

# Family Handbook

## 2018



16 Phin Avenue  
Toronto, M4J 3T2  
(within the First Nations School of Toronto)  
416-465-3865

Email us at [info@creativepreschool.ca](mailto:info@creativepreschool.ca)

[www.creativepreschool.ca](http://www.creativepreschool.ca)

*\*please be sure to check our website regularly for updates and changing information*

## ***Mission Statement***

*There is always a new way to view, process and act upon the world around us if given the time, materials and encouragement.*

# CONTENTS

## A. CPS HISTORY & ABOUT US

History of The Creative Preschool of East York  
Philosophy of How Children Learn and Our Program Statement  
Emergent Curriculum – Love of Learning, Love of School  
Volunteer Board of Directors  
Fundraising at the Creative Preschool  
Benefits of The Creative Preschool  
Individual Developmental Assessment  
Hanen-Trained E.C.E. Teachers  
Early Identification, Referral & Integration of Children with Special Needs  
Annual Events

## B. WHAT CPS OFFERS

Programs Offered  
Fee Structure  
Fee Policy  
Tuition

## C. SCHOOL ATTENDANCE

General Information  
First Day of Attendance  
Separation Issues

## D. POLICIES & GUIDELINES

Snack Guidelines  
Anaphylactic Food Allergies  
Playground Safety Policy & Action Plan  
Supervision of Children for Outdoor Play  
Behaviour Management Policies  
Mobile Device Policy  
Health & Safety  
Workplace Violence and Harassment  
Emergency Management Policy  
Parent's Concerns & Complaints

## **A. CPS HISTORY & GENERAL INFORMATION**

### **History of The Creative Preschool of East York**

The Creative Preschool (CPS) of East Toronto's co-founders are Wendy Hardy and Georgia Bowen. They began the school as a private nursery school in 1979 in the Borough of East York at Todmorden Mills. The school became incorporated as a non-profit school shortly after its beginning. In 1998 the preschool relocated to Bridgepoint Health and began developing an Intergenerational program integrating activities with the patients of the hospital. In 2002 the preschool began the process of operating more officially as a Childcare Co-operative with a volunteer board of directors made up of parents who are responsible for the corporation. This first volunteer board wrote the by-laws for the corporation in 2002. In January 2008 CPS moved to a temporary location in the former St. Williams Catholic School at 343 Jones Ave. while more permanent space was made ready at Eastern Commerce Collegiate at 16 Phin Avenue, which opened the summer of 2008. Wendy and Georgia are now retired (as of July, 2012) but remain advisers to the CPS Board.

### **Mission Statement**

There is always a new way to view, process and act upon the world around us if given the time, materials, and encouragement. We believe in providing an inclusive preschool environment, which honours and respects the beliefs, culture, language, and experiences of all children.

### **Philosophy Of How Children Learn**

Our philosophy of how children learn is based on Piagetian theory: children learn through direct hands-on experimentation, exploration, initiation, inquiry, and interaction with their environment. Children are intrinsically motivated and curious and are stimulated by moderately new experiences. They learn from repetition of activities and through imitation, observation, and feedback.

A child's learning is ever-changing and growing and it is therefore important to provide an environment where there is freedom and opportunity to practice new skills. Children develop in different areas at different rates. Most skills to be learned in the preschool can be learned in all areas of the room.

Learning is a process, not simply information to be pasted on children. The teachers follow Emergent Curriculum guidelines when programming child-initiated activities and embrace the "[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)" as a resource guide. At Creative Preschool we view children and families as capable, competent community members with valuable ideas and perspectives. We strive to provide everyone that enters through our doors to feel a sense of belonging

We are committed to ensure that the provisions set out in the [Child Care and Early Year Act \(CCEYA\)](#) formerly known as the DNA –Day Nurseries Act) strengthen our program and promote health and safety, nutrition, and the well-being of children by incorporating indoor and outdoor play, active play and quiet activities. The individual needs of the child are considered at all times throughout the day.

### **Emergent Curriculum – Love of Learning, Love of School**

Children do not learn because they are taught. They learn as a result of their own doing; through actions, relationships, inquiries, opportunities, and repetition. Young children's brains develop at an amazing rate during the early years. Children learn and develop brain cell connections when they: run, jump, dress up, speak, socialize, read, listen, sing, paint, catch, kick, hit, throw, climb, observe, swing, question, scream, pull, push, rhyme, create, shape, and more.

When children experience delight and success during these activities, their brain cells establish permanent 'connections' between the activity and the feelings of delight and sense of success. Therefore, the most important goal with curriculum is to inspire delight, curiosity, and inquiry in the classroom. This has been shown to build intrinsic motivation (coming from within the child) and a long-term love of learning.

At CPS we purposefully employ an Emergent Curriculum approach. Curriculum is created day-by-day and week-by-week with teachers thoughtfully making plans that draw on children's interests and developmental needs, rather than a teacher dominated curriculum planned weeks or months in advance.

Our teachers use their knowledge of early child development to **OBSERVE** the children in the room to determine what developmental tasks they are working on. After observation teachers **SUSTAIN** the children's explorations with collections of related materials that provide the opportunity for children to make connections, create patterns, and engage in repeated practice of skills and explore in their own way. The teachers then **ENRICH** the children's explorations and play by adding materials that suggest new ideas, challenges and possibilities for problem solving. Teachers add meaning by **DOCUMENTING** the children's explorations and growth. ([www.creativepreschool.ca](http://www.creativepreschool.ca))

### **Acknowledging Feelings:**

Our philosophy of acknowledge, acknowledge, acknowledge feelings carries into all aspects of our program. We believe that no matter what emotion a child is experiencing, each child deserves respect and the opportunity to feel and express themselves in an appropriate manner.

We never use distraction but rather acknowledge the feelings and label them. For example we acknowledge their sadness or anger as they go through separation anxiety. We acknowledge their frustration when they don't get what they want. By supporting the children in this way, they learn to name and understand their feelings, enriching their emotional vocabulary by using many labels for the emotions they are experiencing. This knowledge helps them to feel less overwhelmed by them. They also learn how to express their feelings to others. They are learning how to "take care" of themselves, and understand what others are feeling.

### **Problem Solving:**

We firmly believe that given the right tools and modelling, children can learn to problem solve and resolve conflicts without adults solving their problems for them. We feel that children learn to care about other people; understand other's feelings: co-operate and share and express their feelings and opinions.

