



Toronto Waldorf School

**Toronto Waldorf School Child Care
Parent Handbook
2025-26**

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Waldorf Philosophy

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 nurture 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 prepare 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 in Early Childhood is important to prepare the basis from which abstract thought and the development of the intellect can 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 and enhance their mobility of intellectual concepts

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 a 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 intelligence. 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 provide an ideal educational context for children to develop the capacities 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 the requirements of the *Child Care and Early Years Act, 2014* and its distribution is in compliance with Ontario Regulation 137/15.

Program Statement

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

- Promoting the Health, Safety, Nutrition, and Well-being of the Child
- Supporting Positive and Responsive interactions among the children, parents, child care providers, and staff
- Encourage children to interact and communicate in a positive way and support their ability to self-regulate
- Foster children's exploration, play, and inquiry
- Provide child-initiated and adult-supported experiences
- 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
- 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
- Foster the engagement of and ongoing communication with parents about the program and their children
- Involve local community partners and allow those partners to support the children, their families, and staff
- Support staff or others who interact with children in relation to continuous professional learning
- 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.

(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.

(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.

(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.

(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.

(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 all children's development and learning experiences. The environment supports the young child in an inclusive manner. 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 environments and learning opportunities are planned with the inclusivity of all children in mind- including the 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's physical, emotional, social, and cognitive developmental needs.

(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 helps 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.

(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 an interest in local community partners. Child Care Faculty staff/ Early Childhood Educators encourage families to feel a sense of belonging and connection with their local communities.

(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 continue 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.

(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 on the children's milestones, as well as areas of accomplishment.

Our Educators – Child Care Faculty

The development of a 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 developmentally 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 snacks, or building a bridge on the floor with the child. The consistency of this warm, gentle presence helps the child 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 the 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 (Level C) Training.

* A copy of our Police Record Check Policy and Staff Training and Development Policy can be found in the school website parent portal: <https://torontowaldorfschool.com/parent-portal/>

Professional Development and Training

TWS Child Care is committed to the ongoing professional development of all educators. The Toronto Waldorf School provides ongoing coaching and mentoring opportunities to help our educators continue their development. In-service and out-of-centre learning opportunities and workshops are encouraged to all staff to strengthen their skills and knowledge in the Early Learning field and 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 develops a sense of belonging and 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 capable communicators who express themselves in many ways. Educators are here to support children in developing strategies to remain calm and 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 and set appropriate boundaries and limits
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, 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.

Prohibited Practices include:

Corporal punishment of the child;

Physical restraint of the child, such as confining the child to a highchair, 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;

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.

Deliberate 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/her self-respect, dignity, or self-worth.

Depriving the child of basic needs, including food, drink, shelter, sleep, toilet use, clothing, bedding, or comfort;

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** before employment or volunteering and review it annually afterward 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, according to the School's Discipline Policy.

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 outlined in our **Supervision of Volunteers and Students Policy**.

A copy of our Program statement can be found in the school website parent portal:

<https://torontowaldorfschool.com/parent-portal/>

Parent Handbook

Hard copies of the Parent Handbook are available in the centre Office and all program rooms. Parents receive their copy via email when the enrollment contract is initially sent during the administration process. Any updates to our policies, procedures are sent to current families via email and posted on the Parent Portal page.

<https://torontowaldorfschool.com/parent-portal/>

Licensed Age Groups

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 up to 5 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 two rooms for our Toddler Age Group.

Services Offered

The TWS Child Care offers only Full-Time full-day programs for both Toddler and Preschool Age Groups.

Type of Program	Days to Attend
Full-Time Full Days (FT-5FD)	Monday - Friday

Operation

Our regular daily 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 of the last week of August OR the first week of September reserved for an in-house professional development conference, one week in December until the new year, one week in March break, and three Professional Development Days. The three Professional Development days are one day in February, June, and December.

The specific dates for each non-school day are posted on the website calendar at the beginning of each academic year in September. A listing of the days will be available on the TWS online school calendar, and reminders will be sent via email.

TWS Child Care offers a 49-week schedule. Dates can be seen on the TWS school calendars at this link:

<http://torontowaldorfschool.com/calendar/>

Holidays Observed

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

-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

Visit TWS Child Care

Tours are available by appointment only. Tours generally last 30 minutes. Up to three families may attend any one tour. For inquiries, please contact the **(Child Care Assistant Supervisor at 905-881-1611 x 316)**

Admission Process (General)

1. Submit an Application

- The application forms can be accessed on the school website. <https://www.securedocs.ca/Form.aspx?f=1305>
- The application forms are accepted anytime throughout the year.
- If more than 100 applications are received for an academic year, the waitlist may close. If the waitlist is closed due to high interest, it will be communicated on the website.

2. Complete the Application Form for the Waitlist

- Upon receiving the completed application form, families will be waitlisted according to the submission date on a first-come, first-served basis.
- Priorities will be given to current families/siblings, child(ren) of Faculty/Alumni, and transferred students from other Waldorf schools.

3. Enrolment Offer & Contract Signing

- Once a space becomes available, the Child Care Administrator/Supervisor will contact families to verify their intent for enrollment. Usually, two business days are given to consider the offer. Upon confirmation, the child care administrator/Supervisor will send an electronic enrollment contract and the official registration package.
- Parents will be given up to a week to review the contract and sign via AdobeSign.
- Once the contract is signed and received, parents are required to pay the last month's fee deposit to secure their child's enrollment. Ming Zhang from *Student Accounts* will contact the parents to set up the tuition account.

4. Welcome Meeting

- The Child Care Lead Teacher and the family arrange a meet-and-greet time. The lead teachers discuss the transitional plan with the family and answer parents' questions about the program. Welcome meetings are offered both in person and virtually on Zoom.
- (If necessary) At least a week before the child's start date, the Child Care Administrator/Supervisor or the Assistant Supervisor will contact the parents and set a meeting to ensure all forms, documents, and other paperwork are completed. This can include devising Individualized Plans for Children with Medical Needs (IMP), Individual Support Plans (ISP), Anaphylaxis Action Plans, reviewing the application forms, and gathering emergency contact information and permission forms.

