



Toronto Waldorf School

**Toronto Waldorf School Child Care
Parent Handbook
2026-27**

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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 strong, trusting relationships between children and our Child Care Faculty and Early Childhood Educators is essential to helping each child feel safe, secure, and supported. Our educators view young children as competent, capable, curious, and rich in potential. They provide developmentally appropriate experiences that support children's growth and learning through play, imitation, meaningful work, and relationships.

Artistic and imaginative activities—including storytelling, puppetry, singing, eurythmy, drawing, and painting—are consciously offered to nurture children's sense of awe, wonder, creativity, and imagination. Educators also involve children in purposeful daily activities, such as sweeping, folding laundry, preparing snacks, caring for the classroom, or building and creating together. The consistency of this warm and gentle presence helps children develop confidence, security, and meaningful connections with others.

Our warm and positive approach extends to parents and families. Child Care Faculty and Early Childhood Educators welcome and encourage parent engagement. We value learning about each family's culture, values, experiences, and the ways in which their child is supported at home.

All Child Care Faculty members meet the qualification, screening, and training requirements applicable to their positions under the *Child Care and Early Years Act, 2014* and Ontario Regulation 137/15. Educators employed in positions requiring registration as Registered Early Childhood Educators are registered members in good standing with the College of Early Childhood Educators. Child Care Faculty members have completed Waldorf early childhood curriculum training or are currently pursuing such training.

Staff screening is completed and maintained in accordance with provincial requirements. This includes obtaining Police Vulnerable Sector Checks and ongoing offence declarations within the required timelines. Staff must disclose Criminal Code convictions in accordance with the centre's Staff Screening Measures and Police Record Checks Policy. A person who has been convicted of an offence that prohibits them from providing child care under section 9 of the *Child Care and Early Years Act, 2014* and section 88.1 of Ontario Regulation 137/15 must immediately notify the licensee and is not permitted to continue working in or providing child care.

Child Care Faculty members who work directly with children maintain valid certification in Standard First Aid, including infant and child CPR, issued by a training agency recognized by the Workplace Safety and Insurance Board.

* A copy of our **Staff Screening Measures and Police Record Checks Policy** and **Staff Training and Development Policy** is available through the school's Parent Portal: [Toronto Waldorf School 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 for 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 a capable communicator who expresses 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 it, we strive to focus on the positive behaviours a child displays and encourage them to express their emotions in acceptable ways.

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.

No employee, supply staff member, student, volunteer, placement student, contractor, or any other person providing care or services in the child care program shall engage in sexual abuse, sexual misconduct, or any prescribed sexual act involving a child, as defined under applicable legislation, including the *Early Childhood Educators Act, 2007*.

The prohibited practices set out in this policy apply to all individuals working in or providing services to the child care program, including:

- Employees
- Supply staff

- Placement students
- Students
- Volunteers
- Contractors
- Any other individual providing care or services within the child care program

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 of our Child Guidance Policy or of prohibited practice expectations will result in disciplinary action against the individuals involved, in accordance with 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 on the school website's parent portal:

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

Parent Handbook

Hard copies of the Parent Handbook are available in the Child Care Office and on the Parent Portal website. Parents receive their copy via email when the enrollment contract is initially sent as part of the administration process. We email updates to current families and post them 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. A copy of the license is posted on the Parent Board at ground level, located between the Mulberry and Dandelion Rooms. Depending on waitlist demand and enrolment schedule, we may open only one or both rooms for our Toddler Age Group.

Services Offered

The TWS Child Care offers only full-time, full-day programs for both the 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 or March, 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 Administrator/Supervisor at 905-881-1611 x 322**

Admission Process (General)

1. Submit an Application

Interested parents can contact the Child Care Administrator/Supervisor to access the application form online.

We accept application forms year-round. If we receive more than 100 applications in an academic year, the waitlist may close. If the waitlist closes due to high interest, we will communicate this on the website.

