



PARENT HANDBOOK (Revised December 3, 2025)

MAIN SQUARE DAY CARE CENTRE
265 Main Street, Toronto, Ontario
M4C 4X3
(416) 691-3909
Email: msdcjune@bellnet.ca

Full Day Programme:

- Includes Early Childhood Education Programme (comprehensive child care programme)
- Well balanced nutritional meal at noon- 2 snacks per day
- Outdoor programme
- Trips and community outings
- Yoga program (preschool and school age)
- Summer programme – visits to provincial parks, metro Toronto Zoo, science centre, etc.
- 5 Early Childhood Education Teacher & 3 Early Childhood Assistants

**** Part time Preschool option (9:00am- 12:20pm school days only) – includes all the above except they will receive one a.m. snack plus lunch. Additionally, the summer programme does not apply.**

Main Square Day Care Centre is a member of the Canada Wide Early Learning and Child Care system.

Background

Ontario and the federal government came to an agreement for the Canada Wide Early Learning and Child Care System (CWELCC) on March 28, 2022. The five-year goal for the CWELCC Systems implementation involves foster inclusion, enhancing quality, expanding access to child care, and improving affordability. As of October 24, 2022, Main Square Day Care Centre is registered and authorized for the CWELCC System.

How CWELCC affects centre rates

As members of CWELCC the daily rates for children six years of age and under are currently reduced.

Daily Fee rates for 2025

Toddler \$64.11
Preschool \$46.20
Preschool JK/SK \$34.65 (Before/after)
Preschool JK/SK Summer \$46.20

CWELCC daily rate for 2025

Toddler \$22.00
Preschool \$21.24
Preschool JK/SK \$15.93 (Before/after school)
Preschool JK/SK Summer \$21.24

Preschool Part time \$34.16 (9:00-12:30 pm - school days only)

Preschool Part time \$15.71 (9.00-12.30 pm – school days only)

Daily Fees rate for 2025

School Age daily rate \$36.20 (Before, Lunch and after school),
School Age daily rate \$36.10 (summer)

Refund Policy

There are no refunds.

*Any billing errors will be duly corrected, and refunds will be provided if necessary

- Subsidy – must apply through Children’s Services – (416) 392-5437
- Licenced to accept children from ages 18 months old up to 12 years old
- Centre hours – 7:30 a.m. to 6:00 p.m.
- Total capacity – 65 children
- Centre is community-based non-profit charitable organization
- Run by a Board of at least eight members
- Director of Centre – June Hall

MAIN SQUARE DAY CARE CENTRE

INCLUSION AND ANTI-BIAS POLICY

- We seek to nurture the development of each child to their fullest potential by actively addressing issues of diversity and equity in the classroom.
- Honouring diversity through our anti-bias program.
- Our goal is to create an environment that will nurture a confident, positive self-identity for each child, where they can be comfortable and empathetic with people from diverse backgrounds.
- Inclusion is the acceptance of all children regardless of their differences and similarities.
- Main Square Day Care Centre promotes the development of unbiased attitudes and beliefs.
- It is the policy of Main Square Day Care Centre to provide a climate of mutual respect and understanding.
- We will not tolerate discrimination or bias in any form. All incidents will be reported as a serious occurrence.
- We do not allow guns or toys that promote violence, or aggression in the centre.
- Only family rated, educational films that have been approved in advance will be shown.
- Main Square Day Care Centre is accessible, and it offers integrated care for children with Special needs.

MSDC DAY CARE INFORMATION

MAIN SQUARE DAY CARE CENTRE IS OPEN:

Monday-Friday 7:30am-6:00pm

Please visit our website at www.mainsquaredaycare.com for our daily schedules.

MAIN SQUARE DAY CARE CENTRE IS CLOSED:

New Year's Day	Labour Day
Family Day	Thanksgiving Day
Victoria Day	Christmas Day
Canada Day	Boxing Day
Good Friday	
Civic Holiday	

The Centre will also close early on Christmas Eve and New Year's Eve (1 p.m.).

All public holidays, absences, sick days, and vacation days are subject to child care fees.

CAPACITY OF MAIN SQUARE DAY CARE CENTRE

Main Square Day Care Centre licenced capacity for full-time child care is as follows:

15 Toddlers (18 months-30 months)
24 Preschoolers (30 months -6 years)
26 School Age (6 years-12 years)

Approval is granted for mixed age grouping.

Space availability will be given priority to:

- Children requiring full-time care.
- Siblings of children enrolled in Main Square Day Care Centre.
- Children under the age of 10 years

Children turning 10 years old during the school year will be permitted to attend until the end of the school year. Parents must re-apply in writing to the Director two months prior to the end of the school year for continued care at Main Square Day Care Centre. Permission may be given for children to continue in the program if:

- Space is available.
- Other siblings are in care.
- Parents and childcare agree that there is a need for further supervision.

RATIOS DURING ARRIVAL, DEPARTURE, AND DURING REST PERIOD

Please refer to the Child Care and Early Years Act, 2014 requirements below.

How are reduced ratios calculated?

Put the staff to child ratio in a fraction and multiply it by 2/3.

For example, a preschool group, the staff to child ratio is 1:8. As a fraction, this becomes 1/8: $\frac{1}{8} \times \frac{2}{3} = \frac{2}{24} = \frac{1}{12}$.

This means that during periods of arrival, departure, and during the rest period, one staff is required for up to 12 preschool children, and a second staff will be required as soon as 13 preschool children or more are present.

Reduced Ratios

Licensed infant groups must always maintain full staff-child ratios as required by Schedule 1 (3:10).

Schedule 1 Reduced Ratios Requirements

Name of age category	Number of Children in Room	Number of Staff Required
Toddler	1-8	1
	9-15	2
Preschool	1-12	1
	13-24	2
Kindergarten	1-20	1
	21-26	2
Primary/Junior School Age	1-23	1
	24-30	2
Junior School Age ¹	20	1

1 Reduced ratios are not possible for junior school age groups as the maximum group size set out in Schedule 1 only requires one staff per group.

Compliance Indicators

Schedule 1

1. Reduced ratios are not observed to be less than two-thirds of the required ratio.
2. Reduced ratios are not observed to be used for infant groups.
3. Reduced ratios are not observed to be used during outdoor play periods.
4. For programs that operate for six hours or more, during periods of arrival (i.e., first 90 min), departure (i.e., 60 min) and the rest period (i.e., up to two hours):

- toddler ratios are no less than 1:8;
- preschool ratios are no less than 1:12;
- kindergarten ratios are no less than 1:20;
- primary/junior school age ratios are no less than 1:23.

Or

For programs that operate for less than six hours, during periods of arrival (i.e., first 30 minutes of a morning program) and departure (i.e., last 30 minutes of an afternoon program):

- toddler ratios are no less than 1:8;
- preschool ratios are no less than 1:12;
- kindergarten ratios are no less than 1:20;
- primary/junior school age ratios are no less than 1:23.

FEES

Fees are due and payable during the first week of each month. A fee notification email will be sent out shortly before billing to inform families of the number of daycare days for the upcoming month. Payment will then be withdrawn via pre-authorized debit within one to two days of that notification. Whenever possible, please pay electronically via a Pre – Pre-authorized debit agreement. Fees remain at the rate charged for each of the classrooms until children are moved up to the next classroom. Every effort will be made to move children at the required time; however, space needs to be available in the next classroom.

PARENTAL INVOLVEMENT

The essence of a good relationship between the family and the childcare centre is ongoing communication. It is only through working together that the parents and staff can provide the best environment and experience for the children at Main Square Day Care Centre.

Parents are invited to participate in programs and events, volunteer on planned trips and outings and share personal stories such as cultural heritage, hobbies, and careers with the staff and children. If you are considering volunteering on planned trips, a police vulnerable reference check is required in advance and all centre policies will need to be reviewed and signed prior to participating in our program.

Parents are encouraged to participate in fundraising events and be involved in our Centre.

The staff provide ongoing support to the parents and welcome “quick chats” throughout the day regarding the program, the children and their own personal experiences. If they are unavailable; parents are welcome to call and set up an appointment to speak to the staff. The staff will also be communicating through email and our internal Lillio software.

Parents with questions, concerns, inquiries regarding their child (ren) in the program should request an appointment with a teacher of their child’s classroom. Standard formal interviews are not part of Main Square Day Care Centre.

ARRIVAL/DEPARTURE POLICY

The children’s safety is our number one concern, and as such we have a strict drop off/pick up procedure. The children must be escorted directly to their child’s teacher. Only the people listed on the enrolment package under “Persons Authorised to Pick Up Child” will be allowed to pick up the child. Communication of absences, late arrivals, and any additional communications can be made directly with

your child's teacher by phone or Lillio. If your child(ren) is arriving after 10am please check into the office to ensure your child is signed in.

Main Square Day Care Centre is located on the main floor of 265 Main Street (apartment building). You may park for drop off and pick up at the Main Square Recreation Centre or the back parking lot of building the day care's building (265 Main Street).

TRIPS

As part of its regular program, the Centre takes the children on outings to local parks, fire stations, libraries, etc.; however, the centre also plans in advance outings that require the children to be transported by public transit or a rented school bus. These trips will require a trip consent form to be signed by the parents giving their child(ren) permission to attend. If a child is unable to attend the planned outing, the parents are required to make alternate arrangements for childcare.

Please Note:

As you are aware, there are conditions that are beyond our control. The activities outlined on the program are subject to change. (i.e. weather conditions, staffing, etc.)

NUTRITION

A nutritious lunch and two snacks are provided by the childcare centre. Children's dietary needs and allergies are posted in the playrooms and kitchen.

Weekly menus are posted for the current and the following week to help parents in planning meals at home. The menus are available on the Website (www.mainsquaredaycare.com) and the internal Lillio software.

In cases where a child has food allergies and the meals and snacks provided by the child care centre cannot meet the child's needs. Parents must label food brought to the child care centre with the child's full name and the date the food arrived at the child care centre, and that parents advise of all ingredients.

REST PERIODS

At Main Square Day Care Centre (MSDC) staff work to support each child's varied physiological and biological rhythms and needs for active play, rest and quiet time. By providing space and time for rest and quiet play, children become increasingly aware of their own basic needs while supporting the development of their self-regulation skills.

