



# The **GRIT** Program

## Policy and Procedures Manual 2010

# GRIT's Policy and Procedures Manual

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Getting Ready for Inclusion Today

## MISSION & VISION STATEMENTS

### MISSION

*To provide a family centered, early education program which will assist the child with special needs to be fully included in family life and community.*

*To provide the information and support necessary for the successful transition to and full inclusion in a community school.*

*To promote public education and public awareness in support of inclusion and inclusive communities.*

### VISION

*GRIT is families, past, present, and future in solidarity; creating a community that values the wholeness of each person.*

*GRIT provides an optimistic, fun loving and challenging atmosphere, which supports parents and children to become free and interdependent in their community.*

*We journey together; sharing experiences, wisdom, and a desire to connect and appreciate the spirit of self and others.*

*GRIT promotes success through open communication and choices, leading to acceptance and equality of children in our community.*





Getting Ready for Inclusion Today

## PROGRAM VALUES

### **FAMILY CENTERED PRACTICE**

GRIT values the uniqueness of families. Through collaboration, a flexible partnership is created. The family is the constant in a child's life. Parents hold a central role in informed decision making and choices for the well-being of their child and family. An integral aspect of our program is to ensure parents experience meaningful opportunities for active parent participation, learning, and strengthening of each family. The family gains confidence in their abilities to positively influence their future.

### **COMMUNITY INCLUSION**

Inclusion is embedded in the belief that "we all belong". All children have the right to participate in natural settings, regardless of their diverse abilities. When children are included, they are active and valued participants in typical family life, community, and in their neighborhood school. An inclusive community is a welcoming community where each member experiences the feeling and reality of belonging.

### **LEARNING THROUGH PLAY**

Young children learn through play. Guided play forms a strong foundation for ongoing social, physical, emotional, and cognitive development. Through building on play interests, children learn to make sense of their world, practice skills, expand their imagination, and create a valued role for themselves with their peers. Play leads to feelings of competence and self-confidence; it is the real work of children.

### **LEARNING ORGANIZATION**

The most valuable asset of an organization is its people. GRIT families and staff are involved and passionate. They learn together, seek knowledge, and discover innovative practices for their work. Through constant dialogue, respect, and trust, people and ideas evolve and grow.



## **Recruitment and Selection**

The GRIT Program's employment practices do not discriminate against any person because of race, nationality or ethnic origin, colour, religion, gender or sexual preference, age, or physical or developmental ability. Employment is conditional upon the employee's appropriate qualifications for and the continuing ability to fulfill the duties of the position, and willingness to abide by the Personnel policies and procedures.

It is the policy of the Program to conduct a search for the best candidate in accordance with the Mission of the Program and the requirements of that position.

It is the policy to recruit from within the organization whenever possible if deemed appropriate for positions that become available. In all cases, attempts will be made to hire professional personnel with the highest qualifications appropriate to the job description of each position, with "professionally qualified" being a combination of appropriate academic training, personal qualities, skills, and experience.

***The GRIT Program***

Policy Type: Personnel

Policy Name: Terms and Conditions of Employment

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: March 2008

**Terms and Conditions of Employment**

All employees are entitled to have a clear description of the terms and conditions of their employment.

Conditions may include:

- Orientation
- Probationary period
- Hours of work
- Place(s) of work
- Annual reassignment
- Benefits
- Performance monitoring
- Professional development and training
- Salary
- Job description
- Vacation

**Security Clearance**

To ensure a safe work environment it is the policy of the GRIT Program that a security clearance check will be conducted on all new employees and at three year intervals as a condition of employment. Fees associated with the security clearance at the time of hiring are the responsibility of the employee. This will include:

- Criminal record check
- Child welfare check
- Driving abstract required when transporting children

**Procedures**

In the event that any of the above checks reveal a history, the prospective staff will be given an opportunity to explain and the agency will apply the following criteria:

- Prospective employees explanation
- Number of offenses
- Nature of offense
- Circumstances surrounding the offense
- Length of time since offense
- If any of the offenses were specific towards children (i.e. Child Welfare Check)

In situations where a check has revealed a history, any and all discussions to determine satisfactory or unsatisfactory clearance must include the Executive Director. The Executive Director will make the final determination.

***The GRIT Program***

***Policy & Procedure Manual***

Policy Type: Personnel

Date of Board Approval: March 2010

Policy Name: Terms and Conditions of Employment

Date Last Amended: March 2008

**Cardiopulmonary Resuscitation CPR and First Aid Training**

All developmental specialists are required to have current first aid and cardiopulmonary resuscitation training. GRIT provides annual training opportunities to all staff. Training costs at the expense of the Agency. Staff in their probationary period will not be paid for their training time.

**Confidentiality**

As a Program one of our beliefs is that information will be treated with respect and confidentiality. Employees, parents, practicum students and volunteers need to recognize that information shared that is personal in nature should not be disclosed unless it is necessary.

Employees must feel free to discuss personal or professional issues or concerns in confidence with their appropriate supervisor and feel assured that these discussions will remain confidential.

The Program recognizes that personal information about families is often required by the Program in providing service. Therefore, personal information entrusted to the agency is to be treated confidentially.

Employees, practicum students and volunteers are required to sign an oath of confidentiality. Breach of confidentiality may be just cause for termination of employment or affiliation with the program.

The oath of confidentiality extends to:

- All information about children and families, verbal and written
- Families no longer in the program
- Any information regarding personnel, compensation, finances, and operations of the Program.

The Oath of Confidentiality is without time limit.

The Program is responsible for obtaining informed parent/guardian consent in writing to release any information in any form to other sources. The Program will keep any written information about children and families in a secure place.

When a child leaves the program all information about the child and family will be kept for a period as required by law. Information will be shredded when outdated.

***The GRIT Program***

Policy Type: Personnel

Policy Name: Terms and Conditions of Employment

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: March 2008

**New Staff Orientation**

The GRIT Program believes that all new staff is entitled to an orientation. The purpose of this orientation is to acquaint employees with the GRIT Program, its philosophy, policies, and procedures.

The orientation period will vary in length depending upon the position.

New employees are encouraged to review the agency's Policy and Procedures Manual, and meet program personnel.

The Program will ensure all steps on the orientation checklist are completed within the 3-month probationary period.

***The GRIT Program***

Policy Type: Personnel

Policy Name: Terms and Conditions of Employment

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: March 2008

**Probationary Period**

It is the policy of the GRIT Program to provide all employees with a probationary period to evaluate the employee's performance and to determine that the performance warrants continued employment.

All personnel will serve an initial probationary period of at least 3 months, during which time either the employee or the employer for any reason may terminate employment.

The probationary period may be extended, but shall not exceed 6 months.

During the probationary period the employment may be terminated without written notice or payment in lieu of notice.

A probationary performance appraisal will be carried out within the first three months of employment.

Areas for future growth and learning identified within the employee's performance in the probationary appraisal shall result in an action plan for remediation to be developed by the supervisor and the employee. Timelines for remediation shall also be set.

The supervisor shall recommend continuation of employment until the end of the contract term or continuation of the probationary period or termination of employment.

***The GRIT Program***

Policy Type: Personnel

Policy Name: Terms and Conditions of Employment

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: March 2008

**Treatment of Personnel**

The Program believes in speaking and treating others with respect and consideration at all times and in all interactions. This means interactions will at all times be professional, non-judgmental, calm and compassionate.

***The GRIT Program***

***Policy & Procedure Manual***

Policy Type: Personnel

Date of Board Approval: March 2010

Policy Name: Terms and Conditions of Employment

Date Last Amended: March 2008

**Benefits**

Mandatory employer contributions are made to Employment Insurance and Canada Pension Plan.

When a minimum of 16.25 hours per week is worked, a group benefit package is in effect including life insurance, accidental death and dismemberment (AD&D), extended medical care and basic dental care. Staff working 20.0 hours or more per week will be required to access long-term disability (LTD).

When the employee has mandatory coverage of life, LTD and AD&D, the LTD premium is paid 100% by the employee and LTD benefits received are not taxable income. Life and AD&D premiums are paid 100% by the employee. The life insurance is considered a taxable benefit.

Health and dental coverage premiums are shared equally between the employer and employee equally.

The Employee may waive health and dental coverage if covered through their spouse's plan.

Registered Retirement Savings Plan contributions may be deducted and remitted on behalf of the employee to a plan set up by the Program. The contributions are made 100% by the employee.

***The GRIT Program***

Policy Type: Personnel

Policy Name: Terms and Conditions of Employment

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: March 2008

**Personnel Files**

The Program shall maintain a permanent personnel record for employees. Employees' personnel files will contain the following:

- Name, address and date of birth
- Social insurance number
- Personal Tax Credits Return: TD1
- Emergency contact information
- Oath of confidentiality
- Security clearance
- Insurance documentation
- Employment start date
- Wage rate
- Hours of work
- Authorized leaves
- Performance appraisals
- Copies of documentation relating to maternity or adoption leave
- Copies of termination notice
- Copies of any written correspondence which includes but not limited to, letters of reference from the Program, requests for leave of absence, and compassionate leave

**Confidentiality of Personnel Files**

The content of the employee personnel files shall be considered confidential. Any employee may examine the contents of their personnel file under the direct supervision of the human resource coordinator. The contents of an employee's personnel file shall not be removed. Confidential information contained in a personnel file shall be released to others only with the written authorization of the employee. Personnel files will be kept for at least 3 years following an employee's termination at which time they will be shredded.

The program protects personnel according to the Personal Information Protection Act.

## **Time Sheets**

Accurately recording time worked is the responsibility of every employee. Time worked is the time actually spent on the job(s) performing assigned duties.

Time sheets are to be signed by the employee and by the family or approved alternate, and submitted on a monthly basis, within 5 working days after the end of the month.

Authorized personnel will review time sheets each month.

The program pays travel time to developmental specialists in addition to the daily contracted hours. Consultant daily contracted hours will include travel.

The Program will reimburse travel, to any approved individual, at a determined set rate each year.

## **Performance Appraisals**

The GRIT Program believes in the importance of regular performance appraisals for staff members. Appraisals give the employee constructive feedback, which allows them to be more effective in the performance of their duties, enhance their skills and address areas of growth. As well, the performance evaluation enables program administration to ensure employee responsibilities are being carried out appropriately and determine where more support or training are required.

Performance appraisals are completed at the end of the probationary period and on an annual basis. For long-term employees and at the discretion of the executive director performance appraisals may be completed every second year. An employee who has completed a probationary period in one placement, and is starting a new program year is not considered in a new probationary period at the start of the year and a probationary evaluation is not required.

The performance appraisal consists of sharing written feedback in a meeting between the employee and their supervisor. The Performance Appraisal Form is used to collect feedback from individuals involved with the employee.

At the meeting the Appraisal Summary is used to set goals for the coming year. One copy of the summary shall be given to the employee, and the original shall be placed in the employee's personnel file.