Without judgement, our teachers will step into an argument or struggle and begin this way:

"I hear yelling. I see 2 people pulling on one truck. Did someone need something"? After hearing from the children, the teacher will ask a few brief questions to find out who had the toy first. At that point the teacher would say,

"I see. Sally you want a turn with the truck that Carol is using. You can say to her, "Can I have a turn when you're done?" Carol, did you like it when Sally was pulling on the truck? No? You can say, "Stop. It's my turn".

At this point the teacher would either suggest another truck for Sally to use, or offer to walk around the room with her, to find something else she would like to play with, while she waits for her turn with the truck. This helps the child to develop self-competence, self-regulation and self-worth.

### **Parents as Partners**

Creative Preschool believes that all children are competent, capable, and curious, and have great potential. Our goal is to support positive and responsive interactions among the children, parents, and staff. Partnership between families and CPS is essential for the optimal growth and development of young children. We welcome ongoing discussions with parents and caregivers about their child's progress – social, emotional, cognitive – and their daily life at the CPS. The team of teachers are knowledgeable, empathic, skilled, and caring educators who provide a curriculum based on ongoing observation of the children's play and interactions which correlates into strong childcare. We plan for a creative, positive, and nurturing environment in which children's play is fostered through exploration, and inquiry. This approach facilitates positive learning and skill development.

We believe that parents are their children's first teachers. Through the meaningful exchange of ideas between educators and parents, together we help support the child as they grow and develop within our program.

### **Educators and Staff**

Our educators and staff are caring, responsive, knowledgeable, and reflective educators. They are essential to our children's early learning experiences. Our qualified staff have individual strengths but all include a passion and commitment to providing a stimulating learning environment for children. All staff are required to complete a Criminal reference check- vulnerable sector screen as well as a valid standard first aid level C including infant/child CPR. Our staff is dedicated to professional growth and as such attends several workshops and learning opportunities both internally and within the community throughout the year.

### **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:

1. Promote an environment which is healthy, safe, and supports general well being
2. Promote an environment which ensures good nutrition and safe food preparation
3. Support positive and responsive interactions
4. Encourage the children to interact and communicate
5. Foster exploration, play and inquiry
6. Provide child-initiated and adult-supported experiences
7. Plan for and create positive learning environments and experiences
8. Incorporate indoor and outdoor play, active play and quiet time
9. Foster the engagement of and communications with parents
10. Involve local community partners
11. Support others in relation to continuous professional learning

### **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.

- 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 .

- 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).
- 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).
- 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).
- 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).
- 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)
- 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)

- 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).
- 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).
- 10) By exposing children to an assortment of cultural music and musical genres, the staff is 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).
- 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).
- 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).

- 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).
- 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. ( For our School Age program)
- 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.
- 17) Make food and eating time positive learning experiences that promote social interactions and self-help skills. Staff will encourage children to have a respect for food and eating. Use this time to engage and develop relationships with all of the children. In support of this we present meals/ snacks "family style" and encourage the children to serve themselves with appropriate utensils.
- 18) 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).
- 19) 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 also make provisions to have an extra staff member solely to dedicate to the cleaning and disinfection of our toys and surfaces within the classroom.
- 20) Ensure environment and practices for proper hand hygiene procedures that promote healthy living. Support the individual child's lifelong learning of proper hand hygiene.
- 21) 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.

- 22) Ensure awareness at all times of the number and names of children that are in care. Ensure documentation in our attendance sheets accurately reflects the location of all children in care throughout the day. All arrival and departure times are accurately documented.
- 23) 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).
- 24) The staff operates as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all.
- 25) 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).
- 26) 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 develop positive social skills such as perspective taking, empathy, and emotion regulation and were less likely to engage in problematic behaviours."(HDLH, pg 24-25)
- 27) 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)
- 28) 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)
- 29) 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).
- 30) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Centre Meal Requirements with the aid of caterer Food for Tots and Snack Planning and Prep requirements through our full time cook.

- 31) 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).
  
- 32) 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.).
  
- 33) 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".

### **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.

#### **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).
  
- 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).
  
- 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).

- 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).
- 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).
- 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.
- 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).
- 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).
- 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).
- 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 very rarely implement "movie days".

- 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.
- 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 and various spots in the room 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
- 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).
- 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).
- 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).
- 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).
- 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.

- 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.
- 19) Ensure utensils, dishes and furnishings to enable safe, and successful eating times.
- 20) Ensure accessible washroom facilities for all enrolled children. Ensure compliance with the Regional Public Health procedures and practices.
- 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).
- 22) Ensure compliance to Regional Public Health requirements for toy and equipment washing as part of providing a clean and sanitary environment.
- 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.
- 24) Ensure environment and practices for proper hand hygiene by staff that promote healthy living.
- 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.
- 26) Ensure awareness at all times of the number and names of children that are in care. Ensure documentation in the 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.
- 27) Ensure a positive and supportive approach to all interactions with all children 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).
- 28) Staff operate as a team and with the engaged awareness to ensure supervision of the whole environment and safety of all.
- 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).

- 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 who 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).
- 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).
- 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).
- 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).
- 34) Ensure good nutrition and safe food preparation. In support of this, we will meet or exceed the expectations for Centre Meal Requirements with the aid of caterer Food for Tots and Snack Planning and Prep requirements through our full time cook.
- 35) 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).
- 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.).
- 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".

## **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.

1. 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. Undertake monthly staff meeting. Always include agenda item to discuss performance against the program statement and plan for improvement for next month.
4. Undertake monthly management/board meetings. Always include agenda item to discuss performance against the program statement and plan for improvement for next period.
5. Gather together with staff annually to review and reflect on our performance and capture outcomes and set goals for the next period
6. Share "performance outcomes and goals review with Board/Management and document and incorporate their feedback
7. 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.
8. Budget a professional development investment for staff and align the professional development with the program statement needs.
9. 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.

## **Emergent Curriculum includes environments suitable for:**

- A variety of play levels
- Indoor and outdoor activity
- Quiet play as well as active play
- Group play and opportunities to be alone
- Routines, transitions and schedules where free play provides time and space for children's choices

## **Emergent curriculum balances:**

- Spontaneity with planning
- Individual needs and group needs
- Fun and learning
- Flexibility with goal directed planning
- And adults who take responsibility while avoiding teacher dominated curriculum

## **What happens in our classrooms:**

- Teachers observe children at work and play and record what they see
- Charting is used by the teachers during brainstorming sessions with the children to record their interests and development
- Activities continue to be PROCESS-ORIENTED AND PRODUCTS WILL NOT USUALLY GO HOME (no need to assign your child to "do a painting" to bring home)
- Teachers document and display the learning process as it occurs and evolves day by day

- Teachers photograph activities when possible and identify learning processes so that we are all aware of what is developing in the classroom. These are posted in the classrooms, in the hallway and on the website.
- The process of acting upon and learning from their environment and interactions is experienced by the children as they observe, experiment, and contribute to life in the classroom
- Rather than seeing program planning ideas listed at the beginning of the week or month, you will see the development of the curriculum appear and expand day by day
- Teachers understand how and what children learn and how to recognize moments when they can support children by asking a provoking question, providing a tool, sharing a story, helping seek an answer.