Other Required Documents

- A copy of the **most recent immunization record** is to be submitted with the application form.
- 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](#) / [Statement of Medical Exemption](#)
 (Choose Your Status as Parent of a child)
- If applicable, a copy of the Child Custody Agreement paper is required. **In custody disputes, we cannot refuse a parent access to his/her child unless we have** 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.

Admission Schedule & Additional Information

- The largest number of enrollments occur between July and September, but spaces may open at other times during the academic year. Mid-year acceptances typically happen between November and January.
- TWS seeks to develop long-term relationships with its families and students most likely to stay with the school from 18 months to grade school. Consequently, families deemed less likely to stay, such as where an older sibling was at TWS but has left, will be given a lower priority.
- Parents will not be able to choose which Preschool classroom their child will be assigned to. The selection is based on the needs of each classroom. In each child care room, we try to balance gender, age, developmental, and individual needs.
- All children will be given a transitional schedule to follow for a week to two weeks, and the specifics of the schedule will be discussed between the Lead Teacher and the child's parents.
- ❖ **It is the parents/guardians' responsibility to notify TWS Child Care and inform us of any changes or updates to the information in the registration package.** In the event of an unforeseen emergency, if the parent/guardian cannot be reached and the emergency contact information is out of date, the Children's Aid Society will be used as the child's emergency contact.

Waiting List

Due to limited availability in the program, families may be added to a waitlist and are accepted on a first-come, first-served basis. TWS Child Care will not charge or collect a fee or deposit for placing a child on a waitlist for admission to an unsecured spot.

The **waitlist priorities** will go to currently enrolled families of TWS Child Care, Siblings, children who currently have a sibling enrolled in any grade at TWS, transfers from other Waldorf Schools, children of TWS Educators and Alumni, and then onto the general external waitlist on a first-come-first-served basis until all available spaces are filled.

When a spot is secure, parents will be advised of the available start date. Once the space has been accepted, parents will be liable for all payments from the date of availability, even if the child begins attending at a later date. Only upon confirmation of space is a non-refundable registration fee required. Parents must pay their last month's fee deposit upon signing the contract.

The waitlist will be made transparently to maintain the privacy and confidentiality of the children on the waitlist. The Child Care Administrator/Supervisor or Assistant Supervisor will verbally confirm the position of where a family is on the waitlist. Families may request a written response from the Child Care Administration stating their position on the waitlist.

Waiting Times

Due to unpredictable variables, TWS Child Care cannot approximate an entry date at the time of inquiry or joining the waitlist.

A copy of our Waitlist Policy can be found in the school website parent portal:

<https://torontowaldorfschool.com/parent-portal/>

Discharge Policy

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 before the final withdrawal date. All withdrawals are effective on the last business day of the month.** Full program fees will be charged if this notice is not received or received later than the two-month mark.

Our policy is to assist children and parents 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 child's health, well-being, and safety. Assistance will be made to find appropriate solutions to resolve issues. Support and guidance through this process will be provided by the Child Care Administrator/ Supervisor as well as the Pedagogical Administrator. Parents are actively involved throughout the strategy implementation and decision-making process.

If 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 Lead teacher. At this meeting, parent(s) will be able to review any incident reports made regarding the child, highlighting the child's social behaviour(s), concerns, or threats to safety observed.
2. The child care administrator/supervisor and the classroom lead teacher may request support from a medical practitioner, Early Intervention Services, or the Therapeutic Circle (parental consent is required).

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

1. A conference meeting will occur with the Child Care Faculty members, including the Child Care Administrator/ Supervisor and the Lead Teacher. An Individual Support Plan (ISP) will be developed so that all parties are consistent with the strategies that must be implemented. The type of support needed will be determined at this time.

2. When safety is questioned, the parent may be asked to provide 'on-call' support or remove the child from the classroom. An Individual Support Plan (ISP) will include when the child can return to the program.
3. Should the child's needs be deemed to be beyond the expertise of the staff (Child Care Administrator/ Supervisor, Lead Teachers, Therapeutic Circle) and/or the support of Early Intervention Services (EIS), the 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. The parent/guardian will be given sufficient notice to make alternate arrangements whenever possible. However, if 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.

Termination of Service

TWS Child Care reserves the right to the termination of services to a family, including but not limited to the following:

1. Abusing, breaching or not following the policies and procedures as set out in the Parent Handbook;
2. If there is any mistreatment of a staff/child/other family reported to or observed by Management or the school community;
3. If the Child Care is unable to accommodate the special/behavioural needs of the children enrolled (please refer to the Discharge Policy above);
4. Upon continuous exposure to any anaphylactic agents such as peanuts and other tree nuts is caused by the family, including the child, despite reminders;
5. If unable to pay the tuition for the child on time.

This policy also includes harmful gossip, foul language, public criticism, threats, and any derogatory comments against staff or posted on any social media outlets. These actions will not be tolerated, and termination will be immediately with a written email notice. TWS Child Care reserves the right to pursue legal action, including obtaining a restraining order or pressing criminal charges.

TWS Child Care terminates all members of the custodial family and not just one child or parent. Full family termination avoids the possibility of creating a volatile environment within the TWS community. Once a custodial family has their care terminated, they will not be re-admitted in the future.

Safe Arrival & Dismissal Policy and Procedures

Effective January 1, 2024

Arrival time: 8:00 AM to 10:00 AM

We encourage all children to arrive by 9:00 AM if possible. Many of the core activities, such as cooking, baking, purposeful work, and watercolour painting, are generally scheduled in the morning time before the daily circle at 10:00 AM.

