



# **Toronto Waldorf School**

## **Toronto Waldorf School Child Care Parent Handbook**

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# Waldorf Philosophy

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To promote Education from a Deeper Perspective™, children at TWS are inspired to become creative thinkers who are strongly connected to humanity, nature and the environment.

Our programs foster wonder and imagination in young children, building a strong base for future learning and development. Natural childhood experiences help to build core skills such as sequencing, sensory integration, eye-hand co-ordination, social skills and more.

- The warm, protective environment of the classrooms, creates a secure base for children to explore the broader world and cultivate positive self-perceptions.
- Our Early Childhood Educators focus on developing healthy sensory and social integration among the children.
- The Early Childhood programs lay the foundation for academic learning in Lower School.

The foundations of education from a deeper perspective™ are:

## 1. *The Right Thing at the Right Time*

- TWS Childcare programs are designed to meet the specific needs children experience at different stages of their development.
- Early Childhood Educators work on building a foundation to sustain a young child's physical, intellectual/cognitive, language, and social/emotional development.
- Ample time is given for free play, allowing children to engage their imaginations, a natural interest at this age, for building a strong base in creative thinking.
- Free play also enables children to become comfortable in their bodies and further develop their large motor skills.

## 2. *Appreciation of Individuality*

- Each child has a unique learning style; our programs help children to access information through all the senses to encounter a wider range of learning styles.
- Puppet shows present both visual and auditory input, stimulating the child's imagination.
- Our programs present a full range of activities, indoors and outdoors each day to meet the needs of the individual child.

## 3. *How to Think, Not What to Think*

- The foundation laid in Early Childhood is important as it allows for the abstract thought and the development of the intellect to emerge. The preparatory work yields a strength for building intelligence throughout life and the power of abstract thought blossoms in High School years and beyond.
- The Early Childhood Educator's role is to support and provide children with rich and varied experiences in the classrooms and outside in nature. These experiences are allowed to live in the thoughts of children to bear fruit at later stages of development.
- The focus on free play and imagination helps children to easily create mental images which leads to creative thinking later on and enhances their intellect.

## 4. *Environmental Stewardship*

- Environment stewardship, is crucial to our children's future, beginning with a strong relationship with nature. The Early Childhood programs provide a profound opportunity for children to build a connection to nature that is lifelong and will lead to responsible environmental stewardship as adults.
- Children are encouraged to spend generous amounts of time outdoors every day, in varying weather.
- The TWS playgrounds and wooded fields in the wider campus offer rich experiences of the natural world in a protected setting.
- Cultivated gardens around the playground help to create opportunities for the children to appreciate and care for the natural landscape.

### 5. *Experiential Learning*

- TWS Early Childhood programs are pure experiential learning with the focus on doing; cities are built in the sandbox; treasures for the nature table are found on walks and dramas are enacted with simple costumes.
- Movement permeates the program from fine motor activities, such as painting or bread making, to large motor activities like running, jumping and climbing in the outdoors.
- Simple props and toys allow children to engage their imaginations and develop their capacities to support creative thinking. A wooden play stand can become a ship, castle, restaurant or anything else the child brings into play. Natural materials such as driftwood or shells can be phones, plates or furniture.
- To support the children's capacity to consider and imagine evolves into the openness needed to develop solutions as creative thinkers in the future.

The learning environment of the Early Childhood programs, is intentionally and carefully crafted to promote physical health, a sense of well-being, academic success and social responsibility.

This document is provided to parents whose children are enrolled in our TWS Child Care and to those considering enrollment. It will be updated regularly; the current version will be available through our website.

The format of this document complies with requirements of the ***Child Care And Early Years Act, 2014*** and its distribution is in compliance with Ontario Regulation 137/15.

# Program Statement

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This Program Statement is provided to current and prospective parents of children in the TWS Child Care. It describes goals and approaches used in our TWS Childcare programs. Consistent with the requirements of the ***Child Care Early Years Act, 2014***- the TWS Child Care supports Ontario's Pedagogy and the vision for the Early Years through continuous learning from the following documents:

- **How Does Learning Happen? Ontario's Pedagogy for the Early Years, 2014**
- **Think, Feel, Act: Lessons from Research About Young Children**

As qualified educators and caregivers, our goal is to provide enriching programming and a learning environment which supports the four foundational conditions that are essential for children to grow and flourish: **Belonging, Well-being, Engagement and Expression.**

Our goals are to create daily interactions with children that foster a sense of connectedness to others, individual experiences of being valued while encouraging the building of positive relationships with others. We also value the importance of physical and mental health and wellness of the children by encouraging them to develop the capacity for self-care, a healthy sense of self and self-regulation skills, as well as by providing nutritious meals throughout the day.

We encourage children's positive expressions and communication through their body language, words, and use of their imagination with the provision of safe indoor and outdoor play environments. At TWS Child Care, plenty of play-learning opportunities are provided to encourage children to interact with the world around them, maximizing their competence, capacity, and disposition for lifelong learning. New families are warmly welcomed into our community to mutually support the children's growth and development.

## **Holistic View of the Child**

***TWS Child Care and our Educators recognize children as competent, capable, curious, and rich in potential.*** We recognize the importance of a holistic perspective – considering the child's mind, body and spirit.

**This whole child approach is evident in all of our child care programs offered here at TWS, from the Toddler to Preschool years- preparing their transition to kindergarten, elementary/secondary education and eventually into their adulthood.**

**The TWS Childcare Program carries a view of the *whole* child, mind, body and spirit. This holistic perspective can be considered from various angles. In this document, we will use the following sections:**

- (A) Promoting the Health, Safety, Nutrition and Well-being of the Child
- (B) Supporting Positive and Responsive interactions among the children, parents, child care providers and staff
- (C) Encourage children to interact and communicate in a positive way and support their ability to self- regulate
- (D) Foster children's exploration, play and inquiry
- (E) Provide child initiated and adult-supported experiences
- (F) Plan for and create a positive learning environment in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans
- (G) Incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and give consideration to the unique needs of the children receiving child care
- (H) Foster the engagement of and ongoing communication with parents about the program and their children
- (I) Involve local community partners and allow those partners to support the children, their families, and staff
- (J) Support staff or others who interact with children in relation to continuous professional learning
- (K) Document and review the impact of strategies on children and their families

**(A) Promoting the Health, Safety, Nutrition and Well-being of the Child****Goal:**

Every child is a capable, curious and competent learner and can develop resilience, when provided with healthy food, nutrition and a sense of well-being in a loving, warm, nurturing and safe environment.

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**(B) Supporting Positive and Responsive interactions among the children, parents, child care providers and staff****Goals:**

Every child has a sense of belonging when they are connected to others in loving and secure relationships. Each child is encouraged to share, work together, care for each other and respect the needs of others in positive and interactive relationships in the classroom. Child Care Faculty staff/ Early Childhood Educators respect and regard the children positively to help them become capable communicators. By creating close familial interactions with parents, children and educators, strong connections are made to build the bridge between the home and the classroom for the child.

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**(C) Encourage children to interact and communicate in a positive way and support their ability to self- regulate****Goals:**

Every child is an active and engaged learner who explores the world with their body, mind and senses, in many different ways. Child initiated and creative play are encouraged in the classroom to help the children feel secure as they learn to trust, explore, interact and communicate in a positive way with the support of their Child Care Faculty staff/ Early Childhood Educators. Each child's individual needs are considered and respected in the rhythm of the day, supporting their needs and ability to self-regulate at their own pace.