### **Why Are We Doing This?**

This is how children learn. They learn by doing and being self-directed. They succeed in the future by learning to love school. Their delight and wonder is our first priority. Reading readiness, writing and math skills are incorporated into all activities as useful tools needed to carry out plans.

### **What Have We Observed?**

We have provided the same materials for all three age groups and have observed each group making choices and extending the materials to their individual level of interest and experience. It is exciting for the teachers and free flowing for the children. We see more combinations of materials and interests and more extended play. We are all stimulated and motivated by this step in our evolution of "process versus product".

### **Please Contribute**

If you have any ideas, interests or materials that you could contribute we'd love to hear from you. Below is a sample list of materials that would be great to have on hand as the curriculum develops in each classroom. We're sure you have some "beautiful" and stimulating pieces of nature, fabric, wool, tools, string or wood that will stimulate interest in the children.

- Buttons, discarded costume jewelry
- Magazines and catalogues
- Board books
- Paper bags, gift wrap
- Crepe paper, corrugated paper, paper towel rolls
- Tin foil
- Shirt cardboards
- Egg cartons, juice cans and lids, baby food jars and lids
- Boxes
- Discarded bamboo from blinds
- Paper plates and cups, Styrofoam cups
- Sponge pieces, cotton batting
- Ends of crayons, elastic bands
- Twist ties, fluted muffin and candy cups
- Popsicle sticks, straws, tongue depressors
- String, yarn, corks, ribbon, thread, cloth scraps
- Tools for woodworking
- Woodworking bench or slice of tree trunk for hammering
- Aluminum foil containers and pie plates, cardboard and plastic vegetable trays
- Hardware scraps, pulleys, nuts and bolts, washers, inside pieces from broken toys, radios, clocks...

### **Volunteer Board of Directors**

The volunteer Board of Directors is responsible for setting policies that will enable the school to function effectively on a day-to-day basis. The Early Childhood Education staff is responsible for the preparation of an educational program that will meet the needs of the children. Parents may be on the board and/or join committees for Board Governance, Board Nomination, Building, Fundraising, Marketing, Membership, Parent & School Resource and Annual General Meeting Planning.

## **Prohibited Practices:**

1. *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).*
2. *Physical restraint of the child, such as confining the child to a high chair, care seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent.*
3. *Forcing a child to eat or drink against their will. Exceptions to this will only be made in situations that have been deemed medically necessary and the child will be required to have a doctor's letter on file indicating the specifics of such direction.*
4. *Harsh, humiliating, belittling or degrading measures or threats or use of derogatory language directed or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth.*
5. *A child being deprived of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding.*
6. *Locking the exits of the child care centre for the purposes of confining a child, or confining a child in an area or room without adult supervision. Please note: Under our Lockdown Procedure, children could be contained to a room temporarily until the emergency is resolved.*

## **Fundraising at the Creative Preschool**

Objective: To raise funds and mobilize resources to (a) ensure that the CPS maintains quality classroom equipment (b) provide for special programs, and (c) to build a reserve fund for contingencies.

It is intended that this will be achieved through (a) an annual campaign involving 2 to 3 events and/or sales of quality items, and (b) solicitation of corporate sponsorships for special programs.

### Policy:

1. Volunteers, employees and agents who solicit or receive funds on behalf of CPS shall:
  - act with fairness, integrity, and in accordance with all applicable laws;
  - not accept donations for purposes that are inconsistent with the mission of CPS;
  - cease solicitation of a prospective donor who identifies the solicitation as harassment or undue pressure;
  - disclose immediately to CPS any actual or apparent conflict of interest.
2. Fundraising solicitations on behalf of CPS will:
  - be made by parents not children;
  - be truthful;
  - accurately describe CPS activities and the intended use of donated funds;
  - respect the dignity and privacy of those who benefit from CPS activities.
3. The Board of Directors of CPS (the Board) may, from time to time, solicit corporate sponsorship to fund special programs such as the Intergenerational Program.
4. The Board will make any decision concerning the allocation of funds received from any fundraising activity, in consultation with CPS staff.
5. No person is under any obligation to participate in any CPS fundraising activity.
6. The privacy of donors will be respected. CPS will not sell or make public its donor list.
7. CPS will respond promptly to a complaint by a donor or prospective donor about any matter that is addressed in this policy. A complainant will be informed that their complaint will be brought to the Board for resolution of the complaint.

## **Benefits of The Creative Preschool**

Our programming is reflective of the need to provide stimulating and developmentally appropriate challenges for all individual children in a warm, secure environment. At Creative Preschool, every child belongs and is welcomed. *Please see our Inclusion Policy for more information if needed.*

### Preschool Program

Early stimulation which advances language, math, thinking skills, social skills, group skills and ability to follow routines, ability to handle conflicts, music appreciation *and creativity!*

- friendships with other families

- one-to-one assistance separating from parents
- gaining confidence outside of home
- exposure to cultural diversity
- learning to trust and respect others

### **Benefits of After School Club**

- low teacher to child ratio
- consistent discipline and conflict resolution approach and method of communication
- a natural extension of the creative process-oriented method adding higher cognitive goals
- opportunity to develop and practice math, language, science and thinking skills in a fun and creative manner which supports and extends kindergarten concepts
- exposure to children from a variety of schools which maintains connections from preschool and widens opportunities for making new friends
- learning to view yourself and others in a non-judgmental way
- focus on developing group skills which are necessary for success in school right up through University and into the work place
- contributes to self-discipline, conflict resolution skills and respect for others

### **Science Program and Critical Thinking Activities**

Our program stimulates children when asking "What do you think will happen if..." We offer several experiments and critical thinking activities which illustrate each concept so that the children gain a true understanding of the concept as well as developing thinking skills. We encourage the development of divergent thinking skills that encourage children to think of unique and creative solutions independently or in collaboration with others (brainstorming). We believe there is no "right" or "correct" answer.

### **Individual Developmental Assessment**

We observe children and facilitate their development in the following areas:

- Gross motor
- Receptive Language Skills
- Fine Motor
- Expressive Language Skills
- Self-help Skills
- Social-Emotional Skills
- Cognitive Abilities

If teachers or parents wish, a parent-teacher meeting will be scheduled to discuss how a child is functioning in the classroom. We will discuss possible strategies that might be helpful in the classroom and at home. If necessary, we will refer a child for assessment with an appropriate specialist.

