***The Family Place***

***Student Handbook***

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***www.thefamilyplacechildcare.com***

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 Elementary School in Oakville.

Updated: February 2022

**Mission Statement**

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

**Student Orientation**

The Family Place is dedicated to the placement of students within a mentoring partnership in child care settings. Students in either of the Family Place settings are

there to learn, practice and gain experience. The staff are expected to act as Placement Supervisors as required. In this capacity, the staff member is called upon to share, guide and give feedback on a continual basis while acting as a role model for the profession. Students are not to be viewed as extra help; neither should they be jeopardizing the program. Staff consults directly with the Centre Supervisor about their student. In accordance with the Child Care Early Years Act (CCEYA) child care teachers shall actively review the policies set out in this handbook, both teacher and student shall sign off on this review before the student is actively involved in the program.

Time out of the classroom will be given to the student’s supervising teacher, or in her absence the centre supervisor, during or before the first day of placement to provide an overview of expectations, policy and procedure review and a general orientation to the centre.

**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 support positive and responsive interactions with our children, their parents/guardians, our staff and our community partners fostering the engagement of ongoing communication. The staff at The Family Place believe 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 licensed under the Ministry of Education's *Child Care Early Years Act*. Our staff is trained in the 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 educators 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 Educator**

Our educators 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 educators observe the children throughout their day. The educators talk with children, listening and expanding on the children’s interests. The educators then build on these interests by incorporating different activities, art/sensory mediums 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 educators 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 acknowledge that children are increasingly able to identify, monitor and manage stress levels and engage in strategies for self-regulation (e.g. of emotions, attention and behaviours), and as such we strive to provide environments that accommodate children’s varying sensitivities and states of emotion. All staff are instructed on and adhere to our prohibited practices policy and use an approach towards behaviour guidance that lessens the focus on adults managing children’s behaviour and encourages children to develop the capacity for self regulation throughout their day

Our educators follow pedagogical documentation, whereby they make daily observations, then use this information to build onto the existing activities, to enhance the children’s 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 educators add to the boards the children’s statements, their work, and pictures of the children engaged in activities. This documentation is not only for educators 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 documentations are added to our website for parents to have more time to reflect on their child’s development and the development of the classroom.

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 educators take pictures of their boards and file them in a binder for future use. The educators may look back on some ideas they have used before or review with the children what they have talked about previously with visual cues.

The Supervisors support the classrooms daily by visiting each classroom, listening to the educator/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 educators 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 educators 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.

To incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and give considerations to the individual needs of the children receiving child care. Outdoor play is incorporated into the daily schedule (weather permitting), which may include activities on the adjacent classroom playgrounds or walks along the neighbourhood sidewalks and nature trails. Outdoor activities provide the necessary gross motor opportunities for development along with an opportunity to connect with and explore the natural world. Opportunities for children to explore, care for, and interact with the natural world in both indoor and outdoor environments are available. Rest periods are scheduled in all classrooms, while staff are mindful of each child’s unique needs and parental direction related to rest schedules.

**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 your 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. 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 through our website or via email.

We have an open-door policy, where parents are encouraged to talk to their classroom educators 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 have 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.

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.

**Exploration**

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. Educators invite the children into play, through gestures and activities. This broadens their knowledge to support their growth and development.

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.

Our indoor classrooms are set up for free-flowing exploration. Our outdoor areas are set up for children to explore the nature around them, which may include activities on the adjacent playgrounds or walks in the neighbourhood and on nature trails.Weather depending, children 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. The classrooms are set-up with drawn blinds and quiet music. The children have the ability to slowly get into quiet/rest time, as some children need a little more time to self-regulate after lunch. The educators read their classroom cues and make decisions based on what suits their children’s rest needs. Staff are mindful of each child’s unique needs and parental direction related to rest schedules.

**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 educator/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.

**Community Members**

The Family Place believes that being part of our community supports everyone’s well-being and engagement. As both our centres are located in schools, our number one community partners are the teachers, custodians, students and principals at Bishop Reding and Heritage Glen. Both Kelly and Wendy have built strong connections 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 from school, showing our children the enjoyment of attending school, and their positive interactions on the school property. Our children are invited to performances throughout the school year, along with the ability to utilize the gyms during inclement weather, allowing our children to explore the world around them.