Criteria; Child Care Centre Licensing Manual; Child Care and Early Years Act, 2014.

- *Each child in the Centre's Toddler and Preschool room who receives care for 6 or more hours per day has a rest period not exceeding two hours in length (Ontario Regulation 137/15 47(2) a).*
- *Each child in the toddler, preschool, or kindergarten group is permitted to sleep, rest or engage in quiet activities based on the child's needs (Ontario Regulation 137/15 47(2) b).*

SUPERVISION POLICY FOR VOLUNTEERS AND STUDENTS

All volunteers and placement students are required to sign the following policies before beginning to provide care and guidance for children and annually thereafter.

- 1) Behaviour Management Monitoring Policy
- 2) Contravention of Behaviour Management
- 3) Anaphylaxis Emergency plan
- 4) Criminal reference checks for volunteers having direct contact with children
- 5) Criminal reference checks are required for students from Colleges and Universities on placement
- 6) Program Statement

IMPORTANT

- AT NO TIME IS A VOLUNTEER / PLACEMENT STUDENT LEFT ALONE WITH CHILDREN
- AT NO TIME ARE PLACEMENT STUDENTS INCLUDED IN STAFF RATIOS
- AT NO TIME ARE VOLUNTEERS INCLUDED IN STAFFING RATIOS
- AT NO TIME IS A CHILD SUPERVISED BY A PERSON UNDER 18 YEARS OF AGE

All volunteers and students must sign the Volunteer Agreement of Understanding

SUPPORTING SELF-REGULATION

Ongoing communication between parents and staff ensures the best possible care for children. This cooperation benefits children, especially during times when they are having difficulties coping with the daily routine at home or in the childcare. Parent-staff discussions may provide answers to a child's behaviour, which may otherwise be labeled a behaviour problem.

Factors that may affect a child's behaviour are:

- | | |
|-------------------------------------|------------------------------------|
| *Lack of sleep | *Family crisis |
| *Stress | *Environment or food sensitivities |
| *Sight or hearing difficulties | *Illness |
| *Maturity | *Physical discomfort |
| *Boredom | *Manipulative or masked behaviours |
| *Curiosity | *Personality conflicts |
| *Rules that are not clearly defined | *Testing limits |
| *Too many "no's" | |

Children's behaviour is guided in a positive manner at a level that is appropriate to their actions and ages in order to promote and maintain self-discipline and the respect for the rights of others, and to ensure health and safety. Specific strategies and approaches practiced by staff include reflecting children's feelings, redirection, using positive language and positive reinforcement. These strategies set and reinforce limits, promote co-operation, and support autonomy.

Main Square Day Care Centre will not tolerate:

- *Any type of corporal punishment (i.e. striking a child directly, or with any physical object, shaking, shoving, spanking or other forms of aggressive behaviour.)

- *Harsh, humiliating, belittling or degrading responses of any form including verbal, emotional or physical
 - *A child being deprived of basic needs including food, shelter, sleep, toileting or clothing. Withholding lunch or snack are never used as a disciplinary action
 - *Threats towards children or derogatory language.
 - *Children confined to or locked in any room. If a child must be removed from the room, an adult stays with that child.
 - *Physical restraints of children or any actions that could result in bodily harm to a child including feeding a child against their will.
- Please note:** Under our ***Lockdown Procedure***, children could be contained to a room temporarily until the emergency is resolved.

If there are concerns regarding a child's behaviour or social, emotional, physical or cognitive development, the following procedures are followed:

1. The staff documents observations made by the parents, staff, and volunteers (confidential). There will be a meeting with the parent(s)/guardian(s) of the child to discuss the observations and plan strategies regarding the concerns. (i.e. if a child appears to have sight or hearing difficulties it is recommended for the child to see their family doctor or optometrist, or an outside agency may be discussed).
2. The staff and parent(s)/guardian(s) will continue discussions to help the child. All discussions are documented and kept on file in Main Square Day Care Centre.
3. Some difficulties a child may experience are beyond the scope of the staff and parent(s)/guardian(s). In these situations, appropriate agencies are accessed for guidance and assistance.
4. Main Square Day Care Centre makes every effort to serve the parents and children enrolled in the program, however, there are exceptional circumstances where Main Square Day Care is unable to meet a child's needs. **The Board of Directors reserves the right to suspend a child temporarily with conditions or permanently as the situation may warrant.** The parent(s)/guardian(s) are informed of the decision in writing and if possible, an alternate arrangement is suggested. The District Consultant at Children's Services is verbally informed of the child leaving care. The parent(s)/guardian(s) are given up to one month's notice depending on the severity of the situation, to arrange suitable care for their child. Confidentiality is respected throughout this difficult time.

SUSPICION OF CHILD ABUSE

Main Square Day Care Centre is required by law under the Child and Family Services Act to report any suspicion of child abuse or risk for abuse. The following information is a brief summary of what the legal obligations are.

DUTY TO REPORT

Every person in Ontario must call the Children's Aid Society immediately to report his or her belief that a child may have been abused or is at risk for abuse.

A person who works with children has an added legal responsibility to report immediately any suspicion of child abuse to a Children's Aid Society.

All child abuse reports are constituted as a serious occurrence by the centre, reports are filed with the Ministry of Education and Toronto Children's Services.

CONFIDENTIALITY

There are some relationships that are considered confidential, for example between a doctor and patient. However, a confidence cannot be kept if child abuse is suspected. No matter what the relationship between people, one must always follow through on the duty to report suspicions of child abuse. The only exception to this is the lawyer-client relationship. **Individuals working with children are responsible for reporting any suspicions of child abuse, not proving whether or not child abuse has occurred. It is the responsibility of Children's Aid Society to investigate, with police where necessary, and decide on the best plan for the child.**

REQUIREMENT TO POST SERIOUS OCCURRENCES IN LICENSED CHILD CARE PROGRAMS

The Ontario government has introduced a new policy that requires licensed child care centres and private-home day care agencies to post information about serious occurrences that happen at a centre or a home location effective November 1, 2011. To support increased transparency and access to information, a "Serious Occurrence Notification Form" must be posted at the centre on the parent board near the license certificate for 10 days.

A serious occurrence could include:

- Serious injury to a child,
- Fire or other disaster on site,
- Complaint about service standard.

Licensed child care centres and private-home childcare agencies are already required to report serious occurrences to the Ministry of Education, which is responsible for child care licensing. This new policy requires child care operators to post information in their facilities so that parents also have access to it.

EMERGENCY MANAGEMENT POLICY AND PROCEDURES

Main Square Day Care Centre has an Emergency Management and Procedure Policy in place to support the children, staff and parents in the event of an emergency. This detailed plan is posted in each of the classrooms on the parent boards, the main hallway and the office.

When safe and appropriate, parents will be contacted via email or phone call and provided all information relevant to the emergency. Parents/guardians will be required to pick up their child or arrange for a designated person to pick up their child from the Emergency Shelter Location IMMEDIATELY. Parents will be provided with location details (name and address of the Emergency Shelter) including location inside the Emergency Shelter where the children are being kept safe (e.g. gym, lobby etc.).

If your child has been transported to hospital, you will be given the name and address of the hospital, name and cell phone number of accompanying staff. Staff will remain with the child, updating the parents until the parents are able to be with their child.

IMMUNIZATION

All children enrolled are immunized against infectious diseases as recommended by the local Medical Officer of Health. Children can be exempted from this requirement if a parent/guardian objects to the immunization for religious, medical or conscience reasons.

SICK CHILDREN

Children get sick and even strict adherence to hygienic practices and the universal precautions guidelines will not eliminate the spread of germs (particularly air-borne infections) among children and adults in group settings. Children who are ill cannot attend the day care if their own well-being or the well-being of other children is in jeopardy.

Families need to make alternative care arrangements and seek medical attention for the following conditions:

- Unexplained or undiagnosed pain
- Acute cold with fever, runny nose and eyes, coughing and sore throat
- Difficulty with breathing
- Fever over 38 degrees centigrade accompanied by general symptoms such as listlessness
- Sore throat and difficulty swallowing
- Undiagnosed skin or eye rash
- Headache and stiff neck
- Unexplained diarrhea or loose stool combined with vomiting and abdominal cramps
- Severe itching of body and scalp
- Known or suspected communicable disease

Children who have some symptoms of illness may continue to attend the child care program. Such circumstances include:

- minor upper respiratory infections with no fever,
- taking antibiotics but no fever or other symptoms of illness, and
- chronic symptoms such as a low-grade fever or cough that have been diagnosed as non-infectious.

MEDICATION POLICY

1. All medicines must be prescribed by your child's doctor and in its original container. This means a pharmacist's label must be attached to such drugs as EpiPens and antibiotics, showing that your child's doctor has prescribed them.
2. All medicines must have your child's name printed on the label. No medication will be given if it has been prescribed to another member of the family.
3. No medication will be given after the expiry date on the label.
4. A medicine form must be completed and signed by the parent or guardian each day the medicine is to be administered by the MSDC staff. "Ditto" marks are not acceptable.

Note: We are aware that parents/guardians are often in a hurry in the morning, therefore, we have tried to make the medication forms as simple to use as possible. Since Main Square Day Care Centre is bound by these regulations, all medication will only be given to the child if all the above instructions are followed.

ALL MEDICATIONS/MEDICINES ARE STORED IN THE KITCHEN/PLAYGROUND:

Refrigerated Medicines are stored in a locked medicine box on the bottom shelf of the kitchen fridge.

Non-refrigerated medicines are stored in a locked medicine box in an upper cupboard in each playroom.

PLEASE MAKE SURE ALL MEDICINES ARE GIVEN DIRECTLY TO A STAFF. NON-PRESCRIBED CREAMS ARE NOT TO BE LEFT IN YOUR CHILD'S CUBBY.

Parent Issues and Concerns Policy and Procedures

April 24, 2018 (Board Approved)

Name of Child Care Centre: Main Square Day Care Centre

Date Policy and Procedures Established: March 8th, 2018

Date Policy and Procedures Updated: April 26, 2018

Purpose

The purpose of this policy is to provide a transparent process for parents/guardians, the child care licensee and staff to use when parents/guardians bring forward issues/concerns.