Upon daily arrival, the parent/guardian must physically accompany the child for daily drop-off at their designated classrooms or the designated play yard (only for Spring/Summer). Parents must only use the main entrance door when entering the school building. **Children must never be left alone in the school building or enter the school premises**

without their parents/guardians. Parents are responsible for the supervision and safety of their children until they are handed off to one of their teachers.

For children attending the Toddler Program in the Rosebud Room, parents can use the kindergarten yard gate and drop off the children at the door by the cubby area.

Upon arrival at your child's designated classroom door, please knock on the door to let the teachers know you've arrived and wait until the door is opened by one of the teachers. If the teacher can't open the doors immediately, please allow a moment until the teacher can do so. This ensures that teachers can greet and receive your child safely while maintaining the safety of the children already in the classroom. To ensure supervision and the safety of all children, the conversation between teacher and parent should be kept at a minimum, and lengthy discussions should be reserved for a separate meeting with the teacher or via email.

The teachers in your child's designated classroom 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, including symptoms of COVID-19, upon their arrival. If the child shows obvious signs and/or symptoms of communicable diseases, the program teachers 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.

Late Arrivals

All children require attendance by no later than 10:00 A.M. Late arrivals interrupt the daily rhythm and have a negative impact on all classes. All parents/guardians are asked to arrive at school on time. For any child/ren **arriving after 10:00 A.M., the parents/guardian will be responsible for safely dropping off the child/ren at their designated class.** Please keep in mind that many of our special activities (e.g., visits to the forest, walks around the campus) occur between 10:30 AM and 11:30 AM, and the group may not be in the classroom. In such cases, parents are to contact the Child Care Administrative Staff (Child Care Administrator/Supervisor or the Assistant Supervisor) in advance to find out where the group is scheduled to be. Please note that email is the preferred method of communication. If communication is not received (via email or phone) from the parent in advance, then the parent will have to stay with their child until the group returns to the classroom to ensure that the child is safely integrated with the rest of the group and the teachers are made aware of their late arrival. If the group is inside the classroom, we ask that you knock on the door and wait for an appropriate time to let your child enter the classroom.

Departure time: 3:30 PM to 6:00 PM

The Preschool Program children will be getting ready for their afternoon outdoor play between 3:30 – 3:45 PM. All Preschool Program children will be gathering in the Dandelion/Elderberry Play Yard and Second Yard (located beside the Dandelion/Elderberry Play Yard) generally from 3:45 PM to 4:45 PM and head back into the Dandelion and Elderberry rooms before it gets too dark to stay outside (please note that children may gradually stay out longer in warmer months with later sunset times). Parents who pick up their children during this time can pick them up directly from the play yard.

Parents who are picking up past 4:00 PM can enter the school through the school's main entrance door to access the child's classrooms for pick-up as well. If the children are outside, there will be a sign on the door indicating that the children are in the play yards. We ask parents to enter the classroom, access the back door leading to the play yard, and let the teacher know they've arrived.

(Rosebud families will pick up from the same drop-off site)

Like the arrival procedures, when picking up your child, please ensure **the teacher knows you are leaving with the child.** Unless otherwise arranged with a written notice prior, children will not be released to any person other than those specified on the registration forms/ Child Emergency Information form.

In the case that a child's departure was not communicated, the child is not in the classroom or their designated playground and the time of departure was not recorded, the police will be called to report a missing child and a Serious occurrence 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 safer and more confident. We encourage all parents to keep their goodbyes short and build consistent routines for both drop-off and pick-up times.

- Toronto Waldorf School Child Care will only dismiss children into the care of their parent/guardian or another authorized individual.
- No child is to be released from child care without supervision.
- **If parents/guardians or authorized pick-up individuals cannot pick up their child(ren), they must notify the Child Care Administrator/Supervisor and/or the Assistant Supervisor via email before 4:00 PM.** Parents/guardians must provide the additional authorized pick-up individual's full legal name, contact number, and pick-up time so they can be verified. The new authorized individual must present their legal photo ID to the staff for verification.
- Toronto Waldorf School Child Care will only accept written notice (with the parent's signature) or email from the parent/guardian as acceptable forms of authorization.
- Children will only be released to an adult and not minors younger than 18 years of age.
- Where a child does not arrive in care as expected, the school receptionist and/or child care office staff will contact the parent via phone and/or email.
- Where a child is not picked up as expected after closing, staff must follow the emergency procedure listed under 'Late Pick-Up Fee Policy' on pg. 18 of this handbook.

Parent Supervision

Parents are fully responsible for their child at all times before drop-off and after pick-up while on the school premises. Children should not run in the hallways or access parts of the school that are not part of the child care operation. We ask that parents respect the wider school community and keep their children within arm's reach.

Parents are also expected to follow the same rules regarding cellphone usage within the school building. Unauthorized active cellphone usage is prohibited beyond the school's main lobby area. Cellphone usage can be distracting when supervising children. We encourage all parents to be fully present during drop-off and arrival times. If you want to have a conversation with another parent or family, we ask that you take it outside the school building.

All the school grounds, including the forest area, are not accessible for non-school programming use. Even with parental supervision, children are not to play in the forest area during arrival and departure times.

*A copy of our Safe Arrival and Dismissal Policy and Procedures can be found on the school website parent portal: <https://torontowaldorfschool.com/parent-portal/>

Attendance & Absence

Parents/guardians are to **contact the TWS Reception at 905-881-1611 or email the Lead Teacher, Child Care Administrator/ Supervisor and/or the School Nurse** and inform them in case the child will be absent and remain at home due to an illness/sickness and/or for other reasons. All parents must inform the school of their child's absences by 10:00 AM at the latest. If no prior notices are received and the child has not attended their program, the receptionist will make the first round of calls between 10:00 and 10:30 AM. If the calls are not answered, a voice message will be left (if available). If communications are not received by 11:00 AM, the child care assistant supervisor will email the parent/guardian and include the School Nurse in the email.

