep a record, indicating the name of the person to whom a child was released, the date, and time and the type of identification checked
- Authorized individuals must sign the "sign out" form indicating date and time of day

On-site Pick-up

- In the event that an adult arrives to pick up a child without prior authorization by a parent/legal guardian/caregiver, the leader should phone a parent/legal guardian/caregiver directly to get consent to release the child. Do not leave the child alone with the individual while making the phone call
- Should an unauthorized adult arrive to pick up a child and conflict develops, the police should be called (a reasonable person will wait until parents/legal guardians/caregivers can be contacted to verify the arrangements). In all cases, the safety of the child should be the priority
- In the event that a parent/legal guardian/caregiver leaves a message to advise the program that their child will be picked up by a designated adult who is not on file, phone the parent/legal guardian/caregiver directly and verify consent before releasing the child
- In all cases, valid photo identification must be presented

B] Evidence: We are following the policy if...

- Appropriate confidential files listing the names of adults to whom children may be released are kept at the program site along with phone numbers where parents/legal guardians/caregivers can be reached during the program hours
- Records of release to authorized individuals bear the date and signature of a supervisor to indicate that a spot check has been conducted

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Parents/legal guardians/caregivers should be asked to review and update their children's registration records periodically to ensure that the information is accurate. parents/legal guardians/caregivers should initial and date their child's records to indicate that they have reviewed them (see sample policy 2.5.2 on child information records)
- Supervisors should conduct random spot checks to monitor adherence to the policy

E

EXPECTED OUTCOMES:

- Children are safe and feel secure while at the program
- Children are only released to appropriately designated individuals and appropriate records are maintained
- Parents/legal guardians/caregivers feel comfortable and confident that their children are safe and secure



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A system is in place to monitor the safe arrival of children and dictates that at the very least, in the case of a full day program, the parent/legal guardian/ caregiver should be contacted when a child does not arrive as expected.

SAMPLE POLICY STATEMENT

A system for monitoring the safe-arrival of children is in place for all full day and half day children's programs.

PURPOSE

To help protect the safety of children by ensuring that leaders, supervisors and parents/ legal guardians/caregivers know the whereabouts of absent children. To implement a plan of action immediately to locate children who are absent. This policy does not release the parent/legal guardian/caregiver from their responsibility for their child[ren]'s safety. The implementation of this policy can be modified in consideration of unusual conditions such as inclement weather or known transportation delays.

WHY IS THIS POLICY IMPORTANT?

The potential risk of injury or danger to children is minimized when leaders take attendance as children arrive and follow up on absent children shortly after the program's start time. Parents/legal guardians/caregivers need to be informed if their child is unaccounted for so that they can take immediate action to locate and ensure the safety of their child.

PROCEDURE

A] The process

Before the program starts

Upon registration, ask parents to identify in writing:

- Phone numbers where they can be reached
- Emergency contacts in case the parents/legal guardians/caregivers are inaccessible
- The name and phone number of the school the child attends (where relevant)
- Advise parents/legal guardians/caregivers of their responsibilities regarding the attendance and safe-arrival policy when they are registering their children in the program
- Parents/legal guardians/caregivers information materials (parent handbooks, bulletin boards, websites) stress the importance for parents/legal guardians/ caregivers to keep leaders informed if a child is not going to be in attendance at the program/activity and outline the action that will be taken to determine a child's attendance status if they do not provide prior notice of a pending absence. Refer to emergency contact list
- All leaders and supervisors are trained on attendance-taking and safe-arrival procedures (see sample policy 2.5.1 on daily attendance)

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During program operation

• A clear process exists for parents to advise if a child will not be in attendance and this information is integrated with the attendance taking process to account for absences

- A process exists for parents/legal guardians/caregivers to sign in noting time and initials when a child arrives at the program
- The leaders start to check attendance within 10 minutes of program commencement and compare this with the sign-in lists to ensure that all children who have arrived are still in attendance. Within 20 minutes, all attendance checks are complete and the names of absent children are noted. At this point, leaders must:
 - (1) Ask the other children in the program if they saw the child on their way to the program.
 - (2) Conduct a quick scan of the immediate area to see if the child is playing or detained for some reason.
- All absences are to be reported to the supervisor within 30 minutes
- In circumstances where prior notification of an absence was not given and the child whereabouts is unaccounted for after 30 minutes, a series of phone calls will be initiated in the following order until the location of the child and their attendance status for the day is determined:
 - 1. The child's home
 - 2. The parent/legal guardian/caregiver's cell phone
 - 3. The parent/legal guardian/caregiver's place of work
 - 4. Emergency contact person for the child
- All calls will be documented in a log format listing each place/person called, the time, date and the outcome of the call. If a parent/legal guardian/caregiver arrives or calls to notify of the child's absence while this calling process is underway, the time of the notification of the child's whereabouts will be noted as well as the name and phone number of the caller. If the caller is not a listed contact, the parent/legal guardian/caregiver must still be called to double check the status and reinforce that only an authorized and noted contact person can provide information regarding the status of the child's whereabouts (unless the individual brings the child to the program)
- If all attempts to reach an authorized contact for the child have been exhausted without success, a process is in place for the supervisor to consult with a manager to determine the next steps to be taken to determine the child's whereabouts. This includes notification of police if deemed necessary. In the event that the parent/legal guardian/caregiver is reached and the whereabouts of the child are still unknown, the police should be contacted
- In the case of programs/activities that are shorter than ½ day in duration, a call will be made to the child's parent/legal guardian/caregiver after two consecutive absences from the program to determine the status of the child's attendance
- These processes are in place to ensure the well-being of the child and will not provide grounds for a refund of any registration fees



Where programs are shorter in duration, parents should still be encouraged to call in advance if their child is not attending







B] Evidence: We are following the policy if...

- Daily attendance is taken at the start of the program and attendance forms are up-to-date, accurate and initialed by a supervisor to indicate a spot check has been conducted
- Parents/legal guardians/caregivers routinely call the program in advance to advise the leaders if their child will be late or absent
- Each time a child's absence is noted, the prescribed follow-up activities commence until the child's attendance status is determined and verified by the parent/legal guardian/caregiver
- If required, additional external supports, including police, are notified

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website
- In the event that a parent fails to advise of the status of their child, a copy of the policy should be presented to the parent to reinforce their awareness of the policy and processes involved

D] How to support the policy – success factors to consider:

- Random checks of attendance monitoring processes should be done by supervisors for all program locations
- All parent communication materials should be checked to ensure consistent and thorough coverage of this policy



EXPECTED OUTCOMES:

- All children will be appropriately accounted for at all times
- Children are located quickly when they are missing from a program
- Parents/legal guardians/caregivers feel comfortable and confident that they will be advised promptly should their child be late or not arrive for a program

















A system is in place that describes the methods and frequency for the following approved safety drills.

- Fire drill
- Tornado drill

SAMPLE POLICY STATEMENT

Fire drills and tornado drills will be conducted regularly to educate leaders, staff and children about survival strategies and procedures to reduce risk when faced with these dangerous conditions.

PURPOSE

To ensure that everyone associated with the program or activity is familiar with the drill procedures so that risk of personal injury in real life circumstances can be reduced.

WHY IS THIS POLICY IMPORTANT?

Leaders and children who are trained in specific and coordinated survival strategies when faced with a fire or tornado have increased chances of survival. Drills enable a detailed examination of the effectiveness of a safety plan. In drill scenarios, planners often learn exactly what the trainees have understood and what they have not understood. This can mean the difference between life and death in a real situation. World weather patterns are becoming more unpredictable and there has been a significant increase in incidence of tornados in populated areas in recent years.

PROCEDURE

A] The process

- Consult with local fire and emergency personnel to establish specific fire and tornado drill and/or evacuation plans for each program/activity site
- Determine frequency of drills
- Develop leader and facility staff responsibilities and training as well as child training content and timing
- Document when drills take place

Fire Drill Considerations

On-site

The drill will be coordinated with the local fire department. Upon hearing the alarm, children should immediately line up in single file. Leaders should take all class lists/contact information as well as any necessary medications and proceed to the nearest exit and then to a safe place away from the building. Children should be counted during the exit process and a leader should be the last to exit the building ensuring that all children are accounted for. Go to prearranged location.

Off-location real life considerations

Whenever taking children on a trip to an indoor facility, note the routes within the building and the exits so that there is always a known safe evacuation route if required.

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Check regularly with

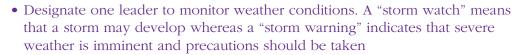
emerg<mark>e</mark>ncy services to

update any plans as

needed

Tornado Drill Considerations

Onsite



- Identify and designate safe areas within a building for refuge in case of a tornado. Avoid any areas with access to windows or doors or areas with a large roof span. The safest areas are usually an interior hallway or room on the lowest floor without direct access to doors or windows so as to protect everyone from breaking glass
- Always conduct a head count as children are lining up, when they are in position and again after the drill
- During the drill, children should sit in a tuck position with their back against the wall, head tucked forward and hands over the back of their head until the danger is over

Off-location real-life considerations

• When on field trips to other locations where the group will be indoors all day, designate an emergency meeting area within the building that will also serve as a protected sanctuary in case of a tornado. Make sure all leaders are aware of this location and that they are consciously aware of how to get here in case of a sudden storm

Bus travel during a severe storm

In the event that the group is travelling on a bus and a tornado touches down in the vicinity, there are several things to consider:

- The bus will not be able to out run a tornado and the bus may need to be evacuated if in the path of a tornado
- If there is a need to evacuate the bus, do a head count to ensure that everyone is off the bus. One leader should lead the front of the line and the last person leaving the bus should also be a leader to ensure that everyone is off. Evacuate upwind from the vehicle (so that the vehicle is not blown into the evacuation area), preferably moving children to a ditch or ravine area where they can lie face down with their hands on the back of their heads until the storm passes

Outdoor activity

- Outdoor activities should be closed down and all children moved as quickly as possible to safe shelter in cases of severe weather including lightning, thunderstorms, tornado watch and temperature extremes
- Activities should not be resumed until all weather warnings have cleared

B] Evidence: We are following the policy if...

- Leaders and facility staff are trained in appropriate drill procedures in case of fire or tornado
- Local fire and emergency personnel have been consulted when drawing up appropriate safety and evacuation plans and drills for each program/activity site
- Regular drills are held and procedures are posted to educate facility users, children and parents/legal guardians/caregivers
- When faced with a fire or tornado, leaders, facility staff and children all behave appropriately and are kept safe



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C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website
- Local EMS personnel should be aware of the policy

D] How to support the policy – success factors to consider:

- Ensure that all alarm systems are fully functioning and any batteries are changed on a regularly scheduled basis
- Ensure that all communication systems both primary and back-up are in good working order at all times
- Involve children and leaders in a follow-up discussion evaluating each drill exercise to emphasize areas where things went really well as well as any issues that may require improvement



EXPECTED OUTCOMES:

- In the event of a fire or tornado, children are safe
- Leaders take all appropriate precautionary measures during emergency situations
- Parents/legal guardians/caregivers are informed of all plans

















A system is in place to monitor weather conditions and forecasts for all areas where children's programs are held.

SAMPLE POLICY STATEMENT

Computer applications to monitor weather conditions will be used so as to maintain an awareness of any dangerous climate conditions that could threaten the well-being of children in recreation and sport programs.

PURPOSE

Advance knowledge of dangerous weather patterns enables leaders to ensure that children and leaders are able to take cover and stay safe during dangerous conditions.

WHY IS THIS POLICY IMPORTANT?

The safety of children is of priority concern. Extreme weather including lightning, tornados and other violent weather can cause serious injury or even death if the proper precautions are not taken.

PROCEDURE

A] The process

- Advise leaders and supervisors of children's programs to visit Environment Canada or local weather websites
- Set up a procedure whereby if the icon indicating a severe weather warning flashes, a series of messages are communicated to all program sites to ensure that leaders take appropriate actions to protect all participants and leaders from the on-coming dangerous weather

B] Evidence: We are following the policy if...

- All children and leaders are safely taking cover during severe weather occurrences
- There are no weather-related injuries or damage
- Portable equipment is safely stored during storms

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Ensure that all new leaders and supervisors are aware of the policy
- Conduct random checks of desktop computers and smart phones to ensure that the application has been downloaded and is working with the icon visible on the lower taskbar

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EXPECTED OUTCOMES:

- Reduced risk to program participants due to dangerous weather conditions
- Children and leaders take appropriate evasive action when dangerous weather is pending



TIPS

- Visit www.weathernetwork.com and download "The Weather Eye" application on their desktop, laptop or smart phone. By indicating the location of the program on the software, the program will provide a small desktop toolbar icon in the shape of a yellow square which will have the outdoor temperature for the designated location on it in black numbers. In the event that a severe weather warning is issued by Environment Canada, the yellow square will turn to a red square with a flashing white lightning bolt. By clicking on the icon, the user will be taken to a page outlining details about the weather warning including approximate timing, wind speeds, radar and lightning mapping
- Encourage families to be aware of and use this application so that they can be aware of dangerous weather conditions outside of program operating times











In cases of extreme temperature, high UV ratings, smog alerts or other potentially harmful conditions, program activities are adjusted to keep participants safe.

SAMPLE POLICY STATEMENT

In cases of extreme environmental conditions, program plans will be adjusted to ensure the safety of children and leaders.

PURPOSE

To keep children and leaders safe from harmful conditions.

WHY IS THIS POLICY IMPORTANT?

Children are particularly vulnerable to extreme temperatures, UV rays, smog and other extreme conditions. Serious illness can occur in a relatively short time if unchecked.

PROCEDURE

A] The process

- Appoint a leader to monitor all conditions at the program site by checking Environment Canada www.weatheroffice.gc.ca/canada_e.html_or The Weather Network at www.theweathernetwork.com
- In cases of extreme temperatures, high UV ratings or smog alerts programs should move indoors to an air conditioned environment if possible. If this is not possible, ensure that children have access to plenty of drinking water to stay hydrated, wear sunscreen with an SPF (Sun Protection Factor) of at least 30 and a hat. Activities should not be overly active as this can cause heatstroke in high temperatures and breathing problems for those affected by high smog conditions. Parents/legal guardians/caregivers should be alerted to consider whether their child should attend the program if moving to an indoor, air conditioned space is not an option. Seek shaded areas if outdoors however monitor weather conditions as high temperatures and high humidity are also prime conditions for sudden thunderstorms.

B| Evidence: We are following the policy if...

- Activities move indoors in cases of extreme temperature, high UV ratings, smog alerts and other extreme environmental conditions
- If outside appropriate adjustments are made and leaders are monitoring the health condition of all children
- Parents/legal guardians/caregivers have been alerted that program content will be altered to keep children healthy on days when extreme weather conditions prevail

C] Communication: Who should know about this policy? How will they be informed?

 All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials

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TIP

Post information on

parent-boards re the policy for "Triple H – HOT,HAZY, HUMID

days" reminding them to send extra water

containers for children as well as hats and

sunscreen

• Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Train staff on programming ideas for days when extreme weather conditions may require passive activities
- Conduct random program visits to ensure that staff are providing appropriate programming and taking precautions to keep children safe
- Monitor weather conditions to ensure that staff are prepared for any sudden thunderstorms that may develop

**

EXPECTED OUTCOMES:

• Children are safely enjoying appropriate programming in all weather conditions



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Lock-down procedures are in place to protect the physical and emotional well-being of children in cases when necessary.

SAMPLE POLICY STATEMENT

All program locations must have a "Lock-Down" and "Secure and Hold" procedure to support all possible efforts to protect children and staff in the event of the entry of a threatening individual or potential dangerous conditions or individuals in the immediate vicinity of the facility. All staff must be trained in the procedure and the facility must hold at least two lock down drills annually.

PURPOSE

To provide leaders with a set of procedures to follow in the event that they have to hide and protect the children from a threatening individual or conditions that either enter the facility or are known to be in the immediate external vicinity.

WHY IS THIS POLICY IMPORTANT?

In the event that an unauthorized person(s) enter the program facility and presents a threat to the safety of participants and staff, this policy provides a set of procedures to keep the children and leaders as safe as possible while police/emergency services secure the facility and remove the threat. By following this policy, leaders will reduce the chances that a child or leader could be harmed or taken as a hostage.

PROCEDURE

DEFINITIONS:

Hold and Secure: The "Hold and Secure" order is given when the on-site appropriate staff is advised (usually by EMS or Police) that there is a threat outside the building facility site such as a local gas leak, threatening individuals/criminal(s) known to be in the immediate vicinity, violent crime or attack in progress in the vicinity, dangerous animal on the loose. The "Hold and Secure" procedure involves locking the facility so that outsiders are unable to enter and securing and concealing individuals who are inside the facility in areas that are safer from attack from the outside of the building.

Lock Down: The "Lock Down" order is given when a threatening intruder such as an armed gunman has entered the facility with the potential to cause serious harm to those located inside. The "Lock Down" procedure involves moving individuals within the facility immediately into areas that can be locked from the inside to restrict access to intruders.

A] The process

Consult with local police services to create or fine tune plans

- Review any existing plans and check with local school boards for specific facility plans for any school buildings used for program locations
- Develop plans for community centres and other facilities
- Involve local police in the development and evaluation of drills and in practice drill events

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Pre Drill Training and Education

Leader and site staff and leader training should minimally explain:

- The purpose of the practice drills
- Key responsibilities for all staff positions including leaders, supervisors, administrators, custodial staff and others
- The difference between "Hold and Secure" and "Lock Down" conditions
- The importance of instilling knowledge and awareness in the children about why these procedures are in place
- Balancing the process so as to ensure that it is understood but not using drill exercises to scare the children. The messaging to children should be that "Children are smart and the group is capable of staying safe and the drills teach us how to stay safe"
- How to secure rooms, windows and doorways for each drill type
- Specific responsibilities regarding safely concealing children, even those who might not be in the regular class but have to seek refuge in the classroom when the drill is announced
- Responsibilities and considerations to ensure that individuals with disabilities are assisted including those with hearing or mobility challenges who may not be aware of an announcement or who may need assistance to move to a safe area
- The process of announcements to advise the commencement of a drill as well as the ending of a drill

Site user training should:

- Consist of both pre-announced drills and unannounced drills
- Explain the importance of remaining calm and immediately following instructions
- Emphasize the importance of staying quiet and concealed

Parent/legal guardian/caregiver training and communications should include:

- A letter sent home advising that the drill will be held either at a specific time or in the event of an unannounced drill, within a general timeframe (E.g. next week sometime)
- No acce<mark>ss to</mark> the facility from outside during the time of the drill and a note to this effect will also be posted at the main door of the facility
- NOT to attempt to call the facility office or a child's cell phone during a drill process or real life event as this can alert the intruder to the location of individuals within a facility
- That if there was a real life situation underway, they should tune in to local news media and keep cell and home phones available for incoming calls to advise them about the situation
- In the event of a real life incident local roads will be blocked off in the vicinity of the facility and access will be restricted
- The value of the drill process and note that it is a preventative measure designed to keep their child safe in the event of a real life event

Drills

Both the "Lock Down" and the "Hold and Secure" procedures involve moving children and leaders into more safe and secure areas where they can be concealed from the intruder or external threat.



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Drill Commencement

The following announcement will be made over the facility public address system:

"Attention everyone in the 'name of the facility'. [repeat]

This is a Hold and Secure / Lock Down [state which ever it is] drill. Everyone should go immediately to a secure place and take cover within the building. [repeat]

All doors must be locked immediately [repeat]"

The sequence of events, who's involved and key responsibilities

- Leaders should immediately move children into concealed areas out of view from the external windows or internal door windows. Children should be directed to hide in a corner of the room under desks or lying down on the floor
- Anyone in washrooms or hallways should move immediately to the closest secure area
- All internal doors and windows should be locked to prevent access for intruders. For "Hold and Secure" conditions, children may be moved to a hallway or storage area with out windows to the outside. For "Lock Down" conditions children should be moved inside a classroom or storage room with a lockable door that prevents entry from any adjacent hallway
- In the case of "Hold and Secure" lock all external facility doors and windows to completely prevent entry. In the case of "Lock Down" – lock all external doors and windows except one door to enable entrance by police units for rescue purposes
- Leaders must ensure that the following tasks are done in each classroom:
 - Windows must be locked and blinds/curtains closed
 - Lights must be turned off
 - All cell phones ringers must be turned off. Walkie Talkies and other noise making technologies must be turned OFF
 - Classroom doors must be locked
 - Door windows should be covered from the inside of the room with every effort to completely block the window so an intruder cannot look into the room. A roll of masking tape should be kept on the inside of the room door handle or adjacent to the door for easy and quick access. A piece of black construction paper or Bristol board cut slightly larger than the door window should be kept near the door as well. All edges of the covering should be taped to prevent any crevices through which the intruder may be able to peer into the room
 - Everyone must remain quiet and refrain from moving
 - Children must be kept calm and quiet so as not to draw attention to the hiding place

Supervisor/manager and police services will:

- Conduct the drill process walking throughout the facility checking to ensure that all doors are locked, secure areas are inaccessible, no one is out in the open and children/leaders are concealed
- Check to ensure that accurate attendance lists of registered names and contact information available for police to determine how many children/staff may be on-site

End of drill process

Once the facility has been fully checked and all conditions are safe and secure, the facility manager will return to the public address system and announce:

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TIP

Drill scenarios and exercises should be designed so that staff and children respect the purpose of the exercise and are prepared to calmly and effectively take measures to conceal themselves in case of an intruder or external threat. They should not be designed to cause fear but rather to develop confidence and reassurance that they can be kept safe if they work together to stay quiet and bidden until the "all clear" is announced





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exercises should be

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measures to conceal

intruder or external

be designed to cause fear but rather to

the purpose of the

exercise and are

effectively take

"All clear. [repeat]

The Hold and Secure / Lock Down condition is now over. [repeat] Thank you everyone for your cooperation during this drill."

Post drill evaluation and fine tuning of results

- Immediately following each practice drill, the facility manager will meet with the local police representatives if they were present during the drill and debrief the experience. Any areas needing improvement will be discussed and plans will be refined to improve chances for survival and successful rescue
- Feedback will be shared with all leaders and other staff within one day
- Children will be thanked over the public address system for their cooperation and good behavior during the drill
- Any child who did not comply with instructions will be spoken to with their parents/legal guardian/caregiver to emphasize the importance of the drill process in protecting them and others from harm. Children need to be aware that if one child acts up, it could put the entire group in danger in the case of an intruder

Parent reunification site

• Parents/legal guardians/caregivers should also be told that in the event of a real life situation a family information and reunification centre would be established and they would be informed at the time. This cannot be established in advance as it will be dependent upon circumstances at the time

B] Evidence: We are following the policy if...

- Drills are carried out effectively
- Police services participate in drills
- In the event of a real lock-down incident, children and leaders are all safe and the situation is safety brought to a secure conclusion

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Supervisors should be present along with police services to evaluate the drill process
- Policies should be revisited annually to ensure currency and alignment with the latest local police services best practices.

EXPECTED OUTCOMES:

- Children and leaders are trained and familiar with all processes during lock down and hold and secure situations
- Parents/legal guardians/caregivers are aware of drills in advance and familiar with the processes, purpose and sensitivities considered in drill exercises
- In the event of a real life incident, children and leaders are kept safe and are all accounted for



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2.2

Child Abuse Prevention, Detection, and Reporting

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Leaders receive training on detection, reporting procedures and dealing with disclosure of abuse in their orientation.

SAMPLE POLICY STATEMENT

This organization is committed to protecting children from abuse and is obligated by law under the applicable child and family services protection legislation to report cases of suspected abuse. All leaders who work with children are trained on how to detect and report suspected cases of child abuse. Leaders are also trained on how to handle a child's disclosure of abuse. The organization will support leaders in understanding and fulfilling their obligations for reporting disclosures of suspected abuse.

PURPOSE

To ensure that all staff understand their obligation to protect children from abuse; know what their role is when abuse is disclosed, witnessed or suspected; and are informed about the supports available to them in such cases.

WHY IS THIS POLICY IMPORTANT?

It is not uncommon for victims of abuse to disclose their experiences to people they trust, such as their sport, recreation and child care leaders. In addition, due to the physical and interactive nature of sport and recreation activities, leaders are often in a position to see physical or emotional indicators of abuse. In order to ensure the safety of these children, it is critical for leaders to be trained on how to recognize the signs of abuse, how to handle a child who tells a leader about an abusive experience and how to file a report with a child welfare agency.