Definitions

Licensee: The individual or agency licensed by the Ministry of Education responsible for the operation and management of each child care centre it operates (i.e. the operator).

Staff: Individual employed by the licensee (e.g. program room staff).

Policy

General

Parents/guardians are encouraged to take an active role in our child care centre and regularly discuss what their child(ren) are experiencing with our program. As supported by our program statement, we support positive and responsive interactions among the children, parents/guardians, child care providers and staff, and foster the engagement of and ongoing communication with parents/guardians about the program and their children. Our staff are available to engage parents/guardians in conversations and support a positive experience during every interaction.

All issues and concerns raised by parents/guardians are taken seriously by Main Square Day Care Centre and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

Issues/concerns may be brought forward verbally or in writing. Responses and outcomes will be provided verbally, or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

An initial response to an issue or concern will be provided to parents/guardians within three business day(s). The person who raised the issue/concern will be kept informed throughout the resolution process.

Investigations of issues and concerns will be fair, impartial and respectful to parties involved.

Confidentiality

Every issue and concern will be treated confidentially, and every effort will be made to protect the privacy of parents/guardians, children, staff, students and volunteers, except when information must be disclosed for legal reasons (e.g. to the Ministry of Education, College of Early Childhood Educators, law enforcement authorities or a Children's Aid Society).

Conduct

Our centre maintains high standards for positive interaction, communication and role-modeling for children. Harassment and discrimination will therefore not be tolerated from any party.

If at any point a parent/guardian, provider or staff feels uncomfortable, threatened, abused or belittled, they may immediately end the conversation and report the situation to the supervisor and/or licensee.

Concerns about the Suspected Abuse or Neglect of a child

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse or neglect.

If a parent/guardian expresses concerns that a child is being abused or neglected, the parent will be advised to contact the local Children's Aid Society (CAS) directly.

Persons who become aware of such concerns are also responsible for reporting this information to CAS as per the "Duty to Report" requirement under the *Child and Family Services Act*.

For more information, visit

<http://www.children.gov.on.ca/htdocs/English/childrensaidthereportingabuse/index.aspx>

Procedures

The first resource available to families with complaints are the centre staff; if any complaint arises the complainant is encouraged to discuss the issue with the staff (as appropriate) prior to bringing the issue to the attention of the Director. Staff are most directly involved in the situation and are often best able to provide explanations and resolutions.

Nature of Issue or Concern	Steps for Parent and/or Guardian to Report Issue/Concern:	Steps for Staff and/or Licensee in responding to issue/concern:
Program Room-Related E.g: schedule, sleep arrangements, toilet training, indoor/outdoor program activities, feeding arrangements, etc.	Raise the issue or concern to <ul style="list-style-type: none"> - the classroom staff directly or <ul style="list-style-type: none"> - the Director or licensee. 	<ul style="list-style-type: none"> - Address the issue/concern at the time it is raised or <ul style="list-style-type: none"> - arrange for a meeting with the parent/guardian within 3 business days. <p>Document the issues/concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> - the date and time the issue/concern was received; - the name of the person who received the issue/concern; - the name of the person reporting the issue/concern; - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.
General, Centre- or Operations-Related E.g: child care fees, hours of operation, staffing, waiting lists, menus, etc.	Raise the issue or concern to <ul style="list-style-type: none"> - the Director or licensee. 	<p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within [insert number] business days or as soon as reasonably possible thereafter. Document reasons for delays in writing.</p> <p>Provide a resolution or outcome to the parent(s)/guardian(s) who raised the issue/concern.</p>
Staff-, Duty parent-, Director-, and/or Licensee-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the individual directly or <ul style="list-style-type: none"> - the Director or licensee. <p>All issues or concerns about the conduct of staff, duty parents, etc. that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	
Student- / Volunteer-Related	Raise the issue or concern to <ul style="list-style-type: none"> - the staff responsible for supervising the volunteer or student or <ul style="list-style-type: none"> - the Director and/or licensee. - <p>All issues or concerns about the conduct of students and/or volunteers that puts a child's health, safety and well-being at risk should be reported to the supervisor as soon as parents/guardians become aware of the situation.</p>	

Complaints can be brought to the director's attention in person, via email, by phone or voice messaging system, or by placing in the suggestion box for confidentiality. If this is an urgent matter and cannot be resolved at a staff level, please contact the Director by phone or in person as soon as possible. If the Director is unavailable, please speak to the Assistant Director.

Any complaint submitted directly or indirectly to the Director will be acknowledged by the Director within 3 business days to assure the complainant that their concern is being addressed. This will include advising the complainant if the issue requires involvement of the Board of Directors, or an external agency such as Children's services.

1. Director Review

- The Director will receive details surrounding the complaint from both parties involved, including proposed resolutions. If the Director sees fit an investigation may be conducted to add clarity to the case or to determine additional details.
- The Director will consider the course of action or decision, made by the staff member, relative to the complaint.
- The Director will determine resolutions, including steps for prevention when necessary.
- The Director's review and resolution will be documented, and findings will be communicated to both the staff and the complainant.
- If the Director cannot reach a conclusion which satisfies the needs of both parties or if the complaint is of a serious nature it will be brought to the attention of the Board of Directors.
- The Director will file a Serious Occurrence report within 24 hours with Toronto Children's Services and the Ministry of Education Child Care Licensing system for all complains of a serious nature.
- **BoD Review**
The Board of Directors will review the case including details initially provided by staff and complainant, their proposed resolutions, prior cases of a similar nature, and the directors conclusion.
Specific options will be determined by the Board, documented, and carried out.

2. Resolution

- When a resolution has been determined both parties will be notified. Potential resolutions may include:
 - Altering a policy or procedure
 - Putting into place prevention strategies
 - Providing an explanation to the complainant, to an effected group, or to all members of the centre community
 - Changing the decision initially made by staff
 - Maintaining a decision made by staff
 - Retraining staff involved, or if deemed necessary retraining all centre staff

Escalation of Issues or Concerns: Where parents/guardians are not satisfied with the response or outcome of an issue or concern, they may escalate the issue or concern verbally or in writing to the Board of Directors (see above)

Issues/concerns related to compliance with requirements set out in the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch.

Issues/concerns may also be reported to other relevant regulatory bodies (e.g. local public health department, police department, Ministry of Environment, Ministry of Labour, fire department, College of Early Childhood Educators, Ontario College of Teachers, College of Social Workers etc.) where appropriate.

Contacts: [insert information, e.g. agency/organization contacts, supervisor and/or individual who oversees the programs, ministries and local authorities, professional membership bodies]

June Hall, Main Square Day Care Centre, 265 Main Street, Toronto, Ontario, M4C 4X3. Phone: 416-691-3909 ext 7.

Marcus Rodrigues, Assistant Supervisor, Main Square Day Care Centre, 265 Main Street, Toronto, Ontario, M4C 4X3

Ministry of Education, Licensed Child Care Help Desk: 1-877-510-5333 or childcare_ontario@ontario.ca

Board of Directors, Main Square Day Care Centre, 265 Main Street, Toronto, Ontario, M4C 4X3. (A list of the Board of Directors can be found on the Parent Board in the day care centre)

Regulatory Requirements: Ontario Regulation 137/15

Parent issues and concerns

45.1 Every licensee shall ensure that there are written policies and procedures that set out how parents' issues and concerns will be addressed, including details regarding,

- (a) the steps for parents to follow when they have an issue or concern to bring forward to the licensee;
- (b) the steps to be followed by a licensee and its employees in responding to an issue or concern brought forward by a parent; and
- (c) when an initial response to the issue or concern will be provided. O. Reg. 126/16, s. 31.

Parent handbook

45. (1) Every licensee shall have a parent handbook for each child care centre or home child care agency it operates which shall include,

- (a.2) a copy of the licensee's policies and procedures required under section 45.1 regarding how parents' issues and concerns will be addressed;

Intent

This provision is intended to provide licensees and parents with a clear and transparent procedure to follow when a parent has brought forward an issue or concern they wish to have addressed by the licensee.

Complaint Resolution Form –To be filled out by office

Main Square Day Care Centre

Name of Complainant: _____

Name of Staff involved: _____

Reason for Complaint: _____

Complainant

Provide details relative to the complaint: _____

Proposed resolution: _____

Was the complaint brought to staffs attention? Yes ____ No ____

If no, why not? _____

Staff

Provide details relative to the complaint: _____

Proposed resolution: _____

Director

Does the Board of Directors, or any other outside agency need to be contacted? _____

Is an investigation necessary? (If yes attach information from investigation)? Yes ____ No ____

Resolution: _____

Have both parties been contacted? Yes ____ No ____

Further action required: _____

Date complaint received: _____

Date complaint acknowledge: _____

Date complaint resolved: _____

Directors Signature: _____

PROGRAM WAITLISTS

Note: Main Square Day Care Centre makes every effort to keep children enrolled in the Day Care once they begin at the Centre. However, registration in one program does not guarantee a spot in the subsequent level (i.e., admission to the Toddler program does not guarantee admission into the Preschool program and the School Age program). Admission to each level of Main Square Day Care Centre is contingent on the availability of a space on the applicable waiting list.

The Day Care Administrator maintains a waiting list for each of the child care programs offered by the centre. Each waitlist is administered in accordance with the following rules:

1. A child's name will be added to the waitlist in order based on the date the Day Care Administrator received the completed registration form.
2. The date of registration on the waitlist will reflect the date the registration form is received by the Administrator.
3. A child's space on the waitlist is not transferable to another family.
4. When a space becomes available, the Administrator will offer the family of the child whose name is at the top of the waitlist a space in the child care program (subject to the priority rules set out below) by telephone at the number provided on the registration form. It is the responsibility of the parents to call or email the Administrator of the day care if their contact information changes for any reason.
5. A family that is offered a space in the centre will have 48 hours to accept the offer.
6. A family that accepts the offer must complete the registration package (within the 48-hour acceptance window).
7. If the family declines the offer, or fails to respond within 48 hours, the space will be offered to the family of the child whose name is next on the waitlist (subject to the priority rules set out below). In such cases, the child's name will also be moved to the bottom of the applicable waitlist. It is at the discretion of the Director to keep people at the top of the list in extenuating circumstances.
8. Once a family has been on the waitlist for one year without admittance into the program, they are required to contact the centre to update their status. If a family has not contacted the centre after a year's time, their name will be removed from the waitlist.

