

Code of Practice for Conductive Education Services

Introduction

Conductive Education (CE) programs are found in many countries throughout the world. This document focuses on Conductor-Teachers (CETs) working in North America and covers the Code of Practice for CE services.

The North American Conductor Association (NACA) recognizes that CE can only be delivered by a CET. A CET is a professional who has completed an accredited educational program as recognized by ACENA.

While CE does not yet have written standards, the practice of CE is adapted to a wide variety of local systems resulting in an array of operations. North American Conductor Association (NACA) members agree that when establishing a CE program, the goal is to reach the level of best practice possible. However, in North America, where CE is still not well-known, this might take time. When a new CE operation is established, the program development often requires local authorities and the community to recognize the benefits of CE before accepting and demanding CE services. Then, the CE operation has to support the expansion of the program with appropriate funding whenever possible, recruit students, and secure space, equipment and CETs to run the program. In addition, the CE operation must also work with allied stakeholders to foster acceptance of CE into the community. Throughout this process, the biggest challenge is to preserve the fundamental characteristics of CE. Since a great deal of time is needed to organize and develop a CE program, NACA members acknowledge that basic practice must evolve to best practice.

All NACA members endorse the principles of the Code of Practice. The Code of Practice describes requirements, developmental goals for practice improvement, and specific examples of good practices. In addition, all administrative structures and working practices in such an organization exist to support its core pedagogical values and purpose. All CE organizations should work to achieve implementation of the principles outlined in this document.

This document can be used as a tool for self-evaluation, especially for procedural aspects, as well as guidelines for new and developing CE organizations. This Code of Practice does not replace state/provincial requirements or inspections, and all CE organizations are subject to the law and regulations of the state/province in which they are situated. An institution may wish to incorporate the standard requirements contained in this document within their own individualized Code of Practice.

The Philosophy of Conductive Education

For an individual to function more fully, he or she must learn and adapt to the environment to the best of their ability, rather than adapt the environment to replace learning.

CE regards motor dysfunction as the consequence of a medical problem that interrupted the learning ability of the person. CE aims to enhance the individual's interest and ability to learn. In CE it is not the person's disability and treatment that are of central importance, but their education and learning.

CE offers guidance towards the ability to adapt (called orthofuction or orthofunctional personality) through a specially organized active learning process called conduction.

Further Philosophical Bases and the CE Practice:

We believe that there is the possibility for improvement for all those with neurological injuries, even severe injuries, and that all students want to be creative and challenged. Therefore:

CETs set high expectations for an individual which are continually adjusted according to the person's actual overall condition.

We believe a person's whole being is greater than a sum of their individual components. We believe in integrating movement, language, self-help, and cognitive skills through meaningful, interrelated tasks in a highly motivating setting. Therefore:

CE programs target the whole person -- physical, mental, volitional, emotional, and character development -- as a unified person who embraces integrated learning simultaneously, not separately or consecutively.

We believe learning is an active process, not passive or mechanical. Therefore:

Student engagement in their learning and intentions are vital in our practice.

We believe students need consistency and continuity to learn new skills and adapt these skills to different tasks. Therefore:

Active Daily Routines are followed to enhance learning situations.

We believe that group settings provide the best environment and motivation for action and social facilitation. Therefore:

CE takes place in a group setting that is carefully organized by the CET.

We believe that in order to utilize a unified approach it is vital that a group of professionals, who are responsible for the program, have training based on the same philosophy and relevant practice. Therefore:

In CE centers, a single, specially trained group of professionals (CETs) are responsible for the planning and implementation of the whole process during the CE program.

1. Educational Development

This section covers organizational aspects of CE based on the Code of Ethics¹.

¹Please refer to the Code of Ethics for more information.

1.1 Summary of standard requirements

a) **Mission Statement**

A North American CE center should create their own mission statement which reflects the methods and philosophy of CE. This mission statement will vary from center to center depending on the type of services offered.