PROCEDURE

A] The process

Develop procedures for internal and external reporting of suspected child abuse and for dealing with abuse in accordance with the requirements of the local child welfare agency and the provincial Child and Family Services Act. Train all staff on detecting, reporting and handling disclosures of child abuse. At minimum training should include:

- The moral and legal obligation of all staff to report disclosures of abuse or suspicions of abuse under the applicable child and family services protection legislation, and the consequences of not reporting
- The role leaders can play in helping prevent further abuse
- The various types of abuse and how to detect them
- How to listen to a child's disclosure with compassion and without judgment
- How to gather information from the child without asking questions that are leading or will influence the child's responses or perceptions
- Knowledge of the procedures for reporting, and documenting child abuse, and for filing all related documents (see sample policy 2.2.3 on reporting procedures)
- The role of the leader in reporting suspicions of abuse as opposed to his/her being responsible for proving that abuse occurred
- The role of the supervisor and the support systems available to leaders during a reporting process

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TIPS

Your local child welfare agency can be an excellent resource to help you develop training on child abuse

- The importance of maintaining confidentiality during the disclosure and reporting process (how to protect the dignity of the child and handle inquiries about the situation from other leaders, children and parent/legal guardian/caregiver)
- · How to deal with a suspected abuser, including a parent
- The ongoing role of the leader when working with and supporting an abused child (this might include being a caring listener and good role model, and helping to boost the child's self-esteem)
- The phone numbers of appropriate agencies known to leaders
- Supervisors should review personnel files periodically to ensure leaders meet all training requirements

B] Evidence: We are following the policy if...

 Leaders receive training on detecting, reporting and handling disclosures of child abuse

C] Communication: Who should know about this policy? How will they be informed?

- All staff related to the provision of recreation, sport or child care in the organization should be aware of this policy and all related implications
- This policy should be contained in leader training materials and all leaders and staff must attend training specific to the detection and reporting of child abuse

D] How to support the policy – success factors to consider:

Leaders often have many questions around the sensitive and disturbing topic of child abuse. Some possible questions include:

- What will happen to the child?
- Will he/she be removed from the family?
- What do I do if I suspect that the abuse is continuing after a report has been filed?
- How will I be protected if I submit a report and the alleged abuser finds out?
- Will the abuser be charged with a criminal offence?
- Will I need to testify in court?

Some leaders may themselves have been a victim or a witness of child abuse. The local child welfare agency can be used as a resource when developing training on child abuse.



EXPECTED OUTCOMES:

- Leaders are sensitive to and supportive of children in abusive situations and handle cases appropriately and discreetly. Children trust their leader and feel supported by them
- All suspicions and disclosures are reported to the local child welfare agency promptly and in accordance with legal requirements. The child welfare agency intervenes and the safety and well-being of the child are protected





A system is in place for dealing with and reporting leaders who are suspected of child abuse.

SAMPLE POLICY STATEMENT

The law requires that, should a leader be suspected of child abuse, he/she be reported to the local child welfare agency under applicable child and family services protection legislation. The leader is to be immediately removed from all duties that put him/her in direct contact with children while his/her conduct is being investigated.

PURPOSE

To ensure that children are protected from any type of abusive or inappropriate behaviour on the part of leaders and to ensure that legal requirements for reporting suspects are followed.

WHY IS THIS POLICY IMPORTANT?

By law, suspicions that children are being abused require external intervention from the appropriate child welfare authorities. Leaders need to understand clearly what constitutes inappropriate behaviour in order that they do not inadvertently commit an illegal act or one that will subject them to an investigation (see sample policy 1.4.2 on prohibited practices).

PROCEDURE

A] The process

- Screen all leader candidates through police record checks (see sample policy) 1.1.4) and reference checks (see sample policy 1.1.2) before they are employed
- Implement a policy that outlines prohibited practices with respect to the treatment of children and procedures for internally investigating leaders suspected of inappropriate behaviour (see sample policy 1.4.2 on prohibited practices)
- Prevent any leader suspected of inappropriate conduct from having any contact with children and initiate an internal investigation into his/her conduct (see sample policy 1.4.2 on internal investigation procedures)
- If an internal investigation leads to evidence or suspicions of child abuse on the part of a leader, make a report to the local child welfare agency, as required by law (see sample policy 2.2.3 on reporting procedures). Once a report has been made, it is up to the child welfare agency to conduct an investigation into the suspect's conduct
- Based on the conclusions of the child welfare agency, the leader may be subject to disciplinary action on the part of the organization and may face criminal charges
- Document and file information on allegations of abuse or suspicions of inappropriate behaviour in personnel files. Documentation should include details about the internal processes that were followed, the outcome of the external investigation and the disciplinary action that was taken (if applicable)

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B] Evidence: We are following the policy if...

- Any case of suspected child abuse by a leader results in:
 - A report to the supervisor; the leader's immediate removal from having any contact with children;
 - Issuance of a report to the local child welfare agency
 - Internal documentation that indicates all procedures are followed correctly in managing abuse suspicions

C] Communication: Who should know about this policy? How will they be informed?

- All staff related to the provision of recreation, sport or child care in the organization should be aware of this policy and all related implications
- This policy should be contained in leader training materials and all leaders and staff must attend training specific to the detection and reporting of child abuse

D] How to support the policy – success factors to consider:

- Leaders need to be made aware that their behaviour can be misinterpreted and need to understand why discretion must be exercised at all times. (E.g. leaders should be given guidelines on appropriate touches, safe hugs and safe helping-hands)
- Guidelines or suggested practices will help ensure that leaders are clear about their responsibilities and limitations

XX

EXPECTED OUTCOMES:

- Children are protected from abusive leaders
- Staff are protected from false accusations by not putting themselves or children at risk











Legal requirements for dealing with and reporting child abuse are followed.

SAMPLE POLICY STATEMENT

As required by law under the provincial child welfare legislation, leaders report suspicions or disclosures of child abuse to the local child welfare agency.

PURPOSE

To ensure that leaders and the organization are clear on the legal obligation to report child abuse and that the appropriate action is taken when reporting child abuse.

WHY IS THIS POLICY IMPORTANT?

From a legal perspective there are certain action steps that a leader or staff person must take in cases of suspected child abuse. It is critical for the safety of the child that leaders are aware of their responsibilities and act upon them as required.

PROCEDURE

A] The process

Develop procedures for internal and external reporting of suspected child abuse in accordance with the requirements of the local child welfare agency and the applicable child and family services protection legislation. Document reporting procedures in policies and procedures manuals, along with the name and phone number of the child welfare organization in the program jurisdiction.

When a child discloses abuse or when abuse is suspected, leaders are required to:

- Be cautious about the types of questions they ask the child and the tactics they use to gather information. Inappropriate "leading" questions could be seen as influencing the child's perception of the situation
- Notify their supervisor in a confidential manner, immediately
- With the guidance of a supervisor, document their observations and/or what was disclosed by the child in a detailed, accurate and factual manner

Supervisors should:

- Provide guidance and support throughout the reporting procedure
- Inform their manager of suspected abuse and any related proceedings in progress
- Contact the local child welfare organization to make a report once information has been gathered and documented

In the event that there is insufficient information to warrant a report to the local child welfare agency, the supervisor will explain his/her reasons in writing and file them with the above documentation. The supervisor will advise the leader who suspects abuse has occurred that, even though the supervisor does not feel a report is justified, the legal responsibility to report suspicions directly to the child welfare agency remains with the person who initially suspected the abuse.

Following the report to the child welfare agency:

• The supervisor writes a follow-up report containing the name and phone number of the child welfare agency contacted, the name of the person to whom the report was made, and the time and date of the report

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TIP

The role of the recreation and sport service provider is to report suspicions of child abuse. It is not to prove that abuse occurred. Investigations are left to the child welfare agency's experts and their investigating partners, such as the public health department and the police

- Additional information discussed by the supervisor and leader (E.g. the needs of the child or how to deal with an angry parent), is also documented
- Both the supervisor and leader sign the follow-up report
- A file containing all documentation regarding the case is forwarded to the appropriate senior manager for review and signature
- Any further developments with respect to the abused child or to the case, such as receipt of follow-up information from the child welfare agency, is documented in the same file
- All documentation is filed in a confidential location, such as centralized childrecord files with restricted access, where it cannot be viewed freely by others

B] Evidence: We are following the policy if...

- All suspicions and disclosures are reported promptly to the local child welfare agency in accordance with legal requirements
- Reports are documented appropriately, signed by supervisors and managers and filed internally in a confidential manner

C] Communication: Who should know about this policy? How will they be informed?

- All staff related to the provision of recreation, sport or child care in the organization should be aware of this policy and all related implications
- This policy should be contained in leader training materials and all leaders and staff must attend training specific to the detection and reporting of child abuse

D] How to support the policy – success factors to consider:

- When developing policies and procedures for dealing with and reporting child abuse, it is worthwhile to consult with the local child welfare agency to ensure that they meet with all documentation and process requirements and reflect the most current legislation
- The supervisor should support the leader through the reporting process. The supervisor and leader should discuss the needs of the child, the strategies for continuing to work with and support the child within the program, and issues around confidentiality and dealing with the suspected abuser



EXPECTED OUTCOMES:

- The child welfare agency intervenes to protect the safety and well-being of the child
- The organization provides the concerned leader with support, such as the option of talking to a counsellor if he/she is having personal difficulty dealing with the situation, and wage compensation if the leader has to take time off work during legal proceedings





Photography of children is not permitted except in circumstances when written permission has been granted by parents/ legal guardians in advance.

SAMPLE POLICY STATEMENT

Photography of program participants is restricted. Individuals who wish to take photographs of children must receive authorization from program management prior to doing so.

PURPOSE

For various reasons, parents may wish to have their child's identity protected and to restrict situations where unknown individuals may be taking their child's photograph.

WHY IS THIS POLICY IMPORTANT?

Child pornography and stalking are unfortunately realities in today's society and since the advent of digital photography and the internet, photographic imagery can easily be permanently released around the world. Some parents/legal guardians/ caregivers do not wish to take the risk of having their child's photograph in the hands of persons unknown to them. The identity and location of children should be protected in cases of custodial dispute and abuse.

PROCEDURE

A] The process

A set of specific Parental Consents must be signed to permit the taking of photographs of children for legitimate organizational purposes such as identification.

Include the policy and rationale in leader training content and prepare staff to be able to:

- Intervene if an adult is taking photographs and request that they be deleted
- Explain the rationale to parents/legal guardians/caregivers who may question the policy Include notices on parent bulletin boards and in pre-program materials.

B] Evidence: We are following the policy if...

- Leaders are aware of this issue and restrict the photography of children by unauthorized individuals
- Parents/legal guardians/caregivers and others request permission prior to taking photographs of children in the program
- Leaders are aware of and remove children whose exposure to photographers is restricted, from the range of photographers

C] Communication: Who should know about this policy? How will they be informed?

 All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials

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• Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- All program locations should have signage prominently explaining this policy to visitors
- Leader training will include emphasis on this policy along with strategies to restrict the unauthorized photography of the children
- Parent Handbooks and other promotional material will contain references to the policy to promote awareness and compliance



TIP

Create a logo of an X'ed out camera to post on parent boards or in program areas



EXPECTED OUTCOMES:

- Individuals wishing to take photographs of program participants will request permission prior to doing so
- Staff will remain vigilant about which children are restricted from having their picture taken
- Unwanted photography will be prevented











Leaders are not permitted, unless expressly authorized, to post online any reference to, or photographs of, children who are participants in the recreation or sport program where they are employed. Leaders are not permitted to take, use, copy or share photographs of child participants for personal use.

SAMPLE POLICY STATEMENT

Leaders are not permitted to post on the internet or via any electronic media, any reference to, or photographs of, children who are participants in the program. Leaders are not permitted to take, use, copy or share photographs of children for personal use and will be held fully accountable for any personal or corporate damages that result from a breach of this policy.

PURPOSE

To clearly articulate that leaders are forbidden to take, use, share or post photographs or any reference to children who are participants in the programs.

WHY IS THIS POLICY IMPORTANT?

This policy is designed to safeguard the personal privacy and safety of participants and their families. It is also a legal obligation for all staff to comply with Canada's Privacy Act and The Personal Information Protection and Electronic Documents Act (PIPEDA) (see sample policy1.4.3).

PROCEDURE

A] The process

- In conjunction with Human Resources, this policy will be embedded in all hiring contracts and also in leader training materials and orientation activities
- The policy will be verbally read to staff upon hiring as part of the orientation program and staff will be monitored to ensure that the policy is upheld

B| Evidence: We are following the policy if...

- There is no evidence of leaders posting photographs of, or information about, children who participate in the programs
- There is no evidence of leaders taking pictures of children for personal use

C] Communication: Who should know about this policy? How will they be informed?

 All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials





• Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Random spot checks of camp and internet can be done by supervisors to ensure that the policy is not breached
- An official department photographer can visit various program sites and take photos of children in the programs whose parents have provided signed consent to do so



EXPECTED OUTCOMES:

• Children and their families can have confidence that their personal privacy is protected while participating in programs







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HIGH FIVE



2.3

Injury and Illness Prevention

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A system is in place to deal with children who become ill.

SAMPLE POLICY STATEMENT

When a child show symptoms of illness while participating in a program, leaders must follow procedures to care for the child and to protect the other children in case of contagion. These include: supervising and monitoring the child's condition in a designated sick room or quiet rest area; contacting the parents/legal guardians/caregivers to advise of the child's condition and to arrange for the child to be picked up if necessary, and/or contacting emergency medical services (911) if the illness is serious; and completing an Illness Report Form.

PURPOSE

To ensure that the ill child receives appropriate care and to protect other children from contracting an illness through the spread of contagious germs.

WHY IS THIS POLICY IMPORTANT?

When a child becomes ill, their health must be taken seriously and treated as a priority. What may seem like a minor ailment could be the start of something more serious or highly contagious. It is imperative that parents/legal guardians/caregivers be alerted to their child's condition immediately so that appropriate action can be taken to ensure their child's comfort and recovery, whether that means taking the child home or taking them directly to a doctor. Leaders have a legal responsibility to follow municipal health regulations, which usually stipulate that children should not be permitted to participate in programs when a contagious illness poses a health risk to others

PROCEDURE

A] The process

- Develop a standard Illness Report Form to document the date, the child's name, the symptoms of illness (rather than a diagnosis), steps taken by the leader to attend to the sick child, contact with the parents/legal guardians/caregivers and the action taken by parents/legal guardians/caregivers, and follow-up regarding the child's treatment and recovery
- Ensure that leaders are trained in first-aid and how to recognize signs and symptoms of illness
- Children's health records must be made accessible to leaders while reinforcing the steps required for maintaining confidentiality. Records should be kept upto-date and should contain emergency contact phone numbers, current health information noting any special health conditions, allergies or precautions to be taken when caring for the child and, when voluntarily provided, provincial Health Card numbers (see sample policy 2.5.2 on child records)
- Designate a "sick room" or quiet area where children can rest comfortably with supervision until they are feeling better, can be picked up by a parent, or transported by ambulance to a health-care facility
- Do not administer any type of medication unless arrangements have been pre-authorized in writing by the parents/legal guardians/caregivers and only if organizational procedures for the administration of medications have been followed (see sample policy 2.3.2 on administration of medications)

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TIPS

- Watch for signs of dehydration if a child is ill on a particularly hot day or if they have vomited
- Keep a disposable cup of cool water handy for the child to sip as needed

- Call the parents/legal guardians/caregivers or an emergency contact to advise of the child's condition and request that the ill child be picked up
- In the event of serious illness (E.g. *the child is disoriented, or slips into unconsciousness*), call emergency medical services immediately and arrange for someone to direct EMS personnel to the child's location. Notify a supervisor (see sample policy 2.1.2 on dealing with, documenting and reporting emergency situations)
- Document the child's illness, using the Illness Report Form. Forward a completed copy of the report to the supervisor for review and signature

B] Evidence: We are following the policy if...

- Ill children are picked up by their parents/legal guardians/caregivers and either taken home or taken to receive medical attention
- Signed copies of illness reports are filed with children's records

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through staff training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Sick children may feel embarrassed about their condition or disappointed that they are unable to participate in the program. When dealing with sick children, leaders should be sensitive to the child's feelings and handle the situation discreetly so that their dignity is left intact. A caring adult is very important at this time
- In some cases, a sick child will say he/she feels well enough to participate in the program. Leaders and parents/legal guardians/caregivers must consider the nature of the illness and whether, by allowing the child to participate, their child's own health and well-being of the other children is at risk

*

EXPECTED OUTCOMES:

- The chance of children being infected by contagious illness is reduced
- Sick children receive appropriate treatment and care, resulting in a speedy recovery





A system is in place regarding the administration of prescription and non-prescription medications, emergency treatment, record-keeping, reporting practices and the safe storage of all medications.

SAMPLE POLICY STATEMENT

Systems are in place to support the participation of children who require various levels of assistance with the administration of prescription medications. In such cases, all procedures for administering prescription medication must be outlined for leaders/staff to follow and leaders will be trained to administer the medication.

PURPOSE

To outline the terms and conditions under which children may have prescription and non-prescription medication administered to them by leaders (this includes leader training regarding emergency treatment techniques including EpiPens® for anaphylaxis and Automated External Defibrillators (AED)). To protect children from being given medication that could have detrimental effects on their health and well-being and to ensure that when medication is administered, it is done safely under the direction of a trained physician and with the awareness of leaders and parents/legal guardians/caregivers.

WHY IS THIS POLICY IMPORTANT?

The administering of medication can either help or seriously harm a child if mishandled. Given the potential serious implications of possible side effects such as allergic reaction or overdose, medication is not to be administered by leaders unless precautions are taken to ensure appropriate authorization by a physician, dosage directions, timing and storage of medications are in place.

PROCEDURE

A] The process

Before the program commences

Develop an Authorization for the Administration of Medication Form. At minimum, information on the form should include:

- The child's name (at the top of every page) and emergency contact phone numbers
- The name and contact information of the prescribing physician
- The exact name of the medication
- The precise dosage to be given
- The exact date/time a dosage is to be given
- Whether the dosage is to be administered by a leader or whether (as in the case of an asthma puffer) it is to be self-administered by the child under the direct supervision of a leader
- Any notes on possible side effects; and steps to be taken should side effects occur











- An indication of whether the child has taken the medication before or if he/she will receive his/her first dose while in the program
- Instructions for storing the medication
- The parent/legal guardian signature (NOTE: A caregiver is not a parent or legal guardian. Only someone with the legal responsibility for the child may authorize the administration of medicine. A caregiver may be authorized by the parent to administer medication at home but if the caregiver administers medication at the program the parents/legal guardians must still specifically authorize this arrangement in writing)

Include a chart on the Authorization for the Administration of Medicine Form for the leader to document each dosage administered, including the date, dosage, time administered, leader's signature, comments on any side effects or other pertinent information.

Whether conditions are of a mild or temporary nature or they are potentially life threatening illnesses, an Authorization for the Administration of Medication Form must be completed in advance by the parent/legal guardian.

Over-the-counter medication (E.g. Gravol or cough syrup) is not to be administered by leaders unless prescribed by a physician.

Leader and Other Support Staff Training Leaders of Children with Life Threatening Illnesses

- Leaders must receive specific training to observe warning signs and conditions for children who:
 - a) Experience severe allergies and anaphylactic shock
 - b) Are prone to severe asthma
 - c) Are prone to seizures
 - d) Have diabetes
 - e) Are medically fragile
- Leaders must receive specific training on the administration of medications and the follow-up action required for any of the above conditions including the use of EpiPens® and/or asthma puffers regardless of whether it is leader-administered or self-administered

Procedures for receiving medications from parents/legal guardians including:

- Ensuring original packaging for drugs
- The prescription label must be cross-referenced with the Medication Authorization Form completed by parents/legal guardians to ensure that it matches
- Leaders must examine the label for the date it was dispensed and the expiry date to verify that the medication is a current prescription
- Checking expiry dates on all medications

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- Noting number of doses left in package when received
- Ensuring the container has a pharmaceutical sticker or label attached indicating the name of the child and directions for the administration and storage of the medication
- When a unit of measurement is prescribed for dosages (E.g. "a teaspoon" or "5 ml") the parent/legal guardian/caregiver must supply a dosage implement with the medication. The implement is to be labeled with the child's name and stored in the locked medication box









• With care not to contravene the Privacy Act, the supervisor will advise other staff at the site of the medical conditions and identities of children with severe allergic reactions or other life threatening health conditions so that all appropriate site personnel are aware and prepared to assist if needed in getting care for the child. A photograph of the child will be posted in a staff area with a listing of conditions and the identification of the appointed trained leader

Administering Medications

Each time medication is administered leaders must:

- 1. Observe proper hygiene by washing their hands and the medication measurement implement.
- 2. Administer medication at the exact time and dosage prescribed.
- 3. Observe the child if the medication is to be self-administered.
- 4. Clean the medication measurement implement and return it with the medication to the locked storage box.
- 5. Complete and sign the chart on the Authorization for the Administration of Medication Form.
- 6. Observe the child for side effects. If side effects occur, the parents/legal gaurdians should be notified immediately. Information regarding the side effects should be recorded on the chart and the program supervisor should be notified. If side effects are severe, call 911.

NOTE:

- If the child has never taken the medication before or is taking his/her first dose in the program, leaders should pay extra attention for possible signs of side effects, including an allergic reaction
- If medication is not given or refused, reasons for such an omission must be noted in the Medication Tracking Sheet and parental contact should be made
- Ideally, one leader should be responsible for administrating medication to children to minimize the chances of double doses. A back up leader should be trained in case of absence however one leader should be "assigned" each day

Observing a Child Self-Administer Medications

In cases where children carry a self-administered asthma puffer, an EpiPen®, or an insulin pump, parent/legal guardian should still be required to complete the Authorization for the Administration of Medication Form (The form may list side effects). When children use the medication, leaders should still record, monitor and report to parents/legal gaurdians. When EpiPens® are administered, immediate medical attention is required. Any time that an EpiPens® is used, the parent/legal guardian and 911 must be called.

Record Keeping

- Before medication is administered, have the parent/legal guardian complete and sign an Authorization for the Administration of Medicine Form. Keep this on file with the child's records
- Notify a supervisor when a parent/legal guardian has authorized the administration of medication

Storage

• Medication (unless self administered) must be stored in a locked box out of the reach of children and kept at the temperature recommended on the label. Sometimes this requires that medication is refrigerated and this may require a cooler bag with ice packs if refrigeration is not available (E.g. if going on a hike)

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The use of a photograph of any child requiring

medication is helpful.

Keep 2 copies of the

medication to ensure

medication is going to

the right child. The 2nd

photo should be posted in the staff area with

details regarding any

medical condition and

photo 1 with the

all leaders that

the location of medication and

assigned

program

- EpiPens® (or other auto injector devices) should be carried on the child with the allergy when they have demonstrated maturity (or as designated by the parent/ legal guardian). An additional prescribed EpiPen® should be available for the child and should be kept in a location that is easily accessible and known to all staff
- Any left over medication at the end of the prescription term is to be returned directly into the hands of parents in its original container

B] Evidence: We are following the policy if...

- Supervisors are aware of programs where leaders are administering medication to children
- Authorization for the Administration of Medication forms and dosage charts are complete and kept on file with the child's records
- Medication boxes are locked and out of children's reach, are kept at the proper temperature and contain only prescription medications
- All directions on the prescription label are followed exactly

C] Communication: Who should know about this policy? How will they be informed?

- It is imperative that replacement leaders should be notified if there is a child who requires medication in the program
- A system of communicating important information needs to be put in place
- Replacement leaders also need to be trained on the procedures for administering medication

D| How to support the policy – success factors to consider:

- Encourage parents/legal guardians of children with high risk medical conditions to meet with staff before the program starts so that an orientation can take place
- Solicit the support of the public health unit nursing staff to provide support with staff training re: administration and management of medications
- Supervisors should conduct spot checks and observe leaders administering medication to ensure that appropriate procedures are in use

identification of key knowledgeable leaders

• For self-administered items, such as EpiPens®, asthma inhalers, or insulin pumps, ask parents to send an extra set of supplies to be kept locked away, in case the child loses an item during the

EXPECTED OUTCOMES:

 The administration of medication by program personnel has positive effects on the child's health, well-being and ability to participate





There are clear processes in place to determine the appropriateness of the participation of children with health conditions that may affect their safety and that of others [E.g. head lice, ring worm, pink eye etc.]

SAMPLE POLICY STATEMENT

A child may be restricted from a program or facility if he/she has contracted a contagious illness or condition that could affect the health and safety of others, or if his/her continued participation in an activity or program could have negative implications for his/her own health and safety. Guidelines developed in consultation with the local public health department for illnesses and contagious health conditions (E.g. chicken pox, head lice, ring worm, pink eye) are followed.