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**(D) Foster children's exploration, play and inquiry****Goals:**

Everything in a young child's environment has an impact on them inwardly and outwardly. Through play, exploration and inquiry children develop a curiosity about the world they live in and where they belong. Creative play enhances physical, emotional and social well-being allowing children to learn through investigation, exploration and discovery. Parents are encouraged to engage with the Child Care Programs and initiate meaningful, positive communication with Child Care Faculty staff/ Early Childhood Educators to support their children as curious learners.

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**(E) Provide child initiated and adult-supported experiences****Goal:**

Children are encouraged to create their own learning situations in child-initiated and creative play- which enhances their social, emotional, cognitive and physical skills. Child Care Faculty staff/ Early Childhood Educators approach the children with patience and care to help them become motivated and independent learners.

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**(F) Plan for and create a positive learning environment in which each child's learning and development will be supported and which is inclusive of all children, including children with individualized plans.****Goal:**

The environment is a key factor in supporting children's development and learning experiences. The environment supports the young child, therefore, the use of natural materials found in both indoor and outdoor environments helps to foster a connection to the natural world- developing in the child an appreciation, awe and wonder for nature and the world they live in. All play environment and learning opportunities are planned with inclusivity of all children in mind- including children with individualized plans.

**(G) Incorporate indoor and outdoor play, as well as active play, rest, and quiet time, into the day, and give consideration to the unique needs of the children receiving child care**

**Goal:**

The physical space, both indoor and outdoor, reflects a home-like environment where children can identify with a regular routine for active play, rest and quiet time. The rhythm of the day includes outdoor play twice daily; morning and afternoon, allowing for physical movement in the nature inspired playground and/or the wooded field within the school premise. Child Care Faculty staff/ Early Childhood Educators support regular rhythm and patterns of activities in the classroom to support the children physical, emotional, social and cognitive developmental needs.

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**(H) Foster the engagement of and ongoing communication with parents about the program and their children**

**Goal:**

Parents and Child Care Faculty staff/ Early Childhood Educators support each other by keeping the lines of communication open. The partnership between parents and Child Care Faculty staff/ Early Childhood Educators help develop the child's sense of security and well-being, while fostering positive, authentic and caring relationships. This bond serves to support the child's developmental needs.

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**(I) Involve local community partners and allow those partners to support the children, their families, and staff**

**Goal:**

Child Care Faculty staff/ Early Childhood Educators support both children and their families through cultural events year round and have interest with local community partners. Child Care Faculty staff/ Early Childhood Educators encourage families to feel a sense of belonging and connection with their local communities.

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**(J) Support staff or others who interact with children in relation to continuous professional learning**

**Goal:**

Our Child Care Faculty staff/ Early Childhood Educators are responsible for providing a nurturing, warm and safe environment for the children to develop and grow holistically. Child Care Faculty staff/ Early Childhood Educators meet regularly to review their work and the children's development; attend lectures and continuing professional development workshops and training. Our Child Care Faculty also offers parent/teacher gatherings that support and update their knowledge of the health, safety and well-being of the children in their care.

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**(K) Document and review the impact of strategies on children and their families**

**Goal:**

Observation of the whole child is an important part of understanding each child's development. Child Care Faculty staff/ Early Childhood Educators have interviews with parents to share their observations of the child's development and monthly letters detailing program activities are sent via email. At parent/teacher gatherings, we openly discuss and reflect the children's milestones, as well as, areas of accomplishment.

## Our Educators – Child Care Faculty

The developing relationship between children and the Child Care Faculty staff/ Early Childhood Educators is important to support the child's need to feel safe and secure. Our Child Care Faculty staff/ Early Childhood Educators view young children as competent and capable, engaging in age appropriate activities supporting their growth and learning development. Child Care Faculty staff/Early Childhood Educators value children's learning through play and imitation. Artistic activities such as storytelling with puppets, singing/eurythmy, drawing and painting are consciously offered to support children's sense of awe, wonder and imagination.

Our Child Care Faculty staff/ Early Childhood Educators support the children's important learning experiences with warm, loving and positive aspects of involvement they cultivate in their daily working routine; be it sweeping the floor, folding laundry, working with children to prepare snack, or building a bridge on the floor with the child. The consistency of this warm, gentle presence helps the child to feel secure to reach out and connect with others.

Our warm and positive approach extends to parents and families. Child Care Faculty staff/ Early Childhood Educators welcome and encourage the engagement of parents. We want to learn about your family's culture and values, and how your child is supported by the family. All Child Care Faculty staff/ Early Childhood Educators have Waldorf curriculum training or are currently pursuing their training, and are valid Registered members of College of Early Childhood Educators. All Child Care Faculty Staff/ Early Childhood Educators also possess valid Police Vulnerable Sector Checks and Valid First Aid & Infant /Child CPR Training as well.

## Professional Development and Training

TWS Child Care is committed to the ongoing professional development of our educators. The Toronto Waldorf School provides ongoing coaching and mentoring opportunities to further develop our educators in their continued development. In-service and out of centre learning opportunities and workshops are encouraged to all educators to strengthen their skills and knowledge in the Early Learning field, as well as, Waldorf Pedagogy.

## Child Guidance

All educators, volunteers and students will follow our core values of caring, honesty, inclusiveness, respect and responsibility. They will ensure that every child develop a sense of belonging, as well as develop a positive sense of self, health and well-being. All educators and support staff acknowledge that every child is an active and engaged learner who explores their world with body, mind and senses and is a capable communicator who expresses themselves in many ways. Educators are here to support children in developing strategies to remain calm and to regulate their emotions while recognizing the effect of their actions on others.

### Strategies used by Educators and support staff:

1. Positive Reinforcement
2. Redirection (diverting/distracting & substitution)
3. Discuss inappropriate behaviour
4. Modeling / Demonstrate Conflict Resolution (problem-solving skills)
5. Ignore inappropriate behaviour (such as whining, arguing about limits, efforts to start arguments, temper tantrums etc.)
6. Break or Removal from activity/ routine

We believe that every situation can be used as a teaching moment. When dealing with undesirable behaviour, staff speak with each child at their level, and calmly discuss the behaviour and help the child learn new strategies to deal with frustrating situations and their emotions. Rather than focusing on negative behaviour, which only reinforces the undesired behaviour, we strive to focus on the positive behaviours a child displays and encourage them to express their emotions in an acceptable way.

## Ontario Regulation 137/15

### Prohibited Practices include:

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

All employees, volunteers and students must review and sign the **Program Statement & Implementation Policy** prior to employment/ volunteering and review them annually afterwards or when substantial changes are made.

Child Guidance Strategies used by staff will be closely monitored by the Child Care Administrator/ Supervisor on an ongoing basis through regular written informal and formal observations and evaluations. Contraventions to our Child Guidance Policy or prohibited practice expectations will result in professional disciplinary actions against the individuals involved.

All written records of monitoring will be kept on file for three years. Placement students or volunteers will not be left alone with the children as per outlined in our Supervision of Volunteers and Students Policy.

## Licensed Age Groups

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Currently, TWS Child Care has **the licensed capacity** to accommodate the following age groups;

1. 12/15 Toddler (18months – 30 months) / Rosebud
2. 36/39 Preschool (30 months to 6 years)/ Dandelion, Mulberry, Elderberry

We are licensed by the Ministry of Education to have a capacity of 54 children in total. The copy of the license is posted on the Parent Board on the ground level located between the Mulberry and Dandelion Rooms. Depending on wait list demands and enrolment schedule, we may open only one or both rooms for our Toddler Age Group.

## Services Offered

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The TWS Child Care currently offers Part-Time and Full-Time Full Day programs for both Toddler and Preschool Age Groups. However, starting in 2020-21 year, we will only be offering Full-Time Full Days programs in both age groups to better support consistency in Waldorf pedagogy through our programs.