2. Complete the Application Form for the Waitlist

Once we receive a completed application form, we will date it and add it to the appropriate waiting list. Admission is not determined solely on a first-come, first-served basis. We will also consider priority categories, the child's age and program eligibility, the requested start date, and availability in the appropriate classroom.

Submission date and time will generally determine the order of applicants within the same priority category. Placement on the waiting list does not guarantee admission or a specific start date.

For complete information about priority categories and admission procedures, please review our [Waiting List Policy and Procedures available on the parent portal](#)

3. Enrolment Offer & Contract Signing

Once a space becomes available, the Child Care Administrator/Supervisor will contact families to confirm their intent to enroll. Usually, families are given two business days 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 Adobe Sign.

Once the contract is signed and received, parents are required to pay the last month's fee deposit to secure their child's enrollment. 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 designated staff will contact the parents and set a meeting to ensure all forms, documents, and other paperwork are completed. This may include developing Individualized Plans for Children with Medical Needs (IMP), Individual Support Plans (ISP), and Anaphylaxis Action Plans; reviewing application forms; and collecting 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 request that we deny a parent access.

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 those in which an older sibling was at TWS but has since 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

Toronto Waldorf School Child Care administers its waiting list in a manner that is **fair, transparent, consistent, and in accordance with the Child Care and Early Years Act, 2014 (CCEYA)**. No fee or deposit is charged to place a child on the waiting list for an unsecured space.

Children are added to the waiting list according to the date and time their completed application is received. However, **placement on the waiting list does not guarantee the next available space**. When a space becomes available, offers are made based on several factors, including:

- the child's age and eligibility for the available program;
- classroom availability and Ministry licensing requirements;
- the child's position on the waiting list;
- sibling connections within the school community;
- continuity of care and long-term participation in the Toronto Waldorf School community; and
- the overall balance and needs of the classroom group.

This approach allows the centre to make placement decisions that support the well-being of individual children while maintaining stable, developmentally appropriate classroom communities.

Families will be contacted by email and/or telephone when an appropriate space becomes available. Once an offer has been made, families are asked to respond within **two (2) business days**.

There is **no fee** to remain on the waiting list. Once a space has been accepted, a non-refundable registration fee (where applicable) and the required deposit must be submitted before enrollment is confirmed.

Families may contact the Child Care Administration at any time to inquire about their own child's status on the waiting list. To protect the privacy and confidentiality of all applicants, information regarding other children or families on the waiting list will not be disclosed. Families who wish to remain on the waiting list for a future program year are asked to notify the centre in writing/email.

Due to the many variables affecting enrollment, Toronto Waldorf School Child Care is unable to estimate or guarantee an admission date.

A copy of our Waitlist Policy can be found on 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 is received after 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 throughout this process will be provided by the Child Care Administrator/Supervisor and 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 regarding the child, highlighting the child's social behaviour(s), concerns, or observed threats to safety.
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 to ensure all parties are aligned with the strategies to 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 terminate 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. If 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 about staff, including those posted on social media. These actions will not be tolerated, and termination will be immediate, with written notice by email. 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, not just one child or parent. Full family termination avoids creating a volatile environment within the TWS community. Once a custodial family has their care terminated, they will not be readmitted.

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 before the daily circle at 10:00 AM.

Upon arrival each day, the parent/guardian must accompany the child to their designated classroom or play yard (Play Yard drop-off and pickup available in Summer only). 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 supervising and ensuring their children's safety until they hand them off to a teacher.**

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.

When you arrive at your child's designated classroom door, please knock to let the teachers know you've arrived and wait until a teacher opens the door. If the teacher can't open the door immediately, please wait a moment until they can. 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, keep conversations between the teacher and parent to a minimum, and reserve lengthy discussions for a separate meeting with the teacher or via email.