PURPOSE

To protect the well-being of the ill child, as well as that of other participants, facility users, parents/legal guardians/caregivers, leaders and other staff and to monitor compliance with local health department guidelines and/or regulations.

WHY IS THIS POLICY IMPORTANT?

When individuals contract certain communicable illness or conditions, their health may affect the health and well-being of others (E.g. a child who has a persistent cough and is suffering from an ailment that is transmitted through air-born germs could spread their illness to others). In fairness to all program participants, facility users and leaders, the ill child should be kept home until his/her condition is no longer deemed contagious. It is also in the best interest of the ill child that he/she remains at home. Sick children require rest and may require medical attention. Allowing an ill child to remain in a program could have adverse affects on his/her well-being. An already susceptible immune system could pick up other germs and ailments. Illness could be prolonged or could worsen because the child is not receiving the rest and attention required to heal.

PROCEDURE

A] The process

- Develop guidelines in cooperation with the local public health department, identifying contagious illnesses/health conditions. The guidelines should contain information such as the signs and symptoms of illnesses, and indications of when it is safe for a child to resume participation in the program. (In some cases, this may require a doctor's note.) The guidelines also should indicate whether other parents and/or the local public health department need to be notified of particular illnesses or conditions
- Post the guidelines or keep them at the program site for leaders and parents/legal guardians/caregivers' reference
- Train leaders on how to recognize the signs and symptoms of infectious diseases or contagious illness
- In the event that a child arrives ill at a program or becomes ill while there, the procedures for dealing with a sick child are to be followed (see sample policy 2.3.1)

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- Local health departments often have instructional publications or materials regarding many common contagious conditions and how to avoid them. These can be made available through the program or posted on parent information boards
- Links to the local health department can be included on the organization's website

- Notify a supervisor immediately in cases where a child is infected with an illness or a condition that warrants denying access to a program
- If a child with a contagious illness or a condition, such as chicken pox or head lice, has been present in the program, advise all parents/legal guardians/caregivers as soon as possible. Provide parents/legal guardians/caregivers with information about the signs and symptoms to watch for and the action they should take if their child becomes infected. (Typically, this would include keeping the child home from the program and seeking medical attention.) Maintain confidentiality and consider the dignity of the infected child when communicating to other parents/legal guardians/caregivers
- Review the guidelines for contagious illnesses/health conditions with the public health department periodically and revise as necessary

B] Evidence: We are following the policy if...

- Procedures for dealing with a sick child are followed (see sample policy 2.3.1)
- Cases of children with contagious illness/health conditions are documented and kept on file with the children's records
- Ongoing and supportive communication occurs between program leaders and the parents of ill children
- Other parents/legal guardians/caregivers (and the public health department if necessary) are informed of contagious illnesses/health conditions that may pose a risk

C] Communication: Who should know about this policy? How will they be informed?

- Leaders, supervisors and managers should be made aware of this policy through training and orientation processes and they should be aware of consistent messaging that should be used with parents and the media in the event of any inquiries
- Parents/legal guardians/caregivers should be made aware of this policy through postings on parent information boards and inclusion of the policy in program registration materials and information handbooks

D] How to support the policy – success factors to consider:

- Leaders need to be sensitive to the feelings of any children restricted from participating in the program due to health conditions and help them understand the reasons they are not allowed to participate. It will be important to tell the child that this is not his/her fault and that the situation is temporary until he/she gets better
- The parents/legal guardians/caregivers of the ill child should be informed of the organization's obligation to advise other parents/legal guardians/caregivers that the health condition has presented itself within the program setting in order to educate others on what to do should their children show signs and symptoms of the illness/condition
- When letting parents/legal guardians/caregivers know that their child may have been exposed to an illness or condition, the information should be factual and describe the symptoms and visible conditions. (Rather than leaders identifying an illness that they "think" the child may have, the diagnosis should be left to a physician.)



EXPECTED OUTCOMES:

- Ill children do not participate in programs until they are not contagious and they feel well
- The risk of other children, facility users, staff becoming infected is eliminated



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All locations comply with applicable, municipal, provincial/territorial and federal regulations and legislation impacting on the healthy development of children [E.g. *Privacy legislation, Public Health Act, Family Law Act etc.*]

SAMPLE POLICY STATEMENT

All programs and facilities must maintain current awareness of, and comply with, applicable municipal, provincial/territorial and federal regulations and legislation impacting on the effectiveness of program operations and the healthy development of children participating in programs. Standards include but are not limited to, fire safety regulations, hazardous materials, health and safety standards, municipal health regulations, labour laws, and building codes.

PURPOSE

To ensure children's programs follow all of the regulations and legislation governing corporate behaviour and responsibility.

WHY IS THIS POLICY IMPORTANT?

Regulations and legislation are designed to establish acceptable minimum standards for quality and safety. Failure to maintain awareness of and follow current standards can put children at risk.

PROCEDURE

A] The process

- Register through provincial/territorial and federal websites for online updates to maintain awareness of issues
- Update policies continuously as needed
- Keep copies of all relevant health and safety codes, legislation and regulations on file with a master log at each program location
- Direct questions or concerns regarding compliance with health and safety codes in writing to the supervisor. If necessary, the supervisor should seek the advice of the appropriate authority for guidance on the steps required for compliance. All correspondence regarding questions or concerns about health and safety codes is to be kept on file
- Should a health or safety situation deteriorate, any staff member, volunteer, or facility user has the right to alert the local authority to the situation
- Develop a health-and-safety checklist to assist with random audits, to ensure that conditions are clean, safe and in compliance with health and safety codes
- Once an audit has been conducted it should be dated, signed and kept on file
- Any areas of concern should be documented and the appropriate staff notified and full details about how and when the concern was addressed should be filed with the form

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• Design and implement leader and supervisor training processes. Review all relevant legislation and cross-reference this with job descriptions to identify who is responsible for following each code (E.g. leaders may be identified as being responsible for the safe handling and preparation of food, while facility custodians may be responsible for ensuring that all public washroom facilities are sanitized regularly)

Legislation to be covered should include but not be limited to:

- Health and Safety and Fire codes may vary slightly from municipality to municipality, but all are generally concerned with the cleanliness and safety of the environment where people live, eat and play. Most public buildings, such as recreation centres, pools and other sports facilities, fall under the operational or licensing mandate of municipalities and are subject to regular inspections for compliance with health-and-safety codes. Non-compliance with a code carries serious consequences for both the organization and the children whose health and safety is put at risk, and may result in the facility being shut down
- Workplace Health and Safety Legislation primarily addresses the safety of employees however, in some cases it also governs Emergency Plans which would also impact on the safe evacuation of buildings etc.
- Some sport and camping equipment falls under the auspices of Health Canada's Consumer Product Safety Act which in turn oversees the Hazardous Product Act. This includes regulations covering the use of Canadian Standards Association approved (CSA) Hockey Helmets and The Hazardous Product Act also contains The Tent Regulation pertaining to the testing and labeling of tent textiles to ensure that all requirements re flammability performance are achieved. The Hazardous Products Act also governs toy safety and issues such as lead content in children's toys
- Privacy Legislation governs the collection, use and disposal of private information collected from participants and their families
- Childcare Legislation governs the legal duty to report any suspected child abuse or other situation wherein a child may be in need of protection
- The Day Nurseries Act which governs standards required for the operation of licensed child care programs
- The Constitution Act, Canadian Charter of Rights and Freedoms and various
 Provincial Human Rights Codes which govern the rights of individuals to be free from discrimination based on

B] Evidence: We are following the policy if...

- A system exists to monitor, log and disseminate appropriate information regarding legislation, guidelines and regulations which may apply to or impact on the delivery programs
- Each facility has a central file containing completed health and safety checklists and all correspondence related to codes. The file indicates that audits are conducted regularly
- Follow-up documentation indicates that concerns are addressed promptly. Each facility inspected by local authorities is in compliance with health-and-safety codes
- All operations are in compliance with appropriate legislative and regulatory requirements







C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader recruitment and training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Keep the topics front and centre
- Ensure that any regulation updates are included on meeting agendas for leaders and supervisors so that any questions can be addressed at the early stages of implementation
- Conduct random spot checks to ensure compliance

TIP

<mark>Share "</mark>great ideas" for maintaining compliance across the organization



EXPECTED OUTCOMES:

- Leaders understand their responsibilities for maintaining healthy and safe environments that are in compliance with relevant legislation
- Children's experience of programs is supported and enhanced through safe and healthy environments







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At the corporate level, an appropriate pandemic planning policy is in effect and is considered as part of local emergency planning. In case of such an event [E.g. H1N1, SARS] considerations for children's programs are included.

SAMPLE POLICY STATEMENT

Programs will be adjusted as needed to mitigate the risk of spreading disease and to protect participants and families in the event of a pandemic. Organization is registered with the local public health unit to be informed and consulted in cases where significant outbreaks of disease are known to be in the community.

PURPOSE

To ensure awareness of health conditions in the community and action steps needed to mitigate the spread of disease and protect participants.

WHY IS THIS POLICY IMPORTANT?

The health and well-being of program participants and their families as well as leaders and other staff are key priorities. Early awareness and the implementation of measures to mitigate risk are critical.

PROCEDURE

A] The process

- Maintain registration and contact with the local public health department to review activities associated with pandemic planning and the relevance of these activities to the programs provided for children
- Systems are in place for Public Health Department to inform and consult in cases where significant outbreaks of disease are known to be in the community
- Review existing policies and procedures to ensure that they represent the necessary action steps to be taken to stay aware of disease outbreaks in the community and maintain contact with Public Health to receive appropriate specific guidance during such an outbreak
- Train staff according to Public Health guidelines
- Maintain an annual check in with Public Health to ensure that all practices are
 up to date to mitigate the risk of disease spreading through program participants
 and leaders

B] Evidence: We are following the policy if...

- Policies, procedures and staff training initiatives are adjusted as needed to follow guidance supplied by Public Health re the spread of disease in the community
- Appropriate precautionary measures are taken to protect children and leaders and families from disease

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C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Ensure that children and leaders wash hands thoroughly and regularly throughout the day (see sample policy 2.6.2)
- Encourage proper sneezing and coughing into sleeves rather than hands to reduce the spread of germs within the program area
- Keep disinfectant cleaning supplies on hand and use regularly on counter tops, toys, sink taps and other areas that children may touch
- Conduct random program visits to ensure these practices are in place

X

EXPECTED OUTCOMES:

• In the event of a breakout of disease within the community, program managers, supervisors and leaders are responsive in a timely way to implement directives from Public Health to mitigate the spread of disease











Visitor/spectator behavioural codes are in place to protect the well-being of all program participants. Bullying and abusive spectator behaviour will not be tolerated.

SAMPLE POLICY STATEMENT

The concepts of respect, positive reinforcement, valuing diversity, inclusion and good sportsmanship all contribute to healthy child development. Children's program environments must be welcoming and supportive of the learning and growth of participants. Behaviours on the part of visitors, parents/legal guardians/caregivers that are deemed to be aggressive, bullying, disrespectful, inappropriate, disruptive or threatening will not be tolerated.

PURPOSE

To protect children from inappropriate adult behaviour.

WHY IS THIS POLICY IMPORTANT?

Children should not be in the presence of threatening, aggressive or demeaning behaviour. This behaviour can have lifelong negative impact on a child's self-esteem.

PROCEDURE

A] The process

 A visitor/spectator Code of Conduct (E.g. HIGH FIVE® Code of Ethics) including the policy should be posted prominently at the facility. Individuals who start to display inappropriate behaviour should be warned that they will be asked to leave if the behaviour continues. If the individual continues and the situation escalates, the police should be called

B| Evidence: We are following the policy if...

- Staff are trained on the policy and on intervention and communication techniques to use when trying to de-escalate conflict and change unwanted behaviours
- The Visitor/Spectator Code of Conduct is posted at the facility and respected

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers and visitors/spectators should be made aware of this policy in parent handbooks, on bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

 Include local police in staff training to provide staff with techniques re handling aggressive or bullying behaviour

TIP

Creating a positive and welcome environment can sometimes influence behavior patterns in individuals. Staff should greet visitors and spectators as they enter the facility if possible and "set the tone" for positive interaction

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- Conduct random spot checks of events where visitors/spectators are present to monitor behaviour
- Ensure that leaders complete an Incident Report Form in cases where spectator warnings are issues or interventions occur
- Leaders should call the manager if an incident requires police involvement



EXPECTED OUTCOMES:

- Problem behaviours are dealt with quickly and effectively
- Staff, program participants and other visitors are kept safe from harm







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Bullying prevention, intervention and conflict resolution strategies are part of leader training and parent/legal guardian/ caregiver communication packages.

SAMPLE POLICY STATEMENT

Bullying behaviour will not be tolerated. Leaders will be trained to model positive behaviour and intervene in situations of negative, threatening or otherwise disrespectful and intimidating behaviour. There is zero tolerance for bullying behaviour and individuals who bully others will be held accountable.

PURPOSE

To keep children safe emotionally and physically.

WHY IS THIS POLICY IMPORTANT?

Children need to feel emotionally and physically safe in all programs/activities. Failure to act in the role of a caring adult and intervene when someone is being bullied sends the message that the behaviour is condoned and that children who are victimized will not be protected. Bullying behaviour can have a lifelong negative impact on a child and must not be ignored.

PROCEDURE

A] The process

Ensure that leaders are trained to:

- Model positive behaviour and encourage the same between all children
- Recognize the signs of behaviour that may lead to bullying (E.g. exclusion of individuals, mocking, name calling, gossip, physical force, making threats)
- Use intervention processes that de-escalate anger and lead to respectful conflict resolution
- Ascertain when a situation has evolved to a level that is becoming unacceptable
- Work as a team together to isolate a child who is engaging in bullying behaviour from the group so that the bullying behaviour can be addressed individually in order to promote healthier ways of relating with others

Zero tolerance means that intervention and corrective steps will be taken at the first sign of inappropriate behaviour to guide the individual to a more positive and effective way of handling conflict. If the situation escalates, the child will be removed from the program activity and given a "time out" and warning. The parent/legal guardian/caregiver will be advised and if the bullying behaviour continues, the child may be removed from the program to protect others.

Ensure that intervention processes are known to parents/legal guardians/caregivers and progressive steps, including written communication are in place to advise parents of children who exhibit bullying tendencies.



B] Evidence: We are following the policy if...

- Posters are prevalent at the program location indicating zero tolerance for bullying
- Parents/legal guardians/caregivers and children are aware of the zero tolerance policy
- Leaders model positive behaviour and as needed, intervene effectively to prevent or stop bullying behaviours
- Children at the program appear to be happy and exhibit respectful behaviours to one another and to the leaders

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers and children should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Regularly review the QUEST 2 results to measure the quality of interactions in programs wherein bullying behaviour is suspected
- Ensure that leaders are designing programs that focus on the HIGH FIVE® Principles of healthy child development as these elements can help to support and rebuild the self esteem of individuals who feel bullied
- Conduct regular drop-in checks of programs to observe leaders in action to check the extent to which they intervene in bullying behaviour and model positive behaviour
- Investigate swiftly if a parent complains that a child is being bullied

- <mark>Regula</mark>rly post tips on positiv<mark>e</mark> intervention techniques in leader-only areas
- Utilize PHCD workshop bullying resources to reinforce the role of the leader in bullying prevention, intervention and conflict resolution

EXPECTED OUTCOMES:

- Leaders, parents/legal guardians/caregivers and children are all aware of the zero tolerance policy on bullying
- Leaders model positive behaviour
- Children interact in positive ways and resolve differences in a respectful manner
- Bullying behaviour is not prevalent and dealt with appropriately



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Quality Indicator 2.3.8

A system is in place to ensure that leaders and other key facility staff are aware of all allergy and other medical conditions pertaining to program participants and leaders on-site.

SAMPLE POLICY STATEMENT

All leaders, supervisors, managers and other key program staff including custodial staff will serve as member of ALERT and are to be informed of critical medical conditions such as diabetes, asthma, food and stinging insect allergies pertaining to all children in attendance at the program site.

PURPOSE

If more than 1 or 2 leaders are aware of the situation then the child has a better chance of getting help quickly when a critical health incident occurs.

WHY IS THIS POLICY IMPORTANT?

Awareness, vigilance and quick response can mean the difference between life and death when dealing with a critical allergy or health condition.

PROCEDURE

A] The process

- As part of their job function, staff at facilities where children with allergies and
 other medical conditions are in attendance will automatically serve as members
 of "ALERT" the on-site Allergy Emergency Response Team. Information
 regarding critical medical conditions of current program participants will be
 coordinated and posted in a central "ALERT" posting area. This information will
 be updated as needed and will include:
 - A photograph of the child and the child's name and age
 - A listing of the child's allergy or critical condition
 - A corresponding list of symptoms and danger signs to watch for
 - A detailed listing of medications on hand in the event of an incident
 - The name of the assigned "medication leader" who will administer the medications
 - A quick reference of action to be taken if the child is found in difficulty
- Staff is reminded that this information, although personal, is posted for their eyes only and to support the well-being of the child. Information is not to be disclosed or shared with unauthorized parties in keeping with The Privacy Act
- In the event that the child requires emergency medical attention, 911 should be called and the information listed on the chart should be shared with EMS personnel. Any time that an EpiPen® is used, the parent/legal guardian and 911 must be called
- Accident/incident report must be completed

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B] Evidence: We are following the policy if...

- Staff is aware that they are included in the ALERT (Allergy Emergency Response Team)
- A coordinated response takes place when a child experiences an allergic reaction or a medical emergency
- ALERT reports are kept on file and submitted to archives at the end of each season along with other incident reports

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers and key facility staff must be aware of this
 policy and it must reinforced through leader and other staff training programs
 and related materials
- Parents/legal guardians/caregivers of children with critical allergies or medical conditions will be made aware of this policy at the time of registration and again on the first day of the program

D] How to support the policy – success factors to consider:

- ALERT is a standing item on weekly staff meeting agendas
- Supervisors conduct spot checks to ensure ALERT information is posted appropriately and staff are able to identify children who have medical conditions



EXPECTED OUTCOMES:

 Leaders and other key facility staff are aware of their ALERT responsibilities and children are cared for quickly and effectively when they experience an allergic reaction or a medical emergency





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Quality Indicator 2.3.9

Group/team sizes are organized to ensure that there is a sufficient quantity of appropriately-sized personal protective equipment available for safe participation in activities as needed.

SAMPLE POLICY STATEMENT

When children participate in sports or activities that require protective equipment, it is important that they are all are protected. If protective equipment is provided group/team size may need to be altered if available protective equipment supplies are limited. At no time shall a child participate without appropriate legislated protective equipment. In cases where children bring their own personal equipment for use under supervision it is imperative that all designated equipment complies with sizing and safety standards as per the Canadian Standards Association and the Health Canada Hazardous Products Act. Appropriate labeling from these organizations must be visible or the child will not be permitted to use it.

PURPOSE

To protect all children who participate from injury by ensuring they wear appropriately sized equipment and appropriately certified protective equipment as legislated.

WHY IS THIS POLICY IMPORTANT?

Activities requiring protective equipment such as skating, boating and bicycling have inherent dangers. Related legislation regarding protective equipment is in place to reduce risk to participants.

PROCEDURE

A] The process

- Review all activities to ensure that those requiring protective equipment are identified
- Assess ability to provide the certified equipment or determine if the participant must provide it. Advise parents/legal guardians/caregivers accordingly
- Maintain an awareness of legislation regarding the use of protective equipment for certain recreational activities to ensure up to date compliance
- Visit The Canadian Standards Association www.csasafetytips.com and Health Canada's Hazardous Products Act Regulations for Ice Hockey Helmets and Ice Hockey and Lacrosse Face Protectors www.hc-sc.gc.ca/cps-spc/advisories-avis/ info-ind/helmets_hockey-casques-eng.php

B| Evidence: We are following the policy if...

- Sufficient quantities of certified protective equipment in a variety of sizes is available to ensure coverage for participants in programs or
- Group sizes are modified to enable all to participate on a rotational basis

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- Participants supply their own certified protective equipment
- Legislation and regulations are monitored regularly to ensure awareness and compliance
- All children who are participating are wearing proper protective equipment

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Check legislative requirements regularly and subscribe to online bulletins from consumer protection agencies and the Canadian Standards Association
- Conduct random spot checks at programs to ensure that equipment is in good repair, all participants are using appropriately sized certified equipment

To support the principle of Participation try to limit the number of activities that may require families to provide protective equipment as some may not be able to do so

EXPECTED OUTCOMES:

- All regulations regarding the use of protective equipment in legislated sports activities are being followed.
- Risk to participants is minimized as all program locations are in compliance with this policy









Quality Indicator 2.3.10

Leaders are trained to identify, immediately report and seek advice from supervisors upon discovering any indications that a child may be at risk of self-endangerment.

SAMPLE POLICY STATEMENT

Staff training on child abuse reporting procedures will include a module to create awareness for leaders and supervisors on the topic of child self endangerment. Leaders and supervisors will be trained on the signs to watch for as well as action to be taken immediately in the event that a child is suspected of self-endangerment.

PURPOSE

To protect a child who may be mentally unwell and at risk of, or in the process of, deliberately endangering themselves.

WHY IS THIS POLICY IMPORTANT?

Children can be deeply affected by stresses in their lives and often blame themselves when problems develop within their families. This can evolve to the point where a child devalues themselves or seeks attention by putting themselves at risk or deliberately causing harm to themselves. These children require immediate intervention to protect them and support their return to a state of mental wellness.

PROCEDURE

A] The process

Staff Training

Contact the local child protection services agency and/or the Canadian Mental Health Association to solicit support for training on the topic of child self-endangerment. This topic should be integrated into existing training on the topic of child abuse. All leaders and supervisors should be trained to detect the signs and report concerns.

Incident handling and documentation

- Children who are experiencing thoughts of self-endangerment or are carrying out acts of self-endangerment are in need of mental health supports. Caution should be exercised when broaching the topic with a child and expert supports are required for an intervention
- Leaders should be vigilant in watching for signs that the child may be discussing the topic with other children at which point the activities should be altered to separate the child from the others for the safety of all involved
- Care should be taken not to draw attention to the child's actions but rather to distract them from the topic while external support help can be sought
- Children suspected of self-endangerment tendencies should never be left unattended and leaders should be careful to limit access to any sharp objects or other items/substances that could be used for self-abusive purposes. All suspicions should be documented and supervisors advised immediately for

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- follow-up with child protection services who will provide guidance on parent communication and other supports
- Staff should also be reminded regarding their responsibilities relative to the Privacy Act and plans and action steps should be considered to support staff in handling any concerns of other parents in the event of an incident

B| Evidence: We are following the policy if...

- Staff are trained and vigilant about child self-endangerment
- Cases of child self-endangerment are reported and support services are arranged
- Other children are not exposed to acts of self-endangerment

C] Communication: Who should know about this policy? How will they be informed?

• All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials

D] How to support the policy – success factors to consider:

- Content for leader and supervisor training on child abuse includes content on child self-endangerment
- Leaders are supported when they report suspected cases
- Appropriate interventions and supports are arranged in a timely fashion for children at risk of self endangerment
- Other children in the program are protected from exposure to any acts of child self-endangerment



EXPECTED OUTCOMES:

• The mental health and well-being of the children in the program is supported and protected







Quality Indicator 2.3.11

Programs are designed to reflect a progressive skill development process.

SAMPLE POLICY STATEMENT

In order to promote safe skill development and opportunities for Mastery, all program designs must follow a progressive skill development model that is considerate of the physical and cognitive developmental stages of each child. Leaders must be appropriately qualified to teach at the assigned levels and must be able to assess the abilities of each child and the realistic progression levels from a risk management perspective.

PURPOSE

To appropriately develop each child's skills and potential for success while mitigating risk of physical or emotional harm.

WHY IS THIS POLICY IMPORTANT?

Children can be put at risk of serious physical or psychological harm if they are not progressively prepared to attempt various skills. In order for a child to build the necessary skills for success, the instruction process must advance at a realistic and reasonable pace for each learner. When a program is paced properly in a logical progression, there are greater chances for Mastery and building positive self esteem.

PROCEDURE

A] The process

Hiring Skilled Leaders

- Leaders are qualified with the appropriate technical skills, instructional skills and philosophical position on child development to design and lead a developmentally appropriate progressive skill development
- Leaders measure the child's success by helping each child reach their developmentally appropriate skill level – not by pushing a child beyond their ability
- Leaders understand that Mastery happens at many stages throughout the learning process

Assessing the child's ability

 Leaders are knowledgeable and qualified to assess the skills and abilities of each child

Designing the learning progression appropriately

 The progression of skill development is adapted to the assessed ability level of each child

Monitoring the child's development and fine tuning the progression accordingly

• The leader is skilled at assessing the progress of each child's development and the learning progression is adjusted appropriately to enable Mastery and self awareness

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Monitoring the skills of the Leaders

• Supervisors and managers monitor the leaders to ensure that skills and qualifications are kept current and that their leadership provides a quality experience for the child

B] Evidence: We are following the policy if...

