
 FAMILY DAY	POLICY	CATEGORY
	Supervision of Children – Students and Volunteers	Operations
	AUTHORIZATION	
	 Joan Arruda Chief Executive Officer	

POLICY

Placement students (hereafter known as students) and volunteers bring talents, skills, life experiences and resources to Family Day Care Services (FDCS). The agency is committed to student and volunteer participation in our programs.

FDCS supports the education of future professionals in the early learning and care sector and family education through the provision of field placements in our programs. Volunteers provide additional support and value to our programs.

Students and volunteers function under the direction of staff. They should never be left alone with a child and should never replace a staff member or caregiver.

Definitions

Placement student - An individual in a college or university program focused on early learning and care or family education or in a high school cooperative education program, who does a supervised field placement as part of their curriculum in a FDCS program under the supervision of a staff member / home child care coordinator. Learning expectations for a placement student are set by their respective educational facilities and monitored by the supervising staff member/ home child care coordinator.

Volunteer - An individual who offers their services in an unpaid capacity to provide program support, under the supervision of staff/ home child care coordinators.

Expectations of Students and Volunteers

- No child is supervised by a person under 18 years of age.
- Students and volunteers are never left alone with a child in a child care centre or licensed private home.
- Students and volunteers
 - are required to wear identification badges when they are in a program.
 - are never included when calculating staffing ratios in a licensed centre.
 - are required to obtain a Police Vulnerable Sector Check (PVSC) as outlined in Police Vulnerable Sector Check Policy – College/University Students on Placement and Police Vulnerable Sector Check Policy- Volunteers
 - review and sign all relevant policies and procedures with the Centre Supervisor/ Coordinator or Mentoring Teacher at the commencement of their placement.
- When there is a child in a program with anaphylaxis, each student and volunteer will review and sign Anaphylaxis Policy with the Centre Supervisor/Coordinator on their first day before they enter the program and thereafter annually.
- In a licensed private home location, in unique circumstances, limited unsupervised access by an adult who lives in the home other than the contracted caregiver, will be determined on a case by case basis by the coordinator/caregiver. Please refer to the *Behaviour Guidance Policy - Home Child Care* for more information.
- FDCS will ensure that, prior to a child being placed at a licensed private home location the agency will identify to the child's parents the person who has limited unsupervised access.

Behavior Guidance Monitoring

The program supervisor/coordinator will review the Behavior Guidance—Child Care Centres / Home Child Care Policy with each student and volunteer prior to starting their assignment. Both will sign the policy.

The program supervisor/coordinator and the mentoring/supervising staff member / caregiver are both responsible for monitoring the behaviour guidance practices of students and volunteers on an ongoing basis and completing the Supervision of Children and Behaviour Guidance Monitoring Form (Appendix A) every six months or at the end of a field placement.

Supervision

The program supervisor/coordinator is responsible for the supervision of students and volunteers. They will assign day-to-day supervision responsibilities to a staff member / Caregiver / Mentoring/Supervising teacher.

Orientation Procedures

- College and university placement students will attend a Family Day Orientation Training at the start of the placement, where agency policies and procedures are reviewed.
- Volunteers and high school cooperative education placement students will receive an orientation to FDCS by the program supervisor/coordinator that includes the review of policies and procedures prior to the start of volunteering.

Policy Review

- The Supervision of Children—Students and Volunteers Policy will be reviewed annually by the agency.
- All employees will review and sign off on this policy at the start of their employment with the agency and annually thereafter.
- All caregivers and other adults regularly on the premises will review and sign off on this policy at the start of the caregiver's contract and annually thereafter.

Signature

I have read and reviewed the **Supervision of Children Students and Volunteers Policy**.

Signature: Staff / Caregiver / other adults regularly on the premises (HCC)	Signature: Centre Supervisor or Coordinator	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____



Name: _____

Program/location: _____

Placement: Student Volunteer

Behaviour Guidance Practices		
Uses positive language and appropriate voice level.	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:
Provides positive reinforcement.	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:
Guides behaviour in a positive manner.	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:
Is fair and consistent when guiding behaviour.	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:
Models positive, appropriate attitudes and behaviour patterns as expected of children.	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:
Shows respect for children by acknowledging their feelings and responding appropriately.	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:
Body language is positive and reflects spoken words.	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:
Respects individual differences and needs; does not use comparisons or degrading comments.	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:
Resolves behavioural concerns without engaging in power struggles with children.	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:
Recognizes children's strengths.	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:	<input type="checkbox"/> Yes <input type="checkbox"/> No <i>Comments:</i> Date:

Placement student/volunteer signature

Program Supervisor / Coordinator Signature

Date

Placement student/volunteer signature

Program Supervisor/ Coordinator Signature

Date