### **Hanen-Trained E.C.E. Teachers**

Most teachers at CPS have completed a Hanen Learning Language and Loving It training program which promotes children's social, language and literacy development. The goals of this program are: prevention of language delays, early language intervention and language enrichment.

### **Early Identification, Referral & Integration of Children with Special Needs**

Our goal is to integrate children with special needs into the program with the same expectations as their classmates. Our goal is for children with special needs to be included without undue attention being placed on them. It is important to include children with special needs in a way that provides an overall positive learning experience from this interaction. Integration is possible when there is a low enough teacher/child ratio which we are privileged to have at The Creative Preschool. Staff have access to Special Needs resources, support and referrals for assessment through City of Toronto Children's Services. Any child receiving these services will need to complete an INDIVIDUAL SUPPORT PLAN. This plan will help us to work with you the family in establishing and monitoring goals developed for your child and their development. This plan will include who you wish to share this information with as well as

identify all those involved in co-ordinating services for you and your child. No information is shared without your consent.

### **Annual Events**

The Creative Preschool hosts two annual events which fall on school days. On those days the school will be closed. The first is our WINTER PARTY which is always held on the Friday of the FAMILY DAY weekend. We come together for fun, food, children's performances, entertainment and more! The second is our SUMMER PICNIC which is always the Friday before the end of the TDSB school year which is held at Withrow Park.

For more information please look at the website, the calendar or contact the office.

### **B. WHAT CPS OFFERS**

Please visit the website for up to date information on all programs at <http://creativepreschool.ca/programs/>.

**\*Morning Preschool (8:30 – 11:30)** program includes two classrooms with 22 children per class aged between 2.5 and 4 years. There are 3-4 teachers per classroom, resulting in an approximately 1:6 ratio.

Our program is founded on an 'Emerging Curriculum' approach wherein activities evolve following the children's interests. Each day begins with 'free play'. Teachers allow an activity to expand over time, which gives the children the opportunity to develop a more complete understanding of the activity and to build self-confidence. Children may choose gluing, painting or drawing at the easel, as well as math and language activities. We have a wide range of puzzles and fine motor activities, ranging from simple to complex. As children progress, more challenging materials are made available. We rotate sensory activities including centres based upon sand, water, snow, play dough, pasta and beans to name a few. Children try out new roles in dramatic play and dress up, get involved in large and small block building and various interlocking construction materials, explore the science and nature tables and play with the doll house. At the end of this segment, children learn to tidy up together. Following tidy-up time, children prepare for stories and songs including scheduled structured music time with percussion instruments with a certified music teacher and then enjoy a nutritious snack. Each morning includes outdoor play, weather permitting.

Throughout this program, teachers model and encourage empathy, acknowledging feelings, and problem solving so the children learn to express their needs and handle their own conflicts. Children learn to follow routines, listen to others' ideas and take turns contributing to group activities. Classes are balanced, taking into considerations factors such as friendships, age, gender, and special considerations.

**\*Early Birds (7:30 - 8:30):** This program gives your child an extra hour of our program. The early drop off time gives parents a bit of extra time at the start of their day and gives the children some extra time with our award winning teachers.

**\*Lunch (11:30am-12:30pm):** CPS offers a nutritious lunch program, which instills in young children table manners, social norms, and healthy eating. Our menu, which is entirely trans-fat free, is based upon a 4 week rotation of meals that always includes protein, carbohydrates, milk, fruits and vegetables, teaching children to eat a wider variety of foods. Our caterer is FOOD FOR TOTS: with them we are able to accommodate cultural or allergy restrictions with meals made to look like that from the regular menu, so as not to make children feel alienated.

**\*Afternoon Preschool (12:30pm-3:30pm):** Morning preschool students are encouraged to stay for our afternoon program, and can stay as late as 2:25pm (ie less than 6 hours, based on our Ministry licensing). Extending your child's preschool experience into the afternoon will expose them to a new set of peers and experiences, and allow them to test and apply their learnings from the morning in the afternoon.

**\* After School Programs (3:30pm to 6:00pm)** After School programs will run in the East and West room after the Preschool classes have ended for the day. Parent arranged buses will drop children off to our program from Holy Name and La Mosaique. A Creative Preschool team member will meet the bus and escort the children to their classes. A staff escorted walk over from Wilkinson Public and Blake Public School will also be available. We have 2 after school classes at Creative Preschool. A JK-SK class of 20 children and an After School class of 22 children. After school programs are recreation based and will include a variety of crafts, clubs and age appropriate activities. Care will only be available on days that we are open from 3:30 to 6:00 pm, therefore if it is a P.D. day, you can only come those hours. There will not be additional or extended care available on P.D. days, school holidays or the end of June (please refer to our calendar for closure dates).

- **\* = Please note : No child can be at Creative Preschool longer than 6 hours. Therefore, if you start with early birds and wish to extend your child's day, you can be here a maximum of 5hrs and 55 mins. This policy is strictly reinforced and attendance sheets indicate the time your child arrives and the time your child leaves.**

### **Fee Structure**

For current information on the fee structure please see our website:  
<http://creativepreschool.ca/about-cps/fees/>.

### **Creative Preschool Wait List Policy**

Creative Preschool is aware of the shortage of child care spaces within our community and of the frequent long wait periods to gain access to child care and preschool programs. We aim to develop a wait list policy and practices that are transparent, fair and consistent.

Creative Preschool's wait list will be made available, upon request, to any member of the public, free of charge.

*Only the interested parties name will be visible on the public wait list in order to protect the personal information of the other families. The other family names will be blacked out.*

Creative Preschool will form a wait list when full enrolment has been reached in the Centre or when a child is too young to start our programs. To gain access to the wait list, families must complete a registration form by contacting the Centre to provide the required information. The application form will require the following information:

- Child's name and date of birth
- The date required for care
- Contact information (parent/guardian's name, address, telephone number, email address, etc.)

*[[\*]] Please Note: All personal information will remain confidential.*

### **Wait List Priorities:**

Creative Preschool offers preschool spaces as they become available based on a first come, first served basis based on the appropriate age of the child for the vacant spot (for example: a vacant spot in the preschool room will be offered to the first family on the waiting list with a child of an appropriate age as opposed to our Before and After School list.

Existing families and siblings are given first priority during the first 2 weeks of the open registration period (Feb/March), for the new Fall program start date. After that, preference goes to those on the wait list for a period of 2 weeks and then it opens to the public.