- Children progress appropriately and are able to Master skills designed for their individual age and developmental ability levels.
- Programs are designed with safety in mind and risk is managed appropriately.

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website
- Messaging to parents/legal guardians/caregivers should reinforce the importance of progressive skill development and the fact that this takes time and children will all develop at different levels throughout the process. Parent/legal guardian/caregiver communications should also emphasize the importance of celebrating accomplishments at every stage of the skill development process

D] How to support the policy – success factors to consider:

- Supervisors and managers responsible for hiring skilled leaders are familiar with the qualifications required to meet the appropriate standards for instruction in the skill area
- Administrative systems are in place to track to ensure that they are current staff
 qualifications relative to the skills that they are instructing
- Random program checks are done to ensure that learning processes are progressive and expectations are realistic for each child

*

EXPECTED OUTCOMES:

- Children are happy and demonstrate progressive skill development
- Leaders value the various achievements of all children
- Children exhibit healthy self esteem and pride in their accomplishments



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Quality Indicator 2.3.12

The use of sunscreen and insect repellent by children is monitored while at the program. All products are labeled and stored in a safe manner.

SAMPLE POLICY STATEMENT

Leaders will monitor the use of sunscreen and insect repellent by children and assist as needed to mitigate the risks of overexposure to harmful ultraviolet rays from the sun and irritants caused by mosquitoes and other stinging insects. Leaders will also ensure that older children are utilizing these products appropriately and that they are stored properly either in the knapsacks of the children or in a safe storage area at the facility.

PURPOSE

To ensure that children are protected from overexposure to harmful ultraviolet rays and also from the diseases and irritants sometimes caused by mosquitoes and other stinging insects.

WHY IS THIS POLICY IMPORTANT?

It is important to monitor the use of both sunscreen and insect repellent by children to ensure that they are properly applied. The safe storage of these products is particularly important to prevent younger children from gaining access to products and use them inappropriately.

PROCEDURE

A] The process

- Ensure that the parent/legal guardian of each child who uses either sunscreen or insect repellent has signed the Consent to Use Sunscreen or Insect Repellent Form (see sample policy 2.5.3)
- Encourage parents/legal guardians/caregivers to apply a minimum SPF 15 sunscreen on their children prior to arrival at the program.
- Ensure that products are applied to children as per the instructions on the container
- Monitor any child with allergies or skin conditions where special attention or special products may be required
- Note any allergies to stinging insects and take precautions accordingly (see sample policy 2.3.2)
- When storing products, affix a label with the child's name on each container
- Establish a routine of sunscreen application prior to going outside daily and at appropriate intervals as directed during the day. Be sure to coat the back of the neck and the ears. Be cautious not to get it in the eyes and wash hands after applying
- Remind children to bring hats and sun glasses for UV protection



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Keep a tube of

bypoallergenic sunscreen in the

first-aid kit for

off-location trips

unscented

- Make good use of shaded areas at the program site
- Keep a supply non-scented hypoallergenic SPF 15 sunscreen at program sites for those who may have forgotten theirs or those who are financially unable to provide it

B] Evidence: We are following the policy if...

- Children use sunscreen and insect repellent appropriately to help protect them from harmful effects
- Products are labeled and stored appropriately as needed with consideration to the age and developmental abilities of the children involved
- Consents for use of sunscreen and insect repellent are signed and kept on file
- Children without consent do not use sunscreen or insect repellent products and are kept from exposure to threatening conditions as much as possible
- Parents/legal guardians/caregivers are aware of the sunscreen and insect repellent policy and of the efforts to protect their children from the harmful effects of the sun and of insect bites

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy and sun safety information in parent handbooks, on parent bulletin boards and on the organization's website
- For further information visit The Canadian Cancer Society at www.cancer.ca

D] How to support the policy – success factors to consider:

- Monitor the UV index on <u>www.theweathernetwork.com</u> and post it at program sites
- Set up a regular routine with the children to apply sunscreen prior to going outdoors
- Apply sunscreen in public open areas with two or more staff members present
- Same-sex children can pair up to assist one another with the application of sunscreen
- Encourage leaders and children to wear sunglasses to protect the eyes

EXPECTED OUTCOMES:

- Children and leaders use sunscreen regularly throughout the day for protection and they use insect repellent in areas and at program times when there is an increased risk of mosquito and other insect bites
- Activities take place in shaded areas and leaders promote sun safety
- Children and leaders wear hats and sunglasses when out in the sun



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2.4

Child Supervision

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Quality Indicator 2.4.1

Leaders supervise children at all times in group sizes and formats that are appropriate for their age and developmental stage. This includes escorting or employing a buddy system when children use transition areas such as hallways, change rooms and washroom facilities.

SAMPLE POLICY STATEMENT

Leaders must supervise children at all times in group sizes and formats that are appropriate for their age and developmental stage. This includes escorting them or employing a timed buddy system when children use transition areas such as hallways, change rooms and washroom facilities. Children should also be supervised as they arrive and depart from programs/facilities.

PURPOSE

To ensure that children are safe and secure at all times during a program or while on field trips. To ensure that leaders are aware of the whereabouts of all children at all times.

WHY IS THIS POLICY IMPORTANT?

Children registered in programs should never be left alone and unsupervised. When parents/legal guardians/caregivers register their children for a program, they expect leaders to assume full responsibility for their children and to know their whereabouts at all times. Parents/legal guardians/caregivers need to feel confident that their children are in good hands and children need to feel protected, safe and secure while in the care of leaders.

PROCEDURE

A] The process

- Enforce a rule that states that children must ask permission from the leader to leave the group. Let children know about this rule. Restate this rule frequently and ensure any new program participants are aware
- In cases when a child must leave the group to use the washroom, a leader or a same sex "buddy" should accompany them on their brief, timed visit. Children under the age of 8 should not be sent off in pairs but rather a group trip to the washroom should be arranged. Under no circumstances should pairs under 12 years of age be sent to the washroom on off-site trips without being accompanied by a leader
- Children should be given a limited amount of time within which to change, use the toilet etc. and leaders should follow up promptly if the allotted time elapses without the return of the child
- In cases where the leader must leave the program area (E.g. to make an urgent phone call), arrange for another qualified leader to supervise the group. If another leader is not available, the group either merges with another two groups or they accompany their leader. The children are never to be left alone

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- Constantly monitor children in program activities. Use methods such as regular head counts, stationing leaders throughout the program area and keeping an eye on exits. To double-check that all children are accounted for, take attendance after breaks such as lunch, and after major transitions such as boarding a bus during a field trip (see sample policy 2.5.1 on taking daily attendance)
- Whenever possible, locate programs such that a line of sight is available between the washroom entrance and the program activities. Try to keep distances short between areas that children may have to travel to using a buddy system
- Ensure that leader:child ratios can facilitate effective supervision and are appropriate for the developmental level of the children (Younger children require a low leader:child ratio)
- Assess risks before introducing an activity and adjust the program plan and supervision accordingly. During higher-risk activities, such as sports and aquatics, leaders should remain within close proximity to the children, provide proper instruction and observe the children intently at all times
- Restrict unauthorized individuals from program rooms, transition areas and whenever possible, washrooms
- Supervisors conduct program visits to ensure that supervision procedures are followed and to assess the quality and effectiveness of the supervision practices used by leaders (Employ Observing the Child's Experience (QUEST 2 Tool) as an assessment tool)

B] Evidence: We are following the policy if...

- The scores on QUEST 2, Section 2 Safety and Supervision are high
- Leaders are aware of the whereabouts of children at all times
- Children are never left on their own

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Every effort should be made to ensure that children are supervised in transition areas, such as dressing rooms and hallways. Children who attend public recreational swims are often unaccompanied by an adult. If change-room supervision is not in place, these children are at risk until they arrive on the pool deck and are then supervised by lifeguards. Placing a screened change room attendant in the area or having an attendant walking through the area periodically, reduces the risks for children and reduces the chance of liability for the organization
- Supervisors and managers should identify unsupervised areas used by children and assess the risks associated with unsupervised use. Measures to reduce risks or utilize other areas to ensure children's safety should be taken where possible

EXPECTED OUTCOMES:

- Children are safe and feel secure at all times during a program
- Parents/legal guardians/caregivers feel comfortable and confident that their children are well-supervised
- Staff are vigilant and report and respond to any issues immediately



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Quality Indicator 2.4.2

Child supervision ratios are adjusted as needed to reflect the risks and complexities of the program, activity and/or trip.

SAMPLE POLICY STATEMENT

All programs will be assessed to determine the appropriate level of supervision required. Assessments will consider the risks and complexities of the program/activity, the age and developmental stages of participants and the standards used by at least three other providers of similar services to determine the minimum leader:child ratio required. Standards will be posted for all programs and will not be compromised. Leaders and supervisors will be responsible for maintaining supervision ratios. In any case wherein supervision ratios are regulated or legislated, this will serve as the minimum standard.

PURPOSE

To advise leaders, supervisors and managers to continually access and as needed, adjust the leader:child ratios for each activity dependent upon the risks and complexities of the activity.

WHY IS THIS POLICY IMPORTANT?

Some activities require higher levels of supervision than others (E.g. a walking trip to a local park with a group of 8 to 12 year olds may require a supervision ratio of 1:8 whereas a trip to a local splash pad with a group of 6 to 8 year olds, who may require more supervision during the activity, may require a ratio of 1:5.) Trips involving the use of public transit with several transfers may require a higher ratio of leaders:children than a trip where the whole group is travelling on one bus to one location. Having the appropriate level of supervision for each activity or program helps to minimize the risks that are associated with inadequate supervision levels.

PROCEDURE

A] The process

- Determine the levels of risk within each program/activity for each age. This should include considerations related to the age of the participants, the complexity of the activity, the degree to which each child may need to be monitored directly or individually while participating and the potential risks to the child if the level of supervision is inadequate. If the program is on a day-trip, ensure that there is a predetermined meeting place known to all leaders and participants. Whenever possible try to keep all groups touring in relatively close proximity and conduct frequent headcounts
- Survey other similar service providers or provincial sport governing bodies to determine the normal standard of care that is in practice elsewhere to ensure that your organization is exercising due diligence in comparison to others. Once levels are determined for each activity, ensure that the policies reflect this and that all leaders, supervisors and parents/legal guardians/caregivers are aware of and in compliance with, the supervision policies

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B] Evidence: We are following the policy if...

- Appropriate levels of supervision have been assessed and documented for all programs
- Policies reflect specific leader:child ratios
- Staff are aware of and comply with the established supervision ratios for each program

TIPS C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Check standards regularly
- Monitor any news items related to the activities and levels of risk
- Be vigilant and ensure that supervision levels meet or exceed minimum standards

- Conduct random checks with leaders to check to see if they are incompliance or aware of leader:child ratios for each program
- In leader and supervisor interviews, ask candidates what they think are important considerations when determining leader:child ratio

EXPECTED OUTCOMES:

• Children are well supervised

- · Risks are minimized
- Few if any incidents related to supervision ratios occur









Quality Indicator 2.4.3

Children should not wear nametags that disclose their name in public places. Other means of common identification should be used.

SAMPLE POLICY STATEMENT

Children will not wear any labels indicating their name when out in public as part of the program activity. Any child identification label will take the form of a group identification such as an animal name, a colour or sport name etc.

PURPOSE

To ensure that the identity of children is protected.

WHY IS THIS POLICY IMPORTANT?

Children need to be protected from others who may use the knowledge of their name to lure them or otherwise communicate with them inappropriately.

PROCEDURE

A] The process

- When travelling on off-site trips, the leaders must all carry the information lists for each child in their care and they should know the names of each child in their care (see sample policy 2.5.2)
- With the children's involvement, determine a name for the group and if any labels are used on the children, ensure that they only reference the name of the group (E.g. *the goldfish*)
- If a chartered bus was used to transport the group, a sign with the same group name/symbol should be posted on the inside of the front window of the bus as well

B] Evidence: We are following the policy if...

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• Children are not seen wearing nametags bearing their name at any time

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Identify a list of potential group names before off-site trips and devise a method for the group to determine the name in advance
- Print up labels with the identifier symbol on it and distribute to leaders in advance on the day of the trip and also create a poster for each bus if needed

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Always remind children that they are not to talk to strangers and they should report any concerns to their leader









- Print up extra labels so that if children have several layers of clothing on they can have several labels
- As an alternative, some organizations provide colour T-shirts for children to wear on all trips



EXPECTED OUTCOMES:

- Children's names are kept private
- Alternative methods of group identification are used on trips
- Strangers do not address the children by name





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Quality Indicator 2.4.4

A system is in place to respond when a child, who was in attendance, goes missing from a program.

SAMPLE POLICY STATEMENT

Systems are in place and all leaders, supervisors and managers are trained in specific search/response procedures in the event that a child is lost or goes missing from a program. This policy outlines a process for the initial search as well as the involvement of key external supports including Police Services.

If a child is not located after a search of the immediate area and a check-in with the parent/legal guardian/caregiver to determine that the child is not at home, 911 must be called and police informed. Once the child has been found, a full evaluation of the situation will be done to identify future implications for program supervision.

PURPOSE

To establish procedures for the immediate search response when a child goes missing from the program.

WHY IS THIS POLICY IMPORTANT?

Training staff in the event that a child goes missing provides a prepared response and a coordinated process that can save valuable minutes in early stages. It is imperative to determine the status of the missing child as soon as possible to ensure his/her personal safety.

PROCEDURE

Scenario 1: Lost child search based from the regular program location

A] The process

Immediately upon discovering that the child is missing

- All children in the group are to get in "buddy formation" (pairs) and children should be asked if anyone has any knowledge of where the missing child may have gone
- Leader calls for support to supervise remaining children in the group
- Check all adjacent areas including washrooms, program rooms, storage and maintenance rooms and exits to outdoor property in case the child is hiding or has mistakenly locked him/herself in a room/storage area
- Check the sign-in/sign-out sheet to see if a parent/legal guardian/caregiver may have signed out the child without speaking to anyone

If the child is not found

- On-site supervisor establishes an Incident Command Centre (ICC) (see sample policy 2.1.1)
- If on-site supervisor is off-site, the most senior leader takes charge, establishes ICC and calls supervisor and manager to advise of the developing situation

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- The importance of keepin<mark>g</mark> calm and ensuring that the remaining children are not panicked cannot be understated. These events can become lifelong memories and can cause children significant anxiety if not handled carefully. Being A Caring Adult who reassures remaining children and acts responsibly in the face of a stressful situation is critical for the well-being of the remaining children who will already be concerned about the well-being of their friend
- Pre-trip preparations such as arranging a meeting place and advising children about what to do if they become separated from the group are good strategies to employ as preventative measures

Preliminary search process

- Group sizes and activities will be quickly reconfigured to make more leaders and site staff available to be redeployed and enable both the continued care of the remaining children and the on site search for the missing child. Remaining children should gently be asked if anyone has seen the child. Closest friends should be asked if they might know where he/she might be. All leaders must take special care not to cause any panic or fear for remaining children
- Assign specific search areas to the search team to maximize coverage and avoid duplicate searches. Synchronize watches, leave one person with a phone or Walkie Talkie at the Incident Command Centre (ICC) and each search party take a cell phone and the central number and report back regularly. If the child is found injured somewhere on the property, call 911 immediately with directions
- Supervisor at the ICC should call the child's home to see if the child may have gone home or if a parent/legal guardian/caregiver has picked the child up without advising the leader or signing out appropriately. If there is no answer at the home, the parent/legal guardian/caregiver should be contacted via their cell phone or the next available number listed for them. Note: Once contacted, the parent/ legal guardian/caregiver will start to become very concerned and upset. Supervisor must advise/reassure the parent/legal guardian/caregiver of the following:
 - Within the last 5 minutes it has been noticed that the child is not present with his/her group. Reassure the parent/legal guardian/caregiver that it is normal procedure to advise them at this point and that in all likelihood the child will be located on the premises. A search of the immediate area is underway with a staff team and the parent/legal guardian/caregiver will be contacted after that search is completed or the moment the child is found
 - Ask the parent/legal guardian/caregiver to check the home and surrounding area and call back
 - Tell the parent/legal guardian/caregiver to take a cell phone with him/ her (and exchange phone numbers and names with the ICC) and walk the full route to the program location (or drive it if walking distance is unreasonable) and meet at the ICC whether the child is found or not
 - Advise the parent/legal guardian/caregiver to keep in mind that all efforts are underway not to panic the other children on-site and reassure him/her that the child will likely be found by the time they arrive at the program location

Information gathering and sharing with search team and if needed, police

Supervisor assembles information about the physical appearance of the child and contact information including:

- Name, parent/legal guardian/caregiver contact information
- Age, approximate height, weight, hair and eye colour and any other distinguishing marks
- Any known medical conditions, allergies etc.
- Description of clothes he/she is wearing that day, notable brands/logos etc.
- Any information regarding recent incidents involving the child at the program

If the child is not located - contact 911

• If a child is not located after a search of the immediate area including checking the sign out sheet and checking with parent/legal guardian/caregiver at home; call 911 and advise the police of the situation and steps taken thus far to locate the child



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- Advise that the parent/legal guardian/caregiver is aware of the situation and checking a possible walking route
- Provide the police with all pertinent information regarding the child's name, home address, contact information and description
- Provide the address/location name of the program location
- Ask for further direction

Police Supports and Communication Activities

- Incident Command Centre

- Supervisor or designated leader will maintain the Incident Command Centre, continue to monitor the search, follow police directions and support Police Services and the child's family during the search process
- Police should be made aware of any camera surveillance video that may be available on-site. Note: This topic should not be raised until police are on scene so that the police are the first to access any video
- If an article of clothing belonging to the missing child is available, it should be given to police in case canine search units are mobilized
- Higher levels in the organization's chain of command should be kept informed of all developments and all media relations/management centralized and executed in coordination with police services.
- If the child is not located within 30 minutes, strategies will need to be established for advising and reassuring the parents/legal guardians/caregivers of other children as the word will spread of the incident underway

Incident Documentation and Situation Assessment

- The supervisor should document all steps taken in the search process, the results at each stage and any unforeseen issues that have arisen
- A full "Post Incident Review/Assessment" will be done to determine preventative measures for the future as well as ways to improve the lost/missing child incident management process and related staff training supports
- In the event of a fatality, all documentation is copied with originals submitted to the organization's management and legal services immediately

Scenario 2: Lost or Missing Child procedures during an off-location trip

A] The process

Immediately upon discovering that the child is missing

- All children in the group are to get in "buddy formation" (pairs) and children should be asked if anyone has any knowledge of where the missing child may have gone
- Leaders group children into a larger group to remain stationary with sufficient supervision and any additional leaders/trip volunteers should be deployed to conduct a search of the immediate area including washrooms, pathways, food/ picnic areas, gift shops or other places that may have captured a child's attention
- If at a water park, pool or waterfront facility, the lifeguard and site management should be informed immediately of the initial search underway and all water areas should be thoroughly checked

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If the child is not located after the initial search:

- The senior leader should contact the management of the facility that they are visiting
- Most public facilities will have a security detail and procedures in place in case of a lost child – they should be advised of the situation and their assistance requested
- When it is obvious that the child is not in the immediate area, the leader should contact the senior supervisor to advise of the situation
- If the child is not found after the initial search by the facility personnel, the police should also be advised of the situation and leaders should take direction from police NOTE: the judgement to call police should be made by leaders/ supervisor as per this policy and they should not be influenced against calling police by non-program related individuals
- If the child is not found by the time police have been informed, the supervisor should contact the child's parent/legal guardian/caregiver to advise of the situation and process underway as outlined in Section 1 of this policy
- The senior leader and the child's group leader should remain together to work with site security personnel and the police while the child's group should be reassured that the child will be found. The children in the group should be redeployed to other existing groups and permitted to continue on with the activities of the day. Once the child is found all groups will reconvene and resume their original configurations. The lost child's parent/legal guardian/caregiver should be called and advised of the events and reassured that the child is safe
- Police will assume leadership of the search process once they arrive on site
- The senior leader should maintain contact with head office for further directions

Note: Off-site trip lost child incidents should also follow Senario 1 procedures for:

- Information gathering and sharing with search team and if needed, police
- Police Supports and Communication Activities Incident Command Centre
- Incident Documentation and Situation Assessment

In the event of a fatality

• Crisis counseling services should be brought on scene immediately to assist with remaining children, parents/legal guardians/caregivers, leaders and site staff

B] Evidence: We are following the policy if...

- Procedures are initiated immediately upon awareness that a child is missing
- The escalation of search activities is timely, efficient and thorough and supports are brought into the process to expedite the search appropriately
- All parent communications are handled sensitively and effectively
- Remaining children are kept safe from harm and are reassured in a calm manner
- Every lost child incident is reviewed and any areas of weakness are strengthened

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website



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D] How to support the policy – success factors to consider:

- Staff training processes should include mock lost child scenarios
- Lost child drills should be held occasionally to keep staff vigilant
- The results of previous incident reviews should influence staff training design



EXPECTED OUTCOMES:

- Few if any lost child incidents occur
- If a child does go missing, they are found quickly and effectively
- If the search requires police involvement, all potential supports are in place and leaders and staff are assets to the situation at hand

















Quality Indicator 2.4.5

Restrictions are clearly stated regarding leaders using electronic devices including earbuds, cell phones, hand-held gaming devices etc. while supervising children.

SAMPLE POLICY STATEMENT

Leaders must be fully available to supervise children at all times and must not be distracted from this responsibility. Leaders are therefore not permitted to use electronic devices with earbuds, hand-held gaming devices or cell phones (other than for quick calls between staff when the purpose is related to the program operation or to monitor weather alerts) while supervising children. Further, all electronic games sanctioned for use as part of the program activities must be rated "E for everyone".

PURPOSE

Attentiveness to children's needs, safety supervision and positive role modeling are all critical issues that require the full attention of leaders.

WHY IS THIS POLICY IMPORTANT?

Distractions due to the use of electronic gaming and entertainment devices can result in children not being supervised adequately and their safety being compromised. Children and parents/legal guardians/caregivers need to feel that leaders see children as the priority in order to feel safe and secure.

PROCEDURE

A] The process

- All leaders should be trained on this policy. Supervisors should take disciplinary action as required if leaders are in violation of the policy
- Without exception, all gaming products that are sanctioned for use as part of a program should be rated "E for everyone"
- Children should be discouraged from bringing hand-held electronic entertainment devices to the program
- Parents/legal guardians/caregivers should be advised of restrictions regarding game ratings (E.g. "Efor everyone")
- Any violations of this policy will result in disciplinary action not excluding termination

B] Evidence: We are following the policy if...

- No leader uses electronic devices including earbuds, cell phones, hand-held gaming devices etc. while supervising children
- Games and gaming devices, if permitted as part of the program, are rated "E for everyone"
- Leaders are offering creative and fun programming content that does not rely on the use of electronic gaming or entertainment devices





C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Parent handbooks and program information should discourage parents/ legal guardians/caregivers from sending electronic gaming and entertainment equipment with children to the program
- Supervisors should be vigilant in monitoring leaders adherence to this policy and take disciplinary action whenever violations are noted



EXPECTED OUTCOMES:

- Children are supervised by fully attentive leaders
- Gaming and entertainment devices are not present or obvious during program operating times
- Leaders are not seen wearing any earbuds or using electronic gaming or entertainment devices
- Any electronic games on site are rated "E for everyone"









2.5

Record Keeping

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Quality Indicator 2.5.1

Attendance is recorded minimally once per day at programs 1/2 day or less in duration and minimally twice per day for programs greater than a 1/2 day in duration.

SAMPLE POLICY STATEMENT

The whereabouts of all children at the program will be known at all times and periodic head counts will be done throughout the program time no less than 10 minutes apart to ensure everyone is accounted for.

PURPOSE

To protect the safety and security of children by ensuring that each child who is registered, or known to be a regular participant, for a program is accounted for during the program's hours of operation. Ensure a procedure where children are continually accounted for.

WHY IS THIS POLICY IMPORTANT?

If prior notice of a child's absence was not received, taking attendance will alert the leader to begin safe-arrival program procedures (see sample policy 2.1.7). Leaders need to be aware of the total attendance numbers for head counts (Note: Supervisors can use the totals in helping to determine child:leader ratios and for planning and budgeting purposes).