We invited community members to showcase their talents while broadening our children’s learning opportunities. The local librarian visited 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 exotic animals, as well as having the opportunity to walk to the local grocery store to purchase goods for their program.

**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.

**Transitions** - Give children notice prior to a transition, 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 judgments –** 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.

The staff of The Family Place 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 - http://hgp.hdsb.ca/behaviour**

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

**P24** -**Workplace Violence, Harassment, and Sexual Harassment Policy**

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: All H policies**

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 present 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 in 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: PR28 Nutrition Policy**

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*. Whole- some Food 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.

**Food Intolerance and Restrictions**

Allergy lists contain the child’s name and food intolerance or food restriction. The allergy lists are posted in the kitchen, serving area, all classrooms 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.

**Individual Anaphylaxis and Medical Plans**

When a parent declares that their child is anaphylaxis to an agent or has a medical need, the Supervisor will provide the appropriate individual plan to the parent. The parent will fill out the form, returning it to the Supervisor. The parent can train the staff, Supervisor or bring in a doctor to train the staff. This is at the parent’s discretion.

Prior to the child starting at the centre, each individual Anaphylaxis and Medical plan will be reviewed by the Centre Supervisor with staff, volunteers and students (excluding high school students working towards their community hours), as to the parents’ specific instructions and the centre’s plan. The staff, volunteers and students (excluding high school students working towards their community hours) will sign the back of the original plan prior to commencing work/educational placement, and thereafter, annually or whenever there is a change.

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

All staff, volunteers and students will review the plans prior to commencing work at The Family Place.

Parents will be requested to review their children’s plans annually. Staff, volunteers and students will review the plans annually, signing the back of the forms.

**Anaphylaxis Emergency Alert Plan: PR27 Anaphylaxis Policy**

Some of our children and staff are allergic to certain foods, medicines, insects and latex. When they come in contact with these items, they have a severe allergic reaction. When a family comes to us acknowledging their child is anaphylactic to a certain substance or item, we take it very seriously.

Parents will fill out the Emergency Anaphylaxis Plan, outlining:

–the child’s allergens,

–type of reactions and if so, symptoms

–type of Epi-pen

* This form is reviewed by the parents annually, prior to the expiry date of the Epi-pen.
* 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.

**Individual Plan for Medical Needs**

* Some of our children come to us with medical needs. The Medical plan will support the inclusion of children within our program.
* Parents will fill out the Medical Plan, outlining:

1. steps to reduce exposure to the agent or situation,

2. description of medical devices and instructions

3. procedures to be followed in event of reaction or medical emergency

4. description of supports available to your child

5. procedures to be followed in the event of an evacuation or field trip

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

**Individual Program Plan**

Each child’s Individual Program Plan is prepared by the Resource Consultant. All staff, volunteers and students (excluding high school students working towards their community hours) are to review and sign off on the Program Plan, annually and whenever there are changes. The sign-off sheet will be placed in the Individual Program Plan binder.

**Implementation and Review of Policies, Procedures and Individualized Plans (A09)**

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. Parents will be informed of the edited or new policy through email.

Staff will review policies throughout the year during individual centre and joint staff meetings. The Executive Director and Supervisor will choose which policies are reviewed, depending on questions or concerns surrounding different policies. Staff will sign off on the policies that are covered at each meeting.

**Compliance and Contraventions: A15,A16,A17 - ProgressiveDiscipline Policies**

The Supervisors have a daily presence in each of the classrooms. They are aware of the teacher’s abilities, and observe compliance of the policies, procedures, individual plans and/or Program Statement at The Family Place. If an employee of THE FAMILY PLACE violates company policies, procedures, individualized plans and/or Program Statement, they will follow our Progressive, multi-step disciplinary process.

Typically, progressive discipline proceeds through these steps:

1. Coaching (informal);

2. Verbal warning (formal);

3. First written warning (formal);

4. Final written warning with possible suspension (formal); and

5. Termination.

With each violation or apparent problem, the employee will be provided with a written document to alert them of the problem and, if applicable, provide a copy of the company policy being violated; advise them of the consequences for further infractions; and suggest a method for improvement.

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 internal 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.