The employee shall be given an opportunity to respond to feedback on the performance appraisal verbally as well as to provide written comments on the Appraisal Summary.

The employee's signature on the report does not necessarily indicate agreement with the report nor preclude the employee from filing an appeal of the appraisal.

## **Termination**

Notice of termination of any employee shall be given in writing in accordance with the Alberta Employment Standards Code.

Terminations are to be treated in a confidential and professional manner. The Program will ensure thorough, consistent termination procedures.

During the probationary period of employment, an employee may be terminated by the supervisor without written notice of termination or payment of money in place of notice of termination.

The Agency cannot guarantee on-going employment in the event of unforeseen circumstances that may interrupt employment. This may include: a family leaving the program; unsuccessful match between staff and the placement to meet the individual and unique needs of child, family, or employee. Every attempt will be made to reassign the developmental specialist. If this is not possible notice as required by Alberta Employment Standards or pay in lieu thereof shall be given. This provision does not apply during the probationary period.

At the termination of employment, by dismissal, any outstanding entitlements for salary, wages, holiday pay and benefits owing the staff shall be paid in full following receipt of the employee's timesheet. The timesheet needs to be received at the Program office within two working days following the final day of work.

At the termination of employment, by dismissal, the employee shall immediately pay in full any outstanding amounts owing to the Program. The employee authorizes the Program to deduct any outstanding amounts from the final pay.

***The GRIT Program***

Policy Type: Personnel

Policy Name: Staff Resignation

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: March 2008

Resignations by any employee shall be given in writing to their direct supervisor with a notice period corresponding to the Alberta Employment Standards Code.

If an employee resigns mid year, the Program may require the employee to directly communicate this information to those individuals affected by the resignation (i.e. parents, kindergarten teacher, etc.).

At the termination of employment, by resignation, any outstanding entitlements for salary, wages, holiday pay and benefits owing the staff shall be paid in full following receipt of the employee's timesheet. The timesheet needs to be received at the Program office within two working days following the final day of work.

At the termination of employment, by resignation, the employee shall immediately pay in full any outstanding amounts owing to the Program. The employee authorizes the Program to deduct any outstanding amounts from the final pay.

**Exit Interviews**

Exit interviews provide an opportunity to gain valuable information on services, job descriptions, priorities, staff satisfaction and other matters.

The GRIT Program, where possible, conducts an exit interview for each person who leaves employment from the program. Where an interview is not possible, the employee will be provided with a questionnaire for written feedback.

***The GRIT Program***

Policy Type: Personnel

Policy Name: Job Description - Executive Director

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: February 2005

**Job Title: Executive Director****Reports To: The Board of Directors****Job Purpose:**

- The Executive Director is accountable to ensure the delivery of service to children and families in accordance with the Mission, Vision, Values, operational goals and the Board's strategic direction.

**Job Requirements:**

- Degree in education, social work, or related field as a minimum.
- Minimum of ten years in a progressively responsible management position managing a complex human service organization.
- Demonstrates practice that: promotes inclusion, family centered service, empowerment, play based learning, positive belief in each child's growth and development, life long learning, and empowering parents.
- Comprehensive understanding of early childhood development community programs for families with a young child who has complex needs.
- Comprehensive understanding of and experience with Alberta Education funding criteria, policies, and grant application.
- Strong understanding of systems of financial accountability, budget planning and financial controls.
- Experience in developing policy and procedures.
- Strong communication and interpersonal skills.
- Demonstrates strong "values based" leadership skills.

**Job Responsibilities**

- Provide vision, leadership and guidance in managing and directing all aspects of service delivery and day to day operations.
- Approves and monitors all financial activities.

- Responsible for the human resource management and supervision of professional and support staff, ensuring the hiring, supervision and evaluation of staff.
- Ensures maintenance of records, reports and systems in accordance with Alberta Education and Program policy.
- Ensures the development and implementation of the Program annual operational and Board goals.
- Adheres to the Program's values and best practice standards set by the Program staff, families and Board
- Reports regularly through the Board President and ensures the Board is informed of Program activities.
- Advises the Board in a timely fashion of any developments that affects the Program or its well-being.
- Develops effective relationships with Alberta Education managers, early education organizations/ programs, school districts, community partners, advocacy groups, and the public at large.
- Leads the development and implementation of long range vision and strategic planning.
- Responsible and accountable for all financial aspects of the program.
- Interacts with Board members, Board President, Parent Council Chair, Alberta Learning staff, community referral/service agencies and their representatives, School District personnel, community programs and advocacy groups serving young children and their families and public at large.
- Reviews policies and procedures annually

***The GRIT Program******Policy & Procedure Manual***

Policy Type: Personnel

Date of Board Approval: March 2010

Policy Name: Job Description – Family Support  
Social Worker

Date Last Amended: March 2009

**Job Title: Family Support Social Worker****Reports to: Executive Director****Job Purpose:**

- Provision of family focused programs, individual follow up to families requiring support and advocacy and intake of students entering the GRIT program.

**Job Requirements:**

- Education: Bachelor's Degree in the Human Sciences
- Current registration with the Alberta College of Social Workers
- Minimum of five years experience working with families
- Own vehicle

**Job Responsibilities:**

## Coordination Responsibilities

- Represents The GRIT Program's values and vision in the community
- Coordinate all aspects of intake of new children entering the Program
- Development of Orientation Week scheduling for families and staff
- Support planning and delivery of Growth and Development workshops
- Contribute to the development of GRIT Policy and Procedures

## Family Support

- Parent to Parent Support Group
- Coaching and problem solve with team members around family related concerns.
- Assist families by advocating on their behalf and supporting their development and confidence in their advocacy effort.
- Contribute to parent information items in monthly newsletter
- Visit parents when their children are experiencing hospital admissions.
- Support access to registration and tracking of parent learning opportunities.
- Assist families in securing funding sources for specialized equipment needs
- Assist families to appeal decisions made when necessary
- Support staff and families at times of bereavement and loss.
- Identify and obtain resources for the Family Resource Library

## Liaison Responsibilities

- Collect and share information regarding community family supports and how to access these supports.
- Refer families to other programs and supports as per needs identified.
- Referral agencies/ families
- Arrange for GRIT parent speakers at public awareness opportunities

***The GRIT Program***

Policy Type: Personnel

Policy Name: Job Description – Human Resource  
Coordinator***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: February 2005

**Job Title: Human Resource Coordinator****Reports To: Executive Director****Job Purpose:**

- Coordinates the hiring and orientation process for all employees. Maintains required documentation in employee files. Applies current personnel policies and procedures and administration of the employee benefit package.

**Job Requirements:**

- Human Resources Diploma
- Experience: 5 years working with The GRIT Program or a similar agency
- Own reliable vehicle and required insurance coverage
- Oath of confidentiality
- Clear criminal record and child welfare clearance
- Knowledge of disability, and sensitivity to the needs of families

**Job Responsibilities:**

- Performs the hiring responsibilities on behalf of the agency
- Coordinates orientation and training of new employees
- Supervise Resource Coordinators, oversee needs for coaching and mentoring of staff, coordinate substitution to ensure continuity of programming during staff absences
- Insures performance appraisals are completed in accordance with agency policy, procedures and timelines
- Responsible for obtaining and maintaining employee documents and records in a locked cabinet and in accordance to agency policy and Alberta employment standards this shall include: vehicle insurance- SEF6A endorsement, clear criminal record and child welfare, oath of confidentiality, educational documents, CPR,

reference checks, TD1 forms, photocopy of social insurance card, employee information sheet, payroll deposit information, and benefit coverage application forms as applicable

- Communicate regarding changes to key employee information including: absence, resignation, change in benefits, or hours of work in accordance with agency policy
- Responsible to ensure the Program is in compliance with Alberta Employment Standards and Human Resources policy
- Responsible for completing WCB and physical demands analysis forms
- Maintains and files time, mileage and absenteeism records
- Responsible for providing references for Developmental Specialists on behalf of the Program

**Additional Responsibilities:**

- Facilitates ad hoc committees to review and seek input regarding changes to human resource policy and procedure.

***The GRIT Program***

Policy Type: Personnel

Policy Name: Job Description – Financial Manager

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: February 2005

**Job Title: Financial Manager****Reports To: Executive Director****Job Purpose:**

- Overall responsibility for processing and reporting of agency finances to the Executive Director and Board Treasurer.

**Job Requirements:**

- Education: Accounting designation, and post secondary training in accounting.
- Experience: Minimum of 5 years work experience in accounting
- Proficient in Simply Accounting and EXCEL.
- Knowledge of payroll and Employment Standards

**Job Responsibilities:****Financial**

- Receive monies payable to the Program and issue receipts.
- Deposit cash and cheques promptly.
- Prepare authorized cheques in payment of accounts.
- Reconcile bank statements monthly.
- Keep a detailed record of all monies received and expended.
- Prepare a financial statement each month and review it with the GRIT Program Treasurer.
- Prepare any analysis of financial data required by the Board or Executive Director.
- Prepare budget information and present it to the budget committee.
- Complete and submit all grant application forms for Alberta Education.
- Prepare for annual audit of the financial statements.

- Meet with the Board Treasurer and Executive Director monthly to review financial status of the organization.
- Complete CCRA Charity Return, GST rebate, and WCB annual return.
- Prepare contracts with school districts for children attending kindergarten.

### **Payroll**

- Input monthly payroll, verify net pay and submit it to ADP Canada.
- Maintain payroll ledger.
- Oversee detailed records of overtime, sick leave and other employment benefits
- Ensure accuracy of and distribute T4 slips.
- Issue Record of Employment forms when an employee leaves employ.

### **Additional Responsibilities:**

- Attend GRIT Board meetings as requested.
- Purchase of approved resources for specialized libraries.
- Approve purchase of office and program supplies.

***The GRIT Program***

Policy Type: Personnel

Policy Name: Job Description – Office Manager

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: August 2010

**Job Title: Office Manager****Reports to: Executive Director****Job Purpose:**

- Organizes and supervises the operation of the office and libraries including orientation and supervising of office support staff, custodial and volunteers. Provides reception and oversees administrative, secretarial duties for the program. To provide leadership in the area of special program events including fundraising initiatives, programming events and community sponsorship.

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**Job Requirements:**

- Experience: Minimum of five years work experience in secretarial and reception positions; as well, experience with computer/word processing systems
- Sign Oath of Confidentiality.

**Job Responsibilities:**

- Direct supervisor of Administrative Assistant, Resource Librarian and Custodial staff.
- Special event planning – planning and organize various program events e.g. graduation, conferences, annual luncheons, etc.
- Fundraising – building relationships with sponsors, news releases, public relations.
- Long term planning, and modifies and/or supervises the maintenance and coordination of information systems, records, etc.
- Responsible for coordinating of large projects, maintenance of building facilities, data management.
- Assist the Executive Director with administration correspondence for Board, ERC and community staff.
- Newsletter – responsible for all written agency communication to parents, staff and community (e.g. newsletter, conferences).
- Inputs and ensures accuracy for EduLink/SIS reporting in September and March.