The CE center would start by offering basic practice services prompting CE and providing services to participants and families. As the center grows they should strive towards best practice; promoting the original values of CE, expanding the circle of participants, building a system of groups and for serving participant's community including incorporating CE services into local programs.

b) **Philosophy and Equal Opportunity Statements**

All programs should have a philosophy statement, expressing that the organization embraces the philosophy of CE. All programs with employees should have an equal opportunity statement which does not need to be specific to CE.

c) **Components or tools of CE**

CE is an educational approach with its own pedagogy. It comes with its own set of tools that can be used when required to assist in achieving the student's goals. The use of these tools is dependent on the CETs judgment of what is the most appropriate tool at the time. However, circumstances may not allow using all the tools that have been taught during CE training. CETs should use all the CE tools and resources needed to best serve and teach their students. (More on this topic can be found in the 'Methods Used in the Classroom' section on p. 16.)

Petó's educational approach is a unified system that consists of many interrelated elements used in a particular synchronization. While the main elements are distinguished, as follows, they must be used in their interrelated context.

The **Conductive Group** holds the best learning environment for its members. All groups are heterogeneous by diagnosis and age but always dynamic ensuring motivation of all students. The various groups offer perceivable and realistic perspectives to all members (refer to section 2.4 Creating Groups).

The **Daily Routine** consists of age appropriate requirements, designed to encompass the skills students need in everyday life. Learning is thus integrated into the requirements of daily life throughout the day. The daily routine brings students face to face with the expectations that society places routinely on non-affected persons.

Facilitation is an educational term in CE meaning any single condition that helps learning, such as educational strategies, equipment, physical assistance of the student, verbal, social help, etc. The CET uses them in a particular synchronization to assist students in reaching their goals without developing dependency. Some typical CE equipment for example are slatted beds (plinths),

ladder back chairs, and standing ladders that allow a student to actively use their hands while standing up, sitting down, crouching down, or walking.

To maximize students' learning, the CET needs to facilitate cooperation with caregivers, family members, and teachers. Parental involvement is vital in order to maximize students' learning. For young children this is accomplished through intense, systematic, hands-on parental guidance (refer to section 1.5).

Rhythmic Intention is a fundamental form of facilitation used in CE. Using special verbal commands, the students are taught to use their inner voice to give directions to themselves. The commands prepare the student mentally to approach a task (to make a decision to act). The task is then carried out to rhythmic counting or singing. In this way, the CET orchestrates the student's learning by integrating movement with verbal, cognitive, and sensory inputs, while teaching self-sufficiency. The rhythmic intention is made up of the combined energy of will, effort, and an internal rhythm.

During the **Task Series**, students learn to perform age-appropriate motor coordination tasks. The CET sets goals and breaks the tasks into meaningful, understandable elements. These micro tasks are created into a task series. The various task series create a longitudinal and spiral program in structure. Although the tasks are the same for the whole group, the way they are carried out may differ from one student to another.

Task Solutions Adequate to the Individual Problems

a) Task series, the task series is made up of a series of movements that build upon one another that occur throughout different positions. The algorithm of these tasks is created to best promote learning. Depending on the group there is a task series for the following programs: lying, sitting, standing and walking, fine manipulation, speech and communication and individual programs.

b) Individual tasks are when the student is focusing on a specific area of their personal learning that may differ from others in the group. This can occur at the same time as the rest of the group or individually.

c) Differentiation within the task series occurs when one or more learners do a task slightly differently than the rest of the group based on their individual learning and the skill they are working on.

The **CETs** are specialists whose diploma has been issued by the Aquinas College (Grand Rapids, MI), International Peto Institute (Budapest, Hungary), or the National Institute of Conductive Education (Birmingham, UK). The CETs work within their homogeneous team; each utilizing an approach that benefits all aspects of development, including abilities related to communication, vocalization, socialization, self-care, volition, affect, cognition, locomotion, and fine manipulation. They observe each student's performance, design a program (and eventually a curriculum where appropriate), lead group sessions, facilitate the student, and modify the tasks and facilitations as needed.

d) Description of Services and Programs

This table explains which population is served by the CE organizations, and what services are offered.