PROCEDURE

A] The process

- Develop standard attendance forms to record each child's name, the date, whether he/she is present, absent or late and any comments. Label each form with the name of the program and its location and the names of the leaders
- Train leaders on proper attendance-taking procedures including: when to take attendance to meet the minimum standard as per the sample policy; how to record attendance properly, accurately and neatly; how to ensure confidentiality; and what to do if a child is late or absent (see sample policy 2.1.7). Provide completed sample forms for leaders to review and use as a guide. Advise leaders on procedures for submitting forms for filing at the end of a program session or season
- Establish a regular routine for each program, so that attendance is taken within the first 10 minutes of the start-time, and again as prescribed based on the program length. Leaders should conduct regular head counts throughout the day and especially whenever there is an activity break and children have been in transition from location to location within the program
- Following daily attendance, store forms in a designated spot to ensure confidentiality and for quick access should they be required
- If attendance numbers indicate that the appropriate child:leader ratios are exceeded, additional leaders should be placed in the program or program group sizes/composition should be adjusted to ensure proper supervision
- Have supervisors conduct random spot-checks to monitor adherence to the policy and procedures

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B] Evidence: We are following the policy if...

- Leaders are observed taking daily attendance within 10 minutes of the start-time of the program, and again as prescribed based on the program length
- Attendance forms are kept up-to-date and stored properly
- Attendance forms are initialed and dated by a supervisor to indicate a spot-check has been conducted
- Programs have appropriate child:leader ratios at all times

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Training on procedures for safe-arrival programs (see sample policy 2.1.7) and daily attendance taking (see sample policy 2.5.1) should be conducted together since the two policies are related
- It is ideal if a leader can greet participants and take attendance in tandem with a sign-in process when the parent/legal guardian/caregiver drops the child off



EXPECTED OUTCOMES:

- Children are safe and accounted for at all times during the program operation
- · Leaders know the whereabouts of absent or late children
- Parents/legal guardians/caregivers feel comfortable and confident that they will be advised promptly should their child be late for a program











Quality Indicator 2.5.2

The following information is kept on file for each child:

- Child's name, address and phone number
- Parent/legal guardian/caregiver' name[s], home address[es], e-mail addresses, home and cell phone number[s]
- Health Card Number [if voluntarily provided by parent/legal guardian/caregiver]
- Health Conditions record [including any allergies and special needs]
- A list of alternative adults who are endorsed by the parents/ legal guardians to pick up the child when the parent/legal guardian is not available. Name, address, home and cell phone numbers

SAMPLE POLICY STATEMENT

Personal contact information will be kept on file for each child who participates in programs/activities. This will include:

- Child's name, address and phone number
- Parent/legal guardian/caregiver' name[s], home address[es], e-mail addresses, home and cell phone number[s]
- Health Card Number (if voluntarily provided by parent/legal guardian/caregiver)
- Health Conditions record (including any allergies and special needs)
- A list of alternative adults who are endorsed by the parents/legal guardians to pick up the child when the parent/legal guardian is not available. Name, address, home and cell phone numbers

This information will be managed in accordance with the stipulations of the Federal Personal Information Protection and Electronic Documents Act.

PURPOSE

To protect the well-being of each child by ensuring that personal contact information for parents/legal guardians/caregivers is on file and accessible as needed.

WHY IS THIS POLICY IMPORTANT?

Leaders need to be aware of a child's health conditions and have the names and phone numbers of key contacts on hand in the event of an emergency or concern for the child.

PROCEDURE

Al The process

- At registration, ask parents/legal guardians to provide the following information for each child registered:
 - His/her name, address and home phone number
 - His/her date of birth
 - The name(s) of the parents/legal guardians and the phone number(s) where they can be reached during the program's operating hours
 - The names and phone numbers of emergency contacts and parent/legal guardian authorized individuals to whom the child can be released (see sample policy 2.1.6)

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TIP

Place a reminder notice on electronic and site bulletin boards reminding parents/ legal guardians/ caregivers to advise immediately of any changes of contact information

- Medical information, such as allergies, medical conditions, special needs and directions regarding the administration of medication (see sample policy 2.3.2)
- The family doctor's name and phone number
- Develop a system which allows leaders to obtain information on children in their program easily, while maintaining the necessary confidentiality and privacy of records as per the Personal Information Protection and Electronic Documents Act (PEPIDA). Have leaders carry information on each child in a confidential program binder. Keep the back-up records in a locked file in the program office
- Train leaders on how to record, maintain and store accurate child information, how to maintain confidentiality and privacy, where to access back-up child records, and how to record and file pertinent medical information that must be passed along to emergency services personnel in the event that a child requires medical attention
- Develop a process for parents/legal guardians/caregivers to review their children's information records for accuracy and to update them if necessary
- Have supervisors conduct random spot checks to monitor adherence to the policy and procedures

B] Evidence: We are following the policy if...

• Leaders have access to all necessary information at hand regarding the health care and well-being of the child and in the event of an emergency, they are able to retrieve it easily

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to supp<mark>ort</mark> the policy – success factors to consid<mark>er:</mark>

- Methods of registration may vary among organizations. Some use computerized systems where others use paper files. Parents/legal guardians/caregivers may be asked to mail in registration forms or they could be required to meet with program staff for program orientation. In some cases, children may even be allowed to register themselves. Regardless of the method, it is important that leaders are diligent in following-up on missing information so that records are complete and appropriate consents have been received (see sample policy 2.5.3)
- HIGH FIVE® recommends that leaders carry each child's contact information with them at all times, in a confidential program binder. In the event of computer crashes or evacuation of a facility, leaders then will have parents/legal guardians/caregivers' phone numbers and other important information on hand
- Parents/legal guardians/caregivers should be asked to review and update their children's registration records periodically to ensure that information is current and accurate

EXPECTED OUTCOMES:

- The well-being of children is a key focus at all times during the program (medical information helps ensure that children are not exposed to substances that will trigger an allergic reaction)
- In the event of an emergency or if there is a health concern for a child, leaders are able to contact the child's family immediately and communicate crucial medical information to emergency services personnel



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Quality Indicator 2.5.3

A Record of Consents is kept on each child to ensure written permission from the parent/legal guardian.

SAMPLE POLICY STATEMENT

In order to maintain due diligence and parental/legal guardian awareness, Records of Consent for the following activities will be collected and kept on file for each child:

- Consent to use and disclose the child's photograph
- Consent to seek medical treatment for the child in the even of an accident
- Consent for participation in supervised activities known to have risks
- Consent for the collection, use and disclosure of personal information such as e-mail for contacting families about program activities
- Consent for the use of sunscreen and insect repellent as appropriate
- Consent for safe release of children

PURPOSE

These consents are collected to enable the smooth operation of programs and to assure parents/legal guardians that their wishes regarding their children will be followed. To ensure a common and comprehensive understanding of activities, and permissions endorsed by the parent/legal guardian.

WHY IS THIS POLICY IMPORTANT?

Parents/legal guardians need to be aware of the various activities and implications pertaining to their child's participation in various programs. Leaders need to have documented direction regarding the parents/legal guardian's wishes and the organization needs to have Records of Consent on file.

PROCEDURE

A] The process

- At the time of registration, either one form containing all consents or individual consent forms will be presented for the parent or legal guardian to review and sign
- To ensure the privacy of participants and their families no contact information will be sold, disclosed, rented for use by any outside organization for the purposes of marketing or solicitation

B] Evidence: We are following the policy if...

- Signed Record of Consent forms are in each child's personal file
- Children are not taking part in activities or are not provided specific services if the relevant Records of Consent are not signed

C] Communication: Who should know about this policy? How will they be informed?

 All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials

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• Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Review activities regularly to ensure that all necessary Records of Consent exist
- Conduct random checks of participant files to ensure Records of Consents are collected and signed as needed with notations for any deviation
- Ensure staff are knowledgeable to explain any questions parents/legal guardians may have regarding these consents



EXPECTED OUTCOMES:

• Parents/legal guardians understand the consent process and indicate their wishes







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2.6

Sanitation

2.6.1	Sanitation Procedures	
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2.6.2	Hand Washing Procedures	183















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Quality Indicator 2.6.1

A system is in place to ensure that safe and appropriate sanitation processes are implemented in all aspects of the program [E.g. washing toys and equipment, refilling water bottles].

SAMPLE POLICY STATEMENT

Sanitation procedures including disinfecting toys and equipment and cleaning all areas of the program space, are followed for all elements of programs. In cases where children bring water/drink bottles each must be labeled with indelible marker showing the child's name and if applicable, sports jersey number. Staff must discourage sharing of beverages or food and encourage children to check for their name or number on containers to prevent the spreading of germs.

PURPOSE

To ensure that sanitary practices protects the health and well-being of children.

WHY IS THIS POLICY IMPORTANT?

Sanitary conditions are important in an effort to prevent the spread of germs that can cause illness or even death. Children do not think of risks involved when sharing beverages, putting toys in their mouth or playing on floor surfaces. A Caring Adult must provide the necessary precautions and supports to mitigate the risks.

PROCEDURE

A] The process

- Develop cleanliness standards for areas used by children's programs. Identify the areas and equipment used by children and determine how often they should be cleaned, given the number of users and frequency of use. (E.g. high-traffic washrooms for a large day camp may need to be cleaned several times throughout the day, whereas, for another, smaller program, cleaning once at the end of a day may be acceptable)
- Provide direction to program, facility and custodial staff regarding who is responsible for each sanitation procedure. (E.g. leaders may be responsible for disinfecting toys, cleaning food-serving utensils and table tops, while custodial staff may be responsible for cleaning washrooms)
- Develop a list of healthy habits for leaders to follow and to promote among children in their programs. This list includes:
 - Washing hands with soap before preparing, serving or eating food
 - Washing hands with soap after using the washroom, sneezing or coughing
 - Discouraging the sharing of hats (to prevent the spread of head lice)
 - Discouraging the sharing of drinks or cups
- Water bottles or drink containers should be boldly labeled with the child's name or sports team jersey number to avoid children mistakenly drinking from the wrong container and spreading germs









- Train staff and volunteers on sanitation procedures including the safe refilling of
 multiple water bottles for sports teams. Ideally, children should each bring several
 labeled water bottles so refilling is not necessary. If caps are removed for refilling
 purposes, bottle tops should be wiped with a new sanitizing wipe before refilling
- Supply leaders with antibacterial hand-soap, a safe disinfectant for table-tops and toys, dish soap, paper towels and cleaning sponges
- Have supervisors conduct random checks of the facility and monitor adherence to the policy and procedures during program observations

B] Evidence: We are following the policy if...

- Leaders and children are observed practicing healthy habits. (Hands are washed before snack and meal times. Children are asked to return to the washroom to wash up if they neglected to do so after using the toilet)
- Program equipment and facilities appear clean. (Washrooms are wiped down and equipped with hand soap; garbage is emptied from containers; toys are unsoiled.) Cleaning supplies are safely stored out of reach of children and include disinfectant cleaners and antibacterial soap
- Cleaning supplies are clearly labeled in keeping with Health and Safety standards

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- For further procedures on sanitary practices around food surfaces and the handling of food, refer to sample policy 2.7.1
- When developing sanitary practice procedures and training, local public health departments can be consulted
- Hand washing reminder/technique posters should be posted in washrooms
- Encourage parents/legal guardians/caregivers and children to bring multiple, personally labeled water bottles for use during sports events
- Post child-friendly signage at facilities discouraging the sharing of water bottles, towels and food



EXPECTED OUTCOMES:

- The spread of germs and illness is reduced
- Children develop sanitary health habits
- Children, leaders and parents/legal guardians/caregivers are vigilant about not sharing beverages and food items with other children



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Quality Indicator 2.6.2

Systems are in place for children to wash their hands prior to eating meals or snacks. In locations where facilities are not available to wash hands, alternative arrangements are planned such as the availability of hand sanitizer or water containers.

SAMPLE POLICY STATEMENT

Leaders will be vigilant to ensure that children wash their hands after using the toilet facilities and prior to eating meals or snacks.

PURPOSE

Germs can easily spread on play surfaces and toys despite efforts to keep areas clean. Hand washing is an effective way to reduce the spread of germs and reduce the risk of illness.

WHY IS THIS POLICY IMPORTANT?

When children play together in close quarters, the likelihood of germs spreading throughout the program population is reduced if a regular hand washing regime is practiced. Children's immune systems are still developing and they have a greater chance of becoming ill if exposed.

PROCEDURE

A] The process

Teach and reinforce the following hand washing techniques with the children:

- 1. Wet hands (be careful if using warm water that children do not scald themselves)
- 2. Using soap (preferably from a dispenser) rub hands together washing between fingers, under fingernails, palms, backs of hands and wrists for about 25 seconds
- 3. Rinse with clear water
- 4. Dry hands with a paper towel and use the paper towel to turn off the water tap
- 5. Toss paper towel in the garbage taking care not to touch any surfaces

Note: younger children with especially dirty hands may need some assistance getting clean.

Establish a routine of taking a washroom break 5 to 10 minutes prior to each meal or snack time. Proceed directly to lunch/snack eating area immediately after washing their hands to prevent children from getting down on the floor or ground areas prior to eating.

In locations where facilities are not available to wash hands, such as a hike or park visit, alternative arrangements will be planned such as the use of hand sanitizer or water containers and soap.

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Children will also be encouraged to sneeze or cough into their elbows rather than their hands to prevent the spread of germs.

NOTE: Most children will have learned this in school as diligent hand washing is now a norm in many schools. It is also important to reinforce the messages taught about sneezing or coughing into the elbow rather than into one's hands as they should also be washed if this is done.

/FITTO

A word of caution if children have any cuts or scrapes on their hands as hand sanitizer can create a temporary stinging sensation in these cases

B] Evidence: We are following the policy if...

- Leaders are reinforcing the practice and hand washing is a regular routine prior to all snack and lunch breaks
- Children are seen sneezing and coughing into their elbows rather than hands
- Hand-washing signs are posted in the washrooms

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Health Departments often have posters about the merits of hand washing and safe sneezing and coughing
- Conduct random spot checks in programs to ensure leaders are doing pre-lunch and snack hand washing
- Supply small bottles of hand sanitizer or sanitizing wipes for use on off-location trips
- Encourage children to wash their hands on top, between their fingers and on their palms and wrists while singing either the Happy Birthday song or the Alphabet song as these are both long enough in duration to allow for a good scrub!

X

EXPECTED OUTCOMES:

• Children are eating all meals and snacks with clean hands





2.7

Preparation and/or Serving of Food

2.7.1	Procedures for Safe Preparation of Serving of Food	187
2.7.2	Considerations for Nutrition and Cultural Makeup of the Group When Preparing Food	
2.7.3	Systems to Minimize Risk for Individuals with Severe Food Allergies	193
2.7.4	Procedure for Feeding a Child Who Has Forgotten Their Lunch	195



















Quality Indicator 2.7.1

A system is in place for the safe preparation and serving of food. Leaders who are handling food that will be consumed by children must wash their hands using soap and water according to prescribed public health department hand washing techniques.

SAMPLE POLICY STATEMENT

All designated food-handlers who prepare food that will be consumed by children must have achieved the Safe Food Handling Certificate through the local public health department. All food-handlers will also wash their hands thoroughly according to prescribed methods. All food will be stored appropriately if prepared by staff and precautions taken to prevent food related illnesses resulting from allergies, bacteria and other forms of contamination.

PURPOSE

To ensure that food-handlers are certified in proper techniques to safely prepare, serve and store food and take precautions to prevent contamination of food by bacteria transfer and cross contamination with known allergens.

WHY IS THIS POLICY IMPORTANT?

To prevent food-related illnesses or allergic reactions. Bacteria contamination can cause serious illness. For children with allergies, a mistake can be fatal.

PROCEDURE

A] The process

- Train food-handlers on safe procedures for preparing, serving and storing food
- Document food-handlers training through Public Health Department in personnel files
- Have supervisors conduct random spot-checks of food storage, preparation and serving areas and monitor adherence to the policy and procedures during program observations

Allergies Alert:

- Upon registration, ask parents/legal guardians/caregivers to provide any dietrelated medical information for each child, including whether the child has any allergies (see sample policy 2.5.2) as well as any specific food products to avoid
- Create a quick reference list of individuals with allergies or special diet needs to be available to all leaders and food-handlers. Keep the list with the child information records and in the kitchen where food is being prepared
- Ensure all leaders are aware of which children have food allergies and the types of foods that must be avoided
- Advise children that sharing food is prohibited because of food allergies

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• Always err on the side of caution with food.
Be a food safety fanatic.
If there is a chance that the quality or safety has been compromised, discard it and plan something else

- Ensure leaders read food labels carefully to identify ingredients that may trigger an allergic reaction
- It is recommended that all precautions be taken to create a "Nut Aware" environment (see sample policy 2.7.3)

Store Food Safely:

- Store food, where required, safely at a cool temperature to prevent the growth of bacteria that can cause food poisoning. When a refrigerator is not available, use a cooler with ice packs. When neither is available, store food in the coolest place available for the shortest time possible. Do not keep food if it cannot be stored safely. Check minimum/maximum temperature standards for all foods
- Take precautions to ensure that food is not stored in an area that is accessible to animals, rodents or insects
- Food should be stored in a locked facility if possible to avoid tampering

Cleanliness:

- Signage must be posted to remind food-handlers of proper hand washing techniques. Signage is available from the Public Health Department
- All leaders and/or children who are handling utensils for place settings must also wash their hands as prescribed
- Hand-washing should also be done immediately prior to preparing food and when switching between preparing one type of food to preparing another, to prevent cross contamination of foods causing allergic reactions
- A separate set of utensils should also be used to prevent cross contamination
- Clean and sanitize all preparation areas, counters, utensils, kitchen equipment and serving dishes with hot, soapy water prior to and after use, preferably with an anti-bacterial soap
- Do not serve food near grassy areas which may have been recently sprayed with insecticides or herbicides

B] Evidence: We are following the policy if...

- All precautions regarding allergy alerts, food safety and cleanliness are in place
- Random checks indicate safe food preparation and storage practices
- There are no cases of food related illnesses or allergic reactions
- Participation in food-handler training is documented in leader's personnel files
- Leaders ensure that children do not share food
- Thermometers are used to check that food is being stored at prescribed safe temperatures
- Food surfaces and utensils are clean

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, food-handlers, supervisors and managers should be aware of this
 policy and it should be reinforced through food-handler, leader and supervisor
 training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website



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D] How to support the policy – success factors to consider:

To ensure safe practices, extra precautions need to be taken when:

- Off-location trips involve visiting places where children could purchase food
- Children can purchase food from bake sales
- Parents/legal guardians/caregivers send in a special treat, such as a birthday cake or donuts, for the entire program to share
- · Check with your public health department, to ensure the safe storage of food
- Refrigeration thermometers can be used to monitor food storage temperatures
- In full-day programs where refrigeration is not available but children bring a lunch or snack(s), they should be advised to eat foods that can spoil earlier in the day and to leave the non-perishables for an afternoon snack. If refrigeration is not available, parents/legal guardians/caregivers should be advised to pack perishable items with reusable ice packs



EXPECTED OUTCOMES:

- The risk of food-related illness or allergic reaction is greatly reduced
- Parents/legal guardians/caregivers feel comfortable and confident that food will be handled safely by program personnel and that efforts are being made to protect their children's well-being



















Quality Indicator 2.7.2

When food is served, Canada's Food Guide and the cultural makeup of the group is considered.

SAMPLE POLICY STATEMENT

When food is being prepared and served, children are offered a balanced variety of nutritious food choices. Snacks and/or meals are planned in accordance with Canada's Food Guide or in consultation with a nutritionist and they reflect and respect the cultural composition of the group. Food is also prepared with consideration given and due diligence conducted to mitigate the risk of any allergies that may be present in the group.

PURPOSE

To ensure that the foods prepared for children in the program represent healthy and nutritious choices in keeping with the cultural makeup of the group.

WHY IS THIS POLICY IMPORTANT?

Incidents of childhood obesity, diabetes, hypertension and other unhealthy food-related conditions are becoming more prevalent in society. A balance of nutritious foods, as recommended in Canada's Food Guide and supported by nutrition research, is imperative for healthy physical development and for sustaining overall good health in growing children.

Programs that offer food as part of the program play an important role in supplementing the nutritional needs of children. From a cultural perspective, it is important that each child feels welcome and respected for his/her uniqueness. Paying attention to the food preferences and dietary customs of different cultures is one way to show children that they are valued and their customs are worth sharing with others. Cross-cultural exchanges of food and eating habits can be an interesting and comfortable way for children to learn about each other and develop an appreciation for their differences.

PROCEDURE

A] The process

- At registration, ask parents/legal guardians/caregivers to provide information about the types of foods each child enjoys and whether there are specific dietary concerns, customs or habits (such as vegetarianism) that should be taken into account when planning menus
- Consult with the parents/legal guardians/caregivers and children to gather further ideas on the foods or eating customs of the various cultures represented in the group. Ask the parents/legal guardians/caregivers for recipes, preparation or serving tips and background information on foods or dishes, so that they can be shared with the group
- Train leaders involved in the preparing and serving food about: the benefits of good nutrition for children, the Canada Food Guide, reading food labels for ingredients and nutritional content, and planning healthy, economical snacks and meals based on nutrition, balance, variety and choice. During training, provide sample snack and meal plans, along with a list of recommended foods and prohibited foods
- Prepare snacks and meals plans in advance and submit them to a program supervisor for approval. Once plans are approved, post them in the program area and send them home for parents/legal guardians/caregivers to read (see sample

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- policy 3.1.3). Remember to indicate the program name, the menu(s), the meals (breakfast or lunch), the snacks (morning or afternoon) and the dates and times-of-day they will be served
- Each snack or meal should offer children food choices from at least two different food groups
- Have supervisors conduct random spot checks and monitor adherence to the policy and procedures during program observations

B] Evidence: We are following the policy if...

- Snack and meal plans are posted and bear the initials of the program supervisor who approved them
- Meal plans reflect the diversity of the children enrolled in the program
- Meals reflect healthy choices for children and consider limitations on sugar, salt and soft drinks. Foods such as fruits, juices, water, whole grains and vegetables are integrated as much as possible

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- When learning how to read food labels for ingredients and nutritional information, leaders need to become aware of subtle details such as: artificial ingredients, additives and preservatives; by-products such as peanut oil, which may cause an allergic reaction; the difference between pure fruit juice and fruit drinks, cocktails and punch that are laden with sugar; and natural versus heavily processed foods (E.g. natural cheddar cheese and whole grain bread versus processed cheese-spread from a jar and white bread)
- Leaders must be cautious regarding any food allergies within the group and the contents of all foods
- Supervisors should conduct random program visits at meal times to ensure that the details of this policy are upheld



EXPECTED OUTCOMES:

- Children's nutritional requirements are supplemented through the program
- Children develop healthy eating habits and learn to try new foods
- Parents/legal guardians/caregivers are made aware of the nutritious foods that their children are eating in the program, and approve of them
- Parents/legal guardians/caregivers and children feel their cultural eating customs are valued





Quality Indicator 2.7.3

A system is in place to monitor and minimize the risk for individuals with severe allergies to nuts and other food items.

SAMPLE POLICY STATEMENT

A "Nut Aware" policy exists and is articulated to all parents/legal guardians/caregivers, facility staff and facility users to make every effort to prevent the inclusion of nuts or nut products in any form, in any meals or snack items that are sent to the program in order to protect all children who are, or may be, in attendance. Similar protective steps are taken to protect participants who have other types of known food allergies.

PURPOSE

This policy exists to educate parents/legal guardians/caregivers, leaders, participants and staff that nut products and other known food allergens are not permitted on program property.

WHY IS THIS POLICY IMPORTANT?

Although it is impossible to fully minimize the risk of exposure of nuts/nut products or other allergens at any public location, this approach is taken to discourage actions that could increase the risk. This policy also provides parents/legal guardians/caregivers of children with severe or life-threatening nut/peanut allergies or other food allergies, a sense that the organization is aware of this risk and activities planned by the organization will be considerate of this risk.

