Staff Handbook: Oakville and Milton

# Overview

## History

The Family Place was the brain child of a group of people in the early 1980s that saw a need for extended services for children and their families in the Milton area. The group worked with the community and especially the Children’s Aid Society in creating the plans for a child care centre focusing on infants and toddlers, as well as servicing high risk families who were in need of support with their parenting skills. In 1982, a centre for 10 Infants, 15 Toddlers and 16 Preschoolers, was opened in an empty wing of the Regional Senior’s Home in Milton, now known as Allendale. 10 of the 41 spots were reserved for children of high risk families that might have otherwise been sent to foster homes. While the children gained developmental strengths in the program at the centre, their parents participated in a Parenting Program that involved them in both counselling and actual observing in their child’s classroom. It was a tremendous success and blended with an Intergenerational Program with the seniors, created a program that won the Margaret Fletcher Award in 1983 for outstanding innovation in child care.

Over the years, funding sources have changed and the involvement with the Children’s Aid Society has changed. The centre’s Parenting Program became part of the Children’s Assessment and Treatment Centre (CATC), providing community-wide family support. Allendale was redeveloped and the child care centre found a new home in 1991, at Bishop Reding High School in Milton. In 1995, with a desire to expand, The Family Place opened a second centre in Heritage Glen Public School in Oakville. This provided an opportunity to expand our program to older children in a school-based setting where the emphasis would be on creating a virtually seamless day between child care and the school. Again, we have been over-whelmed with our acceptance and learned so much from creative school-age staff and elementary teachers.

Having two centres about 20 kilometres apart, is a challenge for any organization, but we feel we have overcome many hurdles and work very hard to see ourselves as a team in two rather different settings.

## Board Organization – See Board of Directors Page on Website

## Organizational Structure

Two Centres make up the organization. The centre in Milton located in Bishop Reding High School takes children 10 months to 4 years of age; the centre in Oakville located at Heritage Glen Public School, takes children 18 months to 10 years of age. The Family Place operates as a non-profit organization which means it is run by a group of citizens instead of a private owner. This group are known as the Board of Directors and volunteers as the management body of the organization. They are voted in by other Board members and represent parents and community members in equal numbers. Staff is welcome to attend Board meetings, but as employees, have no vote. The Executive Director answers directly to the Board. Staff concerns may be expressed through the Executive Director to the Board.



**Philosophy, Mission Statement and Program Statement**

**Philosophy**

The Family Place is a non-profit organization, run by a Board of Directors. It consists of two child care centres; one based in Bishop Reding High School in Milton and the second in Heritage Glen Public School in Oakville.

**Mission Statement**

“Committed to the provision of childcare for children, from infancy through to ten years of age, in a supportive, child-centred environment, where discovery and challenge lead to learning and well-being.”

**Program Statement**

The Family Place provides high quality child care in an enriched atmosphere. We welcome all families who would like to share their children with our trained staff. With openness to culture, race, religion and abilities, we ensure that all children and their families are treated with respect and dignity. We believe that children bring their own unique talents to our classrooms as competent, capable and curious individuals. As educators, we provide a positive learning environment which enhances children's experiences and encourages exploration within the world around them. We offer a place where our children, their families, our staff, and our community partners feel a sense of belonging. The staff of The Family Place believes that children benefit when we work hand in hand with families and collaborate with community partners to support their growth and development.

**Emergent Curriculum**

Our programs are current with the Ministry of Education's *Child Care Early Years Act*. Our staff is trained in the new pedagogy: *How Learning Happens, Ontario Early Learning Framework, Think Feel Act* and *Early Learning for Every Child Today (ELECT,* *http://www.edu.gov.on.ca/childcare/)*. Emergent Curriculum is responsive to children's interests by enabling them to engage in meaningful exploration in their surroundings. By taking the child's lead, the staff and children build an interactive space which enhances their imagination and creativity. The teachers engage the children during play, listening, responding and encouraging dialogue to expand their play. We take their cues and enhance the classroom activities, allowing the children to build onto their own knowledge.

**The Role of the Teacher**

Our teachers believe in the importance of reflective practices. They reflect on their experiences with the children to build a continuous learning forum that enhances both the child’s and the educator’s own development. It is our belief that children are competent thinkers and learners. Each child is thought of as an individual, giving them the opportunities to grow and develop at their own pace. Children respond when they are heard and when activities reflect their own interests. We acknowledge that children's actions and ideas are key to their growth. Through the use of open-ended questions and meaningful conversations, we dig deeper into what children are thinking in order to expand their learning opportunities.

Our teachers observe the children throughout their day. The teachers talk with children, listening and expanding on the children’s interests. The teachers then build on these interests by incorporating activities into the classroom and in the playground. The children can move from area to area, freely taking activities with them to enhance and build on their play. The teachers engage in the children’s play, asking questions, encouraging language, inviting other children in to expand the play. They may introduce different activities to broaden the learning moments, gathering in large and small groups. These spontaneous moments are what lead the classroom to different learning moments.

Our educators follow pedagogical documentation, whereby they make daily observations, then use this information to build onto the existing activities, to enhance their learning process. Our educators document this information on their white boards through anecdotes and pictures. The white boards are located in each classroom. Each day, the teachers add to the boards the children’s statements, their work, and pictures of the children engaged in activities. This documentation is not only for teachers to review, and then expand on the learning moments, but for the children to visualize their progress. Parents are encouraged to take a moment each day and look at the progress their child and their peers are making. This can start a conversation about child development.

The interest on the board can last a week, or up to a month, all depending on the interest of the children and how far the classroom wants to go. The teachers take pictures of their boards and file them in a binder for future use. The teachers may look back on some ideas they have used before or review with the children what they have talked about previously with visual cues.

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The Supervisors support the classrooms daily by visiting each classroom, listening to the teacher/child interactions and ensuring the interests are being explored and expanded. Each classroom has a designated monthly date and time to meet with the Supervisor to go over any concerns or challenges within the classroom. This enables the teachers to have time to brainstorm without interruption. Strategies are discussed, and the Supervisor follows through during daily visits to the classrooms.

As educators, we reflect on child development theories with co-workers and professionals in our field to support and enhance the growth of each child at The Family Place. Our belief is that children learn through trial and error. Our teachers can best support the child through conversation, positive redirection and follow through. We look at the child’s ability to process information, adapting to the strengths and needs of the child. We support the child's ability to self-regulate by allowing them the time to process their actions, reactions and to move beyond the situation. Our educators participate throughout the process to ensure all parties feel heard and a solution is acceptable to all parties. We believe children are more apt to retain information when they are part of the process, a skill for lifelong learning.