In keeping with best practices, TWS Child Care expects all children to be accounted for and documents the reason for their absences to monitor the health trends of the wider school community.

Family Holidays/Vacation

Any families going on a vacation and anticipating absence from the program must notify the Lead Teachers and/or Child Care Administrator/Supervisor or Assistant Supervisor in writing or email before taking the time off. Please indicate the exact dates your child will be away and returning. There will be no reduction in child care fees for absences, **as outlined in the *Terms and Conditions* of the child care enrollment contract**.

Releasing a Child

TWS Childcare will not release a child to anyone other than those listed under the Authorized Persons to Pick Up List in the Registration Form or the updated Child Information Form. If you are unable to pick up your child and have alternate arrangements, please email the Child Care Administrator/ Supervisor or the Assistant Supervisor before 4:00 PM. A description of that person and **their full legal name 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 for pick-up 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 letter format or over a direct email for the safety and security of your child.

TWS Child Care's policy is to uphold Family Law. Therefore, we are obliged to release a child to either parent unless we have a copy of Custody papers on file. If one parent is not allowed to pick up a child, please inform the office immediately, and the appropriate documentation and instructions for pick up must be submitted and filed.

Late Pick-Up Fee Policy

We acknowledge that occasionally, unforeseen circumstances may occur causing parents to arrive after closing time. A late fee 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 extended hours of operation option.

Upon arrival, the child care staff will fill out a late slip with the child's arrival time and date. Parents will be asked to review and sign the late slip. All late slips will be submitted to the business office, and the late fees will be automatically charged to the child's tuition account.

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

- There is a late charge fee of \$2.00 per minute (non-base fee).
- Please email the Child Care Administrator/ Supervisor before closing time. hchoi@torontowaldorfschool.com
- Waiting for a parent when the other children have left can create stress and anxiety for your child. Please ensure that 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 the parent and inform childcare administrative staff
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

Our child care programs are regularly reevaluated to reflect changes within the Child Care and Early Years Act (CCEYA, 2014) and to review the Waldorf Pedagogical Practices and principles. These changes also depend on the children's developmental needs, individual needs, and the needs of the families.

Parents are encouraged to discuss any aspects of the program and/or their child's progress through informal or formal interviews/meetings with the Lead Teachers and/or Child Care Administrator/ Supervisor. Open communication is always appreciated and welcomed.

Other Activities on the Premises

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

Daily Programs

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 support the children's growth and development mutually. Each childcare program strives to meet the children in age and developmentally appropriate ways based on Rudolf Steiner's indications and philosophy of child development.

Toronto Waldorf School Child Care- Parent Handbook

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 young children's transition from home to school; familiar, home-like, naturally-inspired spaces help the children 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 child's imagination, a nature table or corner, puppets of silk, and felted wool. Furniture is made of wood and sized for the 1.5 – 4-year-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, encouraging outdoor play and nature exploration. The children can play safely with many green spaces in a fenced playground. Opportunities abound for sensory play with sand, water, and snow. The children practice gross motor skills from 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 children ages 18 months to 2 ½ years old. The ratio is 1:4 during indoor programming and 1:5 for outdoor programming.

Preschool (Dandelion & Elderberry & Mulberry)

Our three preschool programs are for ages 2 ½ to up to 5 years old. Our ratio is 1:6 during indoor programming time and 1:8 for outdoor programming. To experience the full program, we advise all children to be dropped off by no later than 10:00 A.M.; formal programming begins at 9:00 A.M. and ends at 4:30 P.M.

Reduced Ratio

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

Ministry Guideline for **Reduced Ratio** is as follows;

Age Group	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;

Age Group	No. Children in the Room	No. of Staff Required
Toddler	1-6 / 7-12	1 / 2
Preschool	1 – 9 / 10 - 12	1 / 2

Outdoor Play

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 can connect with the natural world. However, children will be kept indoors on heavy rain days and in cases of extreme heat or cold.

Please ensure your child is provided with proper clothing during the wintertime (Snow pants, snow boots, scarf, mittens/gloves, socks, hats, etc.). The playground is inspected daily by the program staff, monthly by the Child Care Administrator/ Supervisor, and yearly by a third-party agency. All equipment meets C.S.A. standards. Parents must provide sunscreen and bug spray for their children during the summer.

Anaphylactic Policy

Anaphylaxis Definition: Refers to a serious allergic reaction that 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 registration, parents must list any/all allergies and their reactions. 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 avoid an allergic reaction.

Strategy to reduce the risk of exposure:

All food allergies and intolerances/sensitivities are posted in every classroom, serving area, kitchen, and other places where children may be present. The allergies are also listed in the Emergency Child Detail Sheet- which is 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 reactions, certain items may not enter the child care site (i.e., food items containing peanuts/nuts, latex gloves, etc.), including the child's classroom.

*** Please see the Nutrition section below for food items from home***

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

For medicines that can cause anaphylactic reactions, such as 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 for whom the medication is not prescribed.

TWS CC **requires a set of two Epi-pens** to be available for Child Care use. One will be stored in the classroom backpack, and the second will be stored and kept in the school Nurse's office (the isolation room). It is the parent/guardian's responsibility to provide the school with Epi-pens and replace the ones that have expired prior to the expiry date.

All Childcare Faculty, including students and volunteers, review the Anaphylactic Action Plan for each child with Anaphylaxis. The Anaphylactic Action Plan for an Individual is devised with the input of the parent and/or child's physician, and the parents train the Childcare Administrator/ Supervisor to train the rest of the staff including the School Nurse. This plan is reviewed annually or when notable changes are made.

We will permit food from home under special circumstances where the child's nutrition intake is concerned. Store-bought foods brought into the TWS Child Care must be from an "approved source" - listing all ingredients clearly on the label and not containing peanuts or traces of tree nuts. * Please see the Nutrition section below for food items from home*

Nutrition

TWS Childcare is a *Nut-Safe* environment.