### **Wait List Organization:**

Creative Preschool receives a registration form when one is complete online from our website ([www.creativepreschool.ca](http://www.creativepreschool.ca)), it then comes to us with date and time stamp and is filed for the wait list. The wait list is organized using the following information:

- Application date
- Date required for care
- Age group

### **Wait List Management:**

To ensure that families gain access to Creative Preschool's programs in the shortest time possible, the following practices are put in place:

1. The date on the wait list will reflect the date the registration form was received by Creative Preschool from the application form on the website ([www.creativepreschool.ca](http://www.creativepreschool.ca))
2. A family who refuses a space the first time it is offered or fails to return a first call within one week will retain its priority on the wait list;
3. A family who refuses a space when offered a second time or fails to return a second call within one week will be placed at the end of the wait list;
4. A family who refuses a third offer for a space or fails to return a third call within one week will be withdrawn from Creative Preschool's wait list. Once withdrawn from the wait list, a family must forward a new application form to the Centre to be placed on the wait list.
5. It is the family's responsibility to contact Creative Preschool to bring changes to their contact information.
6. **[[\*]] Please Note:** Families will be removed from the wait list upon the following reasons:
  - o At a family's request
  - o Contact telephone number is no longer in service and an update to the contact information was not provided by the family

### **Offer of Space:**

7. When a space becomes available, the family at the top of the wait list will be contacted, whether the space is exactly what they requested or not. Whatever is available at the time will be offered.
8. Once a child is registered, it becomes possible to eventually accommodate for more specific needs, for example, going from a part-time ( 2 days) to a full-time space ( 5 days extended etc).
9. The family will either accept the preschool space (start the child in the Centre or pay the tuition until they are ready for their child to start) or decline the spot, in which case Creative Preschool will go to the next child of the appropriate age on the waiting list.
10. Due to these factors, Creative Preschool cannot guarantee or predict a start-date at the time of application.
11. The \$100 registration and \$40 Family Admin fees are not collected from Creative Preschool until the spot has been offered and accepted. These fees are non-refundable.
12. Creative Preschool will review this policy annually, or as required.

### **Fee Policy**

Please refer to the website for detailed instructions for registering your children at CPS. Please note there are two annual fees in addition to the tuition. These are:

- Registration Fee of \$100 for the first child plus \$50 for each additional sibling (non-refundable)
- Family Administration Fee of \$40 (non-refundable)

### **Tuition**

Please refer to the website for details on the current year tuition.

Fees are the responsibility of the parents and are based on an annual tuition that is pro-rated monthly. No matter if there are more or fewer days in each month, the monthly rate remains the same. The annual tuition is paid monthly by automatic withdrawal.

Parents are responsible for the full term's fees until the school is able to fill their child's space. If a family voluntarily leaves the school prematurely, with a minimum of 6 weeks written notice, the school will make every reasonable effort to fill the child's space as soon as possible. If your child's space cannot be filled, a written request may be submitted to the Board of Directors to decide if you are liable for the balance of fees. Parents are required to sign a Tuition Fee Agreement upon registration.

**Your child's space will be saved once we have received ALL COMPLETED FORMS AND FEE DEPOSITS IN ADVANCE.** Upon confirmation of start date, you will be required to verify and update all paperwork.

**Returned Cheques:** \$30.00 will be charged for each returned cheque and a \$10 fee to cover the bank charge.

**Late Fees:** There will be a charge of \$1 per minute for late pick up, beyond 5 minutes past the enrolled program end time.

### ***C. SCHOOL ATTENDANCE General Information***

**Clothing:** Your child should wear comfortable, washable play clothes and bring an extra set of clothes each day in a clearly marked school bag. Children are not required to be toilet-trained. Families pay \$5.00 per month to the disposable diaper fund as long as their child is in diapers. We recommend pull-on boots, mittens (not gloves) and snowsuits that encourage independent self-help skills. Clothing should be appropriate for weather conditions and participating in outdoor play. We go outdoors each day unless it is raining, too hot, cold or smoggy for comfort. After School Club, escorted to CPS by walkover or by bus, should be sure to dress for weather conditions.

**Labeling** of outer clothing, i.e. boots, coats, shoes, hats and mittens is needed to avoid loss and confusion at dressing times. Initials on neck tags are very helpful! Initials on the inside of backpacks are very helpful. Children should not have name labels on the outside of their bags or clothing to maintain the child's safety.

**Carpools** are arranged by the parents and are the responsibility of the parents. Carpool parents are responsible for the children in their care until they enter the classroom and are acknowledged by staff. They become carpool parent's responsibility once the children are marked off the attendance book to go home.

**Lost or stolen property** is not the responsibility of The Creative Preschool. Parents may leave items in the child's cubbie but we do not assume responsibility if something is lost or stolen.

**Parking:** Vehicles parked outside of legal parking space risk being ticketed and/or towed. Children and siblings should never be left unattended. Vehicles in the parking lot are not the responsibility of The Creative Preschool or The First Nations School of Toronto. If parking in the school parking lot on the west side of FNST, you must display a CPS parking tag on your dash identifying you as a CPS family.

**Absence:** It is helpful to phone the school when your child is to be away. We record why children are away so we have a record of illness and symptoms in the school. When calling the school to report an illness, be sure to list the symptoms and when they began. **Parents of escorted children are required to notify us early in the morning if their child will be absent.** If your child is absent due to illness or personal holiday, you are responsible for fees maintaining your space in the school. If your child is quarantined at home due to an outbreak of illness, you remain responsible for your child's tuition fees.

**Holidays:** We close at the end of the third week in December, take the local public school's March Break and close at the end of the third week in June. School holidays are listed on our website calendar. The monthly tuition remains the same however lunch, extended, escort and After School Club fees are not charged when CPS is closed for holidays or breaks.

**School Closings:** The Creative Preschool does not refund tuition fees due to circumstances beyond our control such as road closures, heavy snowfall or rain, making the school inaccessible or unsafe to travel, or lack of water, heat, hydro or plumbing.

### **First Day of Attendance**

**Morning and Afternoon Orientation:** The first two days following Labour Day weekend we hold sessions for morning and afternoon families. Parents remain on this day with their child(ren) for the one hour orientation.

## **The Early Birds program, Lunch Program, After School Club Escort and Morning Extended Hours will begin the first full day of school – Thursday.**

*Parents need to inform their child's teacher at their local school of the days their child will be picked up by CPS teachers. CPS needs to know your child's local school teacher's name and room number.*

### **Separation Issues**

This is just a note to clarify what goes on when entering the preschool. The beginning of the first school experience is obviously the most stressful time as we are all adjusting to the new environment. Yes, we do have a few crying children and as you will see we teachers will be kept quite busy helping children separate from their parents and parents separate from their children. Each child reacts differently to stressful situations. Some cry quietly, loudly, angrily or not at all. Some cry right away, some in one week, two months or even a year from now. We believe it is easier in the long run to go ahead and cry, be angry, whatever it takes, to get the feelings expressed and dealt with and then move on.