**Professional Development**

The Family Place is a member of the highest level of Halton Region's Quality First, an early learning initiative. We are committed to high quality in our programs and in our teacher/child interactions. The commitment of our long-term staff shows their passion in the child care field. Most of our educators are registered with the College of Early Childhood Educators, while other educators bring a wealth of knowledge in this field. To maintain our high standards, The Family Place requires its educators to update their professional development yearly through workshops, conferences and webinars.

We have many opportunities for professional and personal development through Halton Region. Staff are able to share their experiences during staff meetings, allowing all our educators the ability to enhance their development. We hold monthly staff meetings at each centre and every three months we hold joint staff meetings, where both centres come together to have a professional development evening from a speaker or visit the other’s centre for ideas and dialogue surrounding Emergent Curriculum, Loose Parts and the ELECT documentation. We invite other centres to join in this sharing evening. This allows the building of partnerships, engaging in information sharing and allowing for the enhancement of our profession.

**Behaviour Guidance**

Behaviour guidance is a technique of using positive strategies that enhances a sense of belonging and well-being for children in our care. Once a child enters our program, we need to build caring, respectful relationships with them. We need to look at each situation from the child’s perspective. Behaviour guidance is an ongoing process.

**Environment** - Are there enough activities for all children, is there enough space for the children to freely play and interact with each other.

**Transitions** - Give children notice prior to any transitions, work with small groups during transitions which gives children more time with a teacher.

**Positive Social Interactions** – Role model positive interactions with children, families and staff.

**Self-regulation** – Offer children time to absorb their surroundings, acknowledge their feelings, offer fidget toys and quiet areas for children to relax. Look at the child’s emotional state, are their outside sources affecting their emotional state.

**Look at our own judgements –** Are we emotionally open, do we support in the classroom from peers, are we free from judgement, be patient with ourselves.

**BEHAIVOUR GUIDANCE IS**:

- Related to the nature of the behaviour

- Appropriate to the developmental level of the child

-Used in a positive and consistent manner

-Aimed at separating the behaviour from the child (the deed from the doer)

- Designed to assist the child in learning appropriate behaviour and self-regulation

- Discussed with parents if a difficult situation arises or is ongoing with a child

Procedure

**-** Approach quickly and calmly to stop hurtful or unsafe behaviour right away,

- Acknowledge each child’s feelings,

- Gather information from each child involved,

- Identify and state the problem to the children,

- Brainstorm solutions with the children,

- Allow the children to develop a solution and use it, if the child is having difficulty coming up with a solution, give them choices

- Follow through, facilitate the interaction with the children if need be

**Prohibited Practices**

**THE CHILD CARE EARLY YEARS ACT STATES THAT NO OPERATOR SHALL PERMIT:**

1. Corporal punishment of the child;
2. Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
3. Locking the exits of the child care centre premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee’s emergency management policies and procedures;
4. Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
5. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
6. Inflicting any bodily harm on children including making children eat or drink against their will.

Our staff are expected to comply with the program's stated policies and procedures and the requirements of the CCEYA with respect to behaviour management.

**Dangerous or Disruptive Behaviours**

In the case where behaviour is out of control on a consistent and regular basis, the staff, in conjunction with the Supervisor and/or Executive Director, will meet with the parents. With input from both sides, a behaviour plan will be outlined that will identify the areas of concern and map out strategies to be implemented both at home and at the centre. Where the child is in the school-age program, a contract may be signed with the child.

In severe cases where dangerous or disruptive behaviours continue, the child may be asked to leave child care. This decision will be made by the Executive Director, only after a behaviour plan has been given a reasonable try.

Children attending The Family Place in Oakville are expected to adhere to the Code of Student Behaviour adopted at Heritage Glen Public School since the child care centre is located in and participates with the elementary school.

Code of Student Behaviour (Heritage Glen) - http://hgp.hdsb.ca/behaviour

**Workplace Violence and Harassment and Sexual Harassment and Violence**

The Family Place (FP) is committed to providing a safe, healthy and supportive working environment for all by treating our employees and clients with dignity, respect, fairness and sensitivity. FP is also committed to the principles set out in Bill 168, Bill 132 and in the Ontario Human Rights Code that every employee has a right to freedom from violence, sexual violence, harassment and sexual harassment in the workplace. Each employee must equally assume responsibilities in achieving this result. The management of FP will make every reasonable effort to identify potential sources of violence and harassment and to eliminate or minimize these risks through our Workplace Violence and Harassment Prevention Policy and Procedures.

**Health and Safety**

The Family Place meets or exceeds all health and safety requirements of the Ministry of Education and Halton Region. The Family Place promotes health and safety through our policies and procedures, which are approved by our Board of Directors. All staff are required to read and follow all policies and procedures. They are reviewed during the staff's annual evaluations. All policies and procedures can be found on our website.

All staff are trained in Standard First Aid and CPR/AED. Staff recertify in CPR/AED every year, and in Standard First Aid and CPR/AED every three years. Staff, volunteers, and students over 18 must have a recent Police Vulnerable Sector Check (PVSC) prior to employment at The Family Place. All staff presents an original copy of their PVSC prior to working at The Family Place. On the anniversary of this PVSC, all staff will sign a Declaration of Offence each year for four years and on the fifth year; they are required to produce a new PVSC. Staff cannot work or volunteer at The Family Place without a current PVSC.

**Nutrition**

The Family Place realizes that children in child care receive a large portion of their daily nutrition away from home. In order to ensure that your children receive the nutrition they need while at our centres, we follow the recommendations set out in Health Canada’s *Eating Well with Canada's Food Guide* and *Nutrition for Health Term Infants*. Food for Tots supplies our children with nutritious hot lunches, approved by a registered dietician. Our floater staff purchases and prepares nutritious snacks daily, ensuring that two food groups are served at each sitting. Children are supervised at all mealtimes for safety and to encourage positive mealtime practices. No foods are to be brought into the centres by parents without prior approval from Supervisors. An ingredient list must be provided.

**Anaphylaxis**

* Some of our children and staff are allergic to certain foods, medicines, insects and latex. When they come in contact with these things, they have a severe allergic reaction. When a family comes to us acknowledging their child is anaphylactic to a certain substance or thing, we take it very seriously.
* We meet with the parent, asking them to outline:
* -the child’s allergens,
* -if they have had a reaction and if so the symptoms
* -type of epi-pen

This is documented on our Emergency Anaphylaxis Plan form. This form is then posted in the child’s classroom, kitchen, and any serving area. A copy is kept in the emergency contact classroom binder, to ensure this form is with them at all times. All staff, volunteers and students review this form familiarizing themselves with the child, their allergens and symptoms. This form is reviewed by the parents annually, prior to the expiry date of the epi-pen. Staff, students and volunteers must review the form and then sign the back of the form annually. See Anaphylaxis Policy PR27 for Anaphylaxis Emergency Plan form.