Children are served healthy, mostly organic, vegetarian lunches catered by Aramark Food Services. They are served two healthy snacks, morning and afternoon, and a nutritious mid-day meal daily. Menus are posted on the Child Care designated bulletin boards and available on our Parent Portal website. Lunch menus are rotated every three weeks throughout the year and reviewed as needed to meet the children's appetites and dietary needs/restrictions.

Food/meals from Home:

For the safety of children with allergies, **we do not recommend that children bring food of any type to the child care unless there is a valid concern for children's health regarding nutrition intake.**

These instances will be reviewed case by case. Where a child requires special foods or feeding arrangements at meal times and/or snack times, the expectations and the responsibilities of both the licensee and the parent must be clearly set in writing. In such cases, **we will allow food from outside of the school (e.g. home-made meals)** under the following conditions:

- Food brought from home must be packed in a sealed, microwave-safe container clearly labelled with the child's name.
- The parents/guardians must provide the school with a list of ingredients for all meals prepared at home (in order to reduce the risk of exposure to anaphylactic causative agents and other allergens). The food must not contain nuts of any kind and ingredients that other children are allergic to in the child's classroom.
- The food brought from home will be stored in a mini fridge in the classroom.
- If the food needs to be heated, it will be heated using the school's microwave.
- Child care teachers will ensure that the food container is sent home with the child at the end of the day.

Food served in the child care setting must have all ingredients listed or prepared by a certified/recognized company- have Public Health Inspections, and clearly state "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.

Daily Health Check

To ensure and maintain an environment conducive to good health, program staff and the School Nurse perform a daily health check upon the child's arrival. All staff conducting daily health checks are to look for signs or symptoms of communicable diseases and COVID-19. In case signs or symptoms of communicable diseases are detected, the program staff may ask the parent/guardian to take the child home or advise them to see a doctor.

Child Care staff will be casually looking for the following:

- Breathing difficulties
- Severe/persistent coughing
- Discharge from the nose or eyes
- Change in activity level
- Changes in skin colour (pale or flushed)
- Changes in mood (cranky, tearful, or cheerful)
- Bruise or swelling
- Cuts, abrasions, sores or rashes
- **Symptoms of COVID-19**

Illness Policy

Once a child begins attending the centre and comes in contact with many other children, it is 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 before a child returns to the centre in appropriate situations. A doctor's note with a safe-to-return date will be expected if your child is away for five or more consecutive days.

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, including all phone numbers, is kept current. An illness report will be filled out by the program staff and signed by the Child Care Administrator/ Supervisor/designate before the parent's review. Parents/ guardians will be required to review the illness report and sign upon pick up.

Your child must be fever-free 24 hours before returning to the centre. For all GI-related symptoms (vomiting or diarrhea), your child must be 48 hours 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 an additional **48 hours**.

If your child is **prescribed antibiotics, the child can return to child care 24 hours after the first dose**. 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 can do so.

In case of an unknown rash, the child will be sent home immediately. Upon returning to the centre, a doctor's note explaining the cause of the rash and the safe-to-return date is required.

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

- child has a fever over 100.4°F (38°C)
- child has a heavy nasal discharge and cough (yellow and green in colour)
- child has two or more cases of diarrhea
- child has vomited

- child has an unknown rash (must come back with a doctor's note stating if the child is safe to come back to child care)
- child has failed to pass morning screening / has symptoms of COVID-19 (Symptoms to look for include but are not limited to fever, cough, shortness of breath, sore throat, runny nose, nasal congestion, headache, and a general feeling of being unwell)

Our Child Care Illness Policy is developed with York Region Public Health guidelines 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
- Has been advised by the local Public Health Unit or other medical professionals to stay home

Head Lice (pediculosis)

Head lice are common and communicable as well. They may spread easily in any situation with individuals gathered in close contact. It is important to note that head lice are not a health problem nor a reflection of the level of cleanliness or quality of the parenting provided at home. The parent/guardian will be called for early pick-up when a child is identified as having head lice. If the child has an older sibling in the school, the older sibling will also be checked for head lice. Children with head lice are not to return to school until treatment is completed by a professional lice screening agency and the parent obtains a note of clearance stating that the child may return to school.

TWS Childcare follows the guidelines set out by York Public Health regarding procedures for all communicable diseases that may arise periodically. **If a child has been away due to an illness for consecutive days or shows symptoms of reportable/communicable disease, TWS Childcare holds the right to request a doctor's note with a safe-to-return date.** Please remember that 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

Only the Child Care Assistant Supervisor or the School Nurse will administer medication to a child if a physician prescribes the medication. **The Child Care Assistant Supervisor oversees all drugs and medication**, and the child requiring the medication will be brought to the **School Nurse** to receive their proper dosage. 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 (except for emergency medications such as Epi-Pens) is always stored in a locked pouch out of the reach of children or refrigerated if required.

We require parents/guardians to fill out authorization forms allowing us permission to administer 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. **The Child Care Assistant Supervisor** must check that the parent's 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 a serious occurrence procedure.

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

A copy of our Administration of Medication Policy and Procedures can be found in the school website parent portal: <https://torontowaldorfschool.com/parent-portal/>

Individualized Plans for Children with Medical Needs

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, including emergency procedures for 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 if a child has an anaphylactic reaction. (Please note that all program staff have been trained in Standard First Aid & CPR level C).

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's file, and a copy of the individualized plans will be kept in a classroom binder for the childcare program staff. Parents/guardians of the child will be required to provide 2 Epi-Pens (one to be kept in Front Office and one in the classroom).

Injury/Accident Reports

If your child has an accident during the day involving an injury, the parent/guardian will review and sign an injury report at the end of the day. A copy of the injury report will be provided to the parent/guardian the following day. If a serious injury occurs 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

Any incidents that involve children that raise alarms or concerns for the safety of other children, staff, and the child him/herself (whether behavioural or physical) or pose 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 it to the Child Care Administrator/ 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.