Type of Program	Days to Attend
Part-Time Full Days (PT- 2FD/3FD)	3 Full Days (Monday – Wednesday) 2 Full Days (Thurs- Friday)
Full-Time Full Days (FT-5FD)	Monday - Friday

## Operation

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Our general hours of operation are from 8:00 A.M. to 6:00 P.M. with some exceptions including special events and parent evenings on designated days.

TWS Child care is open all year round with the exceptions for **the last week of August, one week in December until the new year, and 3 Professional Development Days.** The three Professional Development days are one day in the month of February, June and December. The specific dates for each of the non-school days are posted on the website calendar at the beginning of each academic year (September). A listing of the days will be distributed to each family in September.

TWS Child care offers a 50-week schedule. Dates can be seen on the TWS school calendars at this link:  
<http://torontowaldorfschool.com/calendar/>

## Holidays Observed

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TWS Child Care will be closed on all Statutory Holidays as well as Civic Holiday. If a statutory holiday falls on a regularly scheduled day, parents/guardians are obligated to pay for that day and there will be no deduction in fees.

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

## Admissions

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### Visit TWS Child Care

Tours are available bi-monthly by appointment only. Tours generally last an hour. Up to four families may attend any one tour. For inquiries, please contact the Child Care Administrator at **905-881-6137 x 322**

### Admission Process

#### 1. Submit an Application

- Application forms can be requested on our Website or upon finishing of the Tour. Send the complete package to Helen Choi, the Child Care Administrator/Supervisor via email or fax;  
Email: [hchoi@torontowaldorfschool.com](mailto:hchoi@torontowaldorfschool.com) / Fax:905-881-6710

## 2. Admissions Interview

Parents, the Lead Teacher and the Child Care Administrator/Supervisor will have the opportunity to meet prior to acceptance of the program. Following acceptance into the program, parents will receive a contract from the Child Care Administrator/Supervisor.

## 3. Sign the Contract

- Parents will be given up to maximum of 2 weeks to review the contract and send back a signed copy to the Child Care Administrator/Supervisor at; [hchoi@torontowaldorfschool.com](mailto:hchoi@torontowaldorfschool.com)
- Parents are required to pay \$125.00 non-refundable registration fee, as well as, the last month deposit of fees and confirm their payment schedule with Ming Zhang – *Student Accounts*, prior to the start date. [mzhang@torontowaldorfschool.com](mailto:mzhang@torontowaldorfschool.com)

## 4. Meet with the Child Care Administrator/Supervisor

- At least a week prior to the child's start date, the Child Care Administrator will contact the parents and set a meeting to ensure that all forms, documents and other paper work's completed. This can include but not limited to; devising Individualized Plans for Children with Medical Needs (IMP), Individual Support Plans(ISP), Anaphylaxis Action Plan, reviewing of the application forms, gathering emergency contact information and permission forms.

## Other Required Documents

- A copy of the most recent immunization record is to be submitted along with the application form along with the Parent Handbook Consent Form located on the last page of the handbook.
- Parents of children who object to immunization due to religious/conscience or medical reasons must complete a standardized ministry approved form. Ministry approved forms for religious/conscience objections must be completed by a "commissioner for taking affidavits" (i.e. notarized). Medical exemption forms must be completed by a doctor or nurse practitioner.

[Statement of Conscience or Religious Belief](#)

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[Statement of Medical Exemption](#)

- A copy of Child Custody Agreement papers are required, if applicable. **In case of custody disputes**, we cannot refuse a parent access to his/her own child unless we have on file- a copy of the court order stating that the parent in question may not have access to the child. Please keep this in mind if you are requesting that we deny access to a parent.
- ❖ It is the **parents/guardians' responsibility to notify TWS Child Care and inform us of any changes or update** of the information contained in the Application package. In the event of an unforeseen emergency- if parent/guardian cannot be reached and the emergency contact information is out of date, by default, the Children's Aid Society will be used as the child's emergency contact.

## Wait List

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Families may be added to a wait list due to limited availability in the program and are accepted into the program on first-come, first-served basis. **TWS Child Care** will not charge or collect a fee or deposit for the placement of a child on a wait list for the admission of an unsecure spot.

The wait list priorities will go to currently enrolled families of Waldorf Child Care (changing from Part-Time to Full-Time/ Joyful Beginnings and Parent & Tot Programs), children who currently have a sibling enrolled at TWS, transfers from other Waldorf Schools, children of TWS Educator and Alumni; and then onto the general wait list on a first-come first-served basis until all available spaces are filled.

Parents will be **given two business days to confirm** if they are accepting the admission offer with the start date that is available. Upon confirmation, the Child Care Administrator will send out the enrolment contract. Parents are generally given **a week to review and send back the signed copy** to the Child Care Administrator, however up to two weeks of time can be given based on circumstances. Once the space has been accepted, parents will be liable for all payments from the date of availability, even if the child actually begins attending on a later date.

**There is no fee associated to be placed on the waitlist. Only upon confirmation of space, a non-refundable registration fee of \$125.00 is required.** Parents are required to pay the last month fee deposit before the start date.

The waitlist will be made in a transparent manner that maintains privacy and confidentiality of the children on the waitlist. The Child Care Administrator/Supervisor will verbally confirm the position of where a family is on the waitlist. Families may request an official letter from the Child Care Administrator/Supervisor, stating their position on the wait list.

## Waiting Times

Due to unpredictable variables, it is not possible for TWS Child Care to approximate an entry date at the time of inquiry or joining of the wait list.

TWS Child Care encourages the wait-listed families to contact the Child Care Administrator/Supervisor prior to the requested start date- indicating whether or not they still wish to maintain their spot on the waiting list.

TWS Child Care understands that plans and situations may change for families. If a family needs to adjust their original requested child care start date, they are required to send written notice (letter or email) to the Child Care Administrator/Supervisor prior to the original requested start date. These families will still be subjected to the wait list priority criteria.

## Discharge Policy

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It is the policy of TWS Child Care to make every effort to serve all the children and their families. We work collaboratively with parents, staff and various community partners/ support organizations to meet the individual needs of every child.

A written notice of withdrawal is required from the parent who originally signed the child care contract and **must be given two months in advance of the withdraw date** (given no later than the last business day of the previous month). **All withdrawals are effective on the last business day of the month.** If this notice is not received, full program fees will be charged.

It is our policy to assist children and parents who are undergoing any behaviour changes and or challenges that may require additional support from staff, administration and/or outside agencies (such as Early Intervention Services)-for the health, well-being and safety of the child. Assistance will be made to find appropriate solutions to resolve issues. Support and guidance through this process will be provided by the Supervisor and/or Child Care Administrator, as well as, the Pedagogical Administrator. Parents are actively involved throughout the strategy-implementation and decision-making process.

In the event a child is experiencing challenges that may pose a direct threat to the safety of self and/or others, the parent/guardian may be required to withdraw the child from the program.

### **The following procedure will be followed when a child's behaviour becomes a safety issue:**

1. The initial interview will be an informal meeting between the parent(s) and the teacher. At this meeting, parent(s) will have the opportunity to review any incident reports made regarding the child, highlighting the child's social behaviour(s), concerns or threats to safety observed.
2. Support of a medical practitioner or the Therapeutic Circle may be requested by the Supervisor and/or Child Care Administrator, as well as, the lead teacher (parental consent required).

### **In most cases, the above steps will be sufficient. If not, the following course of action will be followed:**

1. Written notice for a conference to take place with members of the CC Faculty; including Child Care Administrator/Supervisor and/or Lead Teacher. An Individual Support Plan (ISP) will be developed so that all parties are consistent with the strategies that need to be put in place. The type of supports needed will be determined at this time.