PROCEDURE

A] The process

- The policy should be clearly articulated to all parents/legal guardians/caregivers, participants and other facility users through postings on-site, in promotional brochures, program websites, bulletin boards etc. Notices advising that the program facility/site is a "Nut Aware/Food Allergy Zone" will be placed at all entrances and exits and checked and updated regularly in cases where children with other food allergies are also present
- All staff at the program site (regardless of direct affiliation with the program) will be advised of this policy and leaders and custodial staff will all be trained on protocols for isolating any area where nut or other prohibited food products are found so that proper cleaning can be done and children with allergies can avoid the area.
- All will also be discouraged from bringing home-baked goods to the program due to the risk of cross-contamination in an uncontrolled home environment even if nut products are not part of the planned ingredients
- A "no sharing" protocol should be maintained during meal and snack breaks to reduce the chances of a child innocently sharing food that may have been stored with other food containing nuts in the home environment (E.g. a cookie jar where a non-nut cookie could touch a cooking containing nuts in a non-allergy family setting and then brought to the program)
- Staff should be discouraged from the use of food vending machines and other food vendors on field trips and children should not be permitted to use them. Home-packed, nut-free lunches should always be recommended

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TIP

As part of the staff training activities, an allergy emergency drill should be done to ensure that all players are aware of the processes involved

- Staff should scan for prohibited items to ensure that they are in compliance with the "Nut Aware": policy. Any nut products found should be immediately confiscated with all containers removed from the program area and tables wiped and disinfected. The child and staff person will need to wash their hands thoroughly prior to returning to the area. Any child with a known allergy should immediately be taken from the area and supervised elsewhere while the cleaning is underway. The parent/legal guardian/caregiver of the child with the allergy should be contacted and informed of the exposure so that they can be told what has been done and the remedial action taken. The name of the child who brought the nut product should not under any circumstances be disclosed to the parent/legal guardian/caregiver of the child with the allergy. All staff should be on alert to monitor any allergic reactions after the exposure. The site supervisor should contact the parent/legal guardian/caregiver of the child who brought the nut product to the program to advise of the breach of policy, reinforce the policy and ask that greater care be given when packing food for their child in the future. That child's lunch should discreetly be scanned for prohibited items to prevent a re-occurrence
- All nut aware precautions should also apply to any special activities including fundraisers, bake sales etc. to reduce risk. Staff should always check any food brought into program site for special events
- An individual "Allergic Reaction Emergency Plan" should be created and kept on file for each child who has severe allergies. All program staff (and whenever possible administrative and custodial staff) should be aware of any child with a life-threatening nut/food allergy in the program as well as where to find the emergency plans for each child
- A similar process should be employed if a child has another type of lifethreatening food allergy

B] Evidence: We are following the policy if...

- No serious incidents take place related to nut or other food allergies
- Diligent efforts to reduce the risk for participants are known

C] Communication: Who should know about this policy? How will they be informed?

- Processes are communicated to all leaders, supervisors, managers, parents/legal
 guardians/caregivers to ensure that nuts, or nut products (or other critical allergens)
 in any form, are not included in any meals or snack items that are sent to the
 program in order to protect all children who are, or may be, in attendance
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- All messaging will have to be repeated regularly throughout the program and in all promotional materials, parent information publications, camp handbooks, bulletin boards etc.
- Notices placed on entrances to the facility will need to be checked regularly to ensure that they are still visible and current



EXPECTED OUTCOMES:

• A set of ongoing activities will exist to maintain awareness of the fact that the program and facility are a "Nut Aware Zone" and personnel will have responsibility to maintain all supports to educate participants, parents/legal guardians/caregivers, facility users and facility staff of the policy



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Quality Indicator 2.7.4

A system is in place to arrange for the feeding of a child when they forget their lunch or snack. This also applies to the replacement of a child's lunch or snack in the event that it contains nut products.

SAMPLE POLICY STATEMENT

If a child forgets their lunch or snack, or if the food they bring contravenes policies in place regarding food allergies on site, action will be taken to provide the child with the lunch or snack as needed.

PURPOSE

To ensure that a child who forgets their lunch is still fed a nutritious meal.

WHY IS THIS POLICY IMPORTANT?

The child will be hungry and needs the support of A Caring Adult when they have forgotten their lunch. Being prepared to resolve the issue will be appreciated by the child and the family and it will help the child to feel valued.

PROCEDURE

A] The process

- As children arrive, leaders should check to see that everyone has brought their lunch and also scan for prohibited items such as peanut butter, nut products or other known allergens
- As soon as it becomes obvious that a child has forgotten their lunch or snack, the parent/legal guardian/caregiver should be called to see if they can bring it to the program site
- If the parent/legal guardian/caregiver cannot be reached, arrangements must be made in time to provide the child with a lunch including snacks and beverage prior to the established meal time
- If food is available on-site then it can be prepared otherwise, a petty cash expenditure can be made to purchase a take-out meal such as a cheese pizza slice (or other product depending upon the tastes and cultural background of the child)
- If possible some fruit and juice should also be purchased
- A letter should be sent home to advise the parent/legal guardian/caregiver of the oversight and the action taken to resolve the issues

B| Evidence: We are following the policy if...

- Strategies are in place to replace a child's lunch or snack if forgotten
- No child goes hungry
- Parents/legal guardians/caregivers are advised of the situation and it is not a regular occurrence

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C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

TIP

In the event that a child regularly arrives at the program without a lunch or snack there may be other issues that require attention regarding the care of the child. This should be brought to the attention of a supervisor/manager

D] How to support the policy – success factors to consider:

- Keep a quantity of nut-free non-perishable snacks produced in a nut-free facility on site such as granola bars, pudding cups, fruit cups, juice boxes and cereal on-site
- Have access to some petty cash for leaders to be able to purchase a take-out meal for the child
- Follow-up with the parent/legal guardian/caregiver to ensure that they are aware of the actions taken to resolve the issue

EXPECTED OUTCOMES:

· Any child who forgets their lunch will be fed







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2.8

Transportation

2.8.1	Transportation of Children		
	Using Public Transit	199	
2.8.2	Transportation of Children		
	Using Chartered Buses	203	















Quality Indicator 2.8.1

Systems exist and leaders have been trained accordingly for the transportation of children on public transit systems.

SAMPLE POLICY STATEMENT

The safe transportation of children on public transit systems requires considerable organization and vigilance. Leaders must be trained on the procedures involved and supervision ratios must be increased to reflect the complexity of the process. Children are required to be trained regarding procedures that must be followed for safe travel.

PURPOSE

To outline the considerations involved to mitigate risks when travelling with a group of children on a public transit system.

WHY IS THIS POLICY IMPORTANT?

This mode of transportation requires leaders to be extra vigilant as they will be transporting children in public rather than exclusively on a chartered bus. The policy outlines strategies to mitigate the risk of losing a child in public on the transit system as well as key action steps to take in the event that assistance is needed.

PROCEDURE

A] The process

Before departure

- Purchase transit tickets in advance if possible and always carry at least 2 extra adult and 2 extra child fares
- Leader should always have a minimum of \$10 in cash available
- All leaders must have a working, fully charged cell phone with them as well as all contact information for each child under their supervision. Leaders should also note a description of what each child is wearing on the day of the trip
- All leaders must have the phone number for Transit Control in their cell phone directory in case a child goes missing while travelling on the system so it can be reported immediately
- Leaders should travel with two groups together at all times with one leader walking in front and the other leader at the back of the two groups
- Business cards should be given to each child with the name of their leader and their cell phone number on them. These are to be placed in pockets in the event that a child becomes separated from the group. The card does not provide the child's name but indicates:

"I am on a day camp trip through organization.	My leader's name is
and cell phone number is	."

 Children should be told that they are not to stare at strangers on the transit system and if by chance they do become separated from the group, they are to stay where they are and if they see a police officer or a transit officer, they should give them the business card. Children are told not to speak to strangers

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While waiting for transit

Buses – with their group and leader at all times either standing back from the curb in line or in the transit shelter.

Subway train or light rail transit (LRT) – waiting with their group and leader at all times standing against the wall on the subway or LRT platform away from the track.

Boarding and disembarking from the bus

Once the bus has arrived at the bus stop and come to a complete halt, the doors will open and passengers will disembark. Once everyone has disembarked, each group of 3 or 4 children can board the bus with their leader who will pay the fares and direct the children where to sit. Children are to sit or stand in close proximity to one another and hold on to a railing to maintain balance. The leader must know where all children in their care are at all times. Children should be told how many bus stops they will have to pass until it is their turn to disembark. Children should disembark at the back of the bus with the leader. They should get onto the sidewalk and step away from the curb and bus once off.

Boarding and disembarking from the subway train or LRT

Once the train has arrived into the station, doors have opened and passengers have disembarked, the leader and their group of 3 or 4 children can approach the train doors. The leader should attempt to have everyone enter quickly and take a seat in an area together or stand in an area together.

As the children are boarding the train, the leader should ensure that all are on board and that the doors do not close before each child is safely on board. It is advisable to board the subway car where the platform operator is on board as this will be the only staffed car on the train other than the front car.

NOTE: Children should be told if for any reason they miss getting on the train, they are to return to the wall and stay there as a leader will be back to meet them at that exact spot within 5 minutes.

While the vehicle is in motion, children must be either sitting or standing and holding securely onto a vertical grab pole for balance. The leader should advise the children as to the name of the station they will be disembarking at and the leader should position the children close to the door before leaving the second to last stop on their journey. The leader should ensure all children disembark from the train before he or she does and all children should be directed to proceed directly to the platform wall opposite the train door and wait their while they regroup. If for some reason, a child becomes separated from the group and remains on the train, they should get off at the next station, stand back away from the train against the platform wall and wait for the leader to meet up with them in five minutes. The group will then double up with another group, remain at the wall of the first station while one leader boards the train, goes forward one station to meet up with the lost child and then brings him or her back.

If a child becomes lost while travelling on public transit

If a child becomes lost while travelling on the transit system and cannot be located within one stop, the leader of the group should take the remainder of the group and their partner group and leader and phone Transit Control to report the situation immediately. The police should also be called and informed that this situation has now been underway for 10 minutes. The leader's supervisor should now be called. Lost child procedures will now commence (see sample policy 2.4.4) and all appropriate documentation must be completed.



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B] Evidence: We are following the policy if...

• Children and leaders enjoy a successful journey without incident

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers and children should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

• If the organization will be using public transit regularly, consider incorporating a test trip with a lost child scenario into the pre program staff training. This will help all staff become familiar with the processes involved on site within the transit system



EXPECTED OUTCOMES:

 Children are trained on procedures involved in travelling as a group on public transit and all enjoy a pleasant journey without incident



















Quality Indicator 2.8.2

Systems exist and leaders have been trained accordingly for the transportation of children on chartered buses.

SAMPLE POLICY STATEMENT

Chartered buses will be used on occasion to transport children to various trip destinations. Leaders are responsible for maintaining safe and orderly behaviour on the bus at all times while also ensuring that the bus portion of the trip is an enjoyable part of the program for the children.

PURPOSE

To delineate responsibilities during bus trips.

WHY IS THIS POLICY IMPORTANT?

For children, a bus trip is often an exciting day. A successful day trip is comprised of a fine balance of good fun, excitement, learning and of course safety.

PROCEDURE

A] The process

Boarding the Bus

- Leaders bring along attendance list and contact information for all children as well as a stocked first-aid kit and any medicines approved for special needs during the day. Leaders should also be aware of any children who are susceptible to car sickness and bring along several plastic bags in case of illness. Note: Large size zip bags are particularly good for this purpose. Note which children may require and be approved for anti-nausea medication and these children should be given meds (if approved) approximately 1 hour prior to the trip for maximum effectiveness. It is also wise to have these children seated at the front of the bus (see sample policy 2.3.2)
- As children board the bus, attendance is taken and all must be accounted for prior to departure. Leader:child ratios are usually smaller on day trips and these will have been adjusted accordingly (see sample policy 2.4.2). Leaders must be seated throughout the bus to ensure adequate supervision

During the Bus Ride

The bus driver will provide guidance to the children regarding rules for their behaviour on the bus and the leaders will be responsible for enforcing this. At minimum, the following will apply. Children must:

- Remain seated at all times during the trip and remain seated until the bus comes to a full stop at the end of the ride no changing seats during the bus ride
- Follow the bus driver's directions and be courteous and respectful at all times
- Keep windows closed at all times unless permitted to open them by the driver
- Keep arms, legs and head inside the bus at all times
- Carefully stow any carry-on bags/lunches/knapsacks as directed by the driver

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Games and fun on-board

The following are a list of games that work well on bus trips:

- Before departing, if leaders are familiar with the route they can create sight seeing game where children check off landmarks on a list along the way
- The alphabet game naming cars that start with each letter of the alphabet in consecutive order
- Counting games counting the number of 18 wheel trucks or other school buses on the route
- Singing games only if permission is granted by the driver (keep in mind that all singing games and noise must cease when the driver prepares to cross railroad tracks)

NOTE: Games that distract other drivers such as waving or getting trucks to honk their horns should be discouraged as they can create unsafe conditions for other drivers.

Games such as "Punch Buggy" should also be discouraged as children can become injured or anxious.

Disembarking from the Bus

If the trip ends at a destination where there will be other school buses waiting for the return trip, children must remember the number or animal symbol of their bus (E.g. gold fish) and:

- Gather all personal belongings unless authorized to leave things on the bus
- Hold the handrail while exiting the bus in single file
- Listen for the designated time for the return trip

In the event of a bus accident

In most cases, if not injured, the bus driver will assume control of the scene until emergency services (EMS) arrive. Leaders must do all that they can to reassure children and maintain calm at the scene. The following items are important:

- Call 911 if the driver has not already done so. Calmly give the location of the accident if known and if unknown, provide the start point, the time of departure and the destination point so an estimation of the location can be done
- Contact the program supervisor/manager by cell phone and advise of the incident so that crisis management procedures can commence to deal with families and media
- Do not move any injured children unless directed to assist EMS personnel
- Ensure that all children remain at the scene until they have been assessed and cleared for release by EMS personnel
- Reference the names of all children in attendance at the time of the accident
- Only release children to their parent, legal guardian or designated caregiver
- Record full details of any child who departs from the scene after being cleared for release by EMS. Record the time that the child left the scene and the name and phone number of the parent, legal guardian or caregiver that the child was released to
- Obtain the names of any injured children along with the name of the hospital to which they are being transported. Notify the program supervisor/manager of this information as soon as possible to advise parents/legal guardians/caregivers accordingly



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- Remain on the scene with any remaining children until all have been accounted for and released to appropriate parents, legal guardians or caregivers
- · All leaders who are injured must report to hospital as well for examination and treatment if needed. Supervisors need to be advised if leaders have been injured and emergency contacts/parents/legal guardians for leaders need to be notified
- In the event that several children are sent to hospital with injuries at least one leader should accompany a child in the ambulance to the hospital to be on site to be able to support the child/children at the hospital while waiting for treatment (see sample policy 2.8.4)

B] Evidence: We are following the policy if...

- Bus trips are orderly and without major incident
- Parents/legal guardians/caregivers are aware of details and return times
- Children who require prescription and non-prescription medicine are prepared
- Any minor incidents are dealt with effectively and reported as needed

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website
- Bus company personnel

D How to support the policy – success factors to consider:

- Ensure leaders and any parent/legal guardian/caregiver volunteers are trained on procedures when transporting children on chartered buses
- Conduct an unexpected pre-boarding check in to see that all arrangements are in good hands and children are familiar with and abiding by rules established by the driver

TIP

Before departure, search the internet for suitable games and activities to play while trave<mark>lling on</mark> the bus



EXPECTED OUTCOMES:

 Children are behaving well, familiar with the rules of behaviour and enjoying the bus journey















3.1

Program Planning

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Quality Indicator 3.1.1

There is a statement of philosophy and goals for children's programming that reflects the HIGH FIVE® "Desired Outcomes for Children in Recreation and Sport" and the HIGH FIVE® "Commitment to Children".

SAMPLE POLICY STATEMENT

The provision of programs and activities that promote and support the healthy development of children is valued. All children's programs are planned and implemented in ways that support and reflect the *HIGH FIVE® Desired Outcomes for Children in Recreation and Sport* and the *HIGH FIVE® Commitment to Children*.

PURPOSE

To develop guidelines that direct leaders to plan and lead programs in a manner that supports and maintains healthy child development as the priority goal.

WHY IS THIS POLICY IMPORTANT?

The HIGH FIVE® philosophy and Desired Outcomes for Children are based on research. Experts in child development have stated that programs which use the HIGH FIVE® Principles of healthy child development will be more beneficial for children than programs which are not planned with these Principles in mind. A philosophical statement committing your organization to operating programs based on healthy child development is a positive step toward quality care for children.

PROCEDURE

A] The process

- Develop and document a philosophy and goal statement that reflects HIGH FIVE®'s Desired Outcomes for Children in Recreation and Sport and HIGH FIVE®'s Commitment to Children
- Train all program staff in the philosophy and goals developed for children's programs and in how to plan programs that will achieve the desired outcomes for children
- Develop a system that requires all program leaders to submit their program plans to a supervisor for review and approval before their programs commence (see sample policy 3.1.3 on approving program plans)

B] Evidence: We are following the policy if...

- Programs reflect their leaders' understanding of the philosophy and goal statement
- The scores of the HIGH FIVE® QUEST 2 Tool assessments are high

C] Communication: Who should know about this policy? How will they be informed?

• All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials

TIP

Distribute the
HIGH FIVE® "Desired
Outcomes for Children
in Recreation and
Sport" and the
HIGH FIVE®
"Commitment to
Children" to leaders so
that they can become
familiar with the
content and plan
their programs and
activities accordingly

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3.0 Program Characteristics and Supports

• Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

• HIGH FIVE®'s *Desired Outcomes for Children in Recreation and Sport* and HIGH FIVE®'s *Commitment to Children* are suggested as a guide when developing a philosophy and goal statement

EXPE

EXPECTED OUTCOMES:

- Children's experiences are positive and support healthy development
- Feedback from parents/legal guardians/caregivers all indicate that the child has had a positive experience







QUEST 1: The Guide to Policies & Procedures



Quality Indicator 3.1.2

The pre-program planning process includes consultation with other leaders, children and facility staff.

SAMPLE POLICY STATEMENT

Program planning is recognized as an important process that always includes consultation with other leaders, children and facility staff to assess needs, share success stories and consider observations and experiences.

PURPOSE

To ensure the best possible outcomes for children's programs by assessing needs and collaborating and coordinating with key partners throughout the program design and delivery process.

WHY IS THIS POLICY IMPORTANT?

When children have a sense that a program has been planned with them in mind, they gain a certain comfort level and sense of security. When a leader has considered key elements such as the development of skills, maximizing the use of equipment or special program spaces, ensuring an element of fun, designing activities to involve all children and planning for various dimensions of structured and unstructured play, the outcome is generally a positive one. When the leader has consulted with other leaders and facility staff at the program site, the program runs more smoothly and there is a sense of cohesion within the team. When the leader consults with the children about the plans for the program, the children feel valued as they participate in the design of their activities.

PROCEDURE

A] The process

- Throughout the delivery of each children's program, consult with the children to assess the extent to which the program is meeting their needs and expectations. Encourage parents/legal guardians/caregivers to complete the HIGH FIVE® Reviewing Programs Together package and review and consider all related feedback
- Several weeks prior to the program commencement, arrange for all key staff (including supervisors and managers) from the facility and program to get together to discuss the program needs of the children as well as ways in which the team can work together to support the desired outcomes for the program. Discussion topics may include:
 - The programs' goals and suggested activities
 - Positive behaviour management techniques to support healthy child development
 - The roles and responsibilities of the key players
 - The program's facility and equipment requirements and any issues around coordinating the facility space with other groups
 - Any other questions and concerns

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- Take minutes of the program-planning sessions and keep the documents on file for two years
- Develop a process for unresolved issues to be taken to a higher authority if required









3.0 Program Characteristics and Supports

B] Evidence: We are following the policy if...

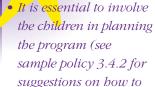
- A spirit of positive cooperation prevails among all leaders and staff at the facility
- Any issues that arise are worked out quickly and efficiently between leaders and facility staff

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- It is important for communication to continue with facility staff and other leaders once the program is up and running. Meetings should be planned to discuss any new questions or concerns
- Where possible and appropriate, non-program staff should be invited into the program to increase their understanding of the program goals and their appreciation of how their support enhances the children's experience
- Including key partners such as facility custodians and recognizing them for their support will help make these partners feel like valued team members



involve children)

TIP



EXPECTED OUTCOMES:

 The program runs smoothly and the children's experience is enhanced through the support and input of non-program staff











Quality Indicator 3.1.3

Written program plans are reviewed by a supervisor prior to the start of the program and monitored throughout the program delivery process.

SAMPLE POLICY STATEMENT

Written program plans are reviewed and approved by a supervisor prior to being implemented by leaders. The implementation of these plans is monitored during the program operation by a supervisor or manager to ensure ongoing quality program delivery.

PURPOSE

To ensure that programs are of high quality and are in keeping with the principles of healthy child development. To enable supervisors and managers to be aware and take corrective action should program quality fall below the established standards.

WHY IS THIS POLICY IMPORTANT?

Ongoing reviews help to provide a quality check for children and give leaders constructive feedback. They may also provide leaders with new ideas and a fresh perspective on aspects of the program. Guidance and input from a supervisor may be crucial to maintaining program quality if leaders are inexperienced or struggling with planning challenges.

PROCEDURE

A] The process

- Develop a standard Program Planning Form for use in all children's programs
- Have leaders complete the program plans at least two weeks before the program begins (to allow time for a supervisor to review them)
- Ensure that program plans include the name of the program, the leader's name(s), the dates and time of the program, and the kinds and duration of activities, including those offered during program transitions and free-choice periods. Additional information could include activity objectives and the various locations of activities
- Have leaders submit a photocopy of the plan to their supervisor and retain the original for their own records
- Have supervisors provide guidance to leaders on program design as required
- Once the program plans are approved, encourage leaders to make copies which can be posted prominently for the children and their parents/legal guardians/ caregivers to view and/or send home with the children
- As the program proceeds, note any changes to the plans on the posted document(s) for the children and their parents/legal guardians/caregivers to see
- Keep the program plans on file for two years







3.0 Program Characteristics and Supports

B] Evidence: We are following the policy if...

- Program plans are posted. Supervisors monitor the implementation and program quality is good
- QUEST 2 scores are good
- Approved plans are kept on file for future reference

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware that all programs are monitored by a supervisor or manager and this should be noted in the parent handbook, on the website and on bulletin boards

D] How to support the policy – success factors to consider:

• Section 5 - "Program Characteristics and Supports" of the Observing The Child's Experience (QUEST 2 Tool) provides a useful guideline for the types of qualities each program plan should have

(MV D.C.

TIPS

- Ensure that supervisors and managers are trained in providing constructive feedback in a positive way
- Leaders should view the monitoring process as a supportive activity and learning process rather than a critical and negative experience

EXPECTED OUTCOMES:

• Children enjoy a quality program that meets their needs and interests









Quality Indicator 3.1.4

Program plans are shared with parents/ legal guardians/caregivers in advance whenever possible.

SAMPLE POLICY STATEMENT

Parents/legal guardians/caregivers will be kept informed of planned activities and events involving their children in a timely fashion. Notices for any special events, trips or other activities will be sent home at least one week in advance so that any necessary supportive arrangements can be made and signed permission forms can be returned.

PURPOSE

Providing parents/legal guardians/caregivers with adequate time to put supports in place for their child's activities serves to increase the quality of the child's experience. When information is clear and families are aware of plans, then tasks can be managed effectively and all those involved will know what is expected.

WHY IS THIS POLICY IMPORTANT?

Establishing standards for keeping parents/legal guardians/caregivers informed is simply good customer service. Providing good customer service instills confidence in parents/legal guardians/caregivers that their child is in good hands. This in turn provides the child with a sense of security and reasonable structure, all of which creates feelings of comfort and safety.

PROCEDURE

A] The process

- As per sample policy 3.1.3, program plans are designed and reviewed by a supervisor prior to the start of the program
- Establish at least two ways that parent/legal guardian/caregiver will be informed of planned activities and ensure that these methods are employed on a regular schedule. This can include posting a copy of a program plan on a bulletin board at a camp program, sending home a pre-program newsletter outlining planned activities, establishing a web page or phone-in answering machine with information. At the very least a parent/legal guardian/caregiver should always be able to reach a live person to verify arrangements involving their child; however, phone calls can be minimized if appropriate and comprehensive information is sent along in a timely fashion
- Keep to a schedule so that parents/legal guardians/caregivers expect some correspondence on set days. Post a schedule online or on a bulletin board on site in the same place every week so that parents/legal guardians/caregivers become accustomed to checking for information or simply provide a full listing of all plans upon registration for the program
- Leaders and staff should not provide their personal contact numbers or information to parents/legal guardians/caregivers









3.0 Program Characteristics and Supports



B] Evidence: We are following the policy if...