BASIC PRACTICE	BEST PRACTICE
<ul style="list-style-type: none"> ● Small population of age and condition served ● Assessment ● Admission ● One type of program is provided ● Consultations with caregivers ● Consultations with related professionals upon caregivers' request ● Variety of facilitation techniques utilized ● Periodical follow-up ● Uses the term CE only if CET will be present at delivery of the program 	<ul style="list-style-type: none"> ● Wide range of programs for various ages and conditions ● A wide range of programs are available providing transitional opportunities (i.e. early intervention to school-aged group) ● Consultations with caregivers ● Consultations with related professionals upon caregivers' request; such as attendance in IEP meetings, and advising in public school classrooms ● Community education; such as open-houses in order to collect funds, and to expand the program ● Integration in community-living such as library visits, and aquatic programs at a public pool ● Families are provided with information about funding resources where applicable

e) Curriculum Development

NACA members are first and foremost responsible for the welfare of their students. Members must provide an environment which nurtures opportunities for the development of greater skill sets in accordance with the principles of CE, in turn helping individuals lead more dignified and independent lives.

NACA members are to establish appropriate learning objectives for students by carrying out initial consultations, speaking with students and/or family members, and creating an assessment through operative observation. All key developmental stages, including cognition, communication, physical, social, and self-care skills must be addressed as well.

In conclusion, NACA members must set short- and long-term goals, and offer adequate CE services. NACA members must thoroughly plan and prepare for all classes. The plan includes each group's Complex Program, consisting of: name of the group; type of the group; date; list of participating students; purpose of program; frequency and duration of the program; general goals; daily routine; tasks series, including: title, date, placement, starting position, tasks, task solutions, individual goals, tools and equipment, and facilitations. In addition, The Complex Program also encompasses the Academic Curriculum where appropriate.

A relevant part of the practice is the development of various evaluation tools, such as Assessment Form, Status Form, and the Observation Form, as well as the creation of the Schemes of Work.

A positive learning environment including age appropriate feedback, and motivational resources and language, should be used for the delivery of programs.

f) Schemes of Work

NACA members who are employed in a school setting are responsible for combining CE principles with the educational curriculum outlined by the province/state's Department of Education. Members must adhere to the guidelines, time frames, assessment periods, and regulated staff holidays as set by the school board (e.g. instructional calendar with holidays, field trips, staff only days, evaluation/report times, parent-teacher conferences, classes/groups schedules, and daily routines).

NACA members who are employed by a private organization are not obligated to follow province/state determined educational curriculum regulations, but the regulations that have been determined by the leadership of their independent organization. However, these organizations may prefer to set similar criteria to the province/state requirements in an attempt to provide a level of education equal to or better than that available in public schools. All policies, work schedules, and staff holidays, should be strictly followed. Further clarification and information can be found in their employee handbook and at the request of the immediate supervisor. In organizations where CE services are provided in a non-school atmosphere there is no obligation to follow province/state determined curriculum regulations.

NACA members who are self-employed are to reflect upon the Code of Ethics and Code of Practice when establishing their own regulations, and schemes of work.

g) Policies and Procedures

NACA members are to take into consideration the following basic principles when delivering any programs to students. These are as follows: *dignity, independence, integrity, and equal opportunity*.

Evaluation Procedures for Students and Staff:

- It is essential to provide clear, concise, and complete details of any formal assessments.
- NACA members should ensure students and/or parents/caregivers feel involved in setting achievable aims for themselves and those under their care, as well as understand the steps necessary in order to reach such goals. This will help students increase their overall self-esteem and level of confidence, thus helping them to understand what is expected of them. In addition, students will understand what they must do in order to make valuable developmental gains.
- Reasons should be given to inform the student why they may be receiving additional support (e.g. manual facilitation or the use of equipment). Furthermore, necessary

facilitation should be given in a timely fashion to ensure active learning is taking place and a sense of progress or accomplishment is also being achieved.

- NACA members should remain mindful that some students may have a fear of being assessed and therefore will require reassurance.