2. The parent may be asked to provide 'on-call' support or removal of the child from the classroom when safety is questioned. An Individual Support Plan (ISP) will be developed in order to plan for the child to return to the program.
3. Should the child's needs be deemed by the Child Care Administrator/ Supervisor, Lead Teacher and/or the parent to be beyond the expertise of the staff- recommendation will be made in writing for the parent(s) to withdraw their child and to enroll the child in an alternate facility where his/her needs may be better addressed.
4. Whenever possible, the parent/guardian will be given sufficient notice to make alternate arrangements. However, in the event that a child's individual needs or behaviour pose a serious threat to the safety of self, and/or others, the parent may be required to immediately withdraw the child from the school at the Administrator's written request. Depending on the circumstance/situation- TWS Child Care will determine the withdrawal date/ termination of service date.

## Arrival & Departure Procedures

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Upon the daily arrival, the parent/guardian of the child must physically accompany the child for drop off in the child's designated classroom and notify the child care staff of his or her presence. Children must never be left alone in a room/yard or enter the room/yard without their parent/guardian. The staff member will mark the child present with the time of their arrival on the attendance record and perform a visual daily health check for signs and symptoms of communicable diseases. If the child shows obvious signs and/or symptoms of communicable diseases, the staff may ask you to leave with the child to obtain a doctor's note stating that he/she is safe to attend the child care program or remain home.

Similarly, when picking up your child, enter the building and make sure the staff knows you are leaving with the child. Unless otherwise arranged, children will not be released to any person other than those specified on the admissions forms.

In the case a child's departure was not communicated and the child is not in the classroom or their designated playground and time of departure was not recorded, the police will be called to report a missing child and a Serious Occurrences reporting will be submitted to the Ministry of Education.

Arrival and departure times are critical transition times for both children and parents. The separation anxiety your child may be experiencing will be lessened over time. As your child becomes more familiar with the environment and rhythm of the day, he/she will arrive feeling more safe and confident.

## Attendance & Absence

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All children require attendance by **no later than 10:00 A.M.**

Parents/guardians are to contact the TWS Child Care Office at 905-881-1611 ext. 322 or email the Child Care Administrator/Supervisor, and inform us if the child will be absent and remain at home due to an illness/sickness and/or for other reasons. Please sign in at the front office reception, if you are arriving past 10:00 AM.

### Family Holidays/Vacation

Any families who are going on a vacation and anticipating absence from the program must notify the Child Care Administrator/Supervisor, in writing or email, prior to taking the time off. Please indicate the exact dates your child will be away and will be returning. **According to our Fee Policy, there will be no reduction in child care fees.**

## Releasing a Child

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TWS Childcare will not release a child to anyone other than the persons listed under the **Authorized Persons to Pick Up List** on the Application Form or on the updated Child Information Form. If you are unable to pick up your child and have made alternate arrangements, please contact the Child Care Administrator/Supervisor prior to departure time. A description of that person will be required and they will be asked to show **photo-identification** when arriving at the centre for pick up.

We will not release a child to anyone who is not on the Authorized Persons list. You may add or delete people from this list at any time, however changes must always be made in writing with a signature and date in a letter format or on our Child Information Form - for the safety and security of your child.

It is the policy of TWS Child Care to uphold the Family Law. Therefore, we are obliged to release a child to either parent unless we have a copy of Custody papers on file. In the event of one parent not being allowed to pick up a child, please inform the office immediately and the appropriate documentation and instructions for pick up must be given to the child care staff.

## Late Pick-Up Fee Policy

We acknowledge that occasionally, unforeseen circumstances may occur causing parents to arrive after the closing time. A late fee charge will be applied at a rate of **\$2.00 per minute**. Our Late fee is designed to encourage parents to arrive on time, and is not intended to be utilized as an extended hours of operation option. The late fee should be paid on the day of or the next day to the staff who stayed with the child directly in cash and will not be added onto the your monthly tuition payment.

### In case of late pick-up, the following will apply:

- There is a late charge fee of \$2.00 per minute.
- Please call the Child Care Administrator/Supervisor before 6 P.M., at 905 881-1611 ext. 322 and leave a message or email; [hchoi@torontowaldorfschool.com](mailto:hchoi@torontowaldorfschool.com)
- Waiting for a parent when the other children have left can create stress and anxiety for your child. Please ensure children are picked up on time.
- Each time you are late you will be charged the late fee.

### In the event of a late pick up without advance notice from the parent, the following Emergency Procedure will be followed:

6:00pm	Staff will call parent
6:15pm	Staff will call emergency contact (if parents cannot be reached)
7:00pm	Staff will call the Children's Aid Society and notify the police (if parents and emergency contacts cannot be reached)

## Program Developments

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Our child care programs are re-evaluated regularly to reflect changes within the *Child Care and Early Years Act (CCEYA, 2014)*. These changes are also dependent on the children's developmental needs, individual needs and the needs of the families, as well as, changes made to the program here at TWS.

Parents are encouraged to discuss any aspects of the program and/or their child's progress through informal or formal interview/meeting with the Lead Teachers and/or Child Care Administrator/Supervisor. Parent's input into the program is always appreciated and welcomed.

## Other Activities on the Premises

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All children will remain on the TWS grounds where they have ready access to the many riches of nature within the TWS campus, which includes the fenced Child Care playground, lower level gym, and the wooded fields for nature walks and short trips. Part of Child Care Outdoor Program for preschool aged children, includes frequent nature-walks around the wider campus, including the "forest"/ woodland areas. It is crucial that the children come prepared for many different kinds of weather (Seasonal outerwear), as recommended by the Lead Teachers.

## Daily Programs

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TWS Child Care welcomes the opportunity to nurture and support young children. Children engage in a safe and supportive environment of warmth and care, in a range of developmentally-appropriate experiences- fostering healthy rhythms and a sense of well-being. New families are warmly welcomed into our community to mutually support the children's growth and development. Each of the child care programs strive to meet the children in age appropriate ways based on Rudolf Steiner's indications and philosophy of child development.

Our child care rooms have many elements similar to a home environment: a kitchen and table where food can be prepared and shared; places to play, both indoors and out, spaces beautifully labelled to keep indoor/outdoor clothes, a cozy sofa and comfortable chairs to snuggle in as needed. Children have their own beds with warm blankets and pillows to nap or rest on. The room design is intended to support the transition young children make from home to school; familiar home-like naturally-inspired spaces, help the children to be calm and self-regulate as they transition.

The design of the classroom is aesthetically beautiful and welcoming. The walls are painted in swirls of soft pastel shades. Decorations are minimal, allowing the beautiful and natural materials in the room to exude warmth and provide pleasing sensorial experiences. Materials from nature abound: wooden play stands, soft pastel silk play cloths; pieces of wood that serve many purposes to the imagination of the child, a nature table or corner, puppets of silk and felted wool. Furniture is made of wood, and sized for the 1.5 – 5year-old child, creating a solid and secure base from which children can experience, play and explore the world around them.

The classrooms extend further into the outdoors, where play areas for our TWS Child Care Programs encourage outdoor exploration in the nature. With lots of green spaces in a fenced playground, the children are able to play safe. Opportunity abounds for sensory play with sand, water and snow. The children practice gross motor skills from walking, rolling, climbing and sledding on the small hills alongside the playground. When children observe their teachers gardening or raking leaves, they too, want to participate in caring for the natural environment.

### Toddler (Rosebud)

Our toddler program is for ages 18 months to 2 ½ years old. Our ratio is 1:4 during the indoor programming time and 1:5 for outdoor programming time.