Daily Report for Toddlers (Rosebud)

A daily report is completed for each child in the individually labelled binder by the cubby area. This provides families with information about food consumption, toileting, sleep duration, and other important events from the day.

Channels of Communication

The Lead Teacher of the room your child is assigned will be the first person you should contact if you have questions about your child or the daily program. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties as quickly as possible. Please see the Parent Issues & Concerns heading in this document for details.

Please note that the drop-off and pick-up times are not the best times to discuss issues or concerns since teachers are preparing to give their best effort and attention to their class. Please understand that teachers may only be able to chat or greet parents casually during this time. Although emails may be the preferred method of communication, teachers will not be able to answer emails during programming hours for the same reasons. For important messages that need quick attention and reply, please email the Child Care Administration staff at hchoi@torontowaldorfschool.com or lali@torontowaldorfschool.com.

TWS CC Faculty is more than glad to schedule meetings at specific times of the day for serious issues and concerns. However, there are times when an email is an effective and efficient way to raise a question or share reminders.

Smoke-Free

In compliance with the Smoke-Free Ontario Act 2017, smoking or holding lit tobacco or vaping is strictly prohibited in, around, and on the school site at all times, whether children are present or not (including the parking area).

Serious Occurrence Policy

The safety and well-being of the children in our licensed childcare programs are the highest priority. Licensed child care centers work diligently to provide each child with a safe, creative, and nurturing environment. Despite all the best precautions, serious occurrences can sometimes take place. The Ontario government has introduced a policy requiring licensed childcare centres to post information about serious occurrences at a centre, effective November 1, 2011. To support increased transparency and access to information, a 'serious occurrence notification form' must be posted at the centre location in a visible area for 10 days. A serious occurrence could include a serious injury to a child, a fire or other disaster on-site, or an incident where a child who is receiving care goes missing or is temporarily unsupervised. Licensed child care centres are already required to report serious occurrences to the Ministry of Education/ Licensing, which is responsible for child care licensing. This policy requires child care operators to post information in their facilities so that parents can access it. This posting will give parents information about the incident and outline follow-up actions taken and the outcomes, while respecting the privacy of the individuals involved. Longer-term actions taken by the operator will also be included to help prevent similar incidents in the future, where applicable. Many factors may lead to a serious occurrence report. A serious occurrence does not necessarily mean that an operator is out of compliance with licensing requirements or that children are at risk in the child care program. This policy supports the government's efforts to increase access to information about licensed child care programs in Ontario.

A copy of our Serious Occurrence Policy and Procedures can be found in the school website parent portal: <https://torontowaldorfschool.com/parent-portal/>

Children's Rest Period

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**. Children's sleep and rest play an integral part in a child's well-being and development. Our rest period is generally from **12:30 P.M. to 2:30 P.M.** Daily visual checks of the children will be performed every 30 minutes by the child care teachers for toddler age groups only. The child care teachers will sit with the children, sing, or comfort them as needed until the children fall asleep to ensure a rich sleep experience. Children who are unable to sleep can engage in quiet activities in a manner so that the sleeping children are not disrupted. A blanket and a 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 Child Care. Bedding is washed weekly at the child care and/or more often, if visibly soiled/needed.

Child Guidance & Prohibited Practices

We practice positive child guidance strategies.

The most effective means of producing more appropriate behaviour is through modelling, 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 with whom the child has established a connection and trust. 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 where they understand their own individual needs and can 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 and set appropriate boundaries and limits
4. 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

At TWS Child Care, employees, students, volunteers, or anyone interacting with children is 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 highchair, car seat, stroller, or other devices 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;
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 and School Discipline Policy. Corporal punishment and other harmful disciplinary practices are forbidden to protect children's emotional and physical well-being. 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 behaviour.

Reporting Abuse or Suspected Abuse

Duty to Report

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

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

Conflict of Interest & Confidentiality/ Non-disclosure

All program staff are expected to maintain professionalism within their practice and in relationships with the families and children involved. Staff is prohibited from sharing personal contact details such as cell phone numbers with parents to keep in contact during program hours.

Please call the centre directly at 905-881-1611 ext. 322/ ext.316 or email us at hchoi@torontowaldorfschool.com/ lali@torontowaldorfschool.com for general inquiries and communication. Otherwise, please email the Child Care Lead Teacher for classroom communication and the Child Care Administrator/ Supervisor (or the designate) in the email.

All written 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 confidential to protect all parties involved.

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

TWS Child Care strongly discourages parents from making any babysitting arrangements with TWS child care staff.

The organization is concerned with this arrangement's potential liability and dual relationships. 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, an investigation will commence, and the involved staff will face disciplinary actions up to and including termination of his/her employment.

Supervision of Volunteers & Students

- 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 before working with the children, and at least annually thereafter.
- Criminal Reference Checks (Vulnerable Sector Screening Checks) are required for all volunteers who have 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 before a student's placement in a child care setting.

Emergency Management

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. (as outlined in Emergency Management Policy and Procedures on the parent portal page). A detailed Fire and Emergency/ Evacuation plan is in place and posted in all child care rooms, and a copy is made available for every classroom binder.

Our policy is to ensure the health and safety of all children and adults when 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 every month. 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, accounted for, and 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 other than those listed below.

Emergency Evacuation

In the event of an emergency, parents/guardians will be contacted via phone or email. If we cannot 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 its designated emergency evacuation point:

EMERGENCY LOCATION 1	EMERGENCY LOCATION 2
<p>Hesperus Village, 1 Hesperus Road, Thornhill, ON L4J 0G9 Tel: (905) 764-0840.</p>	<p>As-Sadiq Islamic School 9000 Bathurst Street, Thornhill, ON L4J 8A7 Tel: (905) 695-1588 – Fax: (905) 695-1590</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 children's best interest and safety, parents will be contacted to pick them up promptly (within an hour). This will allow all children and all staff to get home safely.