- Provides accurate meeting minutes as submitted by GRIT staff, Executive Director of board.
- Establishes timelines and processes around reports, schedules, minutes, etc.
- Ensures proper maintenance of GRIT facility, telephone and voice mail system and office machines and equipment e.g. photocopiers, printers, computers.
- Acts as an adhoc member as required in agency meetings/committees.
- Shares responsibility with the Administrative Assistant for receiving and screening calls and visitors including incoming mail and electronic mail.
- Coordinates onsite duties for office/prep room staff as needed.
- Books facilities (e.g. meeting rooms) for agency meetings and community partners.

**Job Title: Administrative Assistant**

**Reports to: Office Manager**

**Job Purpose:**

- Assist parents and staff in areas of computer access, resource material, room set up and coffee, taking phone calls and distributing of messages, greeting and directing people.

**Job Requirements:**

- Experience: Minimum of two years work experience in secretarial and reception positions: as well, experience with computer/word processing systems, and Network systems.
- Sign Oath of Confidentiality.

**Job Responsibilities**

**Reception**

- Shares responsibility with the Office Manager for receiving and screening calls and visitors.
- Miscellaneous jobs for consultants/Executive Director, Social Worker, etc. (e.g., follow up of phone calls, faxing, etc.) as necessary.
- Ensures daily maintenance of the meeting rooms/kitchen/mail room.

**Secretarial**

- Typing, photocopying and distribution of reports and letters, e.g. IPP's, Year End, Transition, PPP's, release forms etc.
- Photocopying and/or laminating of necessary forms, etc., e.g. Emergency Procedures, Staff ID cards as necessary.
- Coordination of family and DS envelopes, photocopying, stuffing and distribution, etc. as necessary for Workshop Series.
- Relief back-up for Office Manager as required (holidays, sick time, etc.).
- Requisition/ordering of computer equipment, software, and miscellaneous office supplies.

- Mailing, photocopying, prepping family schedules, and Workshop Series calendars as needed.
- Computers, digital cameras, video camcorders and Network maintenance.
- Management of GRIT promotional items (e.g. Brochures, business cards, magnets).
- GRIT Handbook and Looking Ahead Binder, formatting and publishing.
- Main file management, e.g. creating, filing, and maintaining all central files. Student information (current and alumni years).
- Works with Social Worker on intake, e.g. creates new main files, sends letters, creates and maintains intake database.
- Maintains central databases, e.g. main list, alumni lists, etc.
- Incoming and outgoing mail.

***The GRIT Program******Policy & Procedure Manual***

Policy Type: Personnel

Date of Board Approval: March 2010

Policy Name: Job Description – Coordinating Teacher

Date Last Amended: September 2010

**Job Title: Coordinating Teacher****Reports to: Executive Director****Job Purpose:**

- Accountable to ensure that the delivery of service to children and families is in accordance with the mission, vision and values of The GRIT Program.
- Coordination of individual program plan, monitoring and evaluation of children enrolled in the program
- Supervision and evaluation of team consultants and developmental specialists

**Job Requirements:**

- Education: Bachelor's Degree in Education, preferably with major in Special Education. Completed post-graduate diploma in Early Childhood an asset.
- Certification: Valid Alberta Teaching Certificate.
- Experience: Minimum of three years teaching experience preferably with preschool children with developmental disabilities.
- Current Certification in Child CPR.
- Own vehicle and required insurance coverage.
- Sign Oath of Confidentiality.

**Job Responsibilities:**

- Provide leadership in all areas of program development demonstrating interdisciplinary learning and GRIT's consultation and coaching model of service delivery.
- Responsible for the overall quality of individual program plans (IPP) ensuring functional and meaningful goals to support child's inclusion in home, community and school settings, in accordance with GRIT policy and Alberta Education and FSCD requirements.
- Provide consultation and coaching to parents and developmental specialists through regularly scheduled visits to support daily implementation of IPP.

- Plan and deliver appropriate family oriented sessions with parents to strengthen family's skills, knowledge and confidence in areas of child development, disability, advocacy or other areas of parent interest. (i.e. Looking Ahead Series)
- Coordinate and/ or implement appropriate developmental assessments annually for all children for educational, developmental monitoring or funding purposes.
- Demonstrate excellent communication skills with parents, team, and community professionals, for the purpose of facilitating program planning, problem solving and/or conflict resolution as needed.
- Facilitate effective transition process for children and families moving to other community and/or school placements including coordination of parent /community meetings, the provision of written documentation of transition/year-end information reports, and follow up contact with families.
- Liaise with outside programs and agencies involved with the family. (e.g., Playschools, Kindergartens, Glenrose Hospital).
- Provide ongoing coaching, supervision, and evaluation of team consultants and developmental specialists as required with Agency policy and procedures.
- Coordinate all necessary referrals for child or family with community professionals and resources.
- Stay abreast of research and best practices in early childhood special education and to ensure new knowledge is transferred and integrated to reflect best practices through growth and development workshops, coaching and supervision, as well as GRIT's written documentation (i.e. orientation handbooks, performance appraisals, parent education practices etc.)
- Provide input and/ or develop agency documents, upon request. (i.e. Looking Ahead Resource, Orientation Handbooks, staff performance appraisals, policy and procedures, etc.)

***The GRIT Program***

Policy Type: Personnel

Policy Name: Job Description – Speech Language  
Pathologist***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: February 2005

**Job Title: Speech Language Pathologist****Reports To: Coordinating Teacher****Job Purpose:**

- Assessment, IPP development, and evaluation of students enrolled in the Program: on-going consultation to families and Developmental Specialists. The consultant is directly responsible to the Coordinating Teacher.

**Job Requirements:**

- Registration with the Alberta College of Speech Language Pathologists and Audiologists (ACSLPA)
- Education: Master's Degree in Speech and Language Pathology or equivalent.
- Experience: Minimum of five years experience in Speech Pathology, preferably with preschool children. Experience with tracheotomies, picture communication, sign language, augmentative communications systems and swallowing disorders is an asset.
- Current Certification in Child CPR (training provided annually on site)
- Own vehicle and required insurance coverage.
- Sign Oath of Confidentiality.

**Job Responsibilities:**

- Assessment of children enrolled in the Program to evaluate strengths and needs in areas of communication, social skills and swallowing.
- Assessment of children referred to the Program, to assist in determining eligibility for the Program.
- Participation in the development of Individual Program Plans (IPP) primarily in the form of Goals and Objectives in areas of Communication and related areas as required.
- Development of strategies for Individual Program Plans (IPP) this is done in cooperation with the Developmental Specialists.

- Design of appropriate data collection formats and information handouts as required.
- Consultation to parents, Teachers and Developmental Specialists through regularly scheduled home, playschool and school visits. Visits will include observation of child, and of Developmental Specialist's program implementation; demonstration of instructional techniques; review of IPP and data collected; revisions required based on review of data; discussion with parents, teacher's and Developmental Specialist.

A written consultant note will be completed in duplicate for each visit, and a copy left in the Program Binder.

The number of visits for each child will be determined based on the needs of each child and family. The consultant will schedule home visits in advance. Typically visits are completed every 6-8 weeks for each child

- Completion of Assessments, Transition Reports and Year End Summaries in accordance with the GRIT Student Evaluation Policy.  
Ensure that appropriate authorization forms for communication and swallowing are in place.
- Referrals to and liaison with outside agencies in areas relating to communication and swallowing. Where appropriate, accompany child and parents to outside agency appointments.
- Advocacy for parents and child with outside agencies; within professional standards, support parental choices or requests for services for the child.
- In servicing to parents, Developmental Specialist and other consultant staff. As well, occasional in-services on behalf of the GRIT Program to outside agencies.
- Attendance at staff meetings and Growth and Development.
- Participation in performance evaluations for Developmental Specialists and other Consultants.
- Participation in annual professional staff performance evaluation in accordance with GRIT Policy.
- Assume initiative for own professional development.

***The GRIT Program***

Policy Type: Personnel

Policy Name: Job Description – Physical Therapy  
Consultant***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: February 2005

**Job Title: Physical Therapy Consultant****Reports To: Coordinating Teacher****Job Purpose:**

- Assessment, IPP development, and evaluation of Students enrolled in the Program; on-going consultation to families and Developmental Specialists.

**Job Requirements:**

- Education: Bachelor's of Science Degree in Physical Therapy from a recognized School of Rehabilitation Medicine.
- Experience: Minimum of two years experience in Physical Therapy preferably with pediatric experience
- Member of College of Physical Therapists of Alberta and eligible for membership in Canadian Physical Therapists Association.
- Current Certification in Child CPR.
- Own vehicle and adequate insurance coverage.
- Sign Oath of Confidentiality.

**Job Responsibilities:**

- Assessment, monitoring and recommendations with regard to orthopedic conditions for children enrolled in the Program.
- In addition, assessment of children referred to the Program to assist in determining eligibility for the Program.
- Contribution to the development of Individual Program Plans in the form of Goals and Strategies in areas of Gross Motor development and in related areas as required.
- Design of appropriate data collection formats to be used by Developmental Specialists.

- Consultation to parents and Developmental Specialists through regularly scheduled home and school visits. Visits will include observation and assessment of child, and of D.S. program implementation; demonstration of gross motor skills, review of child's progress, and data collected. Discussion with parents and Developmental Specialists.

A Consultant Visit Sheet will be completed in duplicate for each visit; and a copy left in the Program Binder.

The number of visits for each child will be determined in consultation with the Parents, and Coordinating Teacher. The consultant will provide in advance, a monthly schedule of home visits.

- Assessment of children's individual needs in relation to gross motor equipment, adaptive equipment and assistive devices. Provide suggestions for purchase of such items to Program Coordinator and Equipment Committee. Alternatively, access such items through outside Agencies, e.g. Glenrose, AADL. Allocate and circulate GRIT equipment to individual children in accordance with GRIT Policy on Toys and Equipment.
- Completion of Assessments, Transition Reports and Year End Summaries in accordance with the GRIT Student Evaluation Policy. Also, ensure that appropriate physiotherapy forms are in place.
- Referral to and liaison with outside agencies and where appropriate, accompany child and parents to outside agency appointments.
- Advocacy for parents and child with outside agencies; within professional standards, support parental choices or requests for services.
- In-servicing to parents, Developmental Specialists and other consultant staff. In-services on behalf of the GRIT Program to outside agencies.
- Attendance at staff meetings and monthly Developmental Specialist meetings.
- Participation in performance evaluation for Developmental Specialists.
- Participation in annual professional staff performance evaluation in accordance with GRIT Policy.
- Assume initiative for own professional development.