### Preschool (Dandelion & Elderberry & Mulberry)

Our three preschool programs are for ages 2 ½ to up to 5 years old. Our ratio is 1:6 is during the indoor programming time and 1:8 for outdoor programming time. To experience the full program, we advise all children be dropped off by no later than 9:00 A.M. ; formal programming begins at 9:00 A.M. and ends at 4:30 P.M. Children's arrival time.

## Reduced Ratio

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As outlined in Child Care and Early Years Act, 2014 – any child care program can have up to 2/3 reduced ratio between arrival and departure time in the daily program. Arrival hours are 8:00 – 9:30 AM in the morning and Departure time is from 5:00 – 6:00 PM. Reduced Ratio also applies during children's rest time between 12:30 – 2:30 PM.

Ministry Guideline for Reduced Ratio is as follows;

	No. Children in the Room	No. of Staff Required
Toddler	1-8 / 9-15	1 / 2
Preschool	1 – 12 / 13 - 24	1 / 2

TWS Child Care's Guideline for Reduced Ratio is as follows;

	No. Children in the Room	No. of Staff Required
Toddler	1-6 / 7-12	1 / 2
Preschool	1 – 8 / 9 - 12	1 / 2

## Outdoor Play

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As required by the *Child Care and Early Years Act, 2014 (CCEYA)*- all children who are attending full day programs are required to have an outdoor play period as a part of the program for at least 2 hours each day, weather permitting, or unless a physician or parent of the child advises otherwise in writing. All children benefit from time spent outside playing and exploring where they are able to connect with the natural world.

Children will be kept indoors on heavy rain days, and in cases of extreme heat or cold. Please ensure your child is provided proper clothing during the winter time. (Snow pants, snow boots, scarf, mittens/gloves, socks, hats, etc.) The playground is inspected daily by the program staff, monthly by the supervisor and yearly by a third party agency. All equipment meets C.S.A standards. Parents must provide sunscreen for their child during the summer.

## Summer Rhythm/Programming

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From the month of September until the end of June, we follow the Fall, Winter and Spring rhythm. From the month of July until the end of August, we officially start the "Summer" programming/schedule - where we spend all day outside with the children and follow a special daily rhythm. Since we begin and end the day outside, our AM and PM snack items will change to allow the items to be served in a picnic style. The Lunch menu will also change to reflect the seasonal changes and introduce high water content fruits. The change in our daily menu items will be posted on the child care information board between the Dandelion and Elderberry room. Parents can also request an electronic copy via email to the child care Administrator/Supervisor.

During the summer programming months, children will have encounter special activities such as; water play, frequent walk and visit to the forest, arts & crafts, face painting and etc. The daily rhythm and special activities calendar will be posted outside of the classrooms.

## Anaphylactic Policy

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### Definition

**Anaphylaxis:** Refers to a serious allergic reaction which can be life threatening. This allergy may be related to food, insect stings, medicine, latex, exercise, etc.

The Anaphylactic Policy is intended to help support the needs of a child with severe allergy and provide information on anaphylaxis and awareness to parents, staff, students, and visitors at the child care. Upon application and/or registration, parents must list any/all allergies and their reactions, and in case of an anaphylactic allergy, children must have their allergy medication available at the child care site- such as Epi-pens, or other asthma medications including puffers. Based on the type of allergy indicated in the child's file, special consideration and procedures will be followed to ensure that an allergic reaction is avoided.

### **Strategy to reduce the risk of exposure:**

All food allergies and intolerances/sensitivity are posted in every classroom, serving areas, washrooms, the kitchen, and any other places which children may be present. The allergies are also listed in the Emergency Child Detail Sheet- which are kept in the binder in all classrooms. All staff must review and be aware of the allergies of all children in the centre. To reduce the risk of exposure to anaphylactic causative agents that may produce anaphylactic reaction, certain items may not enter the child care site (i.e., food items containing peanuts/nuts, latex gloves, etc.) including the child's classroom.

**Anaphylactic causative agents may include:** peanuts, products containing nuts, latex, chemicals, insect bites

In case of medicines that can cause anaphylactic reactions such a penicillin, all medications must be prescribed by a doctor with the child's name and the original label, and stored in a locked container to avoid exposure to other children whom the medication is not prescribed.

TWS CC require two sets of Epi-pen to be available for Child Care use. One will be stored in the classroom backpack and the second will be stored and kept in our school's front office. It is parent/guardian's responsibility to provide the school with Epi-pen and replace the ones that are expired prior to the expiry date. **All Child Care Faculty Staff including students and volunteers review the Anaphylactic Action Plan for each child with Anaphylaxis.** The Anaphylactic Action Plan is devised with the input of the parent and or child's physician- and the parents train the Child Care Administrator /Supervisor to train the rest of the staff. This plan gets reviewed annually or when notable changes are made.

We do not permit food from home, including home-made baked goods or dishes. Foods that are brought into the TWS Child Care must be from an **"approved source - listing all ingredients clearly on the label and not containing peanut or traces of tree-nuts.**

## Nutrition

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TWS Childcare is a *Nut-Aware* environment.

Children are served healthy, mostly organic, vegetarian lunches catered by Aramark Food Services. Children are served daily, two healthy snacks, morning and afternoon, and a nutritious mid-day meal. Menus are posted outside the classroom on the bulletin board. Lunch menus are rotated every three weeks throughout the year and reviewed as needed to meet the appetites and dietary needs/restrictions of the children.

For the safety of the children with allergies, **we do not allow children to bring food of any type** to the child care. We will not serve or allow parents to bring in any home-made goods. All food served at the child care must have all ingredients listed or prepared by a certified/recognized company- having Public Health Inspections, and clearly stating "contains no nuts" sign. Any type of cooking, baking or preparation of the morning snacks will be performed by the staff with a valid food handlers certificate. A copy of our menu is available to parents upon request.

## Daily Health Check

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To ensure and maintain an environment conducive to good health, a daily health check is made by program staff upon the child's arrival. All staff conducting daily health check are to be looking for signs or symptoms of communicable diseases. In case of signs or symptoms of communicable diseases detected, the program staff may ask the parent/guardian to take the child home or advise to see a doctor.

## Illness Policy

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Once a child begins attending the centre, and comes in contact with many other children- it is quite common for them to experience sickness. Illnesses tend to decrease as your child builds up immunity. TWS Child Care reserves the right to request a Doctor's note prior to a child's return to the centre in appropriate situations. If your child is away for 5 or more consecutive days, a doctor's note with a safe to return date will be expected. Any child with a fever over **100.4°F (38°C)** , diarrhea, vomiting, extreme cold symptoms, communicable disease or other obvious illness- will be isolated with a staff member until the parent or emergency contact arrives to pick up the child within one hour. *Please ensure that your emergency contact information is kept up to date including all phone numbers.* An illness report will be filled out by the program staff and signed by the Supervisor/designate prior to parent's review. The parents/ guardians will be required to review the illness report and sign upon pick up.