**Allergies**

Allergy lists contain the child’s name and food allergy or food restriction. The allergy lists are posted in the kitchen, serving area, all playroom or play areas, and attached to the emergency contact classroom binder, to ensure this form is with them at all times.

Staff are asked to review these allergy lists daily prior to meal time. When groceries are brought into the centre an orange “OK” sticker is adhered to the food to ensure that they have been reviewed for nuts and any other major allergy restrictions within the centre.

**Play**

Play shapes a child’s growth and development. Play is spontaneous, allowing children to lead the play on their own terms, making their own choices. Play allows children to use their imagination and build onto their own knowledge. They build their social skills, learning from their peers, through reasoning and problem solving. Teachers invite the children into play, through gestures and activities. This broadens their knowledge to support their growth and development.

Opportunities for play are found inside and outside the classroom. Our indoor classrooms are set up for free-flowing exploration. Our outdoor areas are set up for children to explore the nature around them. Weather depending, children at our centres have opportunities to engage in outdoor play for two hours per day. This is typically split between the morning and afternoon. This balance allows the children to experience fresh air twice a day.  Infants, toddlers and preschoolers require a daily quiet/rest time to be able to rejuvenate and reflect on their experiences during their busy day. Indoor and outdoor areas are arranged to the best of our ability so that all children can move freely and make choices based on their abilities, interests and needs.

**Community Members**

The Family Place believes that being part of our family’s community supports everyone’s well-being and engagement. As both our centres, are located in schools, are number one community partners are the teachers, custodians, students and principals at Bishop Reding and Heritage Glen. Both Kelly and Wendy have built a strong connection with the schools over the years, allowing The Family Place to feel a part of their community. Our children observe the older children throughout their comings and goings to and from the school, showing our children the enjoyment of attending school, and the interactions with their friends. Our children are invited to different performances throughout the year within the schools, and our children play in the large gyms when the weather is not co-operating. These trips allow our children to get out of the centre and see a different world around them.

We also invite community members into the centre to showcase their talents to broaden our children’s learning opportunities. We have had the local librarian visit the Milton centre for our Literacy week. She read books to the children and handed out library cards to parents encouraging literacy at home. The Oakville centre invites special guests that showcase their animals and their creative side.

MPP Indira Naidoo-Harris has visited the Milton centre several times, making Provincial announcements regarding child care. Her son used to attend the Milton cent

**Volunteers and Students**

The Family Place recognizes the value of having parent volunteers, co-op students and students in ECE placements. However, we also recognize the necessity of providing a safe environment for our children.

Volunteers and students are not permitted to have unsupervised access to the children. The volunteers and students will be supervised by a designated employee at all times. They are not permitted to be left alone with any child. Volunteers, students and agency staff who may be working in the classroom, are not to be counted in the adult:child ratios.

Volunteers and students will have an orientation with the Supervisor and their designated staff member prior to their start date. They will go over all the policies and procedures and must sign off that they will abide by them at all times. We believe that if a volunteer or student is interested in becoming a part of The Family Place, they should be immersed in the daily routines of the programs. **Volunteers and co-op students are not permitted to partake in any bathroom or diapering routines.** ECE students are permitted as this is part of their learning process from their College or University; again they will never be left alone with any child.

**Parents**

We consider ourselves very fortunate to be able to be a part of your family’s lives. We believe that families are the experts on their children. We look towards a partnership, working together to enhance their child’s growth and development during the most important years in his or her life. To do this, we require daily open communication, as we can best support our little ones if we are apprised of any changes in the household. We encourage all families to communicate with our staff daily regarding their children's health by recording any concerns in the log book outside each classroom. Parents are encouraged to come into the classroom at drop-off and pick-up times to get a better sense of their child’s classroom. Our teachers are available to have a chat, show them the documentation and talk about general information regarding the classroom and centre. If a more in depth conversation is required, parents are asked to make an appointment with the office, so as to set-up a time to discuss any issues in a more private manner. This allows our staff the ability to support each child’s emotional and physical needs. We believe this partnership supports the whole child.

We connect with families through several planned family events held at the centres throughout the year. The Supervisors share their quarterly Newsletter through email, which gives parents updates of our programming and events within the centre. We post important notices of upcoming events, PD days and community information for parents on the Parent Board, located in the front hallways of both centres. Our website is updated by a volunteer from the Board as pertinent information for both centres is identified.

We have an open-door policy, where parents are encouraged to talk to their classroom teachers and offer feedback to the centre Supervisor and Executive Director. We have a wealth of knowledge in child development along with connections to our local community partners: Heritage Glen Public School, Bishop Reding Catholic Secondary School, Halton Region, THRC, and Quality First. Students who are enrolled in the Early Childhood Educators program at several local colleges do their placements at each centre, enabling them to gain hands-on experience in the field. This benefits the centres by bringing in new ideas, and also allows the centres to assess potential employees.

The policies and procedures that govern our programs can be found on our website. Our times of operation and an outline of our programs are listed in our Parent Handbook, which is also found on our website. When a policy is edited or added to the website, parents will be notified via email to ensure they are kept up to date on our policies and procedures.

Our staff respects and values input from parents, whom we encourage to be part of the decision-making process for their child. The Family Place supports families by consulting with all professionals who are involved with them and their child. We believe in a team effort to support the entire family.

**Program Statement Implementation Policy**

The Program Statement Implementation Policy requires that all persons who work directly with our children at The Family Place are aware of our expectations. Our Program Statement is the heart of our work with our children, their families and the community. Staff were involved in the process of creating our Program Statement. They in turn live the policies, procedures and goals set out in the statement. We took their daily responsibilities, goals and approaches into account to build this living document.

It is our expectation that all our staff, volunteers and students will follow our Program Statement. During the onboarding process of new employees and outside agencies, the Supervisor sits with the individual, reviewing our Program Statement. The employee is placed with a mentor within their classroom, where they can ask questions regarding the Program Statement. At the end of the three month probation period, the Supervisor evaluates the employee’s performance and reviews the findings to the employee. Strategies and goals are set to support the performance of the individual.