The teachers in your child's designated classroom will mark the child as present with the time of arrival on the attendance record and perform a visual daily health check for signs and symptoms of communicable diseases upon 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 must be present by 10:00 A.M. Late arrivals disrupt the daily rhythm and negatively impact all classes.

All parents/guardians are asked to arrive at school on time. If a child/ren arrives after 10:00 A.M., the parent/guardian is responsible for safely dropping the child/ren off **at their designated class or where they may be scheduled to be at the time of drop-off**. Please keep in mind that many of our special activities (e.g., visits to the forest, walks around campus) take place 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 reception) in advance to find out where the group is scheduled to be. Please note that email is the preferred method of communication. If we do not receive communication (via email or phone) from the parent in advance, the parent will have to stay with their child until the group returns to the classroom to ensure the child is safely integrated with the rest of the group and that the teachers are aware of the late arrival. If the group is in the classroom, please knock on the door and wait until it is appropriate to let your child enter.

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

Preschool Program children will get ready for 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 5:00 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). Parents who pick up their children during this time can do so directly from the play yard.

Parents picking up children during departure time can also enter through the main entrance to access the child's classroom for pick-up. If the children are outside, a sign on the door will indicate that they 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 written notice in advance, children will not be released to anyone other than those specified on the registration forms/Child Emergency Information form.

If a child's departure is not communicated, the child is not in the classroom or their designated playground, and the departure time is not recorded, we will call the police to report a missing child and submit a serious occurrence report 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 School Reception 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 for verification. 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/>

Preventing Unauthorized Access & Security*

The safety and security of the children in our care is a shared responsibility. Toronto Waldorf School Child Care has implemented measures to help prevent unauthorized access to the child care centre during operating hours, in accordance with the *Child Care and Early Years Act, 2014 (CCEYA)*.

To help maintain a safe and secure environment:

- The school's main entrance remains **locked from 9:00 a.m. to 6:00 p.m.** During this time, all visitors and individuals who are not known to staff must use the entrance buzzer to request access.
- Between **8:00 a.m. and 9:00 a.m.**, the main entrance remains unlocked to accommodate student arrival. During this period, the school reception monitors individuals entering the building.
- All visitors, contractors, delivery personnel, prospective families, and other individuals who are not known to staff are required to report to the school reception, identify themselves, state the purpose of their visit, and sign the visitor log before entering the school or child care areas.

- Security cameras are in operation both inside and outside the building to support the safety and security of the school community.
- All main exterior exit doors remain secured during the school day and are equipped to allow safe emergency egress while helping to prevent unauthorized entry.

Parents and guardians play an important role in supporting the security of our community and are asked to:

- use the designated entrance for drop-off and pick-up;
- ensure doors close securely behind them;
- not permit unknown individuals to enter the building with them ("tailgating");
- notify a staff member or the school reception immediately if they observe an unfamiliar individual in the building or have concerns regarding the safety or security of the premises; and
- ensure that anyone authorized to pick up their child has been identified to the Child Care Centre in advance. Staff may request government-issued photo identification before releasing a child to an individual unknown to staff.

These measures are intended to provide a safe, secure, and welcoming environment while supporting the well-being of all children, families, staff, and visitors.

Attendance & Absence

Parents/guardians must contact the TWS Reception at 905-881-1611 or email the Lead Teacher, Child Care Administrator/Supervisor, and/or the School Nurse to inform them if the child will be absent and remain at home due to illness/sickness and/or other reasons. All parents must inform the school of their child's absences by 10:00 AM at the latest. If we do not receive prior notice 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, the receptionist will leave a voice message (if available). If we do not receive any communication by 11:00 AM, the Child Care Administrator/Supervisor will email the parent/guardian and include the School Nurse.