WAITLIST PRIORITY

When a space becomes available, families will be offered a space in the centre on the basis of the applicable waitlist, subject to the following priorities:

- Siblings of children already attending Main Square Day Care whose names are on the applicable waitlist will be offered a place in priority to all other children on the waitlist.
- If there is more than one child attending the Day Care who otherwise qualifies for a spot in the next room, and space is limited, priority will be determined based on the following:
 1. Length of time a child has been in the Day Care; and
 2. Family unification (keeping siblings together at the same Day Care Centre)
 3. Date of Birth

As a result of this priority, a child's place on the waitlist is subject to change without notice. For this reason, it is not always possible to accurately predict a child's likelihood of being offered a space in the child care program at a date in the future.

ADMISSION

Prior to enrolment, the parents of a child who has been admitted to Main Square Day Care will be provided with an enrolment package, which will include the following:

- A copy of Main Square Day Care Centre's *Parent Handbook* outlining the general policies and practices of the centre.
- A registration package which parents/guardian must complete as a condition of enrolment.

In addition, all children admitted to Main Square Day Care Centre are required to provide an up-to-date record of the child's immunization record obtained from the child's family doctor.

The centre admits children who attend the following schools (Secord, Gledhill and St Brigit's Catholic).

VOLUNTARY WITHDRAWAL POLICIES

Main Square Day Care Centre has instituted and strictly enforces the following withdrawal policies:

A family may voluntarily withdraw from the day care by providing four (4) weeks written notice to the Director.

A family who voluntarily withdraws from the day care is not automatically entitled to return to the centre and does not retain their child's space on the waitlist for that program. If the family wishes to remain on the waitlist, the child's name will be moved to the bottom of the applicable waitlist.

OVER-ENROLMENT POLICY

In the event that space is not available in the next room for a child who is already enrolled in the Day Care (see Waitlist Priority Rules), the Director will communicate this with the family as soon as practicable. Every effort will be made to work with the family to assist in finding alternate care.

RE-ADMISSION (SCHOOL AGE ONLY)

Clients on subsidy, who leave the preschool room due to JK/SK enrolment at school, will receive priority re-admission to the School Age room (Grade 1), if requested. This does not affect the initial priorities outlined in *section B*.

Child Care Centre

Safe Arrival and Dismissal Policy and Procedures

Name of Child Care Centre: Main Square Day Care Centre

Date Policy and Procedures Established: January 16, 2024 (Approved by the Board)

Date Policy and Procedures Updated: September 18, 2024

Purpose

This policy and the procedures within help support the safe arrival and dismissal of children receiving care.

This policy will provide staff, students and volunteers with a clear understanding of their roles and responsibilities for ensuring the safe arrival and dismissal of children receiving care, including what steps are to be taken when a child does not arrive at the child care centre as expected, as well as steps to follow to ensure the safe dismissal of children.

This policy is intended to fulfill the obligations set out under Ontario Regulation 137/15 for policies and procedures regarding the safe arrival and dismissal of children in care.

Note: definitions for terms used throughout this policy are provided in a Glossary at the end of the document.

Policy

General

- Main Square Day Care Centre will ensure that any child receiving child care at the child care centre is only released to the child's parent/guardian or an individual that the parent/guardian has provided written or verbal (in case of emergency) authorization the child care centre may release the child to.
- Main Square Day Care Centre will only dismiss children into the care of their parent/guardian or another authorized individual. The centre will not release any children from care without supervision.
- Where a child does not arrive in care as expected or is not picked up as expected, staff must follow the safe arrival and dismissal procedures set out below.

Procedures

Accepting a child into care

1. When accepting a child into care at the time of drop-off, program staff in the room must:
 - greet the parent/guardian and child and ask the parent/guardian how the child's evening/morning has been and if there are any changes to the child's pick-up procedure (i.e., someone other than the parent/guardian picking up). Where the parent/guardian has indicated that someone other than the child's parent/guardians will be picking up, the staff must confirm that the person is listed on [the emergency form or where the individual is not listed, ask the

parent/guardian to provide authorization for pick-up in writing (e.g., note or email) or phone call in case of emergency.

- document the change in the pick-up procedure in the daily written record.
- sign the child in on the classroom attendance record.

Where a child has not arrived in care as expected

Preschool, Toddler and non instructional days

1. Where a child does not arrive at the child care centre and the parent/guardian has not communicated a change in drop-off (e.g., left a voice message or advised the closing staff at pick-up), the staff in the classroom must:
 - inform the Director or designate and they must commence contacting the child's parent/guardian no later than 11:00 by sending a message on Lillio. Staff shall send a message on Lillio app and let the parents know that their child(ren) did not arrive at the child care centre.
2. Once the child's absence has been confirmed, program staff shall document the child's absence on the attendance record and any additional information about the child's absence in the daily written record.

School Age

1. When a school age child is expected in care in our morning program and has not arrived staff will call the parent by 8:15 a.m. to check on their status.
2. When a child does not arrive in the designated area after school the staff will visit the school office to confirm if the child is in attendance or has been picked up by the parent earlier in the day

Releasing a child from care

1. The staff who is supervising the child at the time of pick-up shall only release the child to the child's parent/guardian or individual that the parent/guardian has provided written authorization that the child care may release the child to. Where the staff does not know the individual picking up the child (i.e., parent/guardian or authorized individual),
 - confirm with another staff member that the individual picking up is the child's parent/guardian/authorized individual.
 - where the above is not possible, ask the parent/guardian/authorized individual for photo identification and confirm the individual's information against the parent/guardian/authorized individual's name on the child's file or written authorization.

Where a child has not been picked up as expected (before the centre closes)

1. Where a parent/guardian has previously communicated with the staff a specific time or timeframe that their child is to be picked up from care and the child has not been picked up [6:00 pm, the staff in the room shall contact the parent/guardian by phone call and advise that the child is still in care and has not been picked up.
 - Where the staff is unable to reach the parent/guardian, staff must leave a telephone message and a message on Lillio. Call again 10 minutes later. Where

the individual picking up the child is an authorized individual and their contact information is available, the staff shall proceed with contacting the individual to confirm pick-up as per the parent/guardian's instructions or leave a voice message to contact the centre.

- Where the staff has not heard back from the parent/guardian or authorized individual who was to pick up the child the staff shall Contact the emergency contact listed on the emergency form. If unable to speak with the emergency contact, individuals authorized to pick up and no contact with parents by 6:30 pm, the children's aid society will be called

Where a child has not been picked up and the centre is closed

1. Where a parent/guardian or authorized individual who was supposed to pick up a child from care and has not arrived by 6:15 pm, staff shall ensure that the child is given a snack and activity, while they await their pick-up.
2. One staff shall stay with the child, while a second staff proceeds with calling the parent/guardian to advise that the child is still in care and inquire their pick-up time. In the case where the person picking up the child is an authorized individual, the staff shall contact the parent/guardian first and then proceed to contact the authorized individual responsible for pick-up if unable to reach the parent/guardian.
3. If the staff is unable to reach the parent/guardian or authorized individual who was responsible for picking up the child, the staff shall contact the authorized individual listed on the child's file.
4. Where the staff is unable to reach the parent/guardian or any other authorized individual listed on the child's file (e.g., the emergency contacts) by 6:30 pm], the staff shall proceed with contacting the local Children's Aid Society (CAS) Toronto 416-924-4646, Catholic 416-395-1500 Staff shall follow the CAS's direction with respect to next steps.

Dismissing a child from care without supervision procedures

Staff will only release children from care to the parent/guardian or other authorized adult. Under no circumstances will children be released from care to walk home alone.

Additional Procedures

<i>Not applicable at this time.</i>

Glossary

Individual authorized to pick-up/authorized individual: a person that the parent/guardian has advised the child care program staff in writing can pick-up their child from care.

Licensee: The individual or corporation named on the licence issued by the Ministry of Education responsible for the operation and management of the child care centre and home child agency.

Parent/guardian: A person having lawful custody of a child or a person who has demonstrated a settled intention to treat a child as a child of his or her family.

MAIN SQUARE DAY CARE CENTRE - PROGRAM STATEMENT



This Program Statement document captures the philosophy and goals that guide our program for our children. It describes the strategies we use to realize these goals, the plans of action to execute the strategies, and the practices to implement, monitor, and evaluate those action plans, and continually improve our performance

Revised December 3, 2019

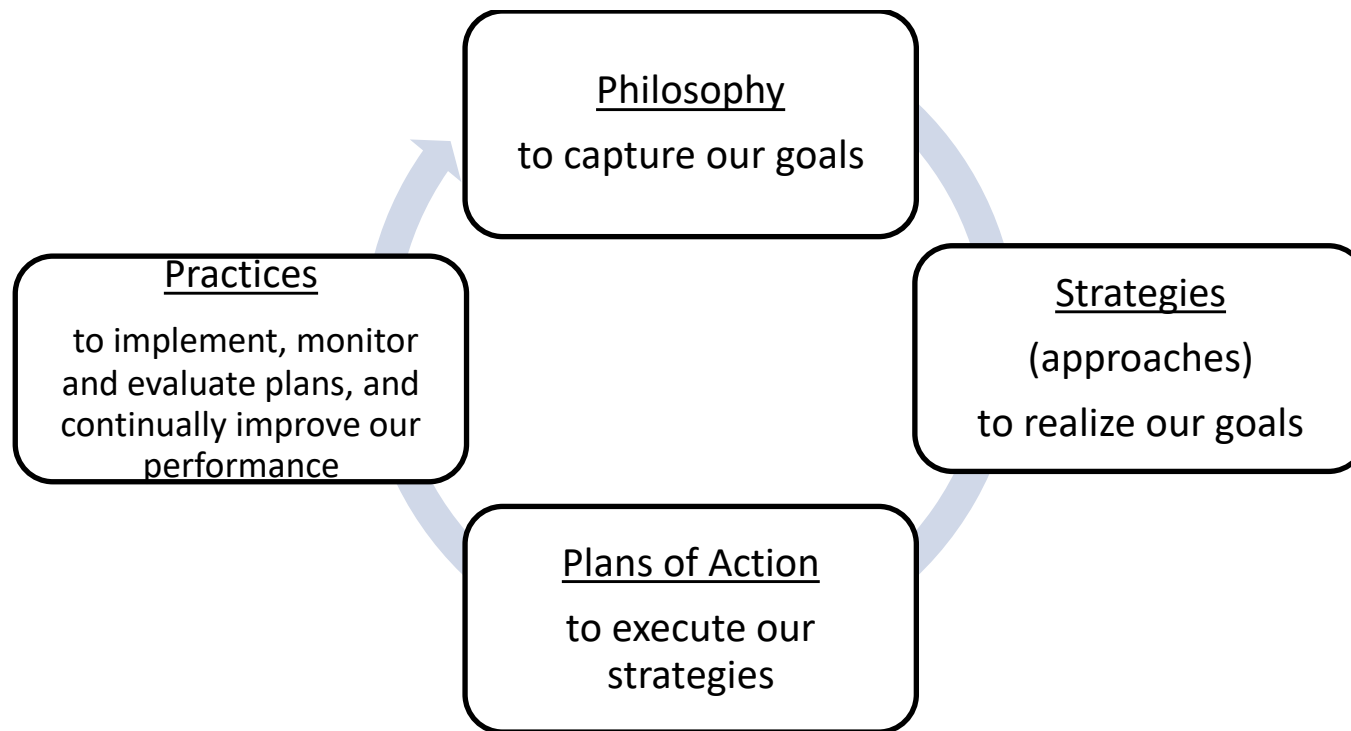
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Program Statement Framework