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We have many opportunities for professional and personal development through Halton Region. Staff are able to share their experiences during staff meetings, allowing all our educators the ability to enhance their development. We hold monthly staff meetings at each centre and every three months we hold joint staff meetings, where both centres come together to have a professional development evening from a guest speaker or visit the other centre for ideas and dialogue surrounding Emergent Curriculum, Loose Parts and the ELECT documentation. We invite other centres to join in this evening. This allows the building of partnerships, engaging in information sharing and allowing for the enhancement of our profession.

The Family Place will ensure that the Program Statement Implementation Policy is carried out and kept current at each centre. All staff, volunteers, students and outside agencies working with our children will be required to read the policies and procedures prior to commencing work/educational placement, and thereafter, annually and whenever there is a change in the policy. This policy will be included as part of the procedure for the Implementation and Review of policies, procedures and individualized plans. Whenever the Program Statement is edited, our families will be notified of the change by email.

**Behaviour Guidance**

Behaviour guidance is a technique of using positive strategies that enhances a sense of belonging and wellbeing for children in our care. Once a child enters our program, we need to build caring, respectful relationships with them. We need to look at each situation from the child’s perspective. Behaviour guidance is an ongoing process.

**Environment** - Are there enough activities for all children, is there enough space for the children to freely play and interact with each other.

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**Look at our own judgements –** Are we emotionally open, do we receive support in the classroom from peers, are we free from judgement and patient with ourselves.

**Behaviour Guidance is**:

1. Related to the nature of the behaviour

2. Appropriate to the developmental level of the child

3. Used in a positive and consistent manner

4. Aimed at separating the behaviour from the child (the deed from the doer)

5. Designed to assist the child in learning appropriate behaviour and self-regulation

6. Discussed with parents if a difficult situation arises or is ongoing with a child

**Procedure**

* Approach quickly and calmly to stop hurtfull or unsafe behaviour right away,
* Acknowledge each child’s feelings,
* Gather information from each child involved,
* Identify and state the problem to the children,
* Brainstorm solutions with the children,
* Allow the children to develop a solution and use it, if the child is having difficulty coming up with a solution, give them choices
* Follow through, facilitate the interaction with the children if need be

**Behaviour Guidance Plan**

Before forming a **Behaviour Guidance Plan**, it is important to observe the situation and consider all the factors that might be affecting behaviours. Watch for triggers that might set off the behaviour.

*e.g. environment, age, developmental level, changes in routine*

**Remember your A,B,C’s ... antecedent - behaviour - consequence**

Once **observations** have been made, notes taken and discussed with the team, a **Behaviour Guidance Plan** will be used to set goals with on-going behaviours. This plan will lay out the **exact behaviour** in which the staff will focus on, the response to that behaviour and ongoing support to reach the goal. The focus behaviour must be identifiable, measurable and within the child’s scope to change. The expectations should be attainable so that success is possible. Teachers will plan several little changes over a period of time, gradually shaping the behaviour to expectations. Consequences need to be logical and related to the nature of the troublesome behaviour.

When a serious incident occurs at home or in the child care setting, it is necessary that certain steps are followed to assure the reporting and follow-up. An incident is an occurrence in the child’s life that affects his health, safety or well-being. An *INCIDENT REPORT* is required for any incident considered serious in nature by any member of staff.

**Steps to follow:**

1. Protect all the children from immediate harm.

2. Restore calm for the group while focusing on the individual involved. It is important for you to remain calm, providing the children with an atmosphere of security and confidence.

3. Call for assistance if needed. Perform first aid if necessary.

4. Return the program to its normal flow as soon as possible.

5. On an *INCIDENT REPORT* *(form BM 3*), document the occurrence and report immediately to the Supervisor or Executive Director, who will decide whether this incident qualifies as a Serious Occurrence and thus needs further reporting. (See Serious Occurrence Policy PR 3)

6. Make note in the Centre Communication Book, of an Incident Sheet that has been filled out for that child, using first name/last initial only.

7. If this incident involves suspected abuse, and staff do not feel comfortable with the level of reporting to authorities by the Supervisor or Executive Director, the staff member has the responsibility to report the abuse directly themselves to the authorities.

8. This *INCIDENT REPORT* will be shared with parents after it has been reviewed by the Supervisor and/or Executive Director. In some cases, where abuse is suspected, the authorities may advise the Supervisor/Executive Director to refrain from advising parents of the incident until after the Children’s Aid have contacted the parents.

**Problem Solving *in SACC(School Age Child Care)***

In the **SACC Program**, when a child is involved in continuous, disruptive behaviours and at least one Incident Report has been filed, then it is important to involve the child in the problem solving process. Using a ***Problem Solving*** form (form BM4), take the following steps :

1. Protect all the children from immediate harm.

2. Restore calm for the group while focusing on the individual involved. It is important for you to remain calm, providing the children with an atmosphere of security and confidence.

3. Call for assistance if needed.

4. Return the program to its normal flow as soon as possible.

5. Take the child aside so that you can speak privately to them.

6. Express your understanding of the problems and the circumstances around it. Have the child express their side of the issues. Ensure that the child understands the behavioral expectations.

7. Have them fill out the ***Problem Solving*** form in a quiet location and discuss what they have decided and your expectations.

8. Sign the form and give to the Supervisor, who will read it and sign.

9. A copy will then be given to the parent.

10. Ensure that you follow-up with positive guidance for the expected behaviours and note any problems. If the problem continues a parent conference may be necessary.

**Violent Behaviour****in SACC**

In the **SACC Program**, when a child is involved in an intentional act that harms another person, the following steps will be taken:

1. Protect all the children from immediate harm.

2. Restore calm for the group while focusing on the individual involved. It is important for you to remain calm, providing the children with an atmosphere of security and confidence.

3. Call for assistance. Apply First Aid if required.

4. Return the program to its normal flow as soon as possible.

5. Remove the child who was violent, to the centre office. Stay with the child and remain positive but firm, reinforcing that this behaviour is not acceptable.

6. Contact the Supervisor, who shall contact the Executive Director.

7. The Executive Director, or the Supervisor if the Executive Director is not readily available, will contact the parent. The parent will be informed of the incident and asked to pick up their child immediately from care.

8. The child may return to child care the following day with the understanding that a repeat of this behaviour could result in child care being suspended.

9. If third party intervention is required (doctor, nurse, paramedic, police) this incident is considered a Serious Occurrence and will require reporting to the Ministry.

10. Regardless of the severity, the incident must be fully documented, using the Incident Report (Form - BG3).

11. Ensure that you follow-up with positive guidance for the expected behaviours and note any problems, within the entire group.

**Prohibited Practices**

THE CHILD CARE EARLY YEARS ACT STATES THAT NO OPERATOR SHALL PERMIT:

1. Corporal punishment of the child;
2. Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
3. Locking the exits of the child care centre premises for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of the licensee’s emergency management policies and procedures;
4. Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
5. Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
6. Inflicting any bodily harm on children including making children eat or drink against their will.