**Your child must be 24 hours fever, vomiting or diarrhea free (symptom free) before returning to the centre. If your child returns with the symptoms again, child care will advise you to keep the child home for 48 hours.** If your child is prescribed antibiotics, the child can return to child care 24 hours after the first dose of the medication. If you feel that your child is unable to participate in the program, both indoors and outdoors (under all kinds of weather), we suggest that you keep them home until they are able to do so. **In case of unknown rash, the child will be sent home immediately and a doctor's note explaining the cause of the rash with the safe-to-return date is required upon the child's return to the centre.**

### Please keep your child at home/ your child will be sent home if;

- He/she has a fever over **100.4°F (38°C)**
- He/she has a heavy nasal discharge and cough (yellow and green in colour)
- He/she has 2 or more cases of diarrhea
- He/she has vomited
- He/she has unknown rash (must come back with doctor's note stating if the child is safe to come back to child care)

Our Child Care Illness Policy is developed with guidelines from York Region Public Health and is designed to protect all children. Your child must be kept home when any of the following occur:

- Fever, Diarrheal Diseases, Scabies, Pneumonia
- Pink Eye, Ringworm, Pinworms, Strep Throat, Norwalk, Fifth Disease, Hand, Foot & Mouth Disease
- Impetigo, vomiting
- Head lice
- Chicken Pox/Measles/Mumps/Whooping Cough/Rubella/ Hep A

TWS Childcare follow the guidelines set out by York Public Health regarding procedures for all communicable diseases that may arise periodically. **TWS Child Care holds the right to request for doctor's note with a safe-to-return date, if the child has been away due to an illness for consecutive days or showing symptoms for reportable/communicable disease.** Please remember we require all children's attendance by no later than 10:00 A.M. In case of absence due to an illness, please contact the Child Care Administrator/Supervisor.

## Administration of Medication

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Only the Child Care Administrator/Supervisor or the Lead Teacher from each room will administer medication to a child if a physician prescribes the medication. **The Child Care Administrator/Supervisor is in charge of overseeing all drugs and medication.** The medication must be in its original container, as supplied by the pharmacist with the child's name, the name of the medication, the dosage, duration period, the date of purchase, and instructions for storage and administration clearly labelled. Be assured that medication is stored in a locked storage out of the reach of children at all times or refrigerated if required.

**We require you to fill out authorization forms allowing us permission to administer the medication at the scheduled times with given dosages.** Any reactions the child may have to the medication (that would result in the discontinuation of the medication) must be listed by the parents/guardians on the authorization form. Staff must check that the parents written instructions match any instructions printed on the original container and for expiry dates. Any accidental administration of medication must be recorded and reported to the Child Care Administrator/Supervisor, who must then notify a parent of the child and complete serious occurrence procedure.

The staff of the TWS Child Care are not authorized to administer over the counter, non-prescription drugs- such as children's Tylenol, Advil etc.- without a note from the doctor and a medication form signed by the parent/guardian. If we suspect that a child has a contagious disease, we will notify you immediately. A doctor's note will be required before the child with contagious disease will be able to return to the child care.

## Individualized Plans for Children

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If a child has an anaphylactic allergy or a condition that requires medical attention, an individualized plan for children with medical needs will be developed with input from the child's parent/guardian, and the child's physician that includes emergency procedures in respect of the child. Training from a physician or a parent/guardian must be provided to staff (Child Care Administrator/Supervisor) on the procedures to be followed in the event of a child having an anaphylactic reaction. (Please note all program staff have been trained in Standard First Aid & CPR level C).

Individualized Support Plan (ISP) are devised for a child has cognitive, physical, social emotional or communicative needs, or needs relating to overall development requiring additional supports.

All individualized plans must be reviewed and trained with staff, volunteers, and students who are working with the children in the centre by the Child Care Administrator/Supervisor. The review of the plan will be made upon the admission of the child to the program and annually thereafter, with staff signing off on each review. The review/training record will be kept in the child care office, and the copy of the individualized plans will be kept in classroom binder for the child care program staff.

## Injury Reports

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If your child has an accident during the day involving an injury, an injury report is to be reviewed and signed by the parent/guardian at the end of the day. A copy of the injury report will be provided to the parent/guardian within two to three business days. If there is a serious injury and the parent/guardian/authorized emergency persons cannot be reached, an ambulance (EMS) will be called. The Parent/guardian is responsible for the ambulance fee.

## Incident Reports

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Any incidents that involves children that raise alarms or concerns for the safety of other children, staff and the child him/herself (whether behavioural or physical), or poses a direct negative impact on classroom programming- will be recorded, for parent/guardian to review and sign. The staff who witnessed the incident will make a written record and submit to the Supervisor for review before the incident reports are provided to the parent/guardian. A signed copy will be provided to the parent the following day.

## Smoke-Free

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In compliance with the Smoke Free Ontario Act, smoking or the holding of lit tobacco is strictly prohibited in , around and on the school site at all times, whether children are present or not. (including the parking area)

## Serious Occurrences Notification Posting

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Effective November 1, 2011- the Ontario Government introduced a new policy that requires all licensed child care centres to post information about serious occurrences that happen at the centre. To support increased transparency and access to information, a 'serious occurrence notification form' must be posted in are easily viewed by the parents for 10 business days, within 24 hours of the occurrence. This form will be posted near the child care license by the main office and/or on the main classroom doors.

The Serious Occurrence Notification Form is updated as the Licensee takes additional actions or investigations are completed. The Serious Notification Form is posted for a minimum of 10 business days- and the updated form remains posted for 10 business days from the last update. The Serious Occurrence Notification Form will maintain confidentiality of the parties involved.

The forms will be kept on file for at least 3 years from the date of occurrence, and will be available to current or prospective parents, licensing and municipal children's services staff upon request. Please speak with the Child Care Administrator for more details.

## Children's Rest Period

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As required under the Child Care and Early Years Act, 2014 (CCEYA)- we provide a rest period, in which all children are required to have no more than 2 hours of rest. Our rest period is from 12:30 P.M. to 2:30 P.M. daily. The child care program Staff will sit with the children, sing, or comfort them as needed until children fall asleep to ensure a rich sleep experience. Children who are not able to sleep are able to engage in quiet activities in the second half of the rest time in a manner so that the sleeping children are not disrupted. A blanket and soft sleep toy may be brought from home. If you require the blanket or sleep toy to go home daily, please inform the program staff and it will be placed in your child's cubby. Cots and sheets are provided by TWS Childcare. Bedding is washed weekly at the child care and/or more often- if visibly soiled/needed.

## Child Guidance & Prohibited Practices

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We practice positive child guidance strategies. The most effective means of producing more appropriate behaviour is through modeling, explanations, redirection, and presenting alternatives. Some other guidance strategies will include gently inviting the child closer to the proximity of the educator, or perhaps holding the child's hand at his or her request. A child struggling with self-regulation may feel calmer sitting closer to the educator the child had established connection and trust with. Gentle verbal cues can also be used but often may not be necessary. However if used, educators focus on the desirable, positive behaviours, not pointing out and addressing the undesirable behaviour. Our focus is to bring the children to a level at which they understand their own individual needs and are able to express emotions and direct themselves appropriately.

### **Child Guidance Strategies used by CC Faculty Educators and support staff:**

1. Positive Reinforcement
2. Redirection (diverting/distracting & substitution)
3. Discuss inappropriate behaviour (if age appropriate)
4. Demonstrate Conflict Resolution/ Modelling (problem solving skills)
5. Ignore inappropriate behaviour (such as whining, arguing about limits, efforts to start arguments, temper tantrums etc.)
6. Break or Removal from activity/ routine

### **At TWS Child Care, employees, students, volunteers or anyone interacting with children are prohibited from the following practices under the *Child Care and Early Years Act, 2014*:**

1. Corporal punishment (physical punishment such as hitting, spanking, kicking, heavy pushing, shoving, grabbing, squeezing arms, ears, etc.);
2. Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself, or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
3. Locking the exits of the Centre for the purpose of confining the child, unless such confinement occurs during an emergency and is required as part of the licensee's emergency management policies and procedures or using a locked or lockable room or structure to confine the child if he or she has been separated from other children;
4. Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
5. Depriving the child of basic needs (i.e. food, drink, shelter, clothing, toilet use, sleep and bedding). Food should not be used to discipline children at lunch or snack time; and/or
6. Inflicting any bodily harm on children, including making children eat or drink against their will.