- Communication with parent/legal guardian/caregiver is effective, appreciated and clear
- Parents/legal guardians/caregivers seem aware of plans and participants are always prepared to participate
- Established methods of communication are maintained efficiently and effectively on a regular basis

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Maintain a consistent style and method of communications
- Share these methods with the children so that they become partners in supporting their family's awareness of plans
- Use several methods to avoid depending on a newsletter that may get lost at the bottom of a knapsack
- Keep it simple. Clear, concise and accurate information is most helpful
- Parents/legal guardians/caregivers need to know when, where, contact information, pick-up and drop-off times and locations, any extra costs and where they can phone to get a live voice in case of emergency or problem



EXPECTED OUTCOMES:

• Activities run as planned with everyone participating fully





3.2

Program Transitions

3.2.1 Planning Transitions Within the Program 219

















Quality Indicator 3.2.1

Transitions from one activity to another, or one location to another, or one service provider to another [E.g. school to afterschool programs] are planned and supervised as an integral part of the program experience.

SAMPLE POLICY STATEMENT

Whenever a transition, such as a change of activity or location, takes place the transition period considers the HIGH FIVE® Principles and is planned in advance as an integral part of the child's program experience.

PURPOSE

To ensure program transitions are considered when planning quality program experiences for children.

WHY IS THIS POLICY IMPORTANT?

It is sometimes surprising to discover just how often transitions occur within a program. The total amount of program time spent cleaning up, preparing for the next activity, travelling from one area of a facility to another, waiting for children to arrive for a program or waiting for parents/legal guardians/caregivers, can be substantial. For a number of reasons, it is important that transition times are planned for and well managed.

- Some children do not deal well with frequent or abrupt change. It causes them frustration, anxiety or fear. Gradual, well-sequenced and well-communicated transitions provide these children with a sense of safety and security
- Unstructured or unmanaged transitions can lead some children to feel bored. With other children, the lack of structure can produce a sense of helplessness from not knowing what is expected of them. Children sometimes react to such circumstances by trying to create their own fun, in ways that may disrupt the group
- Every moment within a program is an opportunity to have a positive impact on a child's development

PROCEDURE

A] The process

- Submit written program plans to a supervisor for review prior to the start of the program indicating planned activities during transitions (see sample policy 3.1.3 on program plan preparation and approval)
- Design a logical sequence of activities to reflect the children's energy levels, to encourage positive behaviours and to maintain children's interest. Encourage leaders to consider friendships, various types of play that can be incorporated, and the fact that participation can be compromised or maximized when waiting to move from one place to another. Encourage leaders to accommodate special requests as A Caring Adult would when children are travelling (E.g. sitting in certain spots on the bus or sitting with friends, design games that allow for *Mastery and new skill development)*

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3.0 Program **Characteristics** and Supports

• Alert the children in advance about each upcoming transition time and what is about to take place (E.g. "In 15 minutes we are going to clean up so we can move on to our next activity")

B] Evidence: We are following the policy if...

- Program plans outlining transitions activities are reviewed and approved by a supervisor
- Children are not waiting around between activities, but are actively engaged in planned activity
- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

The following ideas can be used by leaders to help make transition times positive experiences. If you see these types of transition activities, our policy is successful.

- Sing an enjoyable and interactive song while travelling from one part of a facility to the next. Have children pick the songs
- Have a table or activity-centre set up with an assortment of board games, cards, construction toys, drawing tools, puzzles and books. The children can choose something to do when they are waiting for an activity to start, during lunch breaks, or as children arrive or depart. These activities help promote choice, participation, social interaction, and sharing
- Give children special jobs or leadership roles during transitions. Instead of just waiting around, children can help plan a special event or party. Supply each planning team with a small pad of paper and pen so they can record their ideas throughout the day

C] Communication: Who should know about this policy? How will they be informed?

- lining-up and waiting
- times for the children by planning activities for such occasions. When children are bored, they may create their own fun in ways

that could be disruptive

Try to eliminate

EXPECTED OUTCOMES:

• The quality of the program experience is maintained for children during program transitions and children are happy and enjoying the experience



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3.3

Connections To Home

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• •	Legal Guardians/Caregivers	227
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	to Parents/Legal Guardians/Caregivers	229











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Quality Indicator 3.3.1

Leaders share information with parents/ legal guardians/caregivers on their child's experience ideally on a daily basis and minimally once per session.

SAMPLE POLICY STATEMENT

Leaders and parents/legal guardians/caregivers exchange information regarding the child's experience, development and overall participation in the program at least once per session and more frequently when feasible.

PURPOSE

This sample policy prompts leaders and parents/legal guardians/caregivers to discuss and learn more about the needs and accomplishments of each child and strengthens the information that leaders use to make programming decisions for the child. This policy also provides an opportunity to clarify the goals and objectives of the program, to discuss any issues regarding the child's experience and gain insight into parent/ legal guardian/caregiver's perceptions and expectations of the program.

WHY IS THIS POLICY IMPORTANT?

By sharing information about the quality of each child's experience and seeking input from the parent/legal guardian/caregiver on the child's needs, leaders become better equipped to design and provide a healthy and individualized approach to programming for each child and parents/legal guardians/caregivers gain further insight into the potential gains through the program.

PROCEDURE

A] The process

The time available for this type of exchange will vary depending on the program schedule, however, the importance of a connection with the child's parent/ legal guardian/caregiver for the benefit of the child cannot be understated and should be a priority for each leader (E.g. sometimes a quick chat can provide enlightenment on an issue that may provide the key to enable mastery on the part of the child in the program). At the very least, leaders should initially determine who the parent/legal guardian/caregiver is for each child at drop-off and pick-up times so that follow-up can be arranged. To maximize these opportunities, consider the following strategies:

Pre-program Parent Information Materials

Be sure to include a section entitled "Connections to Home" wherein the terms of these connections can be explained.

- 1. It assures parents/legal guardians/caregivers that leaders are interested in connecting with them and establishes the Caring Adult image in the eyes of the parents.
- 2. It positions the timeline and the frequency of the task parameters by stating that: "During the course of the 8 weeks, instructors will attempt to speak individually with each of you at least once". This statement, gently clarifies that discussions will not necessarily happen every week and that an attempt will be initiated by the instructor, to speak individually with each parent/legal guardian/caregiver.

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3.0 Program Characteristics and Supports



TTP

when trying to keep things brief but effective, think of a script of bullet points with an acronym (E.g. the leader parent discussion about Participation, Interaction, Mastery and Specific objectives is PIMS. Try to describe each section of this PIMS discussion in 10 words or less)

Clarification is everything and these statements "relax and reassure" the parent/legal guardian/caregiver that they will not have to arrive every week ready to "battle their way to the front" to get to speak to the instructor but rather that the instructor will connect with each one individually. This "crowd calming effect" also impacts on the quality of the child's experience with their parent/legal guardian/caregiver as they travel to and from the program each time.

Key Considerations

- Have copies of the HIGH FIVE® Program Checklist (*Reviewing Programs Together*) available for parents/legal guardians/caregivers to review and complete. Ensure that there is a space to indicate the child's name and program instructor. Encourage them to also complete the Ask Your Child Questionnaire (*Reviewing Programs Together*) with their child and encourage them to complete these no later than half way through the program session
- In order to respect the privacy of each child/family, every attempt should be made to discuss issues of a sensitive nature outside of the hearing range of other parents/legal guardians/caregivers or children
- Leaders should be directed to discuss any controversial issues with a supervisor prior to meeting with parents/legal guardians/caregivers. If necessary, the supervisor can be present during the information-sharing session or these types of discussions may be better handled in a phone call or meeting rather than a chat in the facility lobby
- Record comments from parents in writing and if possible, make a copy of their completed HIGH FIVE® Program Checklist tool and Ask Your Child Questionnaire with the dates of any conversations held. File the form with the child's records
- In cases where follow-up action and further discussions with the parents/ legal guardians/caregivers are required, indicate this on the form, and note the target date(s)

B] Evidence: We are following the policy if...

- Parents/legal guardians/caregivers and leaders appear to be familiar with each other and comfortable/happy speaking with one another
- Parents/legal guardians/caregivers complete the *Reviewing Programs Together* package and submit them
- Leaders consider individual feedback in their approach with each child

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

• When sharing information with parents/legal guardians/caregivers about their child's experience, use specific examples where possible. When you do so, parents/legal guardians/caregivers are assured that your analysis is based on your interest in their child and on your keen observation of the child, and is not just a general overview of all program participants (E.g. "Sally seems to really enjoy the craft portion of camp because everyday upon arrival she asks what that day's craft



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project is. She puts a lot of detail into her work and is usually the last to leave the craft centre")

- Leaders should use discretion when deciding which negative behaviors to share with parents/legal guardians/caregivers and which should remain confidential between leader and child
- Minor infractions should be dealt with in the program. Going to parents/legal guardians/caregivers with little things a child did "wrong" only serves to break trust between child and leader and hurts a child's self-esteem. Information-sharing meetings with parents/legal guardians/caregivers should focus on the positive things happening with the child and on ways to help the child develop
- Leaders should frame parent/legal guardian/caregiver discussions around the following topics for each child:
 - A Caring Adult
 - Opportunities to Play
 - Making Friends
 - Mastering skills
 - Participation

Supervisors/Managers should consider:

- Program schedules need to allow for a reasonable time interval between programs to accommodate connections with parents/legal guardians/caregivers
- Ensure that sufficient copies of parent information materials are readily available on site



EXPECTED OUTCOMES:

- The individual needs of each child are met
- The quality of the child's experience remains high or improves for the remainder of the program
- Parents/legal guardians/caregivers are satisfied that they have been listened to and that every effort is being made to provide their children with a quality experience that meets their children's individual needs

















Quality Indicator 3.3.2

Information about the program is easily accessible and written appropriately for both parents/legal guardians/caregivers and children.

SAMPLE POLICY STATEMENT

Program information is designed and written in ways that are suitable for both children and adults and distributed using methods that make the information accessible to both age groups. This includes promotional materials, program plans, newsletters and parent handbooks.

PURPOSE

To ensure that program materials are understandable and readily available so that both parents/legal guardians/caregivers and children have clear and accurate expectations and they are able to participate in making informed choices.

WHY IS THIS POLICY IMPORTANT?

Leisure is about choosing to participate in activities that are interesting, fun or meaningful. Children feel empowered when they are consulted about the types of programs they can become involved in. By providing program materials that educate and involve both parents/legal guardians/caregivers and children, we foster opportunities for communication. When parents/legal guardians/caregivers encourage their children to talk about the types of programs they would like to try, they increase the likelihood that their children will develop life-long interests in some of those areas, and that recreation and sport will become a valued part of their lives.

PROCEDURE

A] The process

- Present program information in formats that are easy to understand and appealing for both children and adults. Use simple language, clear and concise wording, uncomplicated grammar and short sentences in promotional materials, program plans, newsletters and parent handbooks
- Use graphics and colours that are appealing to children and adults, and that help convey a message about what the program has to offer. Pictures of children should be inclusive, non-stereotypical and representative of all children in the community whether photographed, drawn or produced through computer software
- Use pictographs universal icons in promotional materials and program plans to help families who are learning English to identify the types of activities listed
- Use larger print in a plain, sans-serif style typeface that is easy on the eye. Upper and lower case letters are easier to read than block letters
- Organize your copy in a logical way, using headings, page numbers and tables
 of contents to help make information easier to find and follow
- Inform families of alternative sources of information, including web sites and phone hotlines, and translator services families who do not speak English
- Make information available in other languages where demographics suggest a need

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3.0 Program Characteristics and Supports



TIPS

- Whenever possible, program materials should be tested through an advisory group of children and parents/legal guardians/caregivers to see if the design and wording is appropriate for all
- Periodic focus group interviews should be held with both children and adults to determine what interests them when reading program materials and also to determine program interests and needs. Based on the findings from these discussions, criteria for the design of materials can be established

• Distribute, display and post program materials in such a way that they are accessible to both children and parents/legal guardians/caregivers. This should include such considerations as the best way to display materials in a reception area, the ideal location (including the height) of notices on bulletin boards, and the most accessible site in the facility for making promotion and information materials available

B] Evidence: We are following the policy if...

- Draft copies of materials include the signature of the party who reviewed and approved them
- Children and their parents/legal guardians/caregivers understand the content of printed program materials
- Program materials are displayed or posted in areas that are accessible and visible to both children and parents/legal guardians/caregivers
- Program evaluations (HIGH FIVE® *Reviewing Programs Together* is an excellent resource (see sample policy 3.4.1)) indicate that children and adults alike find all information about the program easy to access and understand. They think the materials are appealing and they feel informed
- Program materials are reflective of the demographics of the target community in both content and language

C] Communication: Who should know about this policy? How will they be informed?

• All leaders, supervisors and managers should be aware of this policy and it should be reinforced through training programs and related materials

D] How to support the policy – success factors to consider:

- The language used in program materials should be simple enough that children aged 6 or 7 understand the material's content when parents/legal guardians/caregivers read it out loud to them
- Whenever possible, program materials should be tested with an advisory group of children and parents/legal guardians/caregivers to see if the design and wording is appropriate for all group members
- Periodic focus group interviews should be held with both children and adults to determine what interests them when reading program materials and also to determine program interests and needs. Criteria for the design of materials can be established based on these findings



EXPECTED OUTCOMES:

- Children and parents/legal guardians/caregivers discuss program options. Children
 participate in decisions about their leisure time and learn how to make informed
 decisions
- Programs deliver what is promised. Children are satisfied with the program experience and the choices they made
- All families feel welcome to seek information and participate in programs and use facilities



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Quality Indicator 3.3.3

All policies and procedures are communicated and/or available to parents/legal guardians/caregivers, with emphasis on healthy child development, child guidance and safety.

SAMPLE POLICY STATEMENT

All policies and procedures related to the safety, guidance and healthy development of children who participate in this organization's programs and facilities are communicated to parents/legal guardians/caregivers though printed materials and/or are made available for parents/legal guardians/caregivers to review. Each policy is accompanied by a rationale that demonstrates how it supports healthy child development.

PURPOSE

To ensure parents/legal guardians/caregivers are informed and understand the guidelines followed by the organization to protect, nurture, guide and promote the healthy development of their children.

WHY IS THIS POLICY IMPORTANT?

Many policies and procedures affect parents/legal guardians/caregivers directly (E.g. signout and child release policies and consent for the administration of medication). Providing them with the rationale for policies helps parents/legal guardians/caregivers understand why the policies are important and promotes parental understanding, acceptance and support. Parents/legal guardians/caregivers, in turn, can reinforce the positive benefits of rules with their children. Communicating this information is also a positive and proactive way to help address parents/legal guardians/caregivers' questions and concerns. It helps leaders to earn parents/legal guardians/caregivers' respect and make parents/legal guardians/caregivers feel confident that the program operators and those caring for their children are responsible. This also supports the HIGH FIVE® Principle of A Caring Adult.

PROCEDURE

A] The process

- Review policies to determine the best methods for communicating the information. Most policies and procedures can be summarized in parent handbooks. Some information may be more appropriate to have available upon request (such as the leader's job descriptions, see sample policy 1.2.2)
- Distribute handbooks to parents/legal guardians/caregivers at program registration and make them available for review at the program site (E.g. at an information centre, by a bulletin board, or online). All new registrants should receive a parent handbook and returning registrants should be asked if they still have one or require a replacement
- When an existing policy is revised or a new policy is added, send the information home to parents/legal guardians/caregivers in writing in a notice or newsletter
- If a parent/legal guardian/caregiver does not agree with a policy or would like to suggest a revision or an exemption, ask for an explanation of his or her position in writing. Direct such correspondence from parents/legal guardians/

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3.0 Program Characteristics and Supports



The policies and procedures summarized in parent handbooks must include an explanation of why the policies exist (E.g. to protect the children's safety) and be clearly written so that they are easily understood by both children and parents/ legal guardians/ caregivers (see sample policy 3.3.2 on appropriately written program materials)

caregivers to a supervisor who may involve a manager as appropriate. Thank the parent/legal guardian/caregiver for the input and inform him or her of the organization's position and of any action taken. The correspondence should remain confidential and should be kept on file

• Managers, together with supervisors and leaders, should review policies and procedures regularly for any required changes and to ensure that all procedures are appropriate for the operation (E.g. Reviewing Best Practices (QUEST 1) is used annually)

B] Evidence: We are following the policy if...

- The organization produces and distributes a parents' handbook, and parents/ legal guardians/caregivers are familiar with its content and are aware that all of the organization's policies and procedures related to children's programs are available to them upon request and, where feasible, they are available online
- Leaders and supervisors handle inquiries about policies in a polite, professional and informative manner. They are able to explain the rationales for policies and procedures
- A copy of the parent handbook is displayed or available to parents/legal guardians/caregivers in program areas

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

When training leaders on how to communicate with parents/legal guardians/caregivers around policy issues, the following concepts should be considered and reinforced:

- All questions from parents/legal guardians/caregivers are valid. They have a right to know what is going on at their child's program and why
- Leaders may need to take a step back from a situation and try to see it from the parent/legal guardian/caregiver's point of view. Even though policies are developed with children's best interests in mind, a parent/legal guardian/caregiver may have some valid points that need to be heard and acknowledged
- Parents/legal guardians/caregivers need to be treated with respect. Any disrespectful treatment of a parent/legal guardian/caregiver by a leader may negatively influence the level of confidence that the parent/legal guardian/caregiver has in the organization
- No matter how upset parents/legal guardians/caregivers may be with a policy, leaders do not have the authority to bend the rules. When parents/legal guardians/caregivers vent their frustration inappropriately, leaders should try to diffuse the situation as best as possible and notify a supervisor immediately for support



EXPECTED OUTCOMES:

- Parents/legal guardians/caregivers and children understand the rationale for policies and procedures and adhere to them
- Parents/legal guardians/caregivers feel confident that their children's needs are met and their well-being is protected



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3.4

Program Evaluation Process

3.4.1	Opportunities for Parents/Legal Guardians/ Caregivers to Comment in Writing about Program Quality	
3.4.2 	Opportunities for Children to Share the Thoughts and Feelings about the Pro	
3.4.3 	Formal and Routine Evaluation of Programs	237
3.4.4	Evaluating Use of Principles of Healthy Child Development	239

















Quality Indicator 3.4.1

Parents/legal guardians/caregivers are encouraged to use the HIGH FIVE® **Reviewing Programs Together resource** to provide feedback on their child's experience and their level of satisfaction.

SAMPLE POLICY STATEMENT

Parent/legal guardian/caregiver and child feedback is welcomed and valued. In every children's program, at least once per program session, parents/legal guardians/caregivers are invited to give written feedback using the HIGH FIVE® Reviewing Programs Together forms to comment on their child's experience and their level of satisfaction with this organization's services.

PURPOSE

To ensure that programs meet the needs of children and families and to improve the quality of programs by encouraging and examining comments by parents/legal guardians/caregivers and children. These forms also help the parents/legal guardians/ caregivers to understand the priority considerations for healthy child development and the intent of the organization to support the child in these ways.

WHY IS THIS POLICY IMPORTANT?

The HIGH FIVE® Reviewing Programs Together evaluation package provides several opportunities:

- It engages the parent/legal guardian/caregiver and child in discussion about the child's experiences, their needs and interests
- It also enables the parent/legal guardian/caregiver and the leaders to be seen by the child, as caring adults and it validates to the child that their views and needs are important. This process also provides valuable information to leaders and supervisors regarding program content and quality

PROCEDURE

A] The process

- Promote and encourage the use of the HIGH FIVE® Reviewing Programs Together evaluation tool through parent bulletin boards, website, parent handbook and other communication strategies
- Distribute hard copies or invite parents/legal guardians/caregivers to complete online
- Submit the completed evaluation forms to the supervisor who will review the evaluation forms and summarize the program's strengths and the areas requiring improvement
- Discuss the evaluation results as soon as possible. Together with the supervisor, develop specific strategies for improving the quality of the program. Document the strategies on the evaluation summary and have the summary signed and dated by the leaders and the supervisor. Keep a copy of the summary on file for future reference (a copy of the summary may also be forwarded to the supervisor's manager for review)
- Thank parents and children for their feedback and post notes of thanks on the parent bulletin board

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3.0 Program Characteristics and Supports

B] Evidence: We are following the policy if...

- Receiving parents/legal guardians/caregivers and child evaluations is a regular occurrence
- Findings from the surveys are documented and action is taken to have a positive influence on program quality
- There is a positive and welcome exchange of information and suggestions between parents/legal guardians/caregivers, leaders and supervisors
- Managers are aware of the views of parents/legal guardians/caregivers about the level of quality in each program and their general satisfaction with the program
- Evaluation summaries are kept on file for at least one year
- Children feel valued for their input

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parent/legal guardian/caregiver should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website
- Parent/legal guardian/caregiver can be directed to download the HIGH FIVE® Reviewing Programs Together forms directly from www.HIGHFIVE.org where they can gain further insight into healthy child development

D] How to support the policy – success factors to consider:

- Use the parent/legal guardian/caregiver and child evaluation tool as a bridge when dealing with situations where a parent/legal guardian/caregiver may have expressed some concerns about the program. It will help to frame the issues and subsequent discussion and will also enable the child's input to be included
- Evaluation forms should be written in simple language (see sample policy 3.3.2 on writing program materials). Verbal evaluation methods should be considered when parent/legal guardian/caregiver's literacy levels are limited or when parent/legal guardian/caregiver speak a language other than English or French. Whenever possible, having someone available to speak to the parent/legal guardian/caregiver in their first language is always best
- Establish a filing system to keep evaluations so that they can be reviewed at year end as well as during the operation of the program. This way supervisors can see if issues are repeated and require further thought as the depth of the impact is realized
- Include parent/legal guardian/caregiver and child feedback in the design of leader training and cite the source of the issues. This teaches leaders that child and parent input is valued and worth hearing

**

EXPECTED OUTCOMES:

- Eventually, a culture of openness can evolve wherein parents/legal guardians/caregivers and children feel comfortable sharing their experiences and making suggestions and leaders are open to hearing these and adjusting programs as appropriate
- The quality of children's experience is maintained and/or improved for the remainder of the program session
- Program planning becomes easier as this dialogue increases and the outcomes are more positive because they are based on participant input
- Parents/legal guardians/caregivers see the organization as open, caring and committed to providing quality experiences for children



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Quality Indicator 3.4.2

Children have regular opportunities to give their feedback and to help plan their program/activities.

SAMPLE POLICY STATEMENT

Children are encouraged to participate in the program planning process. Their ideas are included in current services and the planning of future activities where possible.

PURPOSE

To provide children with opportunities to communicate their thoughts and feelings and to help make decisions about their participation in the program.

WHY IS THIS POLICY IMPORTANT?

As the program's "customers", children should be asked frequently and in different ways how they feel about the program and their experiences. Children are usually candid. Their insights can be valuable in planning programs and adjusting activities to better meet their needs and preferences. Furthermore, it is empowering for children to be asked their opinion and to be given choices concerning their leisure activities. If the process is facilitated with thought and care, leaders can assist children in developing decision-making and problem-solving skills to use in the future when planning their own experiences. Asking a child's opinion also supports the HIGH FIVE® Principles of being A Caring Adult and providing an opportunity for Participation.

PROCEDURE

A] The process

- Engage children in discussions about how they are enjoying the program. Topics for discussion can include children's favourite activities, new things that they would like to be part of the program, and activities that they do not like to do. Discussions can take place in group situations and one-on-one conversations
- Record the child's comments and ideas, noting his or her name and the date. Keep the summary with the program records for consideration when program planning
- Use the record of child feedback to track each time an idea is applied to a program plan. Acknowledge each child and provide positive reinforcement in front of the group when his or her ideas are incorporated into the program
- To ensure that each child participates in program planning, leaders can use the record of child feedback to monitor who has and has not been approached for ideas
- As needed and as appropriate, alter the program plans to accommodate the expressed interests and needs of the children
- When time is scheduled in the program for children to plan activities or special events, it should be indicated on the program plan, so that children, parents/legal guardians/caregivers and supervisors are aware of the opportunity (see sample policy 3.1.3 on program plans)

B] Evidence: We are following the policy if...

• The record of child feedback indicates that all children are asked on a regular basis to give feedback and program ideas

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3.0 Program Characteristics and Supports



TIP

presented by a child is incorporated into the program, leaders should acknowledge the child and give him or her positive reinforcement in front of the group for making a valuable contribution that helps everyone!