We teachers comfort children and stay with them as long as necessary. We acknowledge their feelings, we talk about Mommy and Daddy, about home, ask if they have a big bed, a little bed, what they had for breakfast.... In other words, we don't distract from their thoughts of Mom, Dad and home, but we acknowledge that it is a special place of theirs and yes, they will return there after school. We then talk about why Mommy and Daddy brought them to school - to play with the toys and the other children - and because they trust the teachers to take good care of them and keep them safe. Then, we get busy trying to interest the child in an activity which is a distraction but it is well-timed - after we have addressed the emotions and acknowledged them. Usually this process can be quite swift within 10 minutes. Sometimes a child hangs on to his/her reaction and continues to cry for much longer. These children are more challenging but will definitely benefit in the long run having successfully accomplished separation and gaining more independence. These conversations will help bring a bit of home into the school which will help your child adjust to the school.

When your child cries at separation it does not mean that they are too young to be left. It indicates how they personally react to this situation. They need more practice being left, learning to cope, learning to express themselves verbally, learning that someone other than Mom and Dad can help them and then finally that they can help themselves. Following a routine is very important and we remind the children what happens next and that we will all go home after school time.

Some parents have expressed concern about how the teachers cope. After discussing this we all agree that we're not concerned that the children are crying because we know this is a necessary rite of passage and it will be resolved within a short time. A month later we will all have forgotten the tears that came before. We know parents are still in the stages of building trust in the school, its philosophy and methods of the teachers. If you are still concerned, ask for a talk on the telephone or arrange a parent meeting. We will also ask for a meeting if we feel it would be helpful.

**Adult/Child Ratio:** Our licenced ratio is one teacher for every eight children, although we often operate at 1:6 ratio. If you play a musical instrument, have an idea for an activity or have something of special interest to show the children, please let us know and we will gladly welcome your contribution. We are always looking for additions to our dress up collection and house centre so please help us add to that area. We try to have our materials as multicultural as much as possible.

## **D. POLICIES & GUIDELINES**

### **Snack Guidelines**

Since July, 1994 The Creative Preschool has NOT PERMITTED ANY NUT AND SESAME PRODUCTS in the school due to severe allergic reactions of specific children. We are also limiting all NUTS AND SESAME SEEDS in all food products. This includes all nuts in all forms, including peanut oil used in baking.

We also at times have children with dairy, sesame, egg and chocolate allergies. When you provide snack for the group you must be able to show us the list of ingredients on the package of crackers, muffins, etc. which you have brought. These baked goods may have dairy and egg in them and we MUST know this so you MUST be able to show us the list of ingredients.

**Baked goods MAY NOT HAVE ANY NUTS, NUT OIL, SESAME SEEDS OR PEANUTS IN THEM.** Be sure to read the fine print after the list of ingredients where it may say, "may contain traces of peanuts other nuts" OR "may have been baked in a facility with peanuts or sesame seeds". We do not serve these products. According to Toronto Public Health, we are not to have food prepared in family kitchens brought to the school because of lack of control of universal sanitary practices and allergy cross contamination. Therefore, you may only bring store bought baked goods and crackers. All fruits and vegetables will have to be prepared in the school kitchen under our sanitary guidelines.

**Amount:** We will update you on the number of children receiving snack each day in September. Each child will have 1 to 3 servings of fruit or vegetable and 1 to 3 servings of carbohydrate. (e.g. One apple will slice into 8 - 12 servings). Each day it is nice to offer a choice from one or two fruits or vegetables (e.g. kiwi & carrots or apples and cucumber or watermelon).

#### **Snack Ideas:**

- Please read fine print regarding ingredients every time. Sometimes ingredients change.
- If the food has come into contact with peanuts, nuts or sesame seeds we will not be able to serve it.
- If we are unable to read the ingredients of a food we will not be able to serve it.
- If you plan to use jam, you need to bring a small new jar of jam as some jars have come into contact with peanut butter at home.

**Fruit and Vegetable:** Many varieties of fruit and raw vegetables are popular with the children and must be prepared at the school. Suggested amount: 1 5lb bag of fruit or equivalent *plus* 4 cucumbers or equivalent in vegetables.

**Cheese:** Must be packaged cheese with the ingredients listed (i.e. no deli cheese). The children tend to prefer marble, mozzarella or mild or medium cheddar. Suggested amount: 1 block of 500 grams or larger.

**Carbohydrate:** (We are limiting hydrogenated, saturated and trans-fats.)

Since 2003 there are many more non-trans-fat carbohydrates to choose from, so read the fine print. We usually have: crackers, healthy cookies, pita bread, bread, dry cereal, banana bread, pretzels, and any new idea parents can think of. Suggested amount: 3 x 225g boxes.

#### **Anaphylactic Food Allergies**

There are children at The Creative Preschool who have severe allergies which can cause an anaphylactic reaction. An anaphylactic reaction is an allergic reaction so severe it can cause death. Nuts, peanuts, sesame seeds and dairy products are common triggers for anaphylaxis. As a result, The Creative Preschool does not permit nut, peanut or sesame products to be brought into our school. Other foods will be limited as needed.

In implementing an allergy/anaphylaxis policy, our school has decided not to permit parents sending in food for special occasions such as birthdays. Instead, to celebrate birthdays the staff will arrange for a candle to be blown out and the class will sing happy birthday.

*Our Anaphylactic Policy and Procedures will be reviewed with each staff member. We are required to have each teacher review and sign that they understand the individual action plan for each child with anaphylactic reactions.*

## **Playground Safety Policy & Action Plan**

- Always have cell phone and first aid book in first aid kits when going outdoors
- Check the first aid kits and make sure supplies have been replaced
- Have epi-pens in first aid kits or medication as needed for specific children
- Have the attendance book which includes child records whenever taking children outdoors
- Procedures in Case of Injury to Child sheet will always be in attendance book

### **Procedures in case of injury to child:**

- STAY CALM and take careful note of how the child was injured.
- NEVER MOVE THE CHILD unless the child's life is in danger. (traffic, fire) **Call 911**
- If in doubt of the seriousness of the incident, keep the child still and warm and **Call 911.**
- THERE IS A FIRST AID BOOK IN BOTH FIRST AID KITS.
- Call Supervisor in school as soon as possible: 416-465-3865
- Do not give anything to child by mouth to avoid choking.
- Supervisor will get child record and medical/emergency form of child and call 911 as needed. These forms will accompany child in ambulance to the hospital.
- TEACHERS MAINTAIN CONTROL OF SITUATION until medical professionals arrive.
- Teachers consult with each other, think through the situation and put one teacher in charge of the emergency with help as needed.
- Have copy of Child Record and Child's Medical Emergency Form with the child.
- **Do not consult TDSB or The First Nations School Office – Call 911**
- Remaining teachers supervise and gather children to match attendance record and return to school.
- Make sure entrance to school is accessible for Emergency Services and someone is waiting for them.
- **Phone parent ASAP**
- Go with child to hospital and/or meet parent there.