Financial Information for Student's Families:

Appropriate written documentation is to be exchanged between NACA members (and their respective organizations) and the students or families of students. It should include the type and fee of service being provided, payment date, refund policy, and any information which specifies the rights or obligations of students.

In the event classes are cancelled by NACA members or their respective organizations, arrangements should be made for a refund, credit or a makeup class at a later date.

Student Complaint Process:

Fair, equitable, responsive and constructive policies should be put in place in accordance with the Code of Ethics. In doing so, complaints made by students and/or their families can be quickly addressed and efficiently handled by NACA members.

Informal Complaint: NACA members can deal directly with any verbal complaints lodged by students and/or their families.

Formal Complaint: In the instance an informal complaint has been made and a suitable resolution cannot be found, students and their families are entitled to document a formal written complaint. A third party (affiliated with the organization) or a suitable external body (NACA) can assist in resolving matters.

Parent/Guardian/Spouse/Caregiver Rights:

Working in conjunction with the student's family/caregiver (where appropriate) is critical when helping the student in reaching their full potential. Parents/guardians/caregivers should:

- be actively involved in their child/spouse/client's life, including time spent in CE classes.
- express their personal goals for their child/spouse/client.
- remain informed of any objectives set by NACA members for their child/spouse/client, as well as any changes made to CE classes.
- be given support, advice, and information during assessments and written reports.
- be taught how to support the student in their CE experience and help apply learned skills.

Student's Rights:

NACA members should encourage their students to play an active role in their learning and development by voicing their opinions or concerns, establishing aims for themselves, and actively being involved in decision-making processes.

All personal information pertaining to the student **must be kept confidential**, unless consent has been given by that individual or their family. If an issue or concern arises, NACA members will immediately work with students to find a fitting resolution. If necessary and/or appropriate, NACA members will report concerns to their immediate supervisors (see Code of Ethics).

Background Check Process:

It is imperative that individuals working with CE students (including CETs, assistants, etc.) have a background check completed prior to starting work in the CE environment in North America. This might include a background check being completed by their employer (student/student's family) or through a regulated database collection center.

Fire/Emergency Procedures:

NACA members and their respective organizations have a duty to ensure all classes are carried out in a safe and healthy work environment. It is essential that a safe process of work is established for training, information, and supervision purposes. Emergency routes should be established and kept clear. Protective equipment needs to be easily attained. An emergency routine should be practiced.

Parents Handbook

All information to be given to students and their families and/or caregivers includes:

- Mission Statement
- Philosophy Statement
- Components of Conductive Education
- Description of Services and Programs
- Policies and Procedures, including: admission, enrollment, attendance, sign-in/out procedure, drop off/pick up time, keeping information current, medical records update, medications, illness, accidents, absences/vacations, dress, food, late arrival, accompanying siblings, visitor policy, safety issues, disaster plan, CE planning meetings (individual Parent-Teacher meeting), field trips, transportation, transition from CE, IFSP/IEP meetings, removal from CE, videotaping/picture-taking policy, other service providers, child abuse reporting, parents' involvement, birthdays, picture day, communication
- General Information, such as:
 - Holidays
 - Staff including names, and contact information
 - Financial Information: tuition, early drop-off fee, late pickup fee
 - Client Grievance Process
 - Parents' Rights
 - Caregiver Background Check Process
 - Children's Rights

i) Enrollment Handbook

Enrollment is regulated by the organization itself and often by the province/state. It is suggested that a collection of relevant forms be created and distributed to the correct party in order to collect necessary information.

Suggested forms include:

- Child's Preadmission Health History Form
- Physician's Report Form
- Immunization Record/Exemption
- Identification and Emergency Information Form
- Consent for Medical Treatment
- Photograph Permission
- Release, Waiver of Liability, and Hold Harmless Agreement
- Service Agreement

1.2. Staff development

- a) Orientation session for all new staff, introducing basic policies and procedures of the organization, basics as to what CE is for, non CETs, emergency procedures, etc.
- b) Ongoing mentoring procedures
- c) Budget to support staff development
- d) Professional development opportunities
 - ACENA related- webinars, conferences, etc. (actively support CE in North America)
 - Local opportunities- conferences, etc.
 - Organization or governing body training
- e) Involvement in ACENA-related activities (i.e. subcommittees, board meeting).