TWS Child Care adheres to the same snow day closure policies and procedures as the rest of the school.

When the school is closed due to inclement weather conditions, all other events in the school scheduled that day are also cancelled. A 'snow day' decision is not made lightly, knowing parents' difficulty finding 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 decide whether the road 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 and the safety of our faculty and staff, many of whom drive from relatively long distances. Our faculty and staff are almost all needed if the school is open. Our substitution pool is small and unpredictable on any given day. So, the options are quite limited if those living farther away cannot make it to school or decide it is too risky to drive. If we were open with limited staff, we could not 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 before the service hour (8:00 AM), the local power supplier will be contacted to see how long it will take to restore power. If power is not restored within one hour or is said to be unknown, the child care will not be open for that day. All families will be emailed about the closure due to a power outage.

If there is a power outage during operating hours, it will be categorized as either a short-term or a long-term outage. A Short-term outage is considered to be less than 2 hours, while a long-term outage is considered to be 2 hours or more.

In the case of a short-term power outage, depending on the day's time, routine, and programming needs, 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 the 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, the children must have footwear on at all times.

Emergency Closures- *Emergency Order & COVID-19 Outbreak*

All closures directed by the Provincial Emergency Order will be followed. In case of the COVID-19 outbreak, all directives of the local public health unit will be followed, including the program's closure.

A copy of the Emergency Management Policy can be found online in Parent Portal:

<https://torontowaldorfschool.com/parent-portal/>

Parent Involvement

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

Parent gatherings are held throughout the year and provide opportunities to discuss parenting issues and challenges and explore the Waldorf approach to raising young children. They 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 TWS Child Care, and the groundwork for future involvement in the grade school.

Toronto Waldorf School Foundation

Participation in fundraising is important, even for families with children in childcare. The facilities and programs your child benefits from today result from past donations from families who believed in the vision of Waldorf education, even if they never had their children attend. To continue this legacy and ensure the future of our programs, we encourage every family to contribute to our fundraising efforts. Your support helps maintain and enhance the quality of our educational environment for all current and future students.

For more information about how you can contribute or to get involved, please visit www.twsf.ca or contact Jennifer Deathe, Director of Advancement, at jdeathe@twsf.ca.

Dress Code

Consistent with the Waldorf Pedagogy and our school values, we ask that children come in clothing that does not contain heavy logos and TV-show characters (e.g., Paw Patrol-characterized items, Disney characters, etc.). The quality of children's play and imagination are negatively affected when they are overly exposed and saturated by today's media content. We hope to provide a window of time and space for all children to engage in creative and self-directed play at TWS.

Parent Issues & Concerns

TWS Child Care works closely 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 verbally or in writing with a staff member or the Child Care Administrator/ Supervisor. TWS Child Care will attend to the issue or concern when it is raised or arrange a meeting with parents within five business days. We will work together to address the issue and concern and come to a resolution.

All issues and concerns will be dealt with confidentially. 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 by 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 the Director of Administration, Denis Sequeira.

A copy of the Parent Issues & Concerns Policy can be found online in Parent Portal:

<https://torontowaldorfschool.com/parent-portal/>

Nature of Issue of Concern	Steps for Parent and/or Guardian to Report Issue/Concern
Program Room – Related & Student- / Volunteer- Related E.g., Daily schedule, sleep arrangements, toilet training, indoor/ outdoor program activities, feeding arrangements, child conflicts, etc.	Raise the issue or concern to: - the classroom staff directly and/or - the Child Care Administrator/ Supervisor; if classroom staff are not able to successfully address concerns
Nature of Issue of Concern	Steps for Parent and/or Guardian to Report Issue/Concern
General, - or Operations – Related & Student- / Volunteer- Related E.g., child care fees, hours of operation, staffing, menus, etc. CHILD CARE OFFICE CONTACT: Child Care Assistant Supervisor – Layla Ali lali@torontowaldorfschool.com Tel: 905-881-1611 ext. 316 Child Care Administrator/ Supervisor - Helen Choi hchoi@torontowaldorfschool.com Tel: 905-881-1611 ext. 322	Raise the issue or concern to: - the Child Care Assistant Supervisor OR Administrator/ Supervisor All issues or concerns regarding the conduct of students and/or volunteers that pose a risk to a child's health, safety, and well-being should be reported to the supervisor and/or CCA as soon as parents/guardians become aware of the situation.
Staff conduct Assistant Supervisor and/ or Child Care Administrator/Supervisor- Conduct Related FOR ESCALATION OF ISSUES OR CONCERNS: Pedagogical Administrator – Helene Gross hgross@torontowaldorfschool.com 905-881-1611 ext. 334 Director of Administration – Denis Sequeira dsequeira@torontowaldorfschool.com 905-881-1611	Raise the issue or concern to: - the individual directly and/or - the Child Care Administrator/ Supervisor - the Pedagogical Administrator or Director of Finance and Administration; if Child Care Administrator/ Supervisor conducts related All issues or concerns about staff conduct that put a child's health, safety, and well-being at risk should be reported to the Child Care Administrator/ Supervisor as soon as parents/guardians become aware of the situation.
<u>Steps for Staff and/or Licensee in Responding to issue/ concern</u>	- address the issue/concern at the time it is raised Or - Arrange for a meeting with the parents/guardian within 24 hours. Document the issue/ concerns in detail. Documentation should include: - the date and times the issue/concern was received; - the name of the person who received the issue/concern. - the name of the person reporting the issue/concern. - the details of the issue/concern; and -any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding the next steps or referral. Provide contact information for the appropriate person if the person being notified is unable to address the matter. 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 writing. Provide a resolution or outcome to the parent(s)/ guardian(s) who raised the issue/concern.
Issues or concerns related to compliance with the 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 Childcare_ontario@ontario.ca 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 through monthly pre-authorization from the debit account. Parents have a billing option to pay their fees on the 1st of each month.