The consequences of engaging in a prohibited policy are outlined in the TWS Child Care Serious Occurrence Policy. Corporal punishment and other harmful disciplinary practices are forbidden in order to protect the emotional and physical well-being of children. These practices are never permitted. Children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behavior.

## Reporting Abuse or Suspected Abuse

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### **Duty to Report**

Everyone including parents of the children enrolled in TWS child care are obligated by law to report suspicions and information that a child is suffering or may have suffered abuse to the Children's Aid Society.

If there are reasonable grounds to suspect abuse or neglect, a CAS member can be contacted at 905- 895-2318.

## Conflict of Interest & Confidentiality/ Non-disclosure

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All of our program staff are expected to maintain professionalism within their practice, as well as in relationships with families and children involved at all times. Staff are prohibited from sharing their personal contact details such as cell phone numbers, to parents for the purpose of keeping in contact during the program hours. Please call the centre directly at 905-881-1611 ext. 322 (Child Care Administrator) or email us at: [hchoi@torontowaldorfschool.com](mailto:hchoi@torontowaldorfschool.com) (Child Care Administrator) , for general inquiries and communication. Otherwise, please **email the Child Care Lead Teacher for classroom communication and CC the Child Care Administrator/ Supervisor in the email.**

All forms and verbal information regarding the children, families and staff are confidential. TWS Child Care and its affiliated program staff cannot disclose any names in the case of an incident between the children. This information must remain in confidence to protect all parties involved.

### **\*PARENTS HIRING STAFF OFF-HOURS FOR BABYSITTING**

**TWS Child Care** strongly discourages parents from making any baby-sitting arrangements with TWS child care staff. The organization is concerned with the potential liability and dual relationships of this arrangement. As a result, parents must acknowledge that any arrangement made with a staff member outside of work hours is made independently of Toronto Waldorf School Child Care. We do not accept responsibility for any activities of our staff outside of work hours. If TWS Child Care becomes aware of such practice, investigation will commence and the involved staff will face disciplinary actions up to and including termination of his/her employment.

## Supervision of Volunteers & Students

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- No child is supervised by a person under 18 years of age.
- Only employees will have direct unsupervised access to children.
- Volunteers and students may not be counted in the staffing ratios.
- Program Statement & Program Statement Implementation Policy, Supervision Policy, Prohibited Practices and Positive Interaction Policy, Fire Emergency Policies and Procedures, Anaphylaxis Policy, Individualized Plans for Children with Medical Needs, Serious Occurrence Policy, Child Abuse Policy, Confidentiality Policy and Volunteer or placement student job description will be reviewed by the volunteer/student during the mandatory orientation prior to working with the children, and at least annually thereafter.
- Criminal Reference Checks (Vulnerable Sector Screening Check) is required for all volunteers having direct contact with children in licensed child care programs.
- Parents will be informed if a student has been placed in your child's class.

\* The Vulnerable Sector Screening is routinely required by community colleges and or universities prior to student's placement in a child care setting.

## Emergency Management

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TWS Child Care has policies and procedures for various emergency situations including; **lockdown (Code Cardinal), hold & secure, bomb threat, fire, flood, power failure, gas leak, tornado, earthquake, etc. (outlined in [Emergency Management Policy and Procedures on the parent portal page](#))** A detailed Fire and Emergency/ Evacuation plans are in place and posted in all child care rooms and a copy made available for every classroom binder.

Our policy is to ensure the health and safety of all children and adult during a situation where immediate action is required. The policy is reviewed with all staff, students and volunteers before they begin interacting with children and annually thereafter. Fire drills are practiced on a monthly basis. If an emergency situation arises, parents and families will be contacted by phone as soon as the immediate threat has been addressed.

Staff will ensure that the children are kept safe, are accounted for and are supervised at all times during an emergency situation. All directions given by the emergency services personnel will be followed, including directions to evacuate to locations different than listed below.

## Emergency Evacuation

In the event of an emergency, parents/guardians will be contacted. If we are unable to contact the parents/guardians, the name given as an emergency contact will be called. In the event of an emergency evacuation procedure, TWS Child Care will each go to their designated emergency evacuation point:

EMERGENCY LOCATION 1	EMERGENCY LOCATION 2
<p data-bbox="168 558 797 648"><b>Hesperus Village, 1 Hesperus Road, Thornhill, ON L4J 0G9 Tel: (905) 764-0840.</b></p>	<p data-bbox="922 558 1474 648"><b>As-Sadiq Islamic School 9000 Bathurst Street, Thornhill, ON L4J 8A7 Tel: (905) 695-1588 – Fax: (905) 695-1590</b></p>

## Emergency Closures- *Snow Days & Storms/Extreme Weather*

Every attempt will be made to operate as usual on storm days. In the event of a storm developing in the middle of the day, in the best interest of the children and their safety, parents will be contacted to pick up in a timely manner (within an hour). This will allow all children and all staff to get home safely.

*TWS Child Care adheres to the same snow days closure policies and procedures as the school.*

When the school is closed due to inclement weather conditions, all other events in the school scheduled that day are cancelled as well. A 'snow day' decision is not made lightly, knowing the difficulty parents face to find proper childcare for their children on such short notice. We understand the impact school closures have on families where both parents are working outside the home. However, it is a safety concern for children, parents and staff when driving may become risky, and that is when a 'snow day' is announced.

This process involves a team of widely dispersed staff conferring to make a decision by 6:20 am. A comprehensive communications plan is put into action: all parents and staff are sent an email regarding the closure; our website homepage is updated; the school's main phone number recording is changed; and we contact CBC, CFRB and 680 News to include the information in their 'closures report' in the mornings. The 'snow day' decision is not taken lightly, and is only taken when predicted road conditions at the beginning and/or the end of the day make driving especially risky.

Even when buses are running and school is open, we always want families to make their own decision on whether the roads conditions are safe enough to transport their children to school. Our decision to close the school certainly factors the safety of parents and children driving to school, but also, the safety of our faculty and staff, many of whom drive from quite long distances. If the school is open, our faculty and staff are almost all needed. Our substitution pool is small and unpredictable on any given day, and so the options are quite limited if those who live farther away are unable to make it to school or decide under the circumstances it is too risky to drive. If we were open with limited staff, we would not be able to operate in any semblance of what we believe appropriate for our students and what you have come to expect of TWS Child Care.

## Power Outages

The TWS Child Care will not open if there is no power. If there is a power outage prior to the service hour (8:00 AM), the local power supplier will be contacted to see how long before power can be restored. If power is not going to be restored within one hour or said to be unknown, the Child Care will not open for that day. All families will be notified about the closure due to a power outage by an email.

If there is a power outage during operating hours, it will be categorized as either, a short-term or a long-term power outage.

A Short-term power outage is considered to be less than 2 hours, while a long-term power outage is deemed as 2 hours or more.

In the case of a short-term power outage, depending on the time, routine and programming needs of the day, the child care may open for a full day of operation. However, basic access to clean water, toileting, temperature and food/snacks have to be available, and children's safety will be considered as first priority in the decision making process of keeping the child care open or closed for the day.

In case of long-term power outages lasting/ expected to last for more than 2 hours, the child care will announce an early closure. Parents/guardians will be contacted via email and phone to pick up the children within an hour or less. If the parent cannot be reached, the emergency person listed will be contacted. In the case of an emergency closure, the child care will not be offering any reimbursements of fees.