- Children are vocal and appear comfortable expressing their ideas to leaders
- Leaders thank children for their input and appear accepting of all ideas no matter how unrealistic they may seem. Leaders help children find ways to make their ideas come to fruition
- Program plans indicate events, such as a play or a special party, that have been planned with input from children

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- What parents/legal guardians/caregivers expect and what children prefer can sometimes be two different things (E.g. parents/legal guardians/caregivers may expect all of their children's 30 minute swimming lesson be dedicated to working on improving swim strokes and achieving a swimming badge. Children on the other hand, may want to play and have fun going down the slide or jumping off the diving board for part of the class). Without compromising the healthy development of the children, it is important to consider the feedback of both the children and their parents/legal guardians/caregivers. Education and awareness may be necessary to help some parents/legal guardians/caregivers understand the Principles of healthy child development upon which program decisions are based
- Some children will not feel comfortable speaking out in groups. Approaching everyone individually is important to ensure that shy or reserved children in the group have their say

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EXPECTED OUTCOMES:

- The self-esteem of children is raised, their decisions and problem-solving skills improve, and they feel pride and ownership for "their" program
- Children have an enjoyable and interesting program experience



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Quality Indicator 3.4.3

Programs are formally and routinely evaluated using the HIGH FIVE® QUEST 2 Tool.

SAMPLE POLICY STATEMENT

All children's programs are formally and routinely assessed using the HIGH FIVE® QUEST 2 Tool. New programs and those that may require the most improvement should be given priority for assessment.

Note: HIGH FIVE® recommends that at up to 10% of programs be formally observed per season.

PURPOSE

To ensure that the children in the programs are exposed to and benefiting from experiences which reflect and support the HIGH FIVE® Principles of healthy child development.

WHY IS THIS POLICY IMPORTANT?

Programs need to be evaluated on a regular basis to monitor quality. Failure to evaluate programs may mean that inappropriate practices are permitted to continue unchecked and the well-being of the children is compromised. Leaders who require guidance and support may go unnoticed and the quality and quantity of information on program strengths and weaknesses is unknown. Policies and procedures may be ineffective in supporting quality.

PROCEDURE

A] The process

- Use the HIGH FIVE® QUEST 2 Tool to measure the quality of the children's experience
- Results of the assessment should be reviewed as soon as possible. Together, the supervisor and leaders should develop a list of priority areas requiring attention and identify specific strategies to address any weaknesses. Issues and strategies should be documented along with a timeline within which improvement must take place. This should be signed and dated by all parties. A copy of the strategies should be kept on file for future reference. A second formal evaluation may be conducted to measure improvement during the same program session
- Forward completed evaluations to a program manager (if applicable) for his or her review and signature
- Provide feedback to the program leader on the evaluation results

B] Evidence: We are following the policy if...

- QUEST 2 assessments are done on up to 10% of programs per season
- Issues needing improvement are identified and strategies for improvement are implemented
- Quality is monitored on a regular basis and it is viewed as a priority

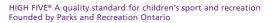
TIP

• Catch leaders doing things right and model quality leadership behaviours. Putting a focus on quality in one area will inevitably cause improvement in others. Celebrate positive change!











3.0 Program **Characteristics** and Supports

C] Communication: Who should know about this policy? How will they be informed?

• All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials

D] How to support the policy – success factors to consider:

• As part of the ongoing evaluation process, staff should administer the HIGH FIVE® QUEST 1 Tool once per year. This Tool will help measure the effectiveness of policies and procedures in supporting quality

EXPECTED OUTCOMES:

- Program leaders are clear about what is expected and how program quality is to be achieved
- Children enjoy a high quality program experience







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Quality Indicator 3.4.4

All forms of program evaluations include an assessment of the extent to which the **HIGH FIVE® Principles of healthy child** development are taken into account.

SAMPLE POLICY STATEMENT

All forms of program evaluation will specifically assess the extent to which the HIGH FIVE® Principles of healthy child development have been considered in the delivery of the program.

PURPOSE

By integrating the Principles of healthy child development into all forms of program evaluation, it helps to maintain a consistent standard that all leaders and staff are accountable for.

WHY IS THIS POLICY IMPORTANT?

A child's experience is all encompassing and the research tells us that it is critical for leaders, supervisors and managers to ensure that the Principles of healthy child development are always considered and integrated into the program planning process. Failure to consider these Principles may reduce the quality of the child's experience. Although QUEST 2, the Leader Appraisal Tool and Reviewing Programs Together, all consider the Principles of healthy child development in their design, it is recognized that these tools will not necessarily be used for all program evaluations. Less formal evaluative processes can also be adapted to include consideration of the Principles of healthy child development.

PROCEDURE

A] The process

- Review existing non HIGH FIVE® program assessment materials and strategies, staff training content, and program planning processes to ensure that the Principles of healthy child development are included as key considerations for quality programs
- Train all supervisors and managers to reference and consider the Principles of healthy child development when they are conducting all forms of program evaluation. Suggest ways to scan for evidence of consideration of these Principles of healthy child development
- Discuss ways to incorporate a conscious assessment of whether the leaders are considering the Principles in the design and delivery of the programs
- Include the Principles of healthy child development as a standing agenda item at program staff meetings. Discuss innovative ways to consider these when delivering programs
- Encourage staff to memorize the following phrase to remember the five HIGH FIVE® Principles:
 - "A Caring Adult can always enable Mastery and Friendships through Participation and Play"

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3.0 Program Characteristics and Supports

- Even when conducting all program observations, ask the following basic questions:
 - 1. Is everyone Participating?
 - 2. Does the skill level of the program activities allow for Mastery to occur?
 - 3. Is Play a part of the program activity or design?
 - 4. Do the children appear to have or be making Friendships in the program?
 - 5. Is the leader interacting with the children as A Caring Adult?

B] Evidence: We are following the policy if...

- Program evaluations routinely demonstrate a high commitment to the Principles of healthy child development
- Leaders consciously integrate the five HIGH FIVE® Principles into the program delivery
- Children and leaders enjoy a positive program atmosphere
- Children are participating at appropriate skill levels. Play is incorporated into the program design
- Friendships are evident and leaders display caring behaviours
- All leaders and staff are consciously considering the Principles in all aspects of program delivery and evaluation

C] Communication: Who should know about this policy? How will they be informed?

• All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials

D] How to support the policy – success factors to consider:

- This policy helps to support all other efforts to educate leaders about the importance of the Principles of healthy child development. Ensuring that the Principles of healthy child development are considered in all aspects of program evaluation is evidence that the organization is deeply committed to creating quality experiences for children
- It will be important to inform leaders and instructors that the Principles of healthy child development will always be a part of every program evaluation both formal and informal



EXPECTED OUTCOMES:

- Quality levels will improve
- Staff will have a clear and consistent and conscious understanding of expectations
- Participants will enjoy a high quality program experience
- Parent/legal guardian/caregiver and child feedback will reflect high levels of satisfaction





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Quality Indicator 4.1.1

Parents/legal guardians/caregivers are made aware of the organization's HIGH FIVE® involvement and commitment to the healthy development of children through signage, parent information boards, parent handbooks, promotional materials and the organization's website.

SAMPLE POLICY STATEMENT

It is important that parents/legal guardians/caregivers are aware of this organization's involvement in HIGH FIVE® and our commitment to the healthy development of children. This involvement will be noted and profiled within all program promotion and parent/legal guardian/caregiver communication strategies.

PURPOSE

By creating an awareness of the organization's involvement in HIGH FIVE® and educating parents/legal guardians/caregivers about the commitment to healthy child development, parents/legal guardians/caregivers in turn become further educated about the HIGH FIVE® Principles of healthy child development and their importance for children. This helps parents/legal guardians/caregivers to understand their child's developmental needs and strengthens their ability to assess the quality of programs they are considering for their child.

WHY IS THIS POLICY IMPORTANT?

Parents/legal guardians/caregivers need to know the extent to which an organization is committed to the healthy development of children.

PROCEDURE

A] The process

- Review all parent/legal guardian/caregiver communication strategies to determine if involvement in HIGH FIVE® has been profiled in all promotional materials, physical and electronic sites
- Ensure that all HIGH FIVE® logo's are current, clear and crisp and represented in keeping with the HIGH FIVE® Design Guidelines
- Ensure that all messaging is accurate and consistent with HIGH FIVE® Communication Guidelines outlined in the HIGH FIVE® Communications and Logo policy
- Ensure that staff are trained to be able to explain the importance of this involvement to parents/legal guardians/caregivers
- Have copies of the HIGH FIVE® Commitment to Children Policy as well as copies of the Reviewing Programs Together parent resources available at program sites and online for parents/legal guardians/caregivers to access and use



4.0 Administrative Practices

B] Evidence: We are following the policy if...

- Parents/legal guardians/caregivers comment on the organization's involvement in HIGH FIVE®
- Prior to registering, parents/legal guardians/caregivers inquire as to the organization's HIGH FIVE® status
- It is apparent that involvement in HIGH FIVE® has been a point of differentiation for parents/legal guardians/caregivers when choosing recreation, sport or child care programs and activities for their child
- Positive responses and comments are forthcoming from parents/legal guardians/caregivers about the organization's involvement in HIGH FIVE®

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

use them in discussions D How to support the policy – success factors to consider:

- Review the HIGH FIVE® Design and Communication Guidelines to obtain specific copy for use in various communication strategies
- Periodically check all program sites to ensure consistency in messaging about HIGH FIVE®



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- Profile HIGH FIVE® leader awards and other HIGH FIVE® achievements for parents/legal guardians /caregivers to see
- Post the HIGH FIVE®
 Principles of healthy
 child development in
 prominent places and
 use them in discussion
 with parents so that
 they become aware

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EXPECTED OUTCOMES:

- Parents/legal guardians/caregivers comment positively about the organization's commitment to the healthy development of children and the involvement in HIGH FIVE®
- Parents/legal guardians/caregivers are providing feedback on programs using the *Reviewing Programs Together* resources



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Quality Indicator 4.1.2

A system is in place to monitor and track HIGH FIVE® OUEST 2 assessment results. A "fast track" process alerts a supervisor in cases of substandard findings when remedial action is required.

SAMPLE POLICY STATEMENT

A system is in place to routinely conduct, monitor and track HIGH FIVE® QUEST 2 assessments in all programs/activities. This system includes a strategy to notify a supervisor immediately in the event that conditions are found to be substandard and children may be at risk. All issues of concern must be assessed and addressed in a responsible and timely manner.

PURPOSE

To ensure regular QUEST 2 assessments are conducted across the organization and that any areas of concern are addressed in a timely and effective manner.

WHY IS THIS POLICY IMPORTANT?

QUEST 2 quality control and improvement processes can alert leaders and supervisors to problems and thereby reduce or prevent risks and harm to children.

PROCEDURE

A] The process

Plan the work and work the plan. Determine:

- The number of programs/activities that need QUEST 2 assessments
- The timeline within which the assessments will be completed
- The number of QUEST 2 assessors needed to complete the work
- The specific schedule for conducting the assessments and uploading results to the HIGH FIVE® Database
- The notification process for supervisors if deficiencies are found Use the QUEST 2 assessment to track any issues that have been identified to ensure appropriate and immediate follow-up and change occurs related to each issue
- The follow-up process for remedial action including an assessment of and adjustments to leader training strategies
- The documentation and sign-off process for supervisors after taking action on
- The central filing process for tracking and maintaining copies of QUEST 2 assessments





4.0 Administrative Practices

B] Evidence: We are following the policy if...

- QUEST 2 assessments are done routinely across all program areas
 - Assessments are monitored, tracked and appropriate follow-up action is taken as needed
 - Hard copies of all QUEST 2 assessments are kept on file

C] Communication: Who should know about this policy? How will they be informed?

 All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials

the whole organization! D] How to support the policy – success factors to consider:

- Ensure that new leaders and all staff are oriented to the processes for conducting, monitoring, tracking and filing QUEST 2 assessments
- Ensure that an adequate number of staff are trained QUEST 2 assessors
- Ensure that all new supervisors or other staff receive orientation and training regarding the organization's involvement in HIGH FIVE® including all related processes

Celebrate learnings with individual leaders and achievements with the whole organization:

EXPECTED OUTCOMES:

• Conducting QUEST 2 assessments becomes a standard ongoing practice that results in fine tuning staff training, program services and communications within and outside the organization











Quality Indicator 4.1.3

Leader qualifications are monitored on an ongoing basis to ensure that they are current [E.g. first-aid, CPR, accessibility and equality awareness and safe food serving practices] as well as all other required legislated training.

SAMPLE POLICY STATEMENT

Leader qualifications are monitored on an ongoing basis to ensure currency and compliance with standards and legislation.

PURPOSE

To support quality service for children.

WHY IS THIS POLICY IMPORTANT?

If leader qualifications are not monitored regularly, the possibility exists for staff qualifications to lapse and leaders may not possess current knowledge or skills. This may put children and/or the organization at risk.

PROCEDURE

A] The process

- Develop a master qualifications tracking form for all leaders
- Check all areas where qualifications are complete and indicate any related pending expiry dates
- Advise leaders that they are responsible for maintaining current qualifications
- Designate supervisors to track currency of qualifications
- Determine a policy regarding expired qualifications and continuance of work

B] Evidence: We are following the policy if...

• Qualifications are tracked for all leaders so that they maintain currency in all required areas

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader recruitment, hiring and orientation processes as well as in training programs and related support documents
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

• Document all related processes and ensure that these are reviewed in all supervisor orientation training programs

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Provide a list of mand<mark>a</mark>tory leader qualifications and training achievements on parent bulletin boards and in promotional materials. This helps parents/legal guardians/caregivers to feel comfortable that their children are in good care, recognizes and reinforces a state of "professionalism" within leaders and in turn makes children sense that they are safe







4.0 Administrative Practices

- Maintain an awareness of current legislation and required leader qualifications
- Develop minimum standards for full time supervisor's HIGH FIVE® qualifications



EXPECTED OUTCOMES:

- Leaders maintain all required qualifications and this knowledge and expertise translates into quality programs that support healthy child development
- Risk is minimized for the organization





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Quality Indicator 4.1.4

A system is in place to monitor, analyze and respond to incident/accident reports on a daily basis. Supervisors are immediately made aware of any serious participant injury or conditions with potential for the same. Statistics are tracked over time and correlated with HIGH FIVE® QUEST 2 scores to determine any areas of continuing risk in specific programs.

SAMPLE POLICY STATEMENT

All incident and accident reports will be monitored and analyzed on a regular basis to continually assess preparedness and mitigate risk. Supervisors must be informed immediately of any serious participant injury or conditions with potential for the same. A serious incident/accident protocol exists which includes communications processes with parents/legal guardians/caregivers and the media. Accident/incident statistics will be tracked over time and correlated to HIGH FIVE® QUEST 2 scores to determine any areas of continuing risk in specific programs.

PURPOSE

To respond effectively and immediately to all serious situations and to mitigate risk.

WHY IS THIS POLICY IMPORTANT?

Patterns of repeated risk can continue to put children in harms way. Supervisors should be made immediately aware of any serious injuries or incidents so that an individual with a higher level of influence and responsibility is aware and involved in an analysis process to mitigate the risks at hand. It is important to analyze root causes for incidents and accidents and by correlating these reports with HIGH FIVE® QUEST 2 assessments, leadership behaviours and program conditions can be considered within the analysis process.

PROCEDURE

A] The process

- Develop a process and system for monitoring incident/accident reports daily
- Ensure that all serious injuries or incidents are reported to a supervisor immediately
- In cases of serious injury or incident, include specific processes and sequencing for all necessary communications to parents/legal guardians/caregivers and the media
- Plan for backup in cases of supervisory absences
- Initiate any intervention processes immediately to mitigate risk to others
- Review all related processes and adjust any areas of weakness
- Document all changes and integrate findings and new practices into leader and supervisor training and orientation programs

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4.0 Administrative Practices

In addition to caring

for a s<mark>e</mark>riously injured

child and their family/

caregivers, keep in mind that leaders will

need psychological

 Proactively making arrangements through

Canadian Mental

Health Association or an employee specific

support program for

helpful approac<mark>h</mark>

staff counseli<mark>n</mark>g servi<mark>ces</mark> if needed is a wise and

support too

TIPS

- Immediately communicate any procedural changes to existing leaders and supervisors
- Follow-up to ensure clarity and comprehension of new procedures
- Keep statistics and monitor on a weekly, monthly and annual basis to further identify and analyze trends and issues

B] Evidence: We are following the policy if...

- Frequency of incidents and accidents diminishes over time
- Leaders are vigilant of potential risks and program plans and activities mitigate risk
- Supervisors are immediately advised of all serious incidents and accidents and further risk is mitigated
- Appropriate responses to all occurrences take place in a timely and effective manner
- All incidents and accidents are analyzed and findings are documented and integrated into improvement processes
- Appropriate staff supports including crisis counseling are made available to staff in cases of serious injury to a child

C] Communication: Who should know about this policy? How will they be informed?

• All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials

D] How to support the policy – success factors to consider:

- Review all processes regularly
- Always include a filter of risk to child safety as part of all policy and procedural development

RYPE

EXPECTED OUTCOMES:

- · Accident frequency and severity is reduced
- Learnings from QUEST 2 provide opportunities for proactive changes to policies and procedures related to child safety
- Statistical information demonstrates improvement in program quality and mitigation of risk



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Quality Indicator 4.1.5

Parent/legal guardian/caregiver evaluations of programs are tracked and recommendations reviewed and acknowledged.

SAMPLE POLICY STATEMENT

Parent/legal guardian/caregiver input is highly valued by this organization and parents/ legal guardians/caregivers are encouraged to evaluate programs and activities, provide feedback and make recommendations. Suggestions from parents/legal guardians/ caregivers will be carefully reviewed, considered and acknowledged. Parents/legal guardians/caregivers are encouraged to utilize the HIGH FIVE® Reviewing Programs Together parent/legal guardian/caregiver and child program evaluation tool and copies will be made available at program sites and online.

PURPOSE

To gain insight into the parent/legal guardian/caregiver and child's perception of program quality.

WHY IS THIS POLICY IMPORTANT?

Parent/legal guardian/caregiver feedback provides valuable information regarding the perceptions of parents/legal guardians/caregivers and children regarding the program quality through the lens of the participant. When coupled with QUEST 2 assessment results, this feedback can provide a well-rounded perspective to enable further insights into areas requiring improvement. This process also supports the HIGH FIVE® Principles of A Caring Adult and Participation by modeling listening behaviours and enabling children and parents/legal guardians/caregivers to be heard.

PROCEDURE

A] The process

- Train leaders to value the benefits that are derived from parent/legal guardian/ caregiver feedback and encourage them to welcome parents/legal guardians/ caregivers to complete program evaluations with their children
- Ensure that copies of the HIGH FIVE® Reviewing Programs Together tool are available in hard copy format at program sites as well as online. Provide opportunities for both anonymous as well as known submissions
- Review all feedback and ensure that it is shared at both the leader and the supervisor level within the organization
- Track suggestions, analyze viability and post responses on parent bulletin boards and in newsletters
- Thank individuals for taking the time to provide feedback

B] Evidence: We are following the policy if...

- Parents/legal guardians/caregivers take the time to submit thoughtful evaluations
- Programs are improved by suggestions received

QUEST 1: The Guide to Policies & Procedures



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4.0 Administrative Practices

• A positive and mutually respectful relationship exists between parents/legal guardians/caregivers, leaders and supervisors

C] Communication: Who should know about this policy? How will they be informed?

- All leaders, supervisors and managers should be aware of this policy and it should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

D] How to support the policy – success factors to consider:

- Check to ensure that sufficient copies of the *Reviewing Programs Together* tool are available at program locations
- Promote and encourage parents/legal guardians/caregivers to visit www.HIGHFIVE.org to download copies of the tool and review other resources
- Train leaders to encourage positive interactions between leaders and parents/ legal guardians/caregivers and so that feedback becomes a positive and helpful part of all conversations with parents/legal guardians/caregivers
- Post "Thank you" statements and list recommendations that will be adopted on parent bulletin boards and in parent newsletters to demonstrate appreciation for their time and feedback

TIP

Create a "Thanks for your feedback and great ideas!" section on the parent information bulletin boards. This demonstrates appreciation, spreads an awareness of the evaluation process and demonstrates caring adult behaviour

EXPECTED OUTCOMES:

- Parents/legal guardians/caregivers take time to provide thoughtful feedback and appreciate the opportunity to do so
- Leaders learn to appreciate the value of parent/legal guardian/caregiver and child feedback







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Quality Indicator 4.1.6

HIGH FIVE® is a standing item on all relevant staff meeting agendas.

SAMPLE POLICY STATEMENT

There is a strong commitment to providing quality programs and activities focused on healthy child development. In order to practice continuous quality management and proactively manage risk, HIGH FIVE® will be a standing item on all relevant meeting agendas.

PURPOSE

To maintain a constant focus on program issues related to quality and healthy child development.

WHY IS THIS POLICY IMPORTANT?

Keeping HIGH FIVE® top of mind helps to support and maintain the cultural shift needed to improve quality. Organizations that place HIGH FIVE® as a standing agenda item on relevant meeting agendas have found that quality assurance management practices are more easily assimilated into everyday processes and program quality has improved.

PROCEDURE

A] The process

- Determine which leader and other staff should have HIGH FIVE® as a standing agenda item
- Use each of the following sub topics as filters to identify related issues for discussion and improvement:
 - Principles of healthy child development
 - Design Guidelines
 - Connections to Home
 - Leader recognition and celebrations
 - QUEST 2 assessment schedules
 - QUEST 2 results and implications

B] Evidence: We are following the policy if...

- HIGH FIVE® is a standing agenda item for meetings related to children's programs
- Quality improvement and healthy child development supports are top of mind in the organization
- Innovative solutions and program ideas focused on healthy child development are the norm
- Parents/legal guardians/caregivers and children appreciate the high quality of programs
- QUEST 1 and QUEST 2 scores are high
- Leaders are happy and the culture is a positive one

TIPS

Apply the HIGH FIVE® Princi<mark>p</mark>les in the management of the leaders – take time to Play, train for Mastery, invite input and Participation in decision-making and improvem<mark>en</mark>t processes, be a Caring organization, foster Fri<mark>endships</mark> and networking within staff









4.0 Administrative Practices

C] Communication: Who should know about this policy? How will they be informed?

• All leaders, supervisors and managers should be aware of this policy and it should be reinforced through supervisor training programs and related materials

D] How to support the policy – success factors to consider:

- Implement the HIGH FIVE® standing agenda item in all leader meetings across the organization
- Provide recognition and celebration activities for innovation and commitment
- Have leaders identify the best ideas and those that have had the greatest positive impact on children
- Track the improvements over time



EXPECTED OUTCOMES:

- Increased program quality and participant and parent/legal guardian/caregiver satisfaction levels
- Focused awareness on areas requiring improvement
- Improved QUEST 2 scores
- Positive responses on Reviewing Programs Together parent/legal guardian/ caregiver and child program evaluations













Quality Indicator 4.1.7

New sample policy notices from HIGH FIVE® are monitored and implemented as appropriate and any updates are noted in the QUEST 1 annual review.

SAMPLE POLICY STATEMENT

Maintaining currency with HIGH FIVE® standards and practices is a priority. All sample policy updates received from HIGH FIVE® will be considered within the context of the operational mandate and adapted to enhance programs and services, as deemed appropriate.

PURPOSE

To maintain an awareness of current issues and sample policies related to the operation of children's programs and activities.

WHY IS THIS POLICY IMPORTANT?

Issues in society, the economy, technology, family structures and research into healthy child development are complex and constantly changing. It is important to maintain an awareness of current practices and considerations when designing and operating programs for children.

PROCEDURE

A] The process

- Depending upon the size and complexity of the organization, appoint one or more staff to serve as the policy review and update committee. Each time a new sample policy statement is obtained from HIGH FIVE®, it should be distributed to all related supervisors and managers, implications assessed and action steps identified to integrate the concepts into daily operations
- As appropriate, leaders, supervisors and managers are trained on new policies and any implications for participants or families are conveyed appropriately in an effective and timely manner
- An evaluation of the policy implementation process will be done at the 3 and 6 month timeframes to identify and resolve any related issues

B] Evidence: We are following the policy if...

• HIGH FIVE® sample policies are reviewed by all appropriate staff and as deemed appropriate, the associated concepts are endorsed and related policies established

C] Communication: Who should know about this policy? How will they be informed?

- As appropriate, all leaders, supervisors and managers should be aware of any new policies and they should be reinforced through leader training programs and related materials
- Parents/legal guardians/caregivers, as appropriate, should be made aware of this policy in parent handbooks, on parent bulletin boards and on the organization's website

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4.0 Administrative Practices

D] How to support the policy – success factors to consider:

• The new policy should be introduced in staff meetings and training programs and copies distributed either electronically in an unchangeable PDF or by hard copy to all relevant staff



EXPECTED OUTCOMES:

- New policies will be linked directly to leader and supervisor training programs and communication plans
- Risks associated with the policy issue will be reduced





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