NSF (Non-Base Fee)

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

Late Pick-up Fee (Non-Base Fee)

For pickups past 6:00 PM, a non-base late charge of \$2.00 per minute will be charged.

Year-End Tax Receipts

Year-end tax receipts are available from the School Business Office. Please contact Ming Zhang mzhang@torontowaldorfschool.com

Refunds

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

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

Child Care Fee Schedule (Under CWELCC)

Toronto Waldorf School		Tuition Per Month (Base Fee includes registration, snacks, lunch, and programming)	
	2022-23	2023-24 Base Fees (CWELCC RATE) effective January 1, 2023	2025-26 Base Fees (CWELCC Rate) effective January 1, 2025
Toddler (18 – 30 months)			*Capped at \$22.00/day
Full Time (5 days), Monday - Friday	\$1990.00	\$940.28	\$478.50
Pre-school (2.5 to 4/5 years old)			
Full Time (5 days), Monday - Friday	\$1,815.00	\$857.59	\$478.50
Non-Base Fees		NSF \$40.00	Late Pick-Up Fee \$2.00 / minute

*Fees have been frozen from the 2022-23 rate since signing the CWELCC agreement

*Fee Subsidy Spaces are also available. For more information, visit: <https://www.york.ca/support/financial-assistance/child-care-fee-subsidy>

Canada-Ontario Early Years and Child Care Agreement (CWELCC) *

Toronto Waldorf School Child Care has joined the Canada-wide Early Learning and Child Care (CWELCC) System, established between the Province of Ontario and the Government of Canada. We believe that child care is essential for early childhood development and the overall well-being of children while their parents are at work. Our commitment is to provide child care services that address the needs of children and families. By participating in the CWELCC System, we can continue to offer high-quality child care that is accessible, affordable, inclusive, and sustainable.

As a first step, families experienced an average reduction of 25% in their base fees retroactive to April 1, 2022. Additionally, there was a further reduction of 37% from the previous rate at the beginning of January 2023. In a recent update, the daily rates have been capped at \$22.00 (effective January 1, 2025), resulting in an even lower base fee for families.

As the gradual rollout of this program continues, detailed information regarding the current child care fee reduction rates and rebates will be provided. The current rate is listed in the previous section of this handbook and on the [school website](#). For all fee inquiries, please contact Ming Zhang (Student Accounts) at mzhang@torontowaldorfschool.com or 905-881-1611 ext. 310.

Please note that CWELCC is an optional program, and TWS Child Care reserves the right to opt-out at any time. If the school decides to opt out of the CWELCC program in the future, families will receive advance notice and will be required to pay the full market rates to maintain their current enrollment status.

Important Dates:

September 8, 2022:

All Child Care families were sent an email to officially announce that Toronto Waldorf School has enrolled in the CWELCC agreement with York Region.

October 20, 2022:

- Refund cheques were prepared and sent via mail to all child care families (refund amount 25% of the child care monthly tuition rate charged from April to October 2022).
- Parents were also informed of the new monthly rate (reduced base fee by 25%) of;
\$1492.50 for the Toddler program and \$1361.25 for the Preschool program

December 15, 2022

- Announced further reduction in the base fees by 37% from the previous rate to all child care families via email:
\$940.28 for the Toddler program and \$857.59 for the Preschool program

January 1, 2023:

- Families were charged the new monthly base fee of \$940.28 for the Toddler Program and \$857.59 for the Preschool Program.
- Fees are frozen for all programs currently under the CWELCC program.

January 1, 2024:

- As of *Friday, December 22, 2023*, Toronto Waldorf School Child Care has not received any additional changes in fee reduction under the CWELCC program.
- Current posted fees will remain in place until further information or fee reductions are received from the province.
- As information is received, it will be communicated to the families and staff.

Toronto Waldorf School Child Care- Parent Handbook

August 15, 2024:

- The Ministry of Education shared a memo and the 2025 CWELCC Funding Guidelines to Child Care Licensees.
- This memo announced that the new funding approach, as described in the new Cost-Based Funding Guideline, will take effect on January 1, 2025.
- The new CWELCC Funding Guideline and online Funding Estimator are set to be available later in 2024.

September 11, 2024:

- The province released the CWELCC [Cost-Based Child Care Funding](#) Estimator and Legacy Cost Estimator to provide an estimate of 2025 funding.
- From September 11 to December 13, TWS communicated with the York Region to review the CWELCC Program Eligibility and Funding Conditions and 2025 Budget Applications.

December 13, 2024:

- A notice was sent to all childcare families regarding the new childcare fee rate effective January 1, 2025. Effective January 1, 2025, the daily rate for child care services under the CWELCC program will be capped at \$22.00 per day. With a fixed average of 21.75 days per month, the new monthly fee for toddler and preschool programs will be \$478.50.

November 11, 2025:

- A letter was received from the Minister of Education announcing a successful negotiation of a one-year extension of the federal child care program, which was to expire on March 31, 2026. This letter was shared with all child care families via email. The \$22.00 per day rate will remain in effect until at least December 31, 2026.

Child Care Closure Dates in 2026 (January – December)*

January 1st, 2026: New Year's Day

February 6th, 2026: Professional Development Day

February 16th, 2026: Family Day

March 16th – 20th, 2026: March Break

April 3rd, 2026: Good Friday

April 6th, 2026: Easter Monday

May 18th, 2026: Victoria Day

June 12th, 2026: Professional Development Day

July 1st, 2026: Canada Day

August 3rd, 2026: Civic Holiday

August 31st – September 4th, 2026: In-House PD Conference

September 7th, 2026: Labour Day

October 12th, 2026: Thanksgiving

December 21st – 25th, 2026: Winter Week Closure

TWS Child Care offers a 49-week schedule. The closure dates can also be seen on the TWS school calendars at this link:
<http://torontowaldorfschool.com/calendar/>