## Fire Drill & Code Cardinals (Lock-Down)

Fire drills are conducted monthly and Code Cardinal drills are conducted quarterly in accordance with the guidelines set out by the local Fire Chief. Children are assured of their safety and handled with care. Fire Drills are not always announced and a complete evacuation of the building is required, therefore it is necessary for the children to have footwear on at all times.

## Parent Involvement

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Parents and our Child Care Faculty members/ Early Childhood Educators work together support the growth and development of the children in our program. Parents are encouraged to volunteer, fundraise, attend parent evenings, Parent Council lectures, festivals and celebrations.

Parent Evenings are held throughout the year and provide opportunities to discuss parenting issues and challenges, as well as, explore the Waldorf approach to raising young children. These are an integral part of the program and one or both parents are invited to attend.

Parents who have consciously chosen to support this type of education for their children will find consistency and harmony in their children's growth. Getting involved is another way to learn about the philosophy behind Waldorf Education. These elements are critical in the developing community, the life of the TWS Childcare and the ground work for future involvement in the grade school.

## Parent Issues & Concerns

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**TWS Child Care** works closely together with families and educators as models reflecting warmth, consideration and respectfulness. It is our aim to provide an atmosphere in which children and families feel comfortable and are engaged in ongoing communication about the program and their child(ren). TWS Child Care values differences in beliefs and opinions. Despite our best efforts, parent issues and concerns may arise and any issues or concerns brought forward are taken seriously. If families have any issues or concerns, they may address them with a staff member or a site supervisor, verbally or in writing. TWS Child Care will attend to the issue or concern at the time it is raised or arrange a meeting with parents within five business days. We will work together to address the issue and concern to come to a resolution.

All issues and concerns will be dealt with in a confidential manner 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). Harassment and discrimination will not be tolerated from any party. Investigations of issues and concerns will be fair, impartial and respectful to all parties involved.

Everyone, including members of the public and professionals who work closely with children, is required by law to report suspected cases of child abuse and neglect to the appropriate authorities. *Refer to Child Abuse Policy and Procedures*. Issues/concerns may also be reported to other relevant regulatory bodies, where applicable. Where parents/guardians are not satisfied with the response or outcome of an issue or concern by the Child Care Administrator, they may raise the issue or concern verbally or in writing to the Pedagogical Administrator- Helene Gross Or Director of Finance and Administration, Angelo Zaccheo.

Nature of Issue of Concern	Steps for Parent and/or Guardian to Report Issue/Concern
<p><b>Program Room – Related &amp; Student- / Volunteer- Related</b> Eg: Daily schedule, sleep arrangements, toilet training, indoor/ outdoor program activities, feeding arrangements, child conflicts etc.</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the classroom staff directly and/or</li> <li>- the Child Care Administrator/Supervisor; if classroom staff are not able to successfully address concerns</li> </ul>
<p><b>General, - or Operations – Related &amp; Student- / Volunteer- Related</b> Eg: child care fees, hours of operations, staffing, menus, etc.</p> <p><b>CHILD CARE OFFICE CONTACT:</b></p> <p><b>Child Care Administrator/Supervisor- Helen Choi</b> <a href="mailto:hchoi@torontowaldorf.ca">hchoi@torontowaldorf.ca</a> Tel: 905-881-1611 ext. 322</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the Child Care Administrator/Supervisor</li> </ul> <p>All issue or concerns about the conduct of students and/or volunteers that puts a child’s health, safety, and well-being at risk should be reported to the supervisor and/or CCA as soon as parents/guardians become aware of the situation.</p>
<p><b>Staff conduct</b> <b>Child Care Administrator/Supervisor- Conduct Related</b></p> <p><b>FOR ESCALATION OF ISSUES OR CONCERNS:</b> <b>Pedagogical Administrator – Helene Gross</b> <a href="mailto:hgross@torontowaldorfschool.com">hgross@torontowaldorfschool.com</a> 905-881-1611 ext. 334</p> <p><b>Director or Finance and Administration – Angelo Zaccheo</b> <a href="mailto:azaccheo@torontowaldorfschool.com">azaccheo@torontowaldorfschool.com</a> 905-881-1611 ext. 323</p>	<p>Raise the issue or concern to</p> <ul style="list-style-type: none"> <li>- the individual directly and/or</li> <li>- the supervisor or Child Care Administrator/Supervisor</li> <li>- the Pedagogical Administrator or Director of Finance and Administration;</li> </ul> <p>All issues or concerns about the conduct of staff etc. that puts a child’s health, safety, and well-being at risk should be reported to the Supervisor and/or CCA as soon as parents/guardians become aware of the situation.</p>
Nature of Issue of Concern	Steps for Parent and/or Guardian to Report Issue/Concern
<p><b><u>Steps for Staff and/or Licensee in Responding to issue/ concern</u></b></p>	<ul style="list-style-type: none"> <li>- address the issue/concern at the time it is raised</li> <li>Or</li> <li>- Arrange for a meeting with the parents/guardian within 24 hours.</li> </ul> <p>Document the issue/ concerns in detail. Documentation should include:</p> <ul style="list-style-type: none"> <li>- the date and times the issue/concern was received;</li> <li>- the name of the person who received the issue/concern.</li> <li>- the name of the person reporting the issue/concern.</li> <li>- the details of the issue/concern; and</li> <li>-any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding next steps or referral.</li> </ul> <p>Provide contact information for the appropriate person if the person being notified is unable to address the matter.</p> <p>Ensure the investigation of the issue/concern is initiated by the appropriate party within 24 hours or as soon as reasonably possible thereafter. Document reasons for delays in writings.</p> <p>Provide a resolution or outcome to the parent(s)/ guardian(s) who raised the issue/concern.</p>

Issues or concerns related to compliance with requirement set out in the CCEYA, 2014 and Ontario Regulation 137/15 should be reported to the Ministry of Education's Child Care Quality Assurance and Licensing Branch;	Ministry of Education, Licensing Child Care Help Desk <a href="mailto:Childcare_ontario@ontario.ca">Childcare_ontario@ontario.ca</a> 1-800-510-5333
Issues/concerns may be reported to other relevant regulatory bodies (local Public Health Department, Ministry of Environment, Ministry of Labour, Fire Department, College of ECE, Ontario College of Teachers, College of Social Worker Etc.)	Contact relevant regulatory bodies. e.g) <i>York Region Public Health</i> <i>College of Early Childhood Educators</i> <i>Ministry of Labour</i> <i>Ministry of Environment</i>

## Fees

### Payment Options

Fees are accepted in the form of monthly pre-authorization from the debit account. Parents have billing option to pay for their fees either the 1<sup>st</sup> or the 15<sup>th</sup> of the month.

#### NSF

Parents/Guardians will be charged \$40.00 processing fee for NSF to cover the bank charges.

#### Refunds

Fees will **not** be refunded for Statutory, Civic Holidays, Emergency closures, professional development days, or any absent days due to vacation or illness.

\*Please speak with **Ming Zhang** from our Business Office for account inquiries : 905-881-1611 ext. 310

### 2019-20 Fee Schedule \*Current

<b>Toddler / 18m – 30m</b>		<b>Preschool / 2.5 – 4 yrs</b>	
	<b>Per Month</b>		<b>Per Month</b>
2 Full-days (Thursday – Friday)	\$835.00	2 Full-days (Thursday – Friday)	\$760.00
3 Full-days (Monday – Wednesday)	\$1225.00	3 Full-days (Monday – Wednesday)	\$1115.00
5 Full-days (Monday – Friday)	\$1950.00	5 Full-days (Monday – Friday)	\$1780.00

\*Fees are reviewed annually and are subject to change each year (effective July 1<sup>st</sup>).