### **What should I say when I call 911?**

- Ask for the service you require, police, fire or ambulance.
- State whether the child is conscious or unconscious.
- State how many other people have been injured.
- State your exact location:
  - The Creative Preschool at The First Nations School of Toronto
  - 16 Phin Ave., Danforth and Jones, 2 blocks east of Jones, south on Byron, west on Chatham Ave. to Phin Ave.
  - Enter through Service Entrance on north side of building on Chatham Ave.
- PHIN PARK is south of FNST accessible east of Jones at Baird/Condor Ave.
- State your telephone number 416-465-3865 or cell phone in use.

### **Directions for ambulance:**

The Creative Preschool at The First Nations School of Toronto, Danforth and Jones, 2 blocks east of Jones, go south on Byron, west on Chatham to Phin Ave.  
Enter through Service Entrance on north side of building on Chatham Ave.  
PHIN PARK is south of The First Nations School accessible east of Jones at Baird/Condor  
Our phone number is 416-465-3865

### **After an injury to a child:**

- Fill out Incident Report for Playground Safety Log
- Follow Serious Occurrence Procedures
- Notify Supervisor if not present
- Notify Executive Officers of the Board of Directors

### **Ontario Poison Control: 1-800-268-9017**

## **Supervision of Children for Outdoor Play**

### Supervision

- Teachers will keep a head count of the children in the play area and mark each child off the attendance list if they leave the play area early.
- Teacher to child ratios will be maintained outdoors with a minimum of two teachers for each group of children.
- When going on field trip or to a public park, children will wear a CPS vest for easy identification.
- If there is too much activity in the public park making supervision difficult, staff will not take children into the area.
- Teachers will stand around the perimeter of the play area ensuring constant visual supervision of the children at all times.
- Teachers will abide by the posted age limits on playground equipment.
- Adult conversations will be kept at a minimum in order to ensure constant supervision of the children.
- Children must be supervised by staff at all times when going to the washroom.
- When Phin Park visits are permitted one teacher will be on the climber in the middle, blocking the entrance to tall slide, one teacher at swings, one teacher on east side at see-saw, one teacher on south side of climber near the small slide, one teacher on north side of climber below opening going up to tall slide.

### **Environmental Conditions**

Children will be taken outdoors on local walks and/or Phin Park.

When children are wearing cumbersome snowsuits, mittens and boots they may not have the dexterity to use the climbing equipment at the park. The climbing equipment will not be used at this time. Staff will evaluate the dexterity of older age groups when wearing boots and mittens.

If the ground is frozen hard and conditions are wet and slippery, the climbing equipment will not be used. Care will be taken to stay indoors or adjust activities according to environmental conditions such as temperature, air quality or other conditions that could be harmful to young children. We will not go outside if the temperature is below -15 degrees or above +30 degrees.

### Programming

Outdoor activities will be planned to encourage gross motor, creative and constructive play for children in keeping with daily indoor programming. This program will be posted along with indoor programming sheets in the school.

*A Complete Playground Policy and Procedure document may be viewed on our CPS website under Policies. Staff and all adult volunteers are required to sign that they have read the playground procedures.*

### **Behaviour Management Policies**

At The Creative Preschool we use a two-step method in dealing with the children's behaviour.

#### **Step One: We acknowledge the feelings of the children involved without blaming.**

e.g. "Oh I see someone crying. Let's see if Sally is okay."

"I can see you have tears and that something made you cry."

#### **Step Two: Begin Problem-solving:**

e.g. "Did somebody need something? Oh, David wanted the truck. Let's ask Sally if she is finished playing with the truck. Sally, are you finished with the truck? No? Do you think David could have the truck when you are finished with it? Yes? Let's tell David, 'You can have the truck when I am finished with it'. You know, if you want something maybe it is better to ask if the person is finished playing with it, because people don't hit people."

- We do not distract or redirect children away from difficult situations. We use each situation as an opportunity for acknowledging feelings and developing problem-solving skills.

- We do not punish children for misbehaviour but begin problem solving after acknowledging feelings.
- If a child continues to have a difficult time controlling his/her behaviour, the teacher will say, "I can see you are having a hard time controlling yourself and that I need to help you. It is too difficult for you to play with this activity so let's go choose something else to do."
- If necessary, discipline is generally a direct consequence of behaviour: disrupting an activity results in leaving that activity.
- We state limits in a positive manner such as "feet stay on the floor" rather than "don't stand on the table".
- We highly recommend the book, *How To Talk So Kids Will Listen and Listen So Kids Will Talk*.
- We base our discipline techniques and give a 6 week course based on this book in the fall and winter.

When disciplining children, we never do the following at the Creative Preschool:

- Strike, shake, shove or spank a child in any fashion.
- Undermine a child's self-respect by shaming him/her in any way.
- Require children to repeat verbal phrases such as thank you or please, however we do model good manners and use "thank you" and "please" which the children pick up naturally.
- Lock a room for the purpose of confining a child
- Deprive a child of basic needs such as food, shelter, clothing or bedding.

**Serious Occurrence:**

In the event of a serious occurrence at Creative Preschool, we will be required to post a high- level Serious Occurrence Notification form when the serious occurrence happened. This will be posted outside the office for 10 days with any updates-

**Contravention of Behaviour Management Policy:**

Staff is expected to comply with the program's stated policies & procedures and follow the behaviour management policy.

- Failure to comply could result in a verbal warning initially, followed by a written warning and finally dismissal.
- Criteria to be considered when determining which disciplinary measure to take:
  - seriousness of the offence
  - actual or potential risk, or harm to child
  - past performance of the employee in general
  - recent performance
  - frequency of occurrence
  - previous disciplinary action taken

The supervisor will review each staff's performance of behaviour management policies and procedures at least once annually, and a confidential written record of these reviews will be kept. Any concerns regarding the supervisor's performance may be forwarded to the Vice President of the Board of Directors by a parent or staff member.