**Non-compliance for Prohibited Practices**

Failure to comply will result in a verbal warning initially from the Supervisor or the Executive Director. This will be followed, if necessary, by a written warning from the Executive Director with a copy forwarded to the Board President. The final step of dismissal will be determined by the Executive Director in conjunction with the Board President. Documentation of all steps will be kept in the staff’s file. Depending on the severity of an incident, the Executive Director may proceed directly to the final step, without the intervening steps.

Disciplinary measures will be considered by the Supervisor and Executive Director, using the following criteria:

- seriousness of the offence

- actual or potential risk or harm to the child

- past performance of the employee in general

- present performance

- frequency of the occurrence

- previous disciplinary action taken

One or all of the above steps may be taken for any single incident based on the above criteria.

**Non-compliance of the Program Statement**

The Supervisors have a daily presence in each classroom. They are aware of the teacher’s abilities, and observe compliance of all the policies, procedures, individualized plans and/or Program Statement at The Family Place. If the Supervisor or Executive Director sees anyone not abiding by the policies, procedures, individualized plans and/or Program Statement:

1. **First Incident** -The Supervisor would address the non-compliance immediately, supporting the person through the correction by reviewing the document and discussing the area of concern.

2. **Second Incident**- The Supervisor will meet with the person, reviewing the correct steps, and setting out a plan that the individual will need to follow. This meeting would be documented in the person’s file using the Staff Incident report (written documentation).

3. **Third Incident** - The Supervisor will advise the person that they are required to attend a workshop to support their learning (if applicable) and/or they will be paired up with a mentor to support their ongoing plan of action. A meeting will be set with the individual either daily or weekly to review their progress up to one month.

4. **Final Incident** - If the individual does not show signs of significant improvement or does not co-operate with the support given to them during this process, they could face termination of employment. The final step of dismissal will be determined by the Executive Director in conjunction with the Board President. Documentation of all steps will be kept in the staff’s file. Depending on the severity of an incident, the Executive Director may proceed directly to the final step, without the intervening steps.

Annually, the Supervisors evaluate the staff on their performance: Areas of Attendance, Trainings, Program Development, Relationships, Supervision, Health and Safety, Leadership, Contribution to the Organization and Administration. These topics cover the regulated policies, procedures and individualized plans. Strengths and needs are discussed and then goals and strategies are set by the Supervisor and the staff member. A timeline is noted and a meeting is set to discuss the progress.

The Executive Director monitor’s and records the Behaviour Guidance practices, annually. The Executive Director reviews the findings, discusses their strengths and needs and set goals accordingly. These goals become part of their annual review.

**Implementation and Review of Policies, Procedures and Individualized Plans**

The Family Place will ensure that all policies and procedures are implemented and kept current at each centre. All staff, volunteers, students and outside agencies working with our children will be required to read the policies and procedures prior to commencing work/educational placement, and thereafter, annually and whenever there is a change in any policy and procedure.

At the Family Place, we believe that any person working with our children should be implementing all our policies, procedures and individualized plans daily.

The Board of Directors review and approve all policies prior to being uploaded onto our website. The Executive Director creates, edits or reviews the policies along with the Supervisor’s input. Four policies are placed on the agenda for our monthly Board of Directors meetings, where a discussion of the content is reviewed. A copy of the approved policies is placed in the office, along with the Policy Sign-Off form which lists the specific policies approved. The staff are instructed to read the policies, and sign that they will abide by the policies. The Policy Sign-Off form is then kept in the Policy binder in the centre, along with the updated policies. Parent will be informed of the edited or new policy through email.

Annually, staff are given an opportunity to critique the policies and procedures prior to an organization wide Policy staff meeting. At the meeting, each policy and procedure is displayed, where staff can voice their opinions. The Supervisors and Executive Director will discuss the changes and will decide if they are applicable. If there are no changes, the staff and supply staff will sign off on the Policy Sign-Off form during that meeting. If there are significant changes, the Executive Director will forward the changes to the Board President. The changes will be reviewed at the next Board meeting. The edited policies and procedures will be placed in the office for the staff to reread and sign off on again.

Annually, The Board of Directors will be instructed to read all the policies and procedures and sign the Policy Sign-Off form. This too will be placed in the Milton Policy binder.

**Individualized Plans**

**Anaphylaxis and Medical Plan:**

Each individual Anaphylaxis and Medical plan will be reviewed by the Centre Supervisor with staff, volunteers and students, as to the parents’ specific instructions and the centre’s plan.  The staff, volunteers and students will sign the back of the original plan prior to commencing work/educational placement, and thereafter, annually and whenever there is a change.

The original plan is kept in the office, where a copy is posted in the child’s classroom, kitchen, serving area, and a copy is kept in the emergency contact classroom binder, to ensure this form is with the child at all times.

All staff, volunteers and students review this form familiarizing themselves with the child, their allergens and symptoms. The form is reviewed by the parents annually, prior to the expiry date of the epi-pen.

**Individual Program Plan:**

Each child’s Individual Program Plan is prepared by the Resource Consultant. All staff, volunteers and students are to review and sign off on the Program Plan, annually and whenever there are changes. The sign-off sheet will be placed Individual Program Plan binder.

**Compliance and contraventions**

The Supervisors have a daily presence in each of the classrooms. They are aware of the teacher’s abilities, and observe compliance of all the policies, procedures, individual plans and/or Program Statement at The Family Place. If the Supervisor or Executive Director sees anyone not abiding by the policies, procedures, individualized plans and/or Program Statement:

1. **First Incident** -The Supervisor would address the noncompliance immediately, supporting the person through the correction by reviewing the document and discussing the area of concern.

2. **Second Incident** - The Supervisor will meet with the person, reviewing the correct steps, and setting out a plan that the individual will need to follow. This meeting would be documented in the person’s file using the Staff Incident report (written documentation).

3. **Third Incident** - The Supervisor will advise the person that they are required to attend a workshop to support their learning (if applicable) and/or they will be paired up with a mentor to support their ongoing plan of action. A meeting will be set with the individual either daily or weekly to review their progress up to one month.

4. **Final Incident** - If the individual does not show signs of significant improvement or does not co-operate with the support given to them during this process, they could face termination of employment. The final step of dismissal will be determined by the Executive Director in conjunction with the Board President. Documentation of all steps will be kept in the staff’s file. Depending on the severity of an incident, the Executive Director may proceed directly to the final step, without the intervening steps.