***The GRIT Program***

Policy Type: Personnel

Policy Name: Job Description – Occupational Therapy  
Consultant***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: February 2005

**Job Title: Occupational Therapy Consultant      Reports To: Coordinating Teacher****Job Purpose:**

- Assessment, IPP Development, and evaluation of Students enrolled in the Program; on-going consultation to families and Developmental Specialists.

**Job Requirements:**

- Education: Bachelor's Degree or Diploma in Occupational Therapy from a recognized School of Rehabilitation Medicine.
- Experience: Minimum of two years experience in Occupational Therapy preferably with pediatric experience
- Member of Alberta Association of Registered Occupational Therapists and eligible for membership in Canadian Association of Registered Occupational Therapists.
- Current Certification in Child CPR.
- Own vehicle and adequate insurance coverage.
- Sign Oath of Confidentiality.

**Job Responsibilities:**

- Consultation to parents and Developmental Specialists through scheduled home, playschool, and school visits. Visits will include observation of child, and of Developmental Specialist program implementation; demonstration of fine motor and self help skill activities; review of data collected; discussion with parents, teachers and Developmental Specialists.

A Consultant Visit Sheet will be completed in duplicate for each visit; and a copy left in the Program Binder.

The number of visits for each child will be determined in consultation with the parents, Coordinating Teacher and Coordinator. The consultant will provide in advance, a monthly schedule of home visits.

- Assessment of children enrolled in the Program to evaluate strengths and needs in areas of Fine Motor development.

- In addition, assessment of children referred to the Program to assist in determining eligibility for the Program.
- Contribution to the development of Individual Program Plans (IPP) in the form of Goals and Objectives in area of Fine Motor Development and self-help skills and in related areas as required.
- Development of activities for objectives included in I.P.P.s; this is done in cooperation with Developmental Specialists.
- Design of appropriate data collection formats.
- Assessment of children's individual needs in relation to fine motor equipment, self-help equipment, adaptive equipment and assistive devices. Provide suggestions for purchase of such items to Program Coordinator and Equipment Committee. Alternatively, access such items through outside agencies, e.g. Glenrose, AADL. Allocate and circulate above items from GRIT equipment to individual children in accordance with GRIT Policy on Toys and Equipment.
- Completion of Assessments, Transition Reports and Year End Summaries in accordance with the GRIT Student Evaluation Policy. Also, ensure that appropriate occupational therapy forms are in place.
- Attendance at Program Reviews, as requested, in accordance with GRIT Student Evaluation Policy.
- Referral to and liaison with outside agencies in area relating to fine motor and self-help development. Where appropriate, accompany child and parents to outside agency appointments.
- Liaison with outside agencies for parents and child; within professional standards, support parental choices or requests for services.
- In-servicing to parents, Developmental Specialists and other consultant staff. As well, occasional in-services on behalf of the GRIT Program to outside agencies.
- Attendance at staff meetings and monthly growth and development meetings.
- Participation in performance evaluation for Developmental Specialists.
- Participation in annual professional staff performance evaluation in accordance with GRIT Policy.

- Assume initiative for own professional development.

***The GRIT Program***

***Policy & Procedure Manual***

Policy Type: Personnel

Date of Board Approval: March 2010

Policy Name: Job Description – Resource Coordinator

Date Last Amended: February 2005

**Job Title: Resource Coordinator**

**Reports To: Family Support/Social Worker**

**Job Purpose:**

- Enriching, implementing, evaluating programs offered to children in the Program.

**Job Requirements:**

- Two-year diploma in either Early Childhood Education or Rehabilitation Practitioner or related discipline
- Minimum of five years experience with the GRIT program
- Owns reliable vehicle and required insurance coverage
- Current certification in child CPR, clear Criminal Record Check, clear Child Welfare check
- Oath of Confidentiality

**Job Responsibilities:**

**Program Enrichment**

- Creates themes and set up for playgroups \*
- Models quality childcare for Growth and Development and Parent-to-Parent
- Writes or compiles regular newsletter article in area of specialty\*
- Ensures resources and supplies are displayed and accessible for staff and parents and possess a sound knowledge of program resources
- Facilitates use, purchasing and accessibility of GRIT resources: toy library, board maker, books and computers

**Leadership**

- Provides resources and enrichment at Growth and Development team time and in the newsletter
- Provides workshops for Growth and Development. (I.e. board maker, play, themes)
- Provides resources, opportunities for mentors to be involved at GRIT

**Coordination and Program Delivery**

- Coordinates requests for subbing and program childcare
- Matches mentors for job shadowing as requested by coordinating teachers and part of orientation
- Facilitates scheduling and follow up with 1st year Developmental Specialists and certification

- Assists and supports as needed with day-to-day operations, attending resource meetings and other meetings as required

### **Orientation and Training**

- Provides Developmental Specialist perspective in program planning
- Coaches as a resource to and monitors Developmental Specialists in prep room
- Orientation of new staff with GRIT handbook, procedures and educational program
- Training and coaching of new staff in child's program (home, playschool, school)
- Facilitates mid year orientation of new Developmental Specialists

### **Acts as a Resource to Coordinating Teachers**

- Prepares assessment tools (Brigance, Carolina and play visit kits)
- Coordinates visits for District Site bookings
- Prepares teacher's resources (social stories, matching games, books)

### **Substitutes**

- Substitutes and enriches through home visits to families, classrooms and playschool, enhancing the comprehensive overall delivery and quality of the child's educational program\*
- Coordinates requests for subbing
- Provides a continuous program and enriches the child's existing program.

**Job Title: Developmental Specialist**

**Reports To: Coordinating Teacher**

**Job Purpose:**

- To provide children with quality early childhood experiences to support the child’s individual learning and development through active participation in every day natural routines of home, community, and school. To work as a member of a multi-disciplinary team to meet the unique needs of each child and family.

**Job Requirements:**

- Education: Completion of post-secondary education in related area of: Diploma in Disability Studies: Learning and Community, Early Childhood Development, Therapist Assistant Diploma or equivalent education/experience.
- Experience working with young children and/or experience working with individuals with a disability.
- Current Certification in First Aid/ CPR
- Criminal Record Clearance and Child Welfare Clearance.
- Vehicle required- Automobile Insurance/ Drivers Abstract in accordance with Program policy.

**Job Description:**

1. Review and implement “Best Practices for Programming” checklist.
2. Contribute to the success of a multi-disciplinary team through active participation in team meetings (IPP) and preparation for consultant visits, and collaboration with community professional (i.e. playschool teacher).
3. Adopts and demonstrates GRIT’s core values throughout their work—
  - *Family Centered Practice*- support and strengthen parents critical role as an active participant, learner, and decision maker regarding their child’s educational program. Effective use of interpersonal communication skills to respect parent priorities, family routines, and culture.

- *Community Inclusion:* Support and advocate for opportunities for the child to be fully included in natural learning opportunities in home, community and school.
  - *Learning through Play:* building on child's strengths and interests, play activities support the integration of individual learning goals identified on IPP.
  - *Learning Organization:* Attend staff orientation workshops, Growth & Development days, GRIT conferences and other courses pertinent to the job to build on professional knowledge and skills.
4. Integrates any changes or recommendations from parent or consultant in to daily program for child, prepare instructional materials, and completes required documentation, in a timely fashion.
  5. Complies with proper lifting techniques and GRIT back care guidelines.
  6. Adheres to GRIT's program policies and procedures pertaining to receiving parental authorization for emergency procedures card and consent for administering medication if necessary.
  7. Participates in annual professional goal setting and performance appraisal reviews in accordance with Program policy.
  8. Ensures the confidentiality of all information regarding the child, family, program information binder, and the GRIT Program is upheld at all times.
  9. Accommodates practicum students and other visitors to the Program as requested.

***The GRIT Program***

Policy Type: Personnel

Policy Name: Job Description – Playgroup Assistant

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: March 2010

**Job Title: Playgroup Assistant****Reports To: Resource Coordinator****Job Purpose:**

- To assist in providing a quality early childhood playgroup experience to children and their developmental specialists.

**Job Requirements:**

- Education: Post-secondary education in related area of: Diploma in Disability Studies: Learning and Community, Early Childhood Development, Therapist Assistant Diploma or equivalent education/experience.
- Experience working with young children and/or experience working with individuals with a disability.
- Current Certification in First Aid/ CPR

**Job Description:**

1. Assists in planning, implementing and evaluating playgroup activities
2. Actively participates in group sessions i.e. songs, reading stories
3. Participates in set up and clean up of playgroup. Maintains craft supplies during playgroup session.
4. Works one on one with GRIT children or siblings during playgroup as requested.
5. Assists to provide childcare for parent learning opportunities as needed.
6. Complies with proper lifting techniques and GRIT back care guidelines.
7. Participates in annual professional goal setting and performance appraisal reviews in accordance with Program policy.
8. Ensures the confidentiality of all information regarding the child, family, program information binder, and the GRIT Program is upheld at all times.

***The GRIT Program******Policy & Procedure Manual***

Policy Type: Personnel

Date of Board Approval: March 2010

Policy Name: Job Description – GRIT *Plus* Coordinator

Date Last Amended: June 2010

**Job Title:** Program Coordinator (GRIT *Plus*)**Reports to:** Executive Director**Job Purpose:**

- Accountable to ensure that the delivery of services to children and families receiving specialized services support is in accordance with the mission, vision and values of FSCD and The GRIT Program.

**Job Requirements:**

- Education: Minimum Bachelor Degree, 7 year experience in direct consultation in education/ behavior programming for children with severe disabilities.
- Strong communication skills (written and oral)
- Own vehicle and required business insurance coverage.
- Sign Oath of Confidentiality, Child Welfare, Criminal Record Check

**Job Responsibilities:****Administrative**

- Support Executive Director to ensure clear communication and processes with FSCD regarding eligibility, referral, and monitoring of specialized services funding.
- All intake processes between FSCD, GRIT, and families (including screening of children for eligibility)
- Primary communication with FSCD staff regarding individual children's services.
- Chair GRIT project team meeting to support development, coordination and implementation of GRIT Plus services
- Guide GRIT processes for eligibility and approval of specialized services:
- Ensure all required documentation is gathered in a timely fashion to support families for MDT reviews, communicate clear process for assessments/timelines, criteria for annual report writing etc
- Represent GRIT Plus at community meetings as required, (i.e. FSCD framework, Autism Collaboration Team)

**Service Delivery**

- Mentorship of consulting team to increase knowledge and capacity in area of quality programming for children with Autism and overall quality of programming for individual children using the SCERTS model

- Provide ongoing coaching, supervision, and performance review of Behavior Consultant and Family Liaison Worker, as required with Agency policy and procedures.
- Provide training and support to consultant teams working with children and families accessing specialized services, as needed.
- Support collaborative process for comprehensive program planning between consultants, developmental specialists and parents
- Facilitate formal and informal parent sessions to ensure families are active learners and informed decision makers for their child and family.
- Participate in evaluation of specialized services program to ensure child and families needs, and staff needs are identified and met.
- Facilitate effective transition process for children and families moving to another specialized services provider.
- Stay abreast of research and best practices in early childhood special education and to ensure new knowledge is transferred and integrated to reflect best practices through growth and development workshops, coaching and supervision, as well as GRIT's written documentation (i.e. orientation handbooks, performance appraisals, parent education practices etc.)