Our Program Statement describes the following:

- The philosophy which captures our goals
- The strategies which are our approaches to realize our goals
- The plans of action which execute these strategies
- The practices which implement, monitor and evaluate plans, and continually improve our performance



Our Practices

1. All new staff on hiring, and all existing staff (annually) will acknowledge and review the following:
 - o This program statement document
 - o All relevant and attached guidelines
2. Parent survey will be conducted annually to assess performance against the 11 key requirements
3. Internal Rating (AQI) for each Plan of Action will be conducted annually for each program
4. Undertake monthly staff meeting. Always include agenda item to discuss performance against the program statement and plan for improvement for next month.
5. Each monthly staff meeting will, on a rotation basis, include on the agenda, one of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will discuss and reflect on current practices against this strategy, and any opportunities for improvement will be captured.
6. Undertake quarterly management/board meetings. Always include agenda item to discuss performance against the program statement and plan for improvement for next period.
7. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
8. Share "performance outcomes and goals review" with Board/Management and document and incorporate their feedback
9. Budget a professional development investment for each staff and align the professional development with the program statement needs
10. The annual employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will annotate the assessment with an example of each and identify goals for improvement for the next year.

Our Philosophy (goals)

- Inclusive enriched childcare environment
- Honors and respects all children's beliefs, culture, language, and experiences acquired from their family and community
- Promote health and well-being
- Fostering the children's exploration, play and inquiry as a key goal
- Capturing and documenting our practice is reinforcement of the learning
- Support all children's ability to self-regulate, so children feel comfortable and confident
- Foster the children's health and well-being indoors and outdoors
- Forming trusting relationships with children and their families
- Providing everyone with a sense of belonging
- Children learn to: care about other people; understand other's feelings; cooperate and share; to express their opinions; resolve conflicts; and develop self-competence, self-worth and self-regulation

Our Strategies (approaches)

- Promote an environment which is healthy, safe, and supports general well being and Promote an environment which ensures good nutrition and safe food preparation
- Support positive and responsive interactions
- Encourage the children to interact and communicate
- Foster exploration, play and inquiry
- Provide child-initiated and adult-supported experiences
- Plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans;
- Incorporate indoor and outdoor play, active play and quiet time
- Foster the engagement of and communications with parents
- Involve local community partners
- Support others in relation to continuous professional learning
- Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.

Our Plans of Action

The Plans of Action in each of these topic areas are the means to execute our strategies:

- | | | |
|---------------------------------------|---|--|
| 1. Daily written and Visual Schedule | 14. Care Practices | 26. Communication and Extending |
| 2. Program Plan | 15. Meals and Snack time | Children's Learning |
| 3. Learning experiences | 16. Crib and bedding | 27. Menu and/or Snack Adaptations |
| 4. Indoor physical environment | 17. Health & Safety | 28. Food Substitutions |
| 5. Displays | 18. Toys & Play | 29. Preparation, Handling and Transportation of Food |
| 6. Art and Sensory | 19. Equipment Hygiene | 30. Health and Safety |
| 7. Books, language & literacy | 20. Staff & Children's hand Hygiene | Kitchen and/or Food Preparation Area |
| 8. Music and accessories | 21. Transitions and attendance verification | 31. Connecting and collaborating with local community and institutions |
| 9. Physical play learning Experiences | 22. Positive Atmosphere | 32. Outdoor Playground environment |
| 10. Cognitive & manipulative | 23. Supervision of children | |
| 11. Science & nature | 24. Fostering Children's independence | |
| 12. Block & Construction | 25. Development of Self-esteem | |
| 13. Pretend play | 25. Behaviour Guidance | |

Since there is not a 1:1 relationship between strategies and plans, the ministry-to-AQI table in the appendix supports a cross-reference for compliance

Our Philosophy (Goals)

At Main Square Day Care Centre, we believe that children learn about the world around them through play. The centre's image of the child is one of being more worldly, being capable and competent, a partner in the learning along with the teacher. Both images represent an inclusive environment where all children are welcome and included. Our children learn about themselves, their peers and the world in which they live through investigation and exploration, through art, drama, music and social interactions, while recognizing that each child is a unique individual. Families are an integral part of our program; we encourage and welcome their involvement in our program as much as possible. The staff focus on the children's interests and passions as well as their own. The staff team believes that children are strong, competent learners. The staff values and respects the children and believes that their thoughts and ideas are pivotal to the curriculum. It is the educator's role to facilitate allowing the children's ideas and interests to flow in a positive planned program, allowing the children to discover, explore, document, compare and share their ideas and results. Staff believe in being human, honest, open minded, caring and current within the profession. Understanding that children learn in many different ways, small accomplishments are huge to a child who struggles within the program. We believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children. We believe that the learning environment consists of everyone (children, teachers and families) working together for the holistic development of the child. We balance indoor/outdoor, active play, rest and quiet within each of our programs daily schedules. Activities within the program emphasize skills; self-esteem, self-respect, self-regulation and respect for others, which allows individual children and groups to interact in an appropriate and confident manner.

Our Strategy

Our strategies to achieve our program statement are guided by the work done on Ontario's Pedagogy for the Early Years ("How Does Learning Happen"). We understand that learning and development happens within the context of relationships among children, families, educators, and their environments. We understand that for children to grow and flourish, the four following foundational conditions need to exist:

- A sense of Belonging,
- A sense of Well-Being,
- Opportunities and support for Engagement, and
- Opportunities and support for Expression.

We will adopt the following 11 strategies to create these conditions:

- Promote an environment which is healthy, safe, and supports general well being and
Promote an environment which ensures good nutrition and safe food preparation
- Support positive and responsive interactions
- Encourage the children to interact and communicate
- Foster exploration, play and inquiry
- Provide child-initiated and adult-supported experiences
- plan for and create positive learning environments and experiences in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans;
- Incorporate indoor and outdoor play, active play and quiet time
- Foster the engagement of and communications with parents

- Involve local community partners
- Support others in relation to continuous professional learning
- Document and review the impact of the strategies set out in clauses (a) to (j) on the children and their families.

Plans of Action for the Toddler Program

The Plans of Action listed below, are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education. The Plans of Action largely follow the City of Toronto AQI Guideline which Child Care Centers in the City of Toronto are required to follow.

Plans

- 1) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations described in the attached guideline (*toddler-AQI-guideline-1*)
- 2) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). In support of this, we will prepare a Program Plan to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-2*)
- 3) Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, we will undertake to deliver learning experiences to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-3*)
- 4) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are

valued." (HDLH, p. 24). In support of this, we will create a visual environment through displays to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-4*)

- 5) Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). In support of this, we will provide a sensory, Science and Nature program to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-5*)
- 6) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, we will provide an Art program to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-6*)
- 7) A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language & literacy materials and a program that utilizes these to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-7*)
- 8) By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. "Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p. 42). In support of this, we will provide music and accessories and program that utilizes these to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-8*)
- 9) We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will deliver physical play learning experiences that meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-9*)
- 10) Offer children daily experiences with a multitude of materials and accessories. Offer play that develops spatial awareness, manipulation of 2-D and 3-D materials and problem solving. Block play

offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer a Cognitive & Manipulative and Blocks & Construction materials and environment, and a program to engage in this environment to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-10*)

- 11) Pretend play is an opportunity to provide children an environment and accessories, in good condition, which promotes imaginative play. Prop boxes are used to enhance the area and the Program Plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the pretend play area allow the children to see themselves from a different perspective. "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). In support of this, we will offer Pretend Play accessories and environment, and a program to engage in this environment to meet or exceed the expectations described in the attached guideline (*toddler-AQI-guideline-11*).
- 12) Following the individual cues of the children, and developing an awareness of what each child brings and how they adapt to situations and environments allow us to provide the care and learning that best respects and reflects their needs. "Gaining knowledge about children from multiple perspectives helps educators ensure that programs also value the unique and diverse characteristics of the children's families and the communities in which they live. It's not a "one-size-fits-all" approach." (HDLH, pg 18). In support of this we will develop an individual schedule for each child based on their needs and/or the family's requests and capture daily information to share with parents to meet or exceed the expectations for routine care practices described in the attached guideline (*toddler-AQI-guideline-12*).
- 13) Compliance with the Regional Public Health procedures and practices. To ensure we will provide physical, instructional, and early learning and care supports for staff for diapering routines to meet or exceed the expectations for routine care practices described in the attached guideline (*toddler-AQI-guideline-13*).
- 14) Make food and eating time, including times when toddlers drink bottles, positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times described in the attached guideline (*toddler-AQI-guideline-14*).
- 15) Ensure crib or cot and bedding is hygienically maintained. Support staff to show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. Pay attention to how we are meeting the needs of the children and what changes need to occur if we are not. In support of this we will meet or exceed the expectations for Cribs, bedding and sleep times described in the attached guideline (*toddler-AQI-guideline-15*).
- 16) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to

the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30). In support of this we will meet or exceed the expectations for Health, Safety, and Toy & Play Equipment care described in the attached guideline (*toddler-AQI-guideline-16*).