Annually, the Supervisors evaluate the staff on their performance: Areas of Attendance, Trainings, Program Development, Relationships, Supervision, Health and Safety, Leadership, Contribution to the Organization and Administration. These topics cover the regulated policies, procedures and individualized plans. Strengths and needs are discussed and then goals and strategies are set by the Supervisor and the staff member. A timeline is noted and a meeting is set to discuss the progress.

**Board of Directors**

The Board of Directors is a group of individuals, who represent the community interests in the programs at the centres. Anyone may seek nomination to the Board. Parents are encouraged to be active on the Board or on one of the committees acting on behalf of the Board.

The board meets every month, taking a break over the summer. Meetings are held alternately at the Milton or Oakville centres. Generally, the meetings last about two hours. Please contact the Director or your centre Supervisor if you wish to have a Board Orientation Package or to attend a meeting. These meetings will give parents a more in depth look at governance and operations of the centres.

The Annual General Meeting is held every May. Ballots are emailed to parents, where parents can nominate the individuals in the positions of President, Vice President, Secretary, and Treasurer.

**Inclusion PR26**

**Access**

The Family Place strongly believes that every child is an individual and is unique. We work diligently to ensure we offer an inclusive environment where children of all abilities are treated with respect and dignity. All children have equal access to and participate in our meaningful programs. All children's abilities are considered so each child can develop to their fullest potential.

All families interested in enrolling their children at The Family Place are treated in a fair and equitable manner. Parents have the same access to hours and days attendance that other families have access too, along as the child’s health and safety is taken into consideration first.

We make changes to our daily program to meet the needs of children in our care. Depending on the support required, strategies and adaptations are incorporated into the daily program, along with support staff from outside agencies.

**Participation**

The environment is assessed for optimal development and learning for all children, ensuring all capabilities and support needs are embedded into the program. The teachers adapt the environment and routines as necessary to meet the needs of all the children within the classroom. Indoor and outdoor areas are arranged to allow all children to move freely and make choices based on their abilities, interests and needs. Our programming provides opportunities for all children to participate in a balance of social free play and group experiences.

We provide developmentally appropriate experiences to support each child's individual growth in all areas of their development. We encourage social interactions with all children, as this enhances development and fosters positive social attitudes. Our goal is to have every child feel a sense of belonging in the program, the centre and in their communities.

**Support**

The Family Place believes that parents play the biggest role in their child's development.  Staff respect and value input from parents and encourage them to be part of the decision making process, recognizing and acknowledging their child’s development and needs. Open communication and a team approach not only supports the child but the family as well.

The Family Place partners with families upon registration.  It is important that parents disclose at the time of registration if their child has specific needs and/or if other professionals are involved with their child. This starts the communication process.

Our trained and knowledgeable staff work collaboratively with parents, early intervention specialists and support staff from community partners. Goals are set with all parties, keeping in mind the parents’ priorities for their child and the health and safety of the child while at the centre.

Our staff are required to follow our inclusion practices. The policies are reviewed and signed by staff on an annual basis, to ensure they are refreshed on their responsibilities and commitment to inclusion.

Professional development is a key component of The Family Place.  We require all staff to complete at least 4 hours of Professional Development per year in current child development, research, theory and inclusion practices. Specialized workshops are presented in flexible practices and inclusive social play. We are committed to learning more about various challenges faced by our children and their families.

**Access**

1. All families must fill out a wait list form found on our website. Once a spot is open, the Supervisor will contact the parent on a first come first serve basis. Once a spot is available, the Supervisor will follow the Wait List Policy (PR34) and Admission Policy (PR04). All families are encouraged to tour our facility.  Time is set aside to answer any questions and concerns the parents may have.

2. Before the child's first day of care, the Supervisor and Executive Director will meet with the family. Parents will be asked to invite their existing supports and any new support staff will be invited. This is a time to determine the level of intervention required and the steps required for the child to have a successful transition.

**Participation**

1. At the initial meeting, the family will be assigned a Case Manager (e.g., Resource Consultant, Family Place Supervisor, Executive Director, or staff member).

2. The Case Worker Information form (IC 1) must be completed by any outside professionals working at the centre with a child and signed by the child’s parent and the Supervisor (copy attached). All visits must be pre-approved.

3. Police Vulnerable Sector Checks are required for all adults working with any child as per policy P12A.

4. At first, meetings will be held monthly with the Parents, Supervisor, Staff member and Case Worker to develop, and review the IPP.  This becomes an ongoing process. The timeline may vary from family to family and child to child.

**Support**

1. Staff are required to take 4 hours of Professional Development annually.  (P15 Staff Training and Development)

2. Staff are required to review all policies and procedures annually during a staff meeting, including the Inclusion Policy.  When a policy is edited during the year, the Executive Director will place a copy of the policy in the office, where each staff member must read then sign off that they have done so.

**Employment Paperwork**

Upon commencement of employment, the following paperwork will be required and kept in the employee’s file:

* Resume/Description of Qualifications
* Social Insurance Number
* Proof of current Police Vulnerable Sector Check
* Immunization Record
* Sign-Off Sheet for Policies
* Letter of Employment
* Current Standard First Aid & CPR/AED
* Confidentiality Policy
* Registered Early Childhood Educators membership
* AODA Training Certificate
* Health and Safety Awareness Training Certificate

These items will be updated on a regular basis, as required.

# Settling in...Oakville and Milton centres

**What to Wear: P35 Dress Code Policy**

Since your work requires you to be involved in many messy and busy activities, we encourage staff to wear comfortable and washable clothes, but it is necessary to always look professional. For safety reasons, shoes with closed heels and toes are best. Don’t forget you will be outside, so dress for the weather, both hot summer and cold winter.

## Parking

Oakville - Two parking spots in the lot by the centre are reserved for the late shift staff. Otherwise, staff may park in any spot in the lot. Please do not park along the curb as this is a bus pick-up area.

Milton – Parking is located between the portables and in front of the soccer field. Do not park in the busing area.

## Personal Belongings

Personal belongings may be left in the staff room in your personal cubby or kept in your classroom storage room. There is some room in the kitchen refrigerator for lunches or drinks. Please remember to label, with your name, any food items brought into the centre.

## Scheduling

Although we plan work schedules that are developed to last for a lengthy period of time, occasionally, situations require changes to the schedules. These changes will be noted in the Communication Book in the office and posted in the staffroom. Please check regularly so that you will be prepared to work the shift as scheduled for you.