1.3.Strong cooperation with student/parents/spouses/caregivers regarding the student's CE program

- a) Student/Parents/Caregiver may have access to the CE program/curriculum.
- b) Student/Parents/Caregiver may observe their children/family member in the classroom. Spouses may observe their partners, with respect to the partner's preferences and when permission is granted from other members in the group.
- c) Regular meetings between parents/spouses/caregivers and CETs in order to, but not limited to, establishing goals, and discussing progress and concerns.
- d) Parents/caregiver should be conducted to utilize particular classroom-strategies at home-with young children parental/ caregiver involvement is necessary.

1.4. Cooperation with those organizations which also provide services to our students—upon student/parental/legal guardian request and permission

- a) CET demonstrates understanding and encouraging demeanor towards multidisciplinary cooperation in order to maximize the student's/clients potentials.
- b) CET supports professional communication by providing consultation, and/or written documentation, if that is requested from parents/caregivers, or if that is requested from

other professionals with written consent provided from student him/herself, or legal guardians.

- c) CET always treats other professionals with full respect, and with the understanding that his/her demeanor represents CE

1.5. Complex program development

For detailed examples refer to ACENA's Practice Manual

2. Admission Procedures

2.1 Assessment

The aim of the assessment is to indicate:

- 1) whether CE would be beneficial for the candidate
- 2) what would be the person's main aims
- 3) what form of CE should be offered (i.e.group, intensity, etc.). For detailed examples please refer to ACENA's Practice Manual

Pre-Assessment / Application Form

Prior the in person assessment a questionnaire/application form is required to be filled out by the applicant's parent/caregiver/spouse or for himself as the student. This information helps decide to proceed to the next step.

Assessment

The ideal setting for an assessment is in a place without distractions. This room is equipped with necessary furniture whenever possible such as, a full size mirror, carpet, plinth, chairs, sticks, rings, toys, etc.

The assessment includes:

- student/parental/caregiver interview.
- review of medical/developmental reports.
- review of the initial questionnaire filled out by a parent/caregiver.
- observation of the parent/caregiver/client interaction.
- operative observation of the prospective student by the CET.
- summary of the assessment and program recommendation, and whether CE would be a good fit for the student.

CE may not be the best intervention for some students. This can include individuals with non-neurologically based disorders, and severe cognitive disabilities with uncontrollable seizures. When it not certain if CE is the best intervention, a trial period can be suggested to better make a determination.

Assessment Report

A written report is prepared based on the observations and conversation at the assessment. For detailed examples please refer to ACENA's Practice Manual.

2.2 Admission procedures

Admission procedures may vary according to provincial/state requirements. Attachments of sample documents for the information discussed below can be found in the ACENA Practice Manual. If admission is offered, parents/caregivers are advised to fill out the forms in the previously mentioned Enrollment Handbook and receive a Parents Handbook where appropriate.

2.3 Student Records

a) Establishing records for new student

When a new student is admitted to the CE program there are various administrative duties that must be completed due to the province/state and/or the particular organization's own regulations. For detailed examples please refer to ACENA's Operation Manual

b) Updating records for existing students

Records of existing students should be periodically reviewed, updated and/or renewed. For a list of documents and detailed examples please refer to ACENA's Practice Manual.

2.4 Creating Groups

Groups are formed based on the CETs recommendation to include students of similar diagnosis and ability. The group will also consist of students that are similar in age if children or young adults. The length of the class is determined by the students' needs. Generic aims are set based on the group and their overall ability while individualized aims are set based on each person in the group. Group staffing will be determined based on the number of students and needs of the group. All groups require the presence of at least one CET while classes are in session. Groups should allow students to graduate to a more advanced group to continue to ensure that programs are age appropriate and that the type of programming and intensity is still best for the student's learning.