- 17) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will meet or exceed the expectations for Hand Hygiene described in the attached guideline (*toddler-AQI-guideline-17*).
- 18) Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations for Transitions and Attendance Verification described in the attached guideline (*toddler-AQI-guideline-18*).
- 19) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36). In support of this, we will meet or exceed the expectations for a Positive Atmosphere described in the attached guideline (*toddler-AQI-guideline-19*).
- 20) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations for supervision of children described in the attached guideline (*toddler-AQI-guideline-20*).
- 21) Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35). In support of this, we will meet or exceed the expectations for fostering children's independence described in the attached guideline (*toddler-AQI-guideline-21*).
- 22) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours." (HDLH, pg 24-25). In support of this, we will meet or exceed the expectations for supporting the development of self-esteem in children described in the attached guideline (*toddler-AQI-guideline-22*).
- 23) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to

promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for behaviour guidance described in the attached guideline (*toddler-AQI-guideline-23*).

- 24) Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for Supporting Communication and Extending Children's Learning described in the attached guideline (*toddler-AQI-guideline-24*).
- 25) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area described in the attached guideline (*nutrition-AQI-guidelines-1-7*).
- 26) Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19). In support of this, we will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material described in the attached guideline (*Playground-AQI-guidelines-1-4*).
- 27) Ensure collaboration with local community partners. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things" (HDLH p19.). In support of this, we will meet or exceed the expectations for connecting and collaborating with local community and institutions described in the attached guideline (*working-together-AQI-guidelines-1-4*).
- 28) Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth". In support of this, we will capture as evidence, Our Practices and our efforts to Being the best we can (which follow).

Plans of Action for the Preschool Program

The Plans of Action listed below, are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education. The Plans of Action largely follow the City of Toronto AQI Guideline which Child Care Centers in the City of Toronto are required to follow.

Plans

- 1) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations described in the attached guideline (*preschool-AQI-guideline-1*)
- 2) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). In support of this, we will prepare a Program Plan to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-2*)
- 3) Staff will use their observations, knowledge of child development and the children's cues to promote continuous learning opportunities. Staff will share with, and encourage families to be active participants in their child's care environment "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, we will undertake to deliver learning experiences to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-3*)
- 4) Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20). In support of this, we will ensure an indoor physical environment that will meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-4*)
- 5) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). In support of this, we will create a visual environment through displays to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-5*)
- 6) Materials reflecting sensory, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking,

and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). In support of this, we will provide a sensory, Science and Nature program to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-6*)

- 7) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, we will provide an Art program to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-7*)
- 8) A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development. "Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42). In support of this, we will provide books and a program that utilizing them to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-8*).
- 9) Staff will expose children to various materials and accessories to promote natural opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language & literacy materials and a program that utilizes these to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-9*)
- 10) By exposing children to an assortment of cultural music and musical genres, staff are promoting skills such as language development, rhythm awareness, self-regulation and self-concept. "Creating and designing fuse together the cognitive, emotional, and physical domains – thinking, feeling, and doing. Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity." (HDLH, p. 42). In support of this, we will provide music and accessories and program that utilizes these to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-10*)
- 11) We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will deliver physical play learning experiences that meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-11*)

- 12) Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer Blocks and Construction materials and environment, and a program to engage in this environment to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-12*)
- 13) Provide children daily experiences with a multitude of materials and accessories to encourage a natural play environment that enhances cognitive development. Ensure spontaneous cognitive and manipulative learning experiences occur throughout the day. Planned and/or documented cognitive and manipulative experiences will lead children to higher learning, based on the children's observed cues and interests. "The focus is not on teaching a body of knowledge or a predetermined set of topics. Nor is it centred on children's achievement of a specific skill set. In the early years, programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry." (HDLH, pg15). In support of this, we will offer cognitive and manipulative materials and environment, and a program to engage in this environment to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-13*).
- 14) Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). In support of this, we will offer Dramatic Play accessories and environment, and a program to engage in this environment to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-14*).
- 15) Utilize guidelines for children to encourage safe, developmentally-appropriate electronic media usage. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Parents/guardians will be made aware in advance of media used in the classroom, and resources will be available for alternative learning opportunities. Monitor games brought from home or usage of Internet within the room. In support of this, we will ensure an electronic media usage environment to meet or exceed the expectations described in the attached guideline (*preschool-AQI-guideline-15*).
- 16) Plan for Compliance with the Regional Public Health procedures and practices. To ensure we will provide physical, instructional, and early learning and care supports for staff to meet or exceed the expectations for diapering and toileting routines described in the attached guideline (*preschool-AQI-guideline-16*).

- 17) Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times described in the attached guideline (*preschool-AQI-guideline-17*).
- 18) Ensure age and developmentally appropriate utensils, dishes and furnishings to enable safe, and successful eating times. In support of this we will meet or exceed the expectations for equipment required for eating and seating described in the attached guideline (*preschool-AQI-guideline-18*).
- 19) Ensure crib or cot and bedding is hygienically maintained. Support staff to show flexibility with regards to the routine of the room and the cues of the children. Parents are engaged for guidance in sleep routines as appropriate. Pay attention to how we are meeting the needs of the children and what changes need to occur if we are not. In support of this we will meet or exceed the expectations for Cots and bedding described in the attached guideline (*preschool-AQI-guideline-19*).
- 20) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30). In support of this we will meet or exceed the expectations for Health and Safety described in the attached guideline (*preschool-AQI-guideline-20*).
- 21) Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we will meet or exceed the expectations for toys and play equipment washing described in the attached guideline (*preschool-AQI-guideline-21*).
- 22) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will meet or exceed the expectations for Hand Hygiene described in the attached guideline (*preschool-AQI-guideline-22*).
- 23) Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations for Transitions described in the attached guideline (*preschool-AQI-guideline-23*).
- 24) Ensure awareness at all times of the number and names of children that are in care. Ensure documentation on the Main Attendance Record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions. In support of this, we will meet or exceed the expectations for attendance verification described in the attached guideline (*preschool-AQI-guideline-24*).
- 25) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate

and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36). In support of this, we will meet or exceed the expectations for a Positive Atmosphere described in the attached guideline (*preschool-AQI-guideline-25*).

- 26) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations for supervision of children described in the attached guideline (*preschool-AQI-guideline-26*).
- 27) Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35). In support of this, we will meet or exceed the expectations for fostering children's independence described in the attached guideline (*preschool-AQI-guideline-27*).
- 28) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours." (HDLH, pg 24-25). In support of this, we will meet or exceed the expectations for supporting the development of self-esteem in children described in the attached guideline (*preschool-AQI-guideline-28*).
- 29) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for behaviour guidance described in the attached guideline (*preschool-AQI-guideline-29*).
- 30) Encourage staff to balance verbal/non-verbal interactions with children. Support them to provide experiences and opportunities to assist in extending the learning with all children. Help them play and role model positive social interactions with the children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for supporting development of Communication skills described in the attached guideline (*preschool-AQI-guideline-30*).
- 31) Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg 35). In support of this, we will meet or exceed the expectations for Extending Children's Learning described in the attached guideline (*preschool-AQI-guideline-31*).

- 32) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area described in the attached guideline (*nutrition-AQI-guidelines-1-7*).
- 33) Ensure children are able to engage in outdoor play experiences safely. Physical play contributes to children's well being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19). In support of this, we will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material described in the attached guideline (*Playground-AQI-guidelines-1-4*).
- 34) Ensure collaboration with local community partners. "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things" (HDLH p19.). In support of this, we will meet or exceed the expectations for connecting and collaborating with local community and institutions described in the attached guideline (*working-together-AQI-guidelines-1-4*).
- 35) Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is "provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth". In support of this, we will capture as evidence, Our Practices and our efforts to Being the best we can (which follow).

Plans of Action for the School-age Program

The Plans of Action listed below, are a means to execute the 11 key strategies required to support the Program Statement requirement from Section 46.3 in the Child Care and Early Years Licensing manual from the Ministry of Education. The Plans of Action largely follow the City of Toronto AQI Guideline which Child Care Centers in the City of Toronto are required to follow.

Plans

- 1) Being aware of how the day is planned allows for consistency, self-regulation, minimizes negative behaviors and promotes general well-being. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress." (HDLH, p. 30). In support of this, we will prepare and post a daily written and visual schedule to meet or exceed expectations described in the attached guideline (*school-age-AQI-guideline-1*)
- 2) An intentional plan for learning experiences that children will be exposed to, promotes the on-going learning opportunities and developmental growth for all children enrolled in the program. "As defined in Early Learning Framework, early years curriculum is the sum total of experiences, activities, and events that occur within an inclusive environment designed to foster children's well-

being, learning, and development and ensure meaningful participation for every child. It begins with an informed understanding of what children are capable of learning and how they learn effectively; it sets out goals for children's learning and development, health, and well-being; and it provides direction for educators." (HDLH, p. 15). In support of this, we will prepare a Program Plan to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-2*)