***The GRIT Program***

Policy Type: Personnel

Policy Name: Job Description - Behaviour Consultant

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Last Amended: June 2010

**Job Title: Behaviour Consultant  
(GRIT Plus)****Reports to: Program Coordinator****Job Purpose:**

- The Behaviour Consultant works in collaboration with family, GRIT multi-disciplinary team, and community professionals to provide individualized behaviour interventions to support children and families.

**Job Requirements:**

- Education: Degree in Education, Early childhood Development or Disability Studies Program, or equivalent
- Minimum of three years experience supervisory/consultant in positive behaviour interventions
- Experience working with preschool children with developmental disabilities including knowledge of the autism spectrum
- Strong verbal and written communication skills
- A reliable vehicle is required

**Job Responsibilities****Program Delivery:**

- Assess needs of child and family through a combination of observation, functional assessment and discussion with parents or alternate care provider.
- Develop written goals, in collaboration with the family and team, to support functional behaviour interventions for the child, as required through the child and family service plan.
- Implement and monitor individualized behaviour interventions to enhance child's social emotional development and independence in daily activities of home and community.
- Provide consultation and coaching needed to implement strategies and activity suggestions to support parents and developmental specialists
- Ensure adequate collection and review of data to evaluate effectiveness of the behaviour plan

- Provision of workshops for staff and parents in area of positive behavior supports.

**Organization and Teamwork:**

- Participate in all team meetings to ensure communication, direction and collaboration is consistent with family and team priorities.
- Participate in team video review and implementation of the SCERTS model
- Attend FSCD review meetings, as requested.
- Complete accurate visit notes to document each visit recommendations.
- Track statistics of complete visits throughout the year

**Job Title: Family Liaison**

**Reports to: Program Coordinator (GRIT Plus)**

**Job Purpose:**

- The Family Liaison worker provides support and coaching to families to build strengths, develop new skills and reflect on their role as a parent. The Family Liaison worker works collaboratively with other members of the GRIT team and community programs.

**Job Requirements:**

- Education: Degree in Education, Early childhood Development or Disability Studies Program, or equivalent
- Minimum of five years experience directly working with families
- Strong interpersonal communication skills
- Own vehicle

**Job Responsibilities:**

**Enhance application of in home strategies:**

- Ensure parent understanding and follow through of learning activities, and teaching materials based on needs identified in IPP.
- Observe and facilitate parent led activities, modeling strategies as needed and supporting parents to reflect on their role on team.
- Ensure use of visuals and natural routines are utilized by the parent to support child's learning and development.

**Enhance parents' skills and confidence:**

- Review video tapes of adult/child interactions to assist parents to identify family goals.
- Explore and create meaningful opportunities to engage families.
- Ensure collaboration and communication with the family and service team to provide update on family's goals and progress, while respecting privacy requirements.

**Collaborate with educational team:**

- Attend team meeting monthly to ensure planning and preparation focus for home visits is consistent with GRIT team priorities
- Participate in the IPP meetings as requested by team
- Submit copy of visit notes to Coordinator of Services, or others as requested
- Track statistics of complete visits throughout the year.
- Complete relevant paper work required and requested by team (i.e., tracking sheets, checklists etc.)

***The GRIT Program***

Policy Type: Human Resources

Policy Name: Hiring

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: March 2008

**Hiring**

The Program is sensitive to ensuring there is no conflict of interest or perceived conflict of interest in all aspects of business.

**Employment of Relatives**

The Program will not consider members of the same immediate family for employment when there is either a direct or indirect supervisor subordinate relationship.

**Employment of Board Directors**

The program will not consider Board Directors or their immediate family for employment until 12 consecutive months have passed following their resignation from the Board.

**Employment of Family Members Receiving Program Services**

The program will not consider parents, guardians or immediate family members of children receiving program services for employment until 12 consecutive months have passed from the time the child received service. When alumni parents are hired we will match them with a child on a different consulting team than their child's past team in order to ensure healthy boundaries and working relationships.

**Employees are responsible to work total hours outlined in the contract.**

**Developmental specialists working with two families:** The workday shall consist of morning program, paid travel time between with a half hour unpaid break and an afternoon program. The employee shall be reimbursed for time and the expense of traveling between the two homes.

If the parent requests the developmental specialist not come to work due to medical appointments, family holidays, etc. the DS will work their regular scheduled hours at the office either as their monthly prep day or to help out with duties from the DS job box or as assigned from office manager. The DS may be asked to sub for another program if needed. Extra travel kms to the office will be reimbursed.

The developmental specialist is expected to arrive on time and leave on time each day. Any discrepancy in hours worked, over or under, should be balanced to zero at the end of each month.

### **Consultant Hours of Work/Overtime**

Flex time allows for the consultant to work longer hours some days and shorter hours other days when balancing their workload. Monthly hours worked should be equal to the total stated in the contract.

Overtime may only be banked if the direct supervisor has given prior approval. When approved overtime is banked, employees will balance overtime to zero within 30 days.

Overtime taken adjacent to statutory holiday or program break time is discouraged and requires prior approval from the employee's supervisor.

Overtime will be compensated at a rate of one hour off for each overtime hour worked. Such hours are known as compensatory time.

No more than two consecutive days can be taken off as flex time without prior approval from the employee's supervisor. Compensatory time off is to be scheduled with the immediate supervisor. The scheduling of compensatory time will be undertaken considering the demand for service, staff availability and other matters.

**Automobile Insurance**

The program will reimburse the staff member to a maximum of \$300.00 for the following automobile insurance coverage. Written proof of coverage for the following is required for reimbursement.

- Consultants are required to submit written confirmation of business insurance.

Each consultant will be responsible for ensuring the insurance agent has a written understanding of the circumstances. The consultant is responsible for any cost above the \$300.00 maximum allowed.

- Developmental specialists are required to submit written confirmation of the \$2,000,000.00 Liability Coverage.

Each developmental specialist will be responsible for ensuring the insurance agent has a written understanding of the circumstances. The developmental specialist is responsible for any cost above the \$300.00 maximum allowed.

***The GRIT Program***

Policy Type: Human Resources

Policy Name: General Holidays

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: March 2008

**General Holidays**

The following general holidays are observed:

New Year's Day

Family Day

Good Friday

Easter Monday

Victoria Day

Labor Day

Thanksgiving Day

Remembrance Day

Christmas Day

Boxing Day

An employee is eligible for general holiday pay according to employment standards. When an employee observes religious holidays other than those included above and requests time off in writing, arrangements shall be made whenever possible to enable the employee to observe such days. These are in addition to the general holidays listed above and will be unpaid.

**Vacation and Vacation Pay**

The Program follows the Edmonton Public Schools' calendar and is closed during the month of July. The Program determines operational days and individual hours of work. August hours of work are decided on an annual basis dependent on the first operational school day of the program.

Employees shall receive paid vacation attached to Christmas and New Years Day making a vacation of 10 work days. Employees also receive 5 work days of paid vacation during Spring Break. Good Friday and Easter Monday sometimes fall within the Spring Break vacation and no additional vacation pay or time is provided. (Vacation for employees beginning employment after the first day of programming will be pro-rated).

It is very important to the Program to deliver a consistent program to families. Therefore, staff will plan personal vacations during program breaks.

In the event the employee resigns during the program year, any vacation time not taken will be included in the final pay period.

**Policy Statement**

The GRIT Program is committed to providing a professional image to families and the community of professionals with whom we work.

**Procedures**

Clothing worn within GRIT work environments of home, community, school and office will reflect a professional standard. A professional standard includes;

- Dress pants, cotton or khaki pants. Gently worn jeans - no holes, frays or rips or low rise jeans that expose mid-rift area
- Skirts or shorts mid thigh or longer.
- Blouses or shirts will have a minimum of two inch strap over the shoulder with a modest neckline.
- Exercise wear including yoga or sweat pants are not acceptable.
- Foot wear will be appropriate to the setting and activities ie high heels will not be worn at early childhood settings.
- In addition, GRIT staff must learn and adhere to the dress code of the schools and community settings in which they are working.
- Extra sensitivity will be used to respect individual family's culture and values.
- On first meeting of families (intake visits, play visits, matching visits) extra consideration for professional attire will be shown, i.e. socks or nylons, tops with sleeves etc.

***The GRIT Program***

Policy Type: Health and Safety

Policy Name: Workplace Safety

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: March 2008

The Program is committed to protecting the well being of its employees while engaging in program activities. The Program will use its best efforts to make provision for the protection from workplace hazards, for the prevention of accidents and injury, for the promotion of workplace health and safety and to comply with legislated health and safety requirements.

The Program will partner with employees and community professionals to jointly manage every aspect of workplace health and safety i.e. Worker's Compensation Board, health units, etc.

**Universal Precautions**

All staff and volunteers must exercise universal precautions in the handling and management of bodily fluids. All staff and volunteers must require that service users follow the same practice. The Program provides a safe and healthy working environment. Part of that is orienting employees to the prevention of the spreading of infections and the necessity for hand washing and use of gloves. Therefore, all staff members shall wear disposable latex gloves, provided by the Program, when handling or when in contact with body fluids.

***The GRIT Program***

Policy Type: Health and Safety

Policy Name: Staff Safety Off-site

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: December 2008

The Agency endeavors to minimize risk to staff delivering services in family homes and community. Staff safety is paramount and staff has the right and responsibility to take steps necessary to maintain their personal safety when providing services off-site.

**Staff Safety**

A staff member is to leave immediately from any situation where they feel unsafe e.g., swearing, yelling, illegal activities, breaking possessions, violence, roughness, inappropriate jokes or manner of dress, etc. Every employee must assume the responsibility for their personal well-being.

- An employee will notify the Agency if they have left a situation for personal safety reasons and an incident form will be completed to document the incident.
- If a safety risk has been identified, all off-site visits will be terminated until a safety plan has been identified.
- Where insufficient information to determine potential risk, staff shall err on the side of safety and chose to arrange for an on-site visit.

***The GRIT Program***

Policy Type: Health and Safety

Policy Name: Staff Health

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: December 2008

It is the expectation of the Agency that staff will follow good health and wellness practices that have been provided. These would include: use of proper body mechanics for lifting, consulting individual physicians regarding the personal appropriateness of immunizations for contagious disease such as measles and influenza.

***The GRIT Program***

Policy Type: Health and Safety

Policy Name: Staff Injury

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: December 2008

In the event of personal injury to staff while completing their work duties, staff will provide notification to the Agency's Human Resources Coordinator and consult with their physician. The Agency's practices are in accordance to Worker's Compensation Board legislation.