**Mobile Device Policy**

The Creative Preschool views the safety of the children in our care as paramount. With that in mind, we do not allow the use of mobile phones, any image recording devices (not provided by CPS), or personal technology equipment such as laptops, iPads etc to be used in the classroom.

Teachers are required to use a school issued phone for all school related business, including but not limited to; walkovers from surrounding schools, local walks etc. Use of personal phones is prohibited. Information about staff, children, parents/guardians/caregivers (including photos or videos) must not be posted on an employee's personal web space, any social networking site (e.g. blogs, Facebook, MySpace, Twitter), any public networking or file sharing site ( e.g. YouTube) or any other type of internet website.

## **Health & Safety**

Children become the school's responsibility when they enter the classroom and are acknowledged by staff. The children remain the school's responsibility until they leave the pick-up area and the child's name is marked off the attendance sheet. Children will never be left under the sole supervision of any adult other than the staff of The Creative Preschool.

**Illness:** The first day of an illness is usually the most contagious. If your child is sneezing, coughing and has a runny nose, please remain at home for at least 24 hours until he/she is no longer broadcasting germs. Your child needs to stay home for 24 hours after the fever has gone away. Consult us if your child has been exposed to Chicken Pox. Eye infections need to be treated for at least 12 hours before attending school. If your child has a communicable illness you will be notified to pick-up your child who will be isolated and under supervision until pick-up.

### **Outbreak of Illness:**

If Public Health declares an Outbreak of an illness in the school, the school will keep families informed on a regular basis and communicate all recommendations given by Public Health. The school will make every effort to limit the spread of an illness for the safety of the entire school population and community. During an Outbreak, related symptoms must be gone for 48 hours before returning to school.

**Evacuation:** In case we are asked to evacuate the building we will accompany the children to nearby St. David's Church on Donlands Ave. north of Danforth Ave across the street from the TTC subway station.

### **Lockdown Procedure:**

All schools in Toronto have lockdown procedures in place should any emergency occur that might place anyone in danger from outside or inside the building. In the preschool our procedure is to lock all doors, close all windows and blinds, turn off all the lights and sit quietly in the east classroom, next to the kitchen, until we receive further information. If needed, the Police may conduct a thorough floor-by-floor, room-by-room search and when we are advised it's safe to do so, the lockdown is lifted. The Eastern Commerce staff and Police contact us regularly to make sure we are all okay.

We explain to the children that we are having a lockdown. We say a lockdown is when the principal next door tells us to lock our doors, turn off the lights, close the windows and sit quietly until we know it is safe. We tell the children we are all safe and secure in our classroom and we need to wait for the principal to tell us when it is okay to turn on the lights, unlock the doors and finish school. We begin with songs and stories and then we have snack and resume activities when possible. The staff and volunteers remain calm.

If necessary, Wilkinson School and Holy name are notified we are under lockdown. They will need to telephone parents of students going to CPS for After School Club, to pick up their children from Wilkinson School. If needed, we notify the Holy Name bus of our situation and the bus returns the children to Holy Name where they will be met by their parents.

We notify parents by telephone as soon as possible to inform them of the lockdown. St. David's Church, on the east side of Donlands Ave. north of Danforth, is our Emergency location should we ever need to leave our school. We have keys to enter the church as needed. If a lockdown delays pick up time, we advise parents to go home and we will phone them when they can pick up their children. We follow up a lockdown by emailing families of any additional information.

## **Workplace Violence and Harassment**

The CPS Board of Directors is ultimately responsible for worker health and safety. We will take all reasonable steps to protect our employees and volunteers (workers) from workplace violence and harassment from all points of contact while on our premises. The Board of Directors of CPS is committed to providing a work and volunteer environment in which all individuals are treated with respect and dignity.

## **Workplace Violence**

This policy and appendices applies to board members, supervisors, teachers, support staff, parents, children and visitors. Everyone is expected to uphold this policy and to work together to prevent workplace violence. Violent behaviour in the workplace is completely unacceptable.

CPS has a workplace violence prevention program in effect. It includes measures and procedures to protect workers from workplace violence, a means of summoning immediate assistance and a process for workers to report incidents, or raise concerns.

CPS, as the employer, will ensure this policy and the supporting program are implemented and maintained and that all workers and supervisors have the appropriate information and instruction to protect them from violence in the workplace.

Supervisors will adhere to this policy and the supporting program. Supervisors are responsible for ensuring that measures and procedures are followed by workers and that workers have the information they need to protect themselves.

Every worker must work in compliance with this policy and the supporting program. All workers are encouraged to raise any concerns about workplace violence and to report any violent incidents or threats.

The CPS Board of Directors pledges to investigate and deal with all incidents and complaints of workplace violence in a fair and timely manner, respecting the privacy of all concerned to the highest degree possible under the specific circumstances.

## **Workplace Harassment**

Workplace harassment will not be tolerated at CPS and further to that, everyone in the CPS workplace must be dedicated to working toward preventing workplace harassment. Board members, supervisors, teachers, support staff, parents, children and visitors are expected to uphold this policy, and will be held accountable by CPS. Workers and employees are encouraged to report any incidents of workplace harassment.

This policy is not intended to limit or constrain the reasonable exercise of management functions in the workplace such as performing staff guidance and evaluations.

The CPS Board of Directors will investigate and deal with all concerns, complaints, or incidents of workplace harassment in a fair and timely manner while respecting workers' privacy to the highest degree possible under the specific circumstances. Nothing in this policy prevents or discourages a worker from filing an application with the Human Rights Tribunal on a matter related to Ontario's Human Rights Code within one year of the last alleged incident.

A worker also retains the right to exercise any other legal avenues that may be available.

A complete Workplace Violence and Harassment Policy may be viewed under Policies on our website.

## **Emergency Management Policy**

There is a detailed emergency management policy in place that is located in the Policy and Procedures binder located in the office.

## **Parent Issues and Concerns Policy and Procedures**

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 is available to engage parents/guardians in conversations and support a positive experience during every interaction. Meetings are available with our teachers whenever requested by the teachers and/or parents. We ask that you please contact the office to arrange a mutually convenient time outside of the classroom for individual meetings.

All issues and concerns raised by parents/guardians are taken seriously by all team members of Creative Preschool and will be addressed. Every effort will be made to acknowledge and resolve issues and concerns to the satisfaction of all parties as quickly and thoroughly as possible. Depending on the nature of the concern or complaint, the investigation may be escalated to include the Board of Directors as deemed necessary.

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 2 business days. 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, ridicule and discrimination of any kind 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. Toronto CAS 416-924-8000 and after hours 416-924-4646

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>