4. Professional Conduct

4.1 CETs will treat the students, staff, and premises with respect.

4.2 CETs make all decisions to promote the best education and well-being of the students.

4.3 CETs will demonstrate a positive and professional demeanor at all times while fulfilling job requirements. CETs must:

- a) Be understanding, sensitive, and supportive to students and their families and caregivers.
- b) Be open and forthright with individuals involved in CE.
- c) Be open and receptive to feedback from individuals involved in CE.

d) Look for opportunities for continuing professional development, including, but not limited to, self-improvement based on research and literature, and participating in formal and informal continuing education courses.

4.4 CETs will work according to the center's policies and regulations while delivering CE programming.

4.5 CETs must honor all contracts until fulfilled, released, or dissolved to the mutual agreement of all parties.

4.6 CETs accept responsibility and accountability for their own actions and behaviors.

4.7 CETs are committed to serving others above self. For further information please refer to the NACA's Code of Ethics.

5. Discipline

Discipline is a process designed to help students develop respect for themselves and others. A successful discipline process occurs only in a nurturing and supportive manner. To promote a student's positive social and emotional growth, the discipline process must be fair and consistent. It should include clear and appropriate expectations for all students, and recognize the wide range of developmental abilities of students as well as the differences in behavioral expectations between home and school. This type of discipline is appropriate for all age groups and levels of development.

The following are suggested developmentally-appropriate discipline practices:

5.1 Prevention

Planning for successful environment includes.

- a) Creating a safe and nurturing environment.
- b) Developing honest and sincere connections with students.
- c) Establishing a consistent daily routine.
- d) Providing choices whenever it is possible.
- e) Keeping expectations for behavior developmentally appropriate.
- f) Setting reasonable and consistent limits.
- g) Modeling effective conflict resolution strategies.
- h) Consistently observing and evaluating the classroom environment and daily routines.
- i) Addressing each situation with a forward looking and positive attitude

5.2 Appropriate Interventions

Occasionally, misbehaviors occur that will necessitate appropriate intervention. Since the goal of discipline is to promote social and emotional growth, CETs must work to assist students in finding effective strategies. All interventions must be culturally sensitive, fair, and consistent and must match the behavior being addressed. There is a difference between interventions required for the occasional misbehavior and those necessary for chronic misbehaviors. For chronic misbehaviors, a functional behavior assessment and behavior intervention plan may be

necessary. There is no one solution to any behavior problem. Individual children may respond differently to various interventions. Often, the behavior and intervention may occur numerous times before an improvement is noticeable. CETs must be willing to objectively evaluate their prevention and/or intervention strategies and be willing to try a different approach if those implemented have not been successful by using these strategies or a combination of these strategies:

- a) Discussion
- b) Giving choices
- c) Ignoring the behavior
- d) Modeling
- e) Moving student to a safe place, one that is quiet and less stimulating
- f) Brief respite
- g) Maintain a behavior log book when appropriate to help determine when and why behavior occurs and track strategies

5.3 Interventions to avoid

Unless absolutely necessary, these interventions should be avoided.

- a) Isolation
- b) Physical restraint
- c) Verbal punishment
- d) Deprivation
- e) Removal from room
- f) Suspension

6. Discontinuation of Services

6.1 When CE no longer meets the needs of the individual.

6.2 When behavior and health concerns affect the student's ability to participate in CE.

6.3 If Service Agreement is compromised.

The CET and the center should advise/assist the caregivers/parents for alternative programming options. Also see Code of Ethics 5-a.

7. Dress Code

CETs should dress in a professional manner that suits their in-work role, including appropriate attire that allows them to move freely while being comfortable unless the organization or governing body determines differently. Students should wear comfortable, appropriate clothing during task series.

No outdoor shoes are permitted in the classroom unless necessary.