The safety of staff is of utmost importance to the Agency. The Agency will ensure that fire extinguishers meet Code requirements and all exits are well marked. Upon entering or exiting the office, all visitors must sign in and out to ensure there is a record of who is in the facility at all times.

All staff must know:

- No candles can be left unattended and must be placed in an appropriate candle holder.
- Location of fire alarms and how to activate
- Location of fire extinguishers and knowledge of their use
- Location of the nearest exit and alternate evacuation routes.
- Know how to conduct role call and location of external meeting point

Guidelines for evacuation:

- Sound the alarm
- Staff accompanying children to the facility is responsible for the child's safety and evacuation.
- The Executive Director will be the last person out of the facility and shall take visitor sign-in book upon leaving.
- Washrooms and other locations will be checked to ensure they are evacuated.

***The GRIT Program***

***Policy & Procedure Manual***

Policy Type: Health and Safety

Date of Board Approval: March 2010

Policy Name: Drug and Alcohol Use

Date Last Amended: December 2008

The Agency has zero tolerance of any alcohol or drug use that impacts the employee's ability to execute their job responsibilities.

Concerns should be directed to the employee's immediate supervisor. All concerns will be investigated by the Agency and may be just cause for termination of employment.

**Attendance and Sickness**

We recognize that all employees are professionals who have high standards and work ethic and are committed to consistent attendance. However, absence from work from time to time may be unavoidable.

Employees must notify the parent, Program office, and their worksite when they are going to be absent providing as much notice as possible. Failure to do so may result in termination of employment

Employees are encouraged to ensure any absence from work is arranged with as much notice as possible.

Employees will maintain a daily record of their hours worked in accordance with Employment Standards.

Records of employees' absenteeism shall be kept.

If the employee is unable to come to work due to road and weather conditions the employee will inform the parent, worksite and the Program office. The employee may do one of the following:

- a) Work in the office
- b) Take as a day without pay

***The GRIT Program***

Policy Type: Staff Leaves

Policy Name: Maternity/Parental Leave

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: Dec 2009

**Maternity/Parental Leave**

When an employee, who has been employed 52 consecutive weeks or more, leaves the program because of pregnancy or adoption and has indicated her desire to return, the employee shall be granted leave without pay for period of 15 weeks maternity leave and 37 weeks parental leave. During this time the employee shall be entitled to retain any credit for sick leave that has been accumulated.

An employee must provide 6 weeks written notice of the date maternity leave will start as per Employment Standards.

If during the 12 weeks immediately before the estimated date of delivery the pregnancy interferes with the performance of employee's duties, the Program will determine with the employee and as guided by human rights legislation when a health-related leave would begin.

Prior to the date of return, the employee must give the Program four weeks written notice of their intention to return to work at the end of the leave, change their return date, or not return after the leave.

### **Cumulative Sick Leave with Pay**

Cumulative sick leave with pay is allowed to the employee. The employee will receive credit for their regular workday for every completed month of service after successful completion of the probationary period cumulative to a maximum of 120 hours. This may be used in the event of personal illness. A maximum of six days per year of personal sick leave may be used for illness of a dependent child. No claims shall be made at termination of employment. A doctor's note is required after sick leave of two working days.

**Leave without Pay**

To provide continuity of children’s programs, employees will plan personal leaves during the scheduled program breaks. Personal leaves will be considered only under exceptional and extenuating circumstances.

Leave without pay requires a written submission. The written request must be received at least 30 days in advance. The employee must identify how continuity and quality of program delivery will be assured. Decisions will be made by the appropriate supervisor and may involve the human resource coordinator and executive director.

An employee shall not discuss this leave with the family unless it has been approved.

A copy of the submission form will be placed in the employee’s personnel file regardless of the decision.

**Compassionate Leave**

Up to five (5) days leave with pay may be granted at the discretion of the executive director for emergencies such as death or serious illness in the immediate family, (e.g., children, parents, brothers, sisters, grandparents).

This leave may be granted on more than one occasion in a year.

***The GRIT Program***

Policy Type: Staff Leaves

Policy Name: Jury Duty

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: March 2008

**Jury Duty**

Employees will be excused from work without pay due to call for jury duty as required. When employees receive their initial summons and prior to jury selection employees are required to notify the human resources coordinator.

**Long Term Disability Leave**

When a minimum of twenty hours per week are worked a Group Benefit Package is in effect, including Life Insurance, Accidental Death and Dismemberment (AD&D), Long-Term Disability (LTD), Extended Medical Care, and Basic Dental Care.

When the employee has mandatory coverage of Life, LTD and AD&D, the LTD premium is paid 100% by the employee and LTD benefits received are not taxable income. Life and AD&D premiums are then paid 100% by the employer. Life insurance is considered a taxable benefit.

Short term leave is not available through the Group Benefit Package however employees may access their sick time bank or sickness benefits through Employment Insurance.

***The GRIT Program***

Policy Type: Staff Relations

Policy Name: Grievance

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: December 2008

**Grievance Process**

The Program promotes good communication between employees at all levels to ensure complaints are handled through a fair and structured process. If an employee has a conflict or misunderstanding the issue must first be discussed with the person directly involved.

If the issue cannot be resolved the employee must immediately inform and discuss the issue with their supervisor.

Where the employee is not satisfied with the outcome a request can be made to pursue the issue with the next appropriate level.

If this doesn't resolve the issue the employee can submit their concerns in writing to the executive director. A joint meeting of the employee, their supervisor and the executive director will be scheduled within five working days to respond and mediate the concern(s) identified.

If the issue is not resolved the executive director will contact the President of the Board of Directors to strike an ad hoc appeal committee. The executive director will forward the written submission from the employee to the committee. The appeal committee will respond to the employee within 3 working days in accordance with the Board Grievance Policy.

The decision of the Board is binding on all parties.

***The GRIT Program******Policy & Procedure Manual***

Policy Type: Staff Relations

Date of Board Approval: March 2010

Policy Name: Use of Cell Phone/Computer

Date Last Amended: August 2010

**Policy statement:**

The GRIT Program will utilize technology appropriately to support service delivery to children and families.

**Procedures:**

Internet access is available to staff only for research purposes necessary to assist with job responsibilities.

Personal use of technology such as email, Facebook or internet is unacceptable during working hours.

E-mail access is available to staff for business purposes and work related communications. All efforts will be made to protect the confidentiality of correspondence i.e., first name and last initial, email and facsimile correspondence will be tagged with a confidentiality statement.

Cell phones will be turned off or set to vibrate during meetings, consultant visits and any direct time working with children and families.

Cell phone messages will be retrieved during scheduled breaks. The GRIT program will not tolerate any cell phone use while operating a vehicle.

All staff is responsible to ensure multiple contacts are provided as emergency contacts i.e. community school, GRIT office, GRIT family home with consent.

When contacting a staff member for work purposes, all efforts will be made to connect via land line, email or staff voice mail boxes prior to use of cell phone.

***The GRIT Program***

Policy Type: Staff Relations

Policy Name: Social Fund

***Policy & Procedure Manual***

Date of Board Approval: March 2010

Date Last Amended: December 2008

The Agency has approved a nominal monthly social fund deduction from all staff payroll.

The social fund will include but not be limited to the following areas:

- Coffee and tea (in-office)
- Two annual staff wellness luncheons

***The GRIT Program***

***Policy & Procedure Manual***

Policy Type: Staff Relations

Date of Board Approval: March 2010

Policy Name: Practicum Students and Volunteers

Date Last Amended: December 2008

The Agency believes that the involvement of people in a voluntary or learning capacity is a significant asset to the success of our service.

The Agency is committed to ensure that students/volunteers are screened in partnership with community associations (i.e. University and College) to ensure a high degree of safety, protection and quality of care to service users. This may include but not limited to: child welfare check, criminal record check, first aid and cardiopulmonary resuscitation.

Prior to placement of students, consent will be received from all involved parties.

A designated employee will be responsible for the orientation and on-going supervision of the student or volunteer.



## Identification

<p><b>Purpose</b></p> <p><b>Policy</b></p> <p><b>Procedures</b></p>	<p>To identify children who qualify for Program Unit Funding through Alberta Education for early education programming offered by GRIT</p> <p>GRIT will coordinate and interpret assessment and referral information to identify and determine the child’s eligibility for Program Unit Funding.</p> <p>GRIT will:</p> <ul style="list-style-type: none"> <li>• Involve parents and other agencies, as appropriate, in the screening, identification and referral process.</li> <li>• Ensure the educational team conducts a play visit observation. The purpose of the play visit is to:             <ol style="list-style-type: none"> <li>a) determine the parent’s priorities for their child’s program</li> <li>b) review eligibility for Program Unit Funding</li> <li>c) to gather information used to prepare a Individual Program Plan for the child.</li> </ol> </li> <li>• Request information from parents and community agencies that is relevant to planning and implementing the child’s educational programming when the child enters the program.</li> <li>• Ensure appropriate training is available to equip staff to identify and program for children with special education needs.</li> <li>• Refer families to other community programs as needed.</li> </ul>	
<b>Policy Type</b>	Access to Supports and Services	
<b>Date of Board Approval</b>	March 2010	
<b>Date Last Amended</b>		<b>Replacing Version Dated:</b> New



## Informed Consent

<b>Purpose</b>	To obtain informed written consent from child's parent/legal guardian for all specialized assessments and/or interventions.	
<b>Policy</b>	Informed written consent of parent/legal guardian for children in the G.R.I.T. program must be obtained for all specialized assessments, referrals and/or interventions. (Informed consent exists when parents are provided with and understand all information relevant to the activity for which consent is sought. Consent is voluntary and may be withdrawn at any time.)	
<b>Procedures</b>	<p>Upon intake of the family/child into the GRIT program a parent/legal guardian will be required to sign a parent partnership agreement which includes consent for photographs and/or video taping of child and family members.</p> <p>Upon development of child's IPP, parent(s)' signature is required on the IPP to indicate agreement for interventions identified.</p> <p>Written consent must be provided by the parent/legal guardian for Physical Therapy and Occupational Therapy interventions. Documented consent will be placed in the child's main file.</p> <p>In cases where parent/legal guardians have not consented to specialized assessments or referrals, the actions undertaken by the GRIT Program to obtain consent and/or the reasons for refusal must be documented and placed in the child's record.</p> <p>If parents choose to withdraw their consent at any time, written notification to the GRIT Program is required and must be placed in the child's main file.</p>	
<b>Policy Type</b>	Access to Supports and Services	
<b>Date of Board Approval</b>	March 2010	
<b>Date Last Amended</b>		<b>Replacing Version Dated:</b> New