- 3) Staff will use their observations, knowledge of child development and the children's cues to implement the activities and experiences described in the program plan. "Educators are reflective practitioners who learn about children using various strategies. They listen, observe, document, and discuss with others, families in particular, to understand children as unique individuals. They observe and listen to learn how children make meaning through their experiences in the world around them. Educators consider their own practices and approaches and the impacts they have on children, families, and others. Educators use this knowledge, gained through observing and discussing with others, and their professional judgment to create contexts to support children's learning, development, health, and well-being." (HDLH, p. 19). In support of this, we will undertake to deliver activities and experiences to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-3*)
- 4) Play equipment, furnishings, and learning environments will be developmentally-appropriate and safe for children. "Children thrive in indoor and outdoor spaces that invite them to investigate, imagine, think, create, solve problems, and make meaning from their experiences – especially when the spaces contain interesting and complex open-ended materials that children can use in many ways." (HDLH, p. 20). In support of this, we will ensure an indoor physical environment that will meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-4*)
- 5) A visual environment created through displays that are inclusive and are changed regularly to reflect the recent interests and artwork created by the children promotes well-being. "Enabling children to develop a sense of belonging as part of a group is also a key contributor to their lifelong well-being. A sense of belonging is supported when each child's unique spirit, individuality, and presence are valued." (HDLH, p. 24). In support of this, we will create a visual environment through displays to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-5*)
- 6) We will offer diversity in Play Equipment/Toys as it relates to race, culture, gender, age, language, family status and ability. "Developing policies, practices, and environments that respect and support inclusion (HDLH, p. 27) is one way to create a sense of belonging for children. In support of this, we will ensure an offering of play equipment and toys to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-6*)
- 7) Providing independent experiences through different mediums for children, creative art promotes self-expression and individuality. Regular expectations within the Daily Schedule and children's interests allow for the time to complete/extend the creative process. "Encouraging the creative expression of ideas, feelings, and interpretations using a variety of materials also helps solidify children's learning, enhances their creative problem-solving and critical thinking skills, and strengthens their memory and sense of identity" (HDLH, p. 42). In support of this, we will provide Art/Sensory Activities, Equipment and Materials to meet or exceed the expectations described in the attached guideline (*School-age-AQI-guideline-7*)
- 8) A cozy and inviting environment is created to encourage natural opportunities for language and literacy enjoyment. Children are able to retell stories and situations with the accessible props, thus providing opportunities to enhance storytelling experiences and language development.

"Opportunities for children to explore language and literacy through play contribute to their development of strong language and cognitive abilities in both the short and the long term." (HDLH, p. 42). In support of this, we will provide books and accessories that meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-8*).

- 9) Staff will expose children to various language and listening opportunities for the development of language and literacy. Planning language and literacy experiences every day encourages the children to use and develop their vocabulary, their questioning skills and recall abilities. "Programs can best support emerging literacy skills by providing open-ended materials that foster imagination and symbolic play, including signs, symbols, and props that support print awareness in authentic contexts; by encouraging children to engage in play with words and sounds in song and rhyme; and by offering numerous opportunities for children to share books and stories." (HDLH, p. 42). In support of this, we will provide language & listening opportunities and materials and a program that utilizes these to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-9*)
- 10) Utilize guidelines for use of TV and Films to encourage safe, developmentally-appropriate usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and content. Parents/guardians will be made aware in advance of usage in the classroom, and resources will be available for alternative learning opportunities. In support of this, we will ensure TV and Movie usage will meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-10*).
- 11) Utilize guidelines to encourage safe, developmentally-appropriate computer usage for children. Guidelines may include, but not exclusive to, frequency of use, duration, and sign-up sheet. Monitor/supervise usage. In support of this, we will ensure a Computer Usage environment to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-11*).
- 12) Provide children an environment and accessories, in good condition, which promotes imaginative play with three or more role-playing possibilities. Prop boxes will be used to enhance the area and the program plan focus. Children enhance their social interaction skills, emotional development and language extension through open-ended play. Mirrors in the dramatic area allow the children to see themselves from a different perspective "As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others; to negotiate, collaborate, and communicate; and to care for others." (HDLH, p. 24). In support of this, we will provide Dramatic Play Activities and Accessories to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-12*).
- 13) Provide access to an ample selection of props and blocks, with which children can build, create and explore concepts. Offer play that develops spatial awareness, manipulation of two-dimensional and three-dimensional materials and problem solving. Block play offers opportunities to work together, imagine, learn about cause and effect, patterning and sequencing that is child initiated. "Through play and inquiry, young children practice ways of learning and interacting with the world around them that they will apply throughout their lives. Problem solving and critical thinking, communication and collaboration, creativity and imagination, initiative and citizenship are all capacities vital for success throughout school and beyond." (HDLH, p. 15). In support of this, we will offer Blocks and Construction Activities and Accessories to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-13*)

- 14) Provide access to an ample selection of age-appropriate games and game accessories. "Programs are most effective when the content of learning is focused on supporting the development of strategies, dispositions, and skills for lifelong learning through play and inquiry" (HDLH p.15). In support of this, we will offer Games, Game Activities and Accessories to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-14*)
- 15) Materials reflecting, science and nature encourage children to explore through cause and effect experimentation and observation. Continual exposure to these materials and experiences allow children to learn more about their environments. "Optimal conditions for learning occur when we are fully engaged. For children, this happens in play that evolves from the child's natural curiosity – active play that allows children to explore with their bodies, minds, and senses, stimulating them to ask questions, test theories, solve problems, engage in creative thinking, and make meaning of the world around them. These investigations through play fuse intellect and feeling to help children make connections and develop the capacity for higher-order thinking." (HDLH, p. 35). In support of this, we will provide Science and Nature Experiences and Material to meet or exceed the expectations described in the attached guideline (*School-age-AQI-guideline-6*)
- 16) We will promote daily active physical play learning experiences for children. "Through active play and physical exploration, children gain increasing levels of independence, learn to persevere and practice self-control, and develop a sense of physical, emotional, and intellectual mastery and competence." (HDLH, pp. 29-30). In support of this, we will ensure Physical Activities/Active Play Indoors or Outdoors that meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-16*)
- 17) To "allow every child to participate and be challenged in meaningful ways" (HDLH p.29) in Physical Activities/Active Play Indoors or Outdoors, we will supply appropriate and ample active play equipment for the number of children enrolled. In support of this, we will ensure the supply of Active Play equipment meets or exceeds the expectations described in the attached guideline (*school-age-AQI-guideline-17*)
- 18) Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a healthy respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we will meet or exceed the expectations for meals and snack times described in the attached guideline (*school-age-AQI-guideline-18*).
- 19) Ensure utensils, dishes and furnishings to enable safe, and successful eating times. In support of this we will meet or exceed the expectations for equipment required for eating and seating described in the attached guideline (*school-age-AQI-guideline-19*).
- 20) Ensure accessible washroom facilities for all enrolled children. Ensure compliance with the Regional Public Health procedures and practices. In support of this we will provide washroom facilities, and supplies, and personal hygiene and body development related information resources to meet or exceed the expectations described in the attached guideline (*school-age-AQI-guideline-20*).
- 21) Ensure all materials, play equipment, furnishings and fixed fixtures are in good working order, clean and safe for the children and staff. Provide health and safety resources on topics that are relevant to the children and families at the centre. "A safe environment that offers consistency and continuity as well as graduated support for children's growing independence and capacity for self-care enables

children to tackle challenges, learn to persevere, and explore ways to cope with manageable levels of positive stress" (HDLH, pg 30). In support of this we will meet or exceed the expectations for Health and Safety described in the attached guideline (*School-age-AQI-guideline-21*).

- 22) Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment. In support of this we will meet or exceed the expectations for toys and play equipment washing described in the attached guideline (*school-age-AQI-guideline-22*).
- 23) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene. In support of this we will meet or exceed the expectations for Children's hand washing/sanitizing practices described in the attached guideline (*school-age-AQI-guideline-23*).
- 24) Ensure environment and practices for proper hand hygiene by staff that promote healthy living. In support of this we will meet or exceed the expectations for Staff Hand Washing/Sanitizing Practices described in the attached guideline (*school-age-AQI-guideline-24*).
- 25) Transitions are a challenge and an opportunity for children. Staff will have better awareness of the individual children's cues while children further develop their self-regulation and self-help skills at these times. Positive interactions during transitions provide a supportive learning environment. In support of this, we will meet or exceed the expectations for Transitions described in the attached guideline (*school-age-AQI-guideline-25*).
- 26) Ensure awareness at all times of the number and names of children that are in care. Ensure documentation on the Main Attendance Record accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented. Complete written verification after all staff and child transitions. In support of this, we will meet or exceed the expectations for Attendance Verification described in the attached guideline (*school-age-AQI-guideline-26*).
- 27) Ensure all adults promote a positive and supportive approach to all interactions with all children, peers and other adults in the room. Role-model appropriate social skills throughout the day to support learning and growth. "When educators believe that all children have the right to participate and when they use inclusive approaches, they are more likely to find ways to reduce barriers, understand how each child learns, and create environments and experiences that are meaningful and engaging" (HDLH, pg 36). In support of this, we will meet or exceed the expectations for a Positive Atmosphere described in the attached guideline (*school-age-AQI-guideline-27*).
- 28) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all. In support of this, we will meet or exceed the expectations for supervision of children described in the attached guideline (*school-age-AQI-guideline-28*).
- 29) Support staff in their competencies as EL&C professionals in following the cues of children and providing interactions that encourage children to extend their learning with activities that interest them and choices that support their learning goals. "When children initiate experiences, generate ideas, plan, and problem-solve, make meaningful choices, and act spontaneously through play, they are more likely to be happy and get along well with others, to have lower levels of stress, and to be attentive and motivated to learn" (HDLH pg 35). In support of this, we will meet or exceed the

expectations for fostering children's independence described in the attached guideline (*school-age-AQI-guideline-29*).