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

Family Holidays/Vacation

Any families going on vacation and anticipating an absence from the program must notify the Lead Teachers and/or the Child Care Administrator/Supervisor in writing or by email before taking time off. Please indicate the exact dates your child will be away and when they will return. 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 alternative arrangements, please email the Child Care Administrator/Supervisor or the School Reception 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 via 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 pickup 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. We will apply a late fee of **\$2.00 per minute**. Our Late fee encourages parents to arrive on time and is not intended as an extended-hours option.

Upon arrival, the child care staff will complete a late slip with the child's arrival date and time. 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:

6:00 pm	Staff will call the parent and inform childcare administrative staff
6:15 pm	Staff will call emergency contact (if parents cannot be reached)
7:00 pm	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, individual, and family needs.

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 the 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 mutual growth and development. 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.

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 is a serious allergic reaction that can be life-threatening. It may be triggered by food, insect venom, medication, latex, exercise, or other allergens.

The purpose of this policy is to support children with life-threatening or anaphylactic allergies, reduce the risk of exposure to known allergens, establish clear emergency-response procedures, and communicate relevant information to parents/guardians, employees, supply staff, students, volunteers, food-service personnel, and visitors.

Upon registration, parents/guardians must identify all known allergies, intolerances, sensitivities, symptoms, and reactions affecting their child. Parents/guardians must promptly notify Toronto Waldorf School Child Care of any new diagnosis or change to their child's allergy, medication, symptoms, treatment, or emergency procedures.

Children with a diagnosed risk of anaphylaxis must have their prescribed emergency medication available while attending the Child Care Centre. This may include epinephrine auto-injectors, such as EpiPen®, ALLERJECT®, or an equivalent product, as well as any other prescribed emergency medication identified in the child's Individual Anaphylaxis Plan.

Individual Anaphylaxis Plan

Before a child with an anaphylactic allergy begins attending the Child Care Centre, or as soon as an anaphylactic allergy is identified, an Individual Anaphylaxis Plan and emergency procedures will be developed in consultation with the child's parent(s)/guardian(s) and any regulated health professional involved in the child's health care whom the parent/guardian believes should be included in the consultation.

The Individual Anaphylaxis Plan will include:

- The child's known allergen or allergens;
- Child-specific signs and symptoms of an allergic or anaphylactic reaction;
- Monitoring, prevention, and avoidance strategies;
- The name, dosage, location, and method of administering emergency medication;
- Procedures to be followed in the event of an allergic reaction or other medical emergency;
- Emergency contact information; and
- Any additional instructions provided by the parent/guardian or regulated health professional.

The Individual Anaphylaxis Plan and emergency procedures will be readily accessible to employees, supply staff, students, and volunteers wherever the child may be present while receiving child care.

Strategies to Reduce the Risk of Exposure

Information regarding children's food allergies, intolerances, sensitivities, and diagnosed anaphylactic allergies will be posted and maintained in each classroom, food-preparation and food-serving area, and any other location where employees require access to the information to care for children safely.

Allergies will also be listed on the Emergency Child Detail Sheet maintained in each classroom's emergency binder. Employees, supply staff, students, and volunteers must review and remain aware of the allergies and applicable emergency procedures of children in the Centre.

The Child Care Centre will take reasonable precautions to reduce the risk of exposure to identified allergens. These precautions may include:

- Prohibiting identified allergens or products containing those allergens from the Centre or specific program areas;
- Reviewing ingredient and allergen information before food is purchased, prepared, or served;
- Preventing children from sharing or exchanging food, drinks, utensils, or food containers;
- Using appropriate handwashing, cleaning, and sanitation procedures before and after meals and snacks;
- Reducing the risk of cross-contact during food storage, preparation, and service;
- Avoiding craft, sensory, or play materials that contain a child's identified allergen; and
- Implementing additional child-specific precautions identified in an Individual Anaphylaxis Plan.

Restrictions will be based on the allergies of children enrolled in the Centre and may include peanuts, tree nuts, latex products, or other identified allergens. Anaphylactic causative agents are child-specific and may include food, insect

venom, medication, latex, exercise, or other allergens identified by a regulated health professional.