## Lunches and Breaks:

## The Family Place believes that staff provides the best and safest supervision of children when given adequate breaks during their work period. Staff will receive a 1-hour lunch and, when possible, staff will also receive one 15-minute break during each 8-hour shift (as compared to the required 30-minute meal break outlined in the *ESA*). These breaks will be paid time. Part-time staff will have their breaks relative to their hours of work, e.g., a 30-minute paid break after five hours of work.

Staff who sits with the children at the table is encouraged to eat with the children and sufficient food will be prepared for those people. Others may help themselves once the children and their teachers have eaten.

## Washrooms

Oakville - The adult washroom is located in the centre.

Milton – Adult washrooms are located inside the school to the left of the child care door. The door between the school and centre is always locked. Make sure you take the key.

## Security and Alarms

Oakville - The centre has key pad entry and a Security System in place. You will receive this number once you commence employment and will be trained on the opening and closing routines.

Milton – The centre has key pad entry. You will receive this number once you commence employment.

# Program

## Working as Part of a Team

The Family Place does not have Head Teachers or Lead Teachers. Our staff works as a team, with equal responsibilities and authority. This sounds easy, but it takes a great deal of good communication to create an effective team. The sharing of ideas, skills and duties mixed with an acceptance of each other’s strengths and even those less strong areas, creates a bond between staff. Within each team are the skills required to manage any situation. It takes time for new people to feel part of the team. Openness and honesty speed things along. Be patient. The wait is well worth it!

The Executive Director and Centre Supervisor work closely with each other and consult regularly with each team.

## Team Meetings

An opportunity is provided each month, for the teachers involved in each classroom to meet together with the Supervisor, as a “team”. The purpose of these meetings is to provide the teachers a forum to discuss classroom concerns, exchange ideas and develop new areas of program. The Supervisor is present to assist and facilitate, but this is the team’s meeting and the team sets the agenda. Team meeting times are usually in the morning, and will be posted at least two months in advance on the calendar in the office beside the Supervisor’s desk.

## Staff Meetings

Joint Staff meetings are held throughout the year. However, due to the diversity of program areas, we have found we can get the most accomplished by having separate meetings for Milton and Oakville staff. Meetings are from 6:30pm until approximately 8:30pm. Dates and locations are posted for the year on the staff bulletin board in the staffroom.

## Planning Time

As staffing and time permit, every teacher gets time for planning during each week. You are welcome to use this time for program planning, working on resources or other activities that enhance your program. Speak to your Supervisor if the planning requires to you leave the centre. Program planning times are posted on the schedules. Please keep in mind that planning time requires other staff to be free to cover your classroom for you, so that if this is not possible, planning time must be postponed.

Usually, the Float Staff will cover Planning Time. Help them feel at home by taking a moment to bring them up to speed with activities in the classroom before you leave.

## Supplies and Equipment

Each classroom has storage for toys, equipment and resources. We all know that there is never enough storage so that we must be somewhat organized. Certain toys and equipment have “home bases” and live in that classroom storage when not in use. If you wish to use them, ask the classroom teacher and arrange the dates when you would like to borrow the equipment. Please return it to its “home base”, clean and in good repair when you are done.

Common storage areas can be a headache if not kept tidy. If everyone takes just a moment when tidying, then everything stays in better repair and more accessible for the next person.

Creative supplies are kept in small quantities in each classroom. Paint and food colouring for the use of the entire centre is located in the cupboards in the children’s bathroom in Oakville and in the classrooms in Milton. Consumable creative supplies may be ordered monthly by giving a list to the Supervisor for approval.

## Posted Information

Each classroom has an area near to the door, where the parents can easily view items that are posted.

**Special Events**

Special events are those activities that are not a regular part of the daily program. It might be a field trip, a special guest or a parent night. Whatever the event, it needs to be well planned and those plans shared with everyone in the centre. This can easily be done by writing a message in the Communication Book in the office. Special events need to be cleared by the Supervisor.

**Employee Benefits**

**Pay Day**

Where possible, staff’s pay is automatically deposited into staff bank accounts bi-weekly at midnight on the Thursday of the pay period. We are paid through Ceridian. This is a web-based Payroll application, whereby you will need to use your email address to register with Ceridian. You will receive a registration package in your personal email. Enter your User ID and Password and follow the prompts. You will be able to view each pay statement and T4. As we are paid one week ahead, new staff will be paid on the next pay period after their initial start date, if this falls on the second half of the current pay period.

## The Family Place believes very strongly in the value of their staff and sees wages as a priority in setting any budget. Pay increases are not however guaranteed. The Board of Directors considers the cost of living increase for the year as a base point for salary increase. Increases are very much dependent on the financial state of the organization.

By law, a 1% Pay Equity increase is paid out annually, so the minimum increase each year is 1%.

A Salary Grid is set out each year and guides wages depending on experience and qualifications when hiring. Existing staff salaries fall within this grid.

## Government Grants: Policies A7, A8 and A12

## The Family Place receives wage funding from the Province of Ontario, administered by the Region of Halton. This Wage Subsidy Grant is part of each pay cheque and is separated out on the pay stubs. This Grant cannot be guaranteed by The Family Place.

## Merit Bonuses

## Each year, the Board of Directors reviews the current budget and decides if the company can designate a portion to be used for Merit Bonuses for all permanent staff members. If there is sufficient funds for a Merit Bonus, staff will receive this on their pay in December.

## Group Insurance: P37 Compensation Plan

## The Family Place is a member of the Chambers of Commerce Group Benefits, and provides benefits to all staff members working 20 hours or more per week. This is a co-payment benefit plan with The Family Place paying 60% of the cost and the staff member paying 40%. The cost is deducted from each pay cheque.

## Claims are submitted to the insurance company directly. After permanent staff has completed their 3 month probation, they are able to apply for benefits. Forms are available from the Executive Director.

## Vacation Time: P4 Annual Vacation Policy

Staff accumulates holidays based on the percentage determined by the length of service within the organization.

Employees start accumulating holidays immediately but cannot use any holiday time until their probation period has ended (about 3 months).

Staff is required to take at least one week off during summer months, when our enrollment is lower and we have extra staff to cover.

Forms are available from the Centre Supervisor to request time off. Priority will be given based on seniority and circumstance. The final decision in a conflict will be made by the Executive Director. Make your plans early and DO NOT book flights or hotels, etc. until you know you can have the time off.

## Sick Time: P6 Leave of Absence

All staff members are granted 2 Personal Emergency Leave days and 4 Sick days for illness, be it their own or that of a family member and mental health days. The 4 sick days are prorated throughout the year, after completing the 3 month Probation Period.

## Over Time: P5 Staff Overtime

Each staff member gets the equivalent of one shift of overtime to start off each year in January. This is to off-set preparation work done at home, the occasional requirement to start early or finish a bit late, as well as the occasional missed break.