## Assessment

<p><b>Purpose</b></p> <p><b>Policy</b></p> <p><b>Procedure</b></p>	<p>To determine child’s eligibility for funding and access to appropriate supports and services.</p> <p>Assessments will be completed on children when data are required for the eligibility for funding, or upon transition to school services.</p> <p>The GRIT Program will:</p> <ul style="list-style-type: none"> <li>• Obtain parents’ written, informed consent for assessments or referrals.</li> <li>• Use a variety of individualized and developmentally appropriate assessment strategies and tools, which may include formal and informal measures.</li> <li>• Ensure results of assessments are interpreted and reported to parents and members of the education team and community agencies. Parents will receive a written copy of the final document.</li> <li>• Use assessment information to support access to funding and adequate support services as needed.</li> </ul>	
<b>Policy Type</b>	Access to Supports and Services	
<b>Date of Board Approval</b>	March 2010	
<b>Date Last Amended</b>		<b>Replacing Version Dated:</b> New



## Coordinated Services

<b>Purpose</b>	To ensure coordinated services for the child’s educational programming includes collaboration with community agencies and professionals as required.	
<b>Policy</b>	GRIT will collaborate with community professionals to provide a coordinated and holistic approach to enhance child’s individual program planning.	
<b>Procedures</b>	<p>GRIT will:</p> <ul style="list-style-type: none"> <li>• Ensure the ideas, recommendations and suggestions of parents, educators and other community professionals are considered in the development of child’s individual program plan by the team.</li> <li>• Identify in the child’s IPP the type, frequency and location of coordinated services to be provided.</li> <li>• Access available resources to ensure the child and family needs are met in the child’s individual program plan.</li> <li>• Deliver educational supports in the natural settings of home, community and neighborhood school.</li> <li>• Provide staff and parents with the training and support necessary to implement programming suggestions arising from coordinated support services.</li> </ul>	
<b>Policy Type</b>	Access to Supports and Services	
<b>Date of Board Approval</b>	March 2010	
<b>Date Last Amended</b>		<b>Replacing Version Dated:</b> New



## Referrals for Specialized Assessments

<p><b>Purpose</b></p> <p><b>Policy</b></p> <p><b>Procedures</b></p>	<p>To ensure children are referred for appropriate specialized assessments as required.</p> <p>Qualified professionals will be engaged to conduct appropriate specialized assessments as needed.</p> <p>GRIT will:</p> <ul style="list-style-type: none"> <li>• Determine the need for a referral for specialized assessments to qualified professionals.</li> <li>• Determine the appropriate professional to receive the referral.</li> <li>• Inform the child’s parent of the purpose and process of the assessment and how results will be used to support educational programming.</li> <li>• Obtain informed written consent for each referral and specialized assessment.</li> <li>• Make every effort to ensure specialized assessments are completed within a reasonable time from the date of referral.</li> <li>• Provide copies of written reports to the family</li> <li>• Ensure assessment results and program recommendations are discussed and interpreted with parents by a member of GRIT educational team.</li> <li>• Place assessment results and recommendations in child’s file.</li> <li>• Cover costs associated with approved specialized referrals.</li> </ul>
<b>Policy Type</b>	Access to Supports and Services
<b>Date of Board Approval</b>	March 2010
<b>Date Last Amended</b>	<b>Replacing Version Dated:</b> New



**Community Inclusion  
(IN DRAFT)**

**Purpose**

**Policy**

**Procedures**

**Policy Type**

Program Implementation

**Date of Board  
Approval**

**Date Last Amended**

**Replacing Version Dated:**  
New



**Family Centered Practice  
(IN DRAFT)**

**Purpose**

**Policy**

**Procedures**

**Policy Type**

Program Implementation

**Date of Board Approval**

**Date Last Amended**

**Replacing Version Dated:**  
New



## Learning Through Play (IN DRAFT)

<p><b>Purpose</b></p> <p><b>Policy</b></p> <p><b>Procedures</b></p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Policy Type</b>	Program Implementation
<b>Date of Board Approval</b>	
<b>Date Last Amended</b>	<b>Replacing Version Dated:</b> New



## Workshop Series

<p><b>Purpose</b></p> <p><b>Policy</b></p> <p><b>Procedures</b></p>	<p>To support the ongoing learning of parents and staff to enhance skills and knowledge necessary to support the child and family now and in the future. GRIT families and staff learn together, seek knowledge, and discover innovative practices for their work.</p> <p>GRIT will:</p> <ul style="list-style-type: none"> <li>• Plan and deliver monthly Workshop Series to address learning interests and needs of parents and staff</li> <li>• Ensure each developmental specialist attends a minimum of 3 hours – maximum 5 hours for the day selected. Hours attended must be recorded on timesheet for payroll purposes.</li> <li>• Not provide programming for children on the day the developmental specialist attends their workshop day.</li> <li>• Designate developmental specialists into one of two learning streams, based on years of service with GRIT.</li> <li>• Respond to a staff member’s request to attend an alternate workshop within GRIT’s Workshop Series.</li> <li>• Consider option for developmental specialists to access community educational opportunities upon recommendation of the supervisor. Approval of the executive director is required and this learning activity may be considered in lieu of monthly workshop day.</li> <li>• Reimburse parents for any local learning opportunity and related childcare costs to attend.</li> </ul>	
<b>Policy Type</b>	Program Implementation	
<b>Date of Board Approval</b>	March 2010	
<b>Date Last Amended</b>		<b>Replacing Version Dated:</b> New



## Child Guidance

<b>Purpose</b>	To guide children in their development of effective communication, and positive social- emotional development.	
<b>Policy</b>	GRIT believes in the role of responsive parents and other adults to guide a child’s behavior through positive and responsive interactions that protect the child and adult’s dignity and respect.	
<b>Procedures</b>	<p>GRIT will:</p> <ul style="list-style-type: none"> <li>• Encourage parents to share the techniques and strategies that currently work for their child and family to guide their children’s behavior.</li> <li>• Ensure parents and staff use guidance strategies based on best practices in early childhood development</li> <li>• Coach parents and staff to ensure child has means for effective communication skills to express self.</li> <li>• Provide parents with opportunities to learn about best practices for child guidance through consultant visits, workshops, and written information</li> <li>• Help children understand the effects of their own actions on others.</li> <li>• Provide opportunities for children to view positive models and practice foundational social skills such as imitation, turn-taking, sharing, and building on their social competence.</li> <li>• Ensure effective teaching strategies to support development of social skills (e.g. positive environment, story books, choice making etc.)</li> <li>• Make referral to community professionals to support behavior plan as needed.</li> </ul>	
<b>Policy Type</b>	Program Implementation	
<b>Date of Board Approval</b>	March 2010	
<b>Date Last Amended</b>		<b>Replacing Version Dated:</b> New



## Family-Oriented Programming

<p><b>Purpose</b></p> <p><b>Policy</b></p> <p><b>Procedures</b></p>	<p>To enhance the families’ skills and confidence to facilitate children’s development.</p> <p>The GRIT Program will provide opportunities for parents to participate learn and engage in informed decision making for their child and family.</p> <p>GRIT will:</p> <ul style="list-style-type: none"> <li>• Support families to identify topics and frequency for Family Orientated Sessions based on individual family needs and interests.</li> <li>• Maintain an educational focus and active parental involvement by ensuring a parent or alternate care-provider is in the home approximately 50% of in-home program time.</li> <li>• Deliver regularly scheduled visits to the home, community or school. Parent or alternate care provider are required to be present for all consultant visits made to the home.</li> <li>• Ensure consistent communication between educational team and parents through various means such as day to day communication, daily logs, consultant visit and/or summary notes, telephone calls, e-mails and active parent involvement in IPP meetings.</li> <li>• Involve parents in acquiring information needed to make informed decisions regarding choices for transition planning.</li> <li>• Provide opportunities for parents to participate in decisions affecting their children’s ongoing educational programming.</li> <li>• Provide monthly learning opportunities for parents and staff to support life long learning.</li> </ul>	
<b>Policy Type</b>	Program Implementation	
<b>Date of Board Approval</b>	March 2010	
<b>Date Last Amended</b>		<b>Replacing Version Dated:</b> New



## Parent Involvement and Responsibility

<p><b>Purpose</b></p> <p><b>Policy</b></p> <p><b>Procedures</b></p>	<p>To ensure parents understand their role and responsibilities in supporting the delivery of their child’s program.</p> <p>GRIT is committed to ensure parents are actively involved in various aspects of their child’s program based on the uniqueness of individual families.</p> <p>GRIT will:</p> <ul style="list-style-type: none"> <li>• Ensure parents make all medical decisions regarding their child.</li> <li>• Ensure parents complete and submit the Emergency Procedures form to the GRIT office. Parents will update program staff on any changes throughout the year.</li> <li>• Ensure parents prepare all medication required for the child. If the developmental specialist is to administer pre-measured medication, the parents must sign a written authorization for the developmental specialist to do so.</li> <li>• Ensure parents are active members of the learning team</li> <li>• Ensure parents are aware of and comply with their requirement to be at home, or provide an alternate care provider, approximately 50% of in-home program time.</li> <li>• Encourage parents to provide transportation of their child to community programs and activities during program time.</li> <li>• Ensure parents provide transportation to all medical appointments.</li> <li>• Ensure parents provide a suitable space for the implementation of the home program and storage of materials and equipment.</li> <li>• Ensure parents are involved in decisions pertaining to the frequency of which they will participate, with or without siblings, in program activities.</li> <li>• Ensure parent will provide supervision of other children in the home during home program time.</li> <li>• Ensure parents prepare meals and snacks for their child.</li> <li>• Ensure parents sign for the accuracy of the developmental specialist’s time sheet.</li> <li>• Ensure parents provide two weeks notice to the GRIT office if their child/ family will be absent from the program for an extended period of time. If the absence exceeds four week in duration, the Program may be required to re-assign the developmental specialist.</li> <li>• Ensure parents provide a means for ongoing communication with the family during their absence. If the expected date of return is extended GRIT will need to determine if the child’s</li> </ul>
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	space can be held until family returns.	
<b>Policy Type</b>	Program Implementation	
<b>Date of Board Approval</b>	March 2010	
<b>Date Last Amended</b>		<b>Replacing Version Dated:</b> New



## Settings and Levels of Programming

<b>Purpose</b>	To allow for flexibility in settings, and the number of centre-based hours and family-oriented programming sessions.	
<b>Policy</b>	Educational programming will be provided in natural settings to the greatest extent possible.	
<b>Procedures</b>	<p>GRIT will:</p> <ul style="list-style-type: none"> <li>• Ensure inclusive settings are the option of first choice for educating children with special education needs.</li> <li>• Determine, in consultation with parents, the most enabling setting for the delivery of educational programming. This will be done in a manner consistent with the developmental needs of children, local resources, and safety of the children and staff.</li> <li>• Ensure parents make informed decisions regarding program plans for their child (e.g. frequency and location of educational activities in the community, frequency of sibling involvement).</li> <li>• Document the number of program hours, planned family-oriented programming sessions and the setting(s) where programming takes place within the child's Individual Program Plan.</li> </ul>	
<b>Policy Type</b>	Program Implementation	
<b>Date of Board Approval</b>	March 2010	
<b>Date Last Amended</b>		<b>Replacing Version Dated:</b> New



## Individualized Program Planning

### Purpose

To increase children's independence, developmental competence and the ability to participate in current and future settings.