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

Communication Plan

Information regarding life-threatening and anaphylactic allergies will be communicated, as appropriate, to employees, supply staff, students, volunteers, food-service personnel, parents/guardians, and visitors while respecting the privacy and confidentiality of individual children.

Parents/guardians will be informed of Centre-wide or classroom-specific allergen restrictions through written notices, email, postings, or other appropriate communication. Food-service personnel will be informed promptly of identified allergies and any changes affecting food purchasing, preparation, substitution, or service.

Allergy lists and Individual Anaphylaxis Plans will be updated whenever the Child Care Centre receives new information from a parent/guardian or regulated health professional.

Medication Storage and Accessibility

All medication must be provided in its original container or package and clearly labelled with the child's name, medication name, dosage, expiration date, storage instructions, and administration instructions. Medication will be administered in accordance with the Child Care Centre's Medication Administration Policy, written parental authorization, the medication label, and the child's applicable individualized plan.

Medication that does not require immediate access will be stored in the School Nurse's office, in accordance with label instructions, and will remain inaccessible to children.

Emergency medication will be kept readily accessible and will accompany the child during indoor and outdoor programming, walks, field trips, transitions, emergency evacuations, and other off-site activities. Emergency medication will remain inaccessible to other children.

In accordance with Ontario Regulation 137/15, an employee or child will be permitted to carry medication for asthma, emergency allergies, diabetes, or epilepsy. This also applies to other medication where the Child Care Centre has documentation from a regulated health professional confirming that the medication must be readily available to prevent a significant risk to the child's health. Appropriate measures will be taken to prevent other children from accessing medication being carried.

As a Centre-specific safety measure, Toronto Waldorf School Child Care generally requires two current, prescribed epinephrine auto-injectors for each child with a diagnosed risk of anaphylaxis, unless the child's prescribing health professional provides different written directions.

One auto-injector will accompany the child in the classroom emergency backpack. The second auto-injector will be stored securely in the School Nurse's office (isolation room) in a location that remains immediately accessible to authorized employees during all hours of child care operation.

Parents/guardians are responsible for ensuring that all medication is current, replacing medication before its expiry date, and providing updated medication and written instructions whenever a prescription or treatment plan changes.

Training and Review

The Child Care Administrator/Supervisor will ensure that employees, supply staff, students, placement students, and volunteers receive training on the procedures to be followed if a child experiences an anaphylactic reaction. Training will include recognizing child-specific signs and symptoms, locating and administering emergency medication, contacting emergency services, and implementing the child's Individual Anaphylaxis Plan and emergency procedures.

All employees will review the Anaphylactic Policy, applicable Individual Anaphylaxis Plans, and emergency procedures before beginning employment. Students and volunteers who will provide care for or supervision of children will complete the review before beginning their placement or duties.

All applicable individuals will review the policy, Individual Anaphylaxis Plans, and emergency procedures at least annually following the initial review and whenever substantive changes are made to a policy, plan, or procedure. Required training and reviews will be documented, dated, and acknowledged by the individual completing the review.

Each Individual Anaphylaxis Plan will also be reviewed with the child's parent/guardian at least annually and whenever there is a change to the child's allergy, diagnosis, prescribed medication, symptoms, emergency procedures, or other relevant medical information.

Emergency Response

When a child exhibits signs or symptoms of a life-threatening anaphylactic reaction, the person who becomes aware of the emergency will immediately:

1. Implement the child's Individual Anaphylaxis Plan and emergency procedures;
2. Administer the prescribed epinephrine auto-injector or other emergency medication without delay and in accordance with the child's plan;
3. Contact 911, or direct another person to contact 911;
4. Administer a second dose where directed by the child's plan, a regulated health professional, or emergency services personnel;
5. Contact the child's parent/guardian as soon as possible;
6. Ensure that the child is transported to the hospital for medical assessment following the administration of epinephrine; and
7. Follow all applicable documentation, notification, and serious-occurrence reporting procedures.