On top of this initial amount, staff can accumulate overtime for any time when they are required to work beyond their normal shift to cover ratio. Overtime is also granted for Staff Meetings, Parent Interviews and Special Events (BBQ, Family Christmas Party). This overtime is recorded by the Centre Supervisor and is given as lieu time.

## Leave of Absence: P6 Leave of Absence

A leave of absence may be arranged through the Executive Director. Individual needs will be considered at that time.

## Memberships: P7 Memberships in Organizations

The Family Place believes that membership and involvement in professional organizations related to early childhood education are beneficial for both the employee and the organization. Up to 50% of the membership fees will be covered for organizations approved by the Board of Directors and the Executive Director.

The Family Place, as an organization, may hold memberships in professional organizations as determined by the Executive Director and budget limitations.

## Quality First

Quality First is an initiative providing all licensed child care programs in Halton region with the opportunity to participate in a developmental model for quality improvement. The model is based on the use of evaluation tools. Support and training are offered to all staff members in use of these tools. Training and support is offered for the development of new skills and knowledge in six quality indicators areas.

The Family Place participates fully in the Quality First initiative and expects all staff members to meet the standards and expectations of Quality First in their program. Training and on-going support are available through the Centre Supervisor, as well as a peer mentoring model.

## Performance Reviews

New staff will have a performance review after a period of employment set out in their Letter to Hire. After that, staff can expect a review with the Supervisor once a year. Staff will be given a copy of the Performance Review to fill out and bring to the review. A copy of the review is available from the office. The Supervisor will base review information on classroom work, observations and input from colleagues, parents and the Executive Director. This review process is meant to note the strengths of a staff member and identify how areas of weakness can be addressed and supported. The Supervisor will approach staff on a daily basis with any concerns in order to maintain support throughout the year.

# Professionalism and Communication

## Confidentiality: P20 Confidentiality

Because of the nature of our work, we often obtain confidential information about children in our care and their families. It is essential that such information be kept in the strictest of confidence. The children we care for, and their families’ affairs, and conditions must never be discussed in public, and should be discussed only on a need to know basis with those directly involved with the welfare of the child(ren), in a professional content and manner. As well, any information pertaining to the operation and financial business of The Family Place must be kept in the strictest of confidence.

## With Colleagues: P21 Staff Issues of Concerns

Working closely with colleagues requires understanding and acceptance that everyone will not always agree and that personal preferences and biases need to have balance. A variety of teaching styles and educational philosophies combine to make the centre’s program very diversified. The staff needs to address concerns among themselves in a professional one on one discussion and where consensus cannot be reached; the Supervisor will act as a mediator. Problems between two staff must remain between the involved parties and not become centre gossip.

## With the Supervisor and Executive Director: P21 Staff Issues of Concerns

The Supervisors and Executive Director are available to discuss concerns or simply chat about ideas. The staff is asked to find an appropriate time and place for such discussions.

## With the Board of Directors: P21 Staff Issues of Concerns

The Board of Directors sometimes wear several hats in their relationship with the centres. They may be parents, agency representatives or former staff and as such visit the centres. These visits are not time for discussion of centre issues. If staff needs to communicate to the Board, it is done through the Executive Director. Issues brought to the Board from the staff must have been discussed with the Executive Director first.

## With the School Staff: P39 Parent Issues and Concerns

Our professional image throughout Heritage Glen School is communicated and maintained by the demeanour of our staff. In order to be respected, we must respect the school teachers, their work and their space. We share common goals with the school, and openness from all of us can only make a better place for the children.

## With Parents and Family members: PR 39 Parent Issues and Concerns

Parents are the best source of information and expertise on their child. Their views, concerns and needs are very important and must be taken seriously. Staff will never discuss one family with another, nor criticize parenting styles, and of course, never discuss a child over his head. **If information of a confidential manner needs to be discussed with a parent, try to find a moment when the child is occupied elsewhere. Where appropriate, leave the classroom to discuss these matters with the parent.**

Personal relationships with parents need to be kept at a professional distance.

## With the Community: PR 39 Parent Issues and Concerns

The behaviour of staff when out of the centre on field trips, over lunch or chatting in the mall, affects the reputation of the centre. Registered Early Childhood Educators must remember that they belong to the College. There is a Code of Ethics that you must maintain at all times, just not in the centre. It is important that staff behave in a professional and responsible manner.

## Communication Books

A Communication Book is kept in the office of the centre. Messages are left for staff and need to be read at every opportunity. After reading a message, please initial beside the message.

Messages of any sort may be left, but please remember that anyone may read this book and that it can be subpoenaed in court. If a change needs to be made to a message or a mistake was made, please do not use white out or correction tape, simply cross the message out and add new or revised message.

Changes of program, health concerns, fire drills and serious occurrences must be noted.

## Classroom Handbooks

Classroom handbooks called operations and procedures are kept in your classroom to outline all that is important for someone to know coming into your classroom. This information is useful for supply staff or staff covering your shift. This tool allows for staff to locate where pertinent information is kept in your classroom and where to find program materials. Please make sure that this information is kept up to date on an on-going basis.

# Centre Rules

## Smoking: P13 Smoking Policy

There is no smoking allowed on school property.

## Telephone/Cells Phones: P32 Cell Phone Policy

Please ensure that routine personal telephone calls are done during your lunch or break. **No cell phones** or electronic communication devices are permitted while you are on program. Messages will be taken for routine in-coming calls. Serious or urgent telephone messages will be passed to the staff member as soon as possible.

## Leaving the Centre

Staff may leave the Centre on their lunch break, with the Centre Supervisor’s knowledge.

## Caring for Children after Hours: P16 Conflict of Interest

Staff caring, after working hours, for children from the centre must have a waiver signed from the parents. This waiver form is available from the Centre Supervisor. Please remember, that although this practise is allowed, we do not encourage it. Maintaining a professional relationship with families is more difficult when they view you as a “baby-sitter.”

## Transportation of Children: P6 Transportation

Staff may not transport children from the Centre in their cars. In an emergency, a taxi or an ambulance must be called.

## Personal Business

Please arrange personal business during breaks or lunch. Where possible, please schedule appointments after working hours.

## Missing Children: PR21 Missing Child

Staff is responsible for the children in their care at all times. Specific procedures for locating missing children are set out. All staff must be aware of this procedure. No one may leave if a child is missing.

## Job Descriptions

Each position in the centre has a detailed job description which can be found on our website, www.thefamilyplacechildcare.com under Staff Login.

**WELCOME TO THE FAMILY PLACE**

**November 2018**