8. Premises and accommodation

a) Center Premises

BASIC PRACTICE	BEST PRACTICE
<ul style="list-style-type: none"> ● Classroom with necessary equipment ● Bathroom ● Storage ● Insurance 	<ul style="list-style-type: none"> ● Fully wheelchair accessible building ● Spacious classroom with necessary equipment ● Spacious, accessible bathroom ● Garden ● Kitchen ● Office ● Staff room ● Reception ● Sick room ● Storage ● Insurance

Below are examples of Best Practice:

- 1) Classroom (ideally 5 square meter/student or larger). Floors are vinyl or smooth with no pattern. Observation windows, easily accessible first aid kit, and injury report forms. Furniture and equipment: plinths, ladder-back chairs, stools, footrests, full length mirrors, grasp bars, wall-bars, parallel bars, rope for walking, carpet/mats, footprints, sticks, rings, and boards (dry erase/blackboard/felt).
- 2) Bathroom: spacious, sufficient access to the toilet, as well as the sink. Multiple proportioned toilet seats, access to a sage bath, area to clean potties, medicine cabinet with lock, garbage can.
- 3) Access to an outside space such as a garden.
- 4) Kitchen: cleaning supply cabinet with lock, microwave, and dishes, including two handled cups, regular cups, thick-handled utensils, regular utensils, plates with rim, etc.
- 5) Offices: separate entrance from the classroom; bulletin board, personal administrative areas including: desks, filing cabinet; shelves.
- 6) Staff room and Bathrooms: space for staff breaks with chairs and tables.
- 7) Reception: a waiting area at the front of the building, could have bulletin board with information for students/ participants.
- 8) Sick Room: with a bed and medical supplies.
- 9) Storage: a significant area within the building for extra equipment, etc.
- 10) Insurance: insurance for the practice of CE is vital; CET should consult with employer/insurance professional.

b) Home/Learning Environment

When CE services occur outside a center, general liability insurance is necessary

9. Health and Safety

a) First aid. See ACENA Program Operation page 13.

b) School trips, program outings

When planning field trips or any other activities outside of the Center's premises, caregivers must be informed ahead of time. The information must detail the type of activity, location, transportation, timeframe and cost (if any).

The staff must have written permission and consent from caregivers for the child to participate in the planned outing and activity.

The center must plan with adequate student to staff/volunteer ratio to maintain safety of students and staff at all times.

Transportation must be provided either by the center's own vehicle, public transportation or parent/caregiver transportation. The method of transportation must be approved by the caregivers ahead of time, and consent must be given to the center.

Staff must maintain emergency contact list and attendance during the entire trip. Center's administration is responsible for any legalities, such as insurance coverage.

c) Food (g-tube, preparation). For general food preparation and serving guidelines see ACENA Program Operation page 16.

G-tube Precautions: When coming in contact with bodily fluids, Universal Precautions applied at all times according CDC guidelines.

The center meets province/state requirements to administer nutrition via feeding tubes.

The center's staff is fully trained to administer nutrients via different feeding tubes.

Emergency G-tube kit is on site for each individual at all times.

Staff members are expected to identify and address actual or potential complications related to the feeding tube or tube feeding and to notify and involve caregiver/medical staff in evaluating and managing complications and risk factors.

d) Fire. See ACENA Program Operation page 6.

e) Programs at different facilities e.g. overnight camps

See point b). In addition, the facility must meet all health and safety requirements for CE, or other educational facilities.

f) Self-care.

- Individuals are encouraged to fully participate in all self-care related activities to their best abilities.
- During all self-care activities Universal Health Precautions must be met (barrier against body fluids and sanitising all surfaces).
- Depending on provincial/state regulations, the center may be required to provide separate bathrooms for male/female students and staff/visitors.
- The students' bathroom must be equipped with appropriate equipment for safety and comfort of students and staff.
- Female students should be accompanied by female staff and male students should be accompanied by male staff whenever possible.
- Students and staff must wash/sanitize their hands each time after using the bathroom.

10. Organization and School Management

Refer to ACENA Programs Operation Manual.

This document is intellectual properties of NACA and any changes must be approved by the organization.