 **Inclusion: PR26 Inclusion Policy**

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 and needs are met so each child can develop to their fullest potential. See the full policy on our website.

**Volunteers and Students:PR25 - Volunteer and Student Supervision**

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 review the policies and procedures.. 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.

**Emergent Curriculum**

As The Family Place embraces Emergent Curriculum in all our programs, it is important that students facilitate activities related to the current interests in the classroom or their observations of interests in the classroom. As part of their placement, we encourage all

Students to document on the Emergent Curriculum white board. 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/)*.

We believe that it is very important for students to participate fully in our programs to get the most of their placement. It is the student’s responsibility to complete their activities within the placement time frame. Our teachers will support the student through these activities. Communication between the student and the teachers is extremely important; we want to support the student as much as we can but also maintain our high standard of programming.

**Communication Books**

A communication book is located in the main office. This book contains messages regarding children and staff; accidents, health issues, etc. All messages are written in blue/black ink, any messages regarding health are written in red. Each person is

Required to read and initial each message. Reading should take place; upon arrival, at break time, lunchtime and before leaving at the end of your shift. Each classroom also has a communication book for messages that needs to be read and initiated. It is very important to update the main book from classroom books throughout the day as necessary.

**Calling in Sick**

If you are going to be absent for any reason, you need to notify the centre. The 905- 878-0121 Milton or 905-469-0888 Oakville. Make sure to leave your name, classroom assigned to and name of supervising teacher.

**Diapering**

Both the Toddler and Infant classrooms in Milton have diapering procedures posted in the changing area on the proper way to change a diaper. Please review procedures with the supervising teacher. The outlined procedure is included in the Sanitary Practices policy.

**Proper Attire**

Since working with children requires you to be involved in many messy and busy activities, we encourage students to wear comfortable and washable clothes. Keep in mind it is necessary to always look professional. For safety reasons, shoes with closed, low heels and closed toes are best. You are expected to go outside in all kinds of weather, make sure you have appropriate clothing. These include; snow pants, hats, mittens and boots in winter, hats and sunscreen in the summer.

**Classroom Supervision**

While on placement, you are expected to function as part of the supervisory team in the room. Discuss with the classroom teacher what specific areas are “hot zones” in the room, areas that need extra supervision. Be aware of all of the children at all times. Do not allow yourself to become too focused on one activity, unless pre-arranged with a classroom teacher. Scan the room every 25 - 30 seconds, position yourself with the best view of the room and avoid having your back to any areas. No preparation work is to be done while supervising the room. All activities should be ready before you start your shift.

**Resource Materials**

The Family Place has an extensive library of resource books available for your use in our staffroom. Feel free to use these books; however they may not leave the staff room. You will be provided with some planning time, if needed, to use these books. Any costs that you incur will be covered by The Family Place with **prior** approval. Speak to your Supervising Teacher or Centre Supervisor.

**Accident/Incident Forms**

An incident form is used to record any notable differences in a child’s behaviour or health. When a child arrives in the morning a visual check is conducted and any marks are noted with an explanation from the parent.

An accident is used to record an injury to the child that requires any first aid for a staff member. Forms are filled out as soon as possible to ensure information is fresh in your mind. Forms should be written professionally and checked for spelling/grammar.

**Location of…**

\*\* It is your responsibility to make sure you know where all fire alarms, extinguishers and exits are located. Familiarize yourself with fire drill procedures and what expectations the staff has of you.

\*\* Each class and eating area has a posted allergy chart, familiarize you with this chart. All classrooms have first aid boxes, be aware of their location. All first aid is to be administered by staff members **only.**

\*\* A copy of the Child Care Early Years Act (CCEYA) is located in the office and available for your use. Ask the Centre Supervisor or *http://www.edu.gov.on.ca/childcare/*

\*\* In the staffroom is a bulletin board that has posted on it all upcoming workshops and meetings relating to the ECE field. Feel free to peruse and copy any interesting information posted.

**Student Shift**

Students, generally, work a middle shift of 8:30 - 4:30. This allows them to be present for all programming and routine times. Any changes to this shift need to be approved by the Supervising Teacher and Centre Supervisor.

**WELCOME TO THE FAMILY PLACE, WE ARE HAPPY YOU ARE HERE!**