### Policy

To develop, implement, monitor and evaluate a comprehensive and effective IPP for each child that reflects parent priorities and coordination of services.

### Procedures

GRIT will:

- Identify and appoint the coordinating teacher as being accountable for all aspects of the child's IPP.
- Ensure a multi-disciplinary team is established to support individual needs of child and family.
- Prepare parents for IPP meetings through verbal and written review of agenda and expectations beforehand.
- Require parents to attend and participate in the IPP meeting to express their vision and parent priorities for program planning for their child and family.
- Adopt priorities for the IPP as chosen by the parents. In collaboration with the family and other involved community professional, individual goals and appropriate teaching strategies are developed by all members of the educational team.
- Ensure the IPP reflects the child's strengths and interests and builds on GRIT's values of inclusion, learning through play, family centered practices and best research practices.
- Look at the whole child and all areas of child's growth and learning when identifying goals and strategies.
- Ensure the IPP identifies clear strategies for adults implementing the program plan.
- Ensure Individual Program Planning (IPP) Meetings are scheduled two times per year.
- Ensure parents sign the IPPs to indicate agreement with the direction of the program plan.

	<ul style="list-style-type: none"> <li>• Ensure the IPP is a working document and is implemented, monitored and evaluated on an on-going basis to reflect current goals, educational programming and the growth of the child.</li> <li>• Ensure the education team provides ongoing information specific to the child’s developmental level/progress to the parents.</li> <li>• Ensure the child's progress is monitored on an on-going basis by the parents and education team using a variety of methods. These may include anecdotal records, observational records, videos and formal data collection.</li> <li>• Use assessment data to guide the child’s program plan and to ensure adequate support services are provided.</li> <li>• File the original copy of IPP in each child’s main file.</li> </ul>		
<b>Policy Type</b>	Program Implementation		
<b>Date of Board Approval</b>	March 2010		
<b>Date Last Amended</b>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="462 844 966 917"></td> <td data-bbox="966 844 1430 917"><b>Replacing Version Dated:</b> New</td> </tr> </table>		<b>Replacing Version Dated:</b> New
	<b>Replacing Version Dated:</b> New		



## Implementation of the Individualized Program Plan

<b>Purpose</b>	To support the child’s learning and development through the implementation of individual goals and teaching strategies.
<b>Policy</b>	The implementation of the child’s IPP will be applied consistently across natural settings of home, community and school.
<b>Procedures</b>	<p>GRIT will:</p> <ul style="list-style-type: none"> <li>• Ensure adequate program hours to meet the needs of individual children’s program plan in discussion with parents and staff.</li> <li>• Ensure the learning environment promotes active engagement, learning and participation with peers in inclusive settings while addressing the child’s safety.</li> <li>• Utilize the IPP as a working document that will be implemented, monitored and evaluated on an on-going basis to reflect current goals, educational programming as well as the growth of the child.</li> <li>• Ensure any changes made to the IPP document will be reflected in the day to day practices and educational programming of the child.</li> <li>• Monitor the child’s progress on an on-going basis by the parents and educational team using a variety of methods. These include anecdotal records, observational records, videos and formal data collection.</li> <li>• Ensure the provision of interventions promote child’s independence, engagement and mastery of learning.</li> <li>• Identify areas of teaching strategies to assist parents in supporting child’s learning in every day activities.</li> <li>• Provide adequate supervision/coaching to the developmental specialist to support quality implementation of goals and strategies identified in IPP.</li> <li>• Provide developmental specialist time for the preparation of program related teaching materials, access to resources, planning of new activities and complete required paperwork on a once per month basis. There is no scheduled program time for the child when staff is completing a prep day.</li> <li>• Be responsive to children’s individual needs.</li> <li>• Provide functional and meaningful activities.</li> <li>• Build on child’s strengths, interests, and natural routines.</li> </ul>

<b>Policy Type</b>	Program Implementation	
<b>Date of Board Approval</b>	March 2010	
<b>Date Last Amended</b>		<b>Replacing Version Dated:</b> New



## Equipment and Toys

<p><b>Purpose</b></p> <p><b>Policy</b></p> <p><b>Procedures</b></p>	<p>To provide access to equipment and toys to support the child’s development.</p> <p>GRIT will purchase and maintain an inventory of specialized equipment, instructional materials and educational toys for loan to children and families in the Program.</p> <ul style="list-style-type: none"> <li>• Purchase of equipment or materials must be recommended by a consultant and requires approval by the executive director if cost exceeds \$250.00 per item.</li> <li>• All equipment purchased is the property of the Program, and will be loaned to individual children, as recommended by the appropriate consultant.</li> <li>• Equipment will be available for loan for as long as the child requires it.</li> <li>• All toys, books and equipment must be returned in clean condition at the end of each program year for maintenance and inventory.</li> <li>• When a child leaves the program and continues to require equipment, a long term loan agreement will be signed by the parent and consultant.</li> <li>• The librarian, upon receipt of new equipment and toys will: <ul style="list-style-type: none"> <li>- inspect and approve (with reference to original order)</li> <li>- catalogue and label</li> <li>- add to computerized Master Inventory List.</li> </ul> </li> <li>• A written system for checking out and returning toys and equipment is established and is outlined in the GRIT Handbook.</li> <li>• A piece of equipment or toy may be considered surplus to the Program by the librarian if it is in poor condition or if appropriate staff has deemed its usefulness to the Program has ended or is limited</li> <li>• Damaged equipment will be repaired if appropriate. The librarian is responsible for arranging for repairs. If repair costs will exceed half the original price, a new item will be purchased.</li> </ul>	
<b>Policy Type</b>	Program Implementation	
<b>Date of Board Approval</b>	March 2010	
<b>Date Last Amended</b>		<b>Replacing Version Dated:</b> New



**Transition Planning  
(IN DRAFT)**

<p><b>Purpose</b></p> <p><b>Policy</b></p> <p><b>Procedures</b></p>					
<b>Policy Type</b>	Program Accountability				
<b>Date of Board Approval</b>	March 2010				
<b>Date Last Amended</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 70%;"></td> <td style="width: 30%;"><b>Replacing Version Dated:</b></td> </tr> <tr> <td></td> <td>New</td> </tr> </table>		<b>Replacing Version Dated:</b>		New
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## Accountability

<b>Purpose</b>	Accountability for a child with special education need's programming includes the responsibility to contribute to the child's life long learning and the obligation to report on the execution of the program's contribution.
<b>Policy</b>	GRIT is accountable for programming for ECS children with special education needs as established through: <ul style="list-style-type: none"> <li>• Agency policy and procedures.</li> <li>• Reporting to parents.</li> <li>• Program monitoring and evaluation.</li> </ul>
<b>Procedures</b>	GRIT will <ul style="list-style-type: none"> <li>• Ensure written policies and procedures provide for access, appropriateness, accountability and appeals.</li> <li>• Ensure written policies and procedures are developed, kept current and implemented.</li> <li>• Make information on programming services, policies and procedures available to the public in print and/or electronic form.</li> <li>• Develop policies and procedures establishing roles and responsibilities of staff that provide assessment and programming for children with special education needs.</li> <li>• Develop policies related to the transition of ECS children with special education needs to the resident school board or program of choice.</li> <li>• Develop policies making provisions for professional development activities for staff directly related to the needs of children with whom they are working.</li> <li>• Ensure all parents and staff have an annual opportunity to evaluate program outcomes.</li> </ul>

<b>Policy Type</b>	Program Accountability	
<b>Date of Board Approval</b>	March 2010	
<b>Date Last Amended</b>		<b>Replacing Version Dated:</b> New



## Access To Records

<p><b>Purpose</b></p> <p><b>Policy</b></p> <p><b>Procedures</b></p>	<p>To establish records, including accurate personal information and progress notes that are necessary and relevant to the effective delivery of special education programming.</p> <p>A central file for each child enrolled in the program shall include updates to programming and assessment information and be stored in the GRIT office. Files will be reviewed and updated on a semi-annual basis.</p> <p>The GRIT Program is responsible for maintenance of the central files and ensuring their confidentiality. Central files will remain in a locked cabinet, with access only by The GRIT Program staff on a need to know basis.</p> <p>Upon request, parents will have full access to the information contained in their child’s file.</p> <p>Documents kept in the central files shall include:</p> <ul style="list-style-type: none"> <li>• Parent completed application forms.</li> <li>• Detailed information and outcome of individual assessments administered.</li> <li>• Individual Program Plans.</li> <li>• Transition Reports.</li> <li>• Year End Reports.</li> <li>• Assessment information and consultation reports from community professionals.</li> <li>• Written informed consent forms from parents.</li> </ul> <p>Individual child files are maintained by all members of the child’s education team, containing contact notes for each visit during the duration of the program. These records are added to the main file once the child leaves the program.</p> <p>Central files are to be maintained for the term of the child's enrolment in the Program and then are retained in the "Closed Files" section for a period of ten years; files will then be destroyed.</p> <p>Procedures for access to files as stated above remain in effect.</p> <p>An individual program binder is the property of the family and is a daily working resource and is available to the employee working with each child during program. This binder will include copies of Individual Program Plan, Consultant Visit Sheets, Daily Logs, Monthly summaries, copies of appropriate Authorization Forms, Health Records and Child Information and Year End Summary from previous developmental</p>
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	<p>specialist.</p> <p>When a child moves to another ECS operator or to their local school, GRIT will provide necessary and relevant program information in a timely manner upon consent from family, request from receiving school and consistent with FOIP.</p>
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<b>Policy Type</b>	Program Accountability	
<b>Date of Board Approval</b>	March 2010	
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## Appeals

<b>Purpose</b>	To be responsive to the need for greater family involvement and to respond to disagreements or disputes in a fair and non-judgmental manner.	
<b>Policy</b>	GRIT will offer timely, fair and open processes to protect the rights of children and families to address differences of opinion about the education of children with special education needs.	
<b>Procedure</b>	<p>GRIT will</p> <ul style="list-style-type: none"> <li>• Advise parents of their right to appeal a decision.</li> <li>• Make every reasonable effort at both team and agency level to resolve concerns collaboratively with parents.</li> <li>• Provide procedures for timely, fair and open dispute-resolution and appeal processes related to education programming.</li> </ul> <p>This will include clear communication of concern directly to the teacher as the lead of the child’s program and continuing through to the Executive Director and Board President, if needed.</p> <ul style="list-style-type: none"> <li>• In the event that dispute-resolution at the agency level is unsatisfactory, parents will be advised of their right to formally appeal decisions that significantly affect the education of their children to Alberta Education, Director of Special Programs Branch.</li> </ul>	
<b>Policy Type</b>	Program Accountability	
<b>Date of Board Approval</b>	March 2010	
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