- 30) Promote interaction with children in a way that fosters self-esteem. Support the children as they learn to self-regulate their emotions and to recognize empathy. "Studies show that when educators modeled and helped children express feelings, recognize others' feelings, and help others, children developed positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours." (HDLH, pg 24-25). In support of this, we will meet or exceed the expectations for supporting the development of self-esteem in children described in the attached guideline (*school-age-AQI-guideline-30*).
- 31) Promote use of developmentally appropriate and individually tailored strategies to support the behaviour management of the children. "... an approach that emphasizes listening, responding to, and building on child-initiated communication and conversation can be a more effective way to promote children's language acquisition and their development of social skills, empathetic understanding, and ability to pay attention" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for behaviour guidance described in the attached guideline (*school-age-AQI-guideline-31*).
- 32) Staff will initiate and build on conversations with and between children: Staff will extend conversations with individual children as well as between children. "When educators are aware of and able to understand and respond to the many "languages" children use to communicate, they give every child a "voice"" (HDLH, pg 41). In support of this, we will meet or exceed the expectations for supporting development of Communication skills described in the attached guideline (*school-age-AQI-guideline-32*).
- 33) Support staff to use observations, past knowledge and the cues of the children to extend learning and encourage opportunities to support the child's individual learning path. Support them to encourage the children to question, problem-solve and experiment. "Educators can gain a deeper understanding of children's developing skills and evolving learning approaches and can support new learning by collaborating with children in discovery and sustained, shared thinking" (HDLH, pg 35). In support of this, we will meet or exceed the expectations for Extending Children's Learning described in the attached guideline (*school-age-AQI-guideline-33*).
- 34) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Meal/Menu Planning, Centre Meal Requirements, Snack Planning and Requirements, Menu and/or Snack Adaptations, Food Substitutions, Preparation, Handling and Transportation of Food, and Health and Safety Kitchen and/or Food Preparation Area described in the attached guideline (*nutrition-AQI-guidelines-1-7*).
- 35) Ensure children are able to engage in outdoor play experiences safely for at least 30 minutes per day. Physical play contributes to children's well-being through sport play; children learn turn taking, communication, sharing, good sportsmanship as well as gross motor skills. Balls and equipment are in good condition and accessible to children "Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them." (HDLH, pg 19). In support of this, we will meet or exceed the expectations for Playground supervision and Outdoor play space, equipment and learning material described in the attached guideline (*Playground-AQI-guidelines-1-4*).

- 36) Ensure collaboration with local community partners. “Opportunities to engage with people, places, and the natural world in the local environment help children, families, educators, and communities build connections, learn and discover, and make contributions to the world around them. It fosters a sense of belonging to the local community, the natural environment, and the larger universe of living things” (HDLH p19.). In support of this, we will meet or exceed the expectations for connecting and collaborating with local community and institutions described in the attached guideline (working-together-AQI-guidelines-1-4).
- 37) Support staff in continuous growth and professional learning. Research, theory and practice suggests that one of the things important to achieve a high quality program is “provide ongoing opportunities for educators to engage in critical reflection and discussion with others about pedagogy and practice to support continuous professional learning and growth”. In support of this, we will capture as evidence, Our Practices and our efforts to Being the Best We Can (which follow).

Our Practice

The following practices implement, monitor, and evaluate action plans and continually improve our performance

As we believe capturing and documenting our practice is a form of reinforcement of the learning process for educators, family and children, evidence of our practice will be captured in our documentation.

As educators who deliver high-quality early years programs, we also know that you are never done. Our commitment to continuous improvement will be achieved by management policies and practices that embrace the program statement. All new staff on hiring, and all existing staff (annually) will acknowledge and review:

- a. This program statement document
 - b. All relevant and attached guidelines
2. Parent survey will be conducted annually to assess performance against the 11 key requirements
 3. Internal Rating (AQI) for each Plan of Action will be conducted annually for each program
 4. Undertake monthly staff meeting. Always include agenda item to discuss performance against the program statement and plan for improvement for next month.
 5. Undertake quarterly management/board meetings. Always include agenda item to discuss performance against the program statement and plan for improvement for next period.
 6. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
 7. Share “performance outcomes and goals review with Board/Management and document and incorporate their feedback
 8. Each monthly staff meeting will, on a rotation basis, include on the agenda, one of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will discuss and reflect on current practices against this strategy, and any opportunities for improvement will be captured.
 9. Budget a professional development investment for each staff and align the professional development with the program statement needs
 10. The annual employee performance review will include a self-assessment of the 11 key strategies to create the conditions promoted by the HDLH document. Staff will annotate the self-assessment with an example of each and identify goals for improvement for the next year.

Ministry-to-AQI Cross reference

Since there is not a 1:1 relationship between Ministry of Education requirements and the Plans of Action structure on the City of Toronto AQI Guidelines, the following table aligns the 11 key strategies with the AQI guidelines so that assessment documentation can be used to confirm compliance

Strategies	Toddler Program Plans of Action ("t" – toddler AQI guideline)	Preschool Program Plans of action ("p" – preschool AQI guideline)	School-age Program Plans of Action ("s" – School-age AQI guideline)
1. Promote an environment which is healthy, safe, and supports general well being	t.1, t.2, t.3, t.4, t.8, t.9, t.12, t.13, t.14, t.15, t.16, t.17, t.18, t.20, t.22, t.23, Playground-AQI-1-6	p.1, p.2, p.3, p.4, p.5, p.10, p.11, p.15, p.16, p.17, p.18, p.19, p.20, p.21, p.22, p.23, p.24, p.26, p.28, p.29, Playground-AQI-1-6	s.1, s.2, s.3, s.4, s.5, s.6, s.10, s.11, s.16, s.17, s.18, s.19, s.20, s.21, s.22, s.23, s.24, s.25, s.26, s.28, s.30, s.31, Playground-AQI-1-6
2. Promote an environment which provides good nutrition and safe food preparation	t.12, t.14, t.17, nutrition-AQI-1-7	p.17, p.18, p.22, nutrition-AQI-1-7	s.18, s.19, s.23, s.24, nutrition-AQI-1-7
3. Support positive and responsive interactions	t.1, t.3, t.7, t.8, t.9, t.10, t.11, t.12, t.13, t.14, t.18, t.19, t.20, t.21, t.22, t.23, t.24, Playground-AQI-1-6	p.1, p.3, p.8, p.9, p.10, p.11, p.12, p.13, p.14, p.16, p.17, p.23, p.25, p.26, p.27, p.28, p.29, p.30, p.31, Playground-AQI-1-6	s.1, s.3, s.6, s.8, s.9, s.12, s.13, s.14, s.16, s.17, s.18, s.25, s.27, s.28, s.29, s.30, s.31, s.32, s.33, Playground-AQI-1-6
4. Encourage the children to interact and communicate	t.1, t.2, t.3, t.4, t.5, t.6, t.7, t.8, t.10, t.11, t.13, t.14, t.19, t.21, t.22, t.23, t.24, Playground-AQI-1-6	p.1, p.2, p.3, p.4, p.5, p.6, p.7, p.8, p.9, p.10, p.12, p.13, p.14, p.15, p.16, p.17, p.25, p.26, p.27, p.28, p.29, p.30, p.31, Playground-AQI-1-6	s.1, s.2, s.3, s.4, s.5, s.6, s.7, s.8, s.9, s.10, s.11, s.12, s.13, s.14, s.15, s.18, s.27, s.28, s.29, s.30, s.31, s.32, s.33, Playground-AQI-1-6
5. Foster exploration, play and inquiry	t.1, t.2, t.3, t.4, t.5, t.6, t.7, t.8, t.9, t.10, t.11, t.21, t.22, t.24, Playground-AQI-1-6	p.1, p.2, p.3, p.4, p.5, p.6, p.7, p.8, p.9, p.10, p.11, p.12, p.13, p.14, p.15, p.25, p.26, p.27, p.28, p.29, p.30, p.31, Playground-AQI-1-6	s.1, s.2, s.3, s.4, s.5, s.6, s.10, s.11, s.15, s.7, s.8, s.9, s.16, s.17, s.13, s.14, s.12, s.27, s.28, s.29, s.30, s.31, s.32, s.33, Playground-AQI-1-6
6. Provide child-initiated and adult-supported experiences	t.1, t.2, t.3, t.4, t.5, t.6, t.7, t.8, t.9, t.10, t.11, t.12, t.13, t.14, t.15, t.19, t.20, t.21, t.22, t.23, t.24, Playground-AQI-1-6	p.1, p.2, p.3, p.4, p.5, p.6, p.7, p.8, p.9, p.10, p.11, p.12, p.13, p.14, p.15, p.16, p.17, p.19, p.25, p.26, p.27, p.28, p.29, p.30, p.31, Playground-AQI-1-6	s.1, s.2, s.3, s.4, s.5, s.6, s.7, s.8, s.9, s.10, s.11, s.12, s.13, s.14, s.15, s.16, s.17, s.18, s.27, s.28, s.29, s.30, s.31, s.32, s.33, Playground-AQI-1-6

7. Plan for and create positive learning environments and experiences	t.1, t.2, t.3, t.4, t.5, t.6, t.7 t.8, t.9, t.10, t.11, t.18, t.19, t.21, t.22, t.23, t.24, Playground-AQI-1-6	p.1, p.2, p.3, p.4, p.5, p.6, p.7, p.8, p.9 p.10, p.11, p.12, p.13, p.14, p.15, p.23, p.25, p.27, p.28, p.29, p.30, p.31, Playground-AQI-1-6	s.1, s.2, s.3, s.4, s.5, s.6, s.7, s.8, s.9 s.10, s.11, s.12, s.13, s.14, s.15, s.16, s.17, s.25, s.27, s.29, s.30, s.31, s.32, s.33, Playground-AQI-1-6
8. Incorporate indoor and outdoor play, active play and quiet time	t.1, t.2, t.4, t.5, t.6, t.7, t.8, t.9, t.10, t.11, t.12, t.15, t.20, t.21, t.22, Playground-AQI-1-6	p.1, p.2, p.4, p.5, p.6, p.7, p.8, p.9, p.10, p.11, p.12, p.13, p.14, p.15, p.19, p.26, p.27, p.28, p.30, p.31, Playground-AQI-1-6	s.1, s.2, s.4, s.5, s.7, s.8, s.9, s.10, s.11, s.12, s.13, s.14, s.15, s.16, s.17, s.28, s.29, s.30, s.32, s.33, Playground-AQI-1-6
9. Foster the engagement of and communications with parents	t.1, t.2, t.3, t.4, t.12, t.15, t.16, t.18, t.19, t.20, t.23	p.1, p.2, p.3, p.5, p.9, p.15, p.19, p.20, p.23, p.24, p.25, p.26, p.29	s.1, s.2, s.3, s.5, s.10, s.20, s.26, s.27, s.28, s.31
10. Involve local community partners	Working-together-AQI-1-4	p.9, Working-together-AQI-1-4	s.2, Working-together-AQI-1-4
11. Support others in relation to continuous professional learning	t.2, t.3, t.12, t.19, t.20, t.23, Our-Practices-1-10	p.2, p.3, p.4, p.25, p.26, p.29, p.30, p.31, Our-Practices-1-10	s.2, s.3, s.4, s.24, s.27, s.28, s.31, s.32, s.33, Our-Practices-1-10



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