If a parent/guardian is not present when the child is transported, an employee will accompany the child and remain with the child until the parent/guardian arrives, while maintaining appropriate supervision of the remaining children.

Food Brought from Home

Food from home will be permitted only under pre-approved special circumstances related to a child's medical or nutritional needs. Parents/guardians must obtain approval from the Child Care Administrator/Supervisor before bringing food into the Centre.

Food supplied by a parent/guardian must be clearly labelled with the child's full name and must comply with all Centre-wide and classroom-specific allergy restrictions. Store-bought food must remain in its original packaging and have a complete and legible ingredient and allergen label.

Food containing peanuts, tree nuts, applicable "may contain" warnings, or any other identified prohibited allergen will not be accepted. Employees will ensure that food brought from home is stored, handled, and served safely and is not shared or exchanged among children.

Please see the Nutrition section for additional requirements concerning food brought 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 rotate every four weeks throughout the year and are 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 any food to child care unless there is a valid concern for children's health regarding nutritional intake.**

We will review these instances on a case-by-case basis. If a child requires special foods or feeding arrangements at meal and/or snack times, the licensee and parent must clearly set out the expectations and responsibilities 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 or 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 list all ingredients or be prepared by a certified/recognized company, have Public Health Inspections, and clearly display a "contains no nuts" sign. There will be at least one staff with a valid food handler's certificate in each class to perform all cooking, baking, or preparation of the morning snacks.

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. If signs or symptoms of communicable diseases are detected, 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)
- Bruising or swelling
- Cuts, abrasions, sores or rashes
- **Symptoms of COVID-19**

Illness Policy

Once a child begins attending the centre and comes into contact with many other children, it is common for them to become ill. 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. We will expect a doctor's note with a safe-to-return date 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 keep your emergency contact information, including all phone numbers, current. Program staff will complete an illness report before the child is picked up. Parents/guardians must review the illness report and sign it upon pickup.

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 your child is unable to participate in the program, indoors or outdoors (in all weather), we suggest you keep them home until they can.

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 follows 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. They can spread easily in situations where individuals gather in close contact. Head lice are not a health problem or a reflection of cleanliness or the quality of parenting 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, staff will also check the older sibling for head lice. Children with head lice may not return to school until a professional lice screening agency completes treatment and the parent obtains a clearance note stating 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 a reportable/communicable disease, TWS Childcare reserves the right to request a doctor's note with a safe-to-return date. Please remember that** we require all children to be present by 10:00 A.M. If your child is absent due to illness, please contact the Child Care Administrator/Supervisor or the school reception.

Administration of Medication

Prescription medication will be administered only when authorized in writing by the child's parent(s)/guardian(s) and in accordance with the Child Care Centre's Medication Administration Policy. Medication must be prescribed by a legally authorized prescriber and provided in its original labelled container, supplied by the pharmacist, clearly indicating the child's name, the name of the medication, dosage, administration instructions, storage requirements, expiry date, and any other applicable directions.

The School Nurse oversees the administration and management of all medications within the Child Care Centre and is primarily responsible for administering scheduled prescription and non-emergency medications. In the absence of the School Nurse, medication may be administered by the Child Care Administrator/Supervisor. If both the School Nurse and the Child Care Administrator/Supervisor are unavailable, medication may be administered by another Registered Early Childhood Educator (RECE) who has been appropriately trained and designated to do so.

Parents/guardians are required to complete a Medication Authorization Form before any medication can be administered. The authorization must include the medication name, dosage, method of administration, schedule, and any known adverse reactions or side effects that would require the medication to be discontinued. Before administering medication, staff will verify that the written authorization corresponds with the prescription label and that the medication has not expired.

Medications that do not require immediate emergency access will be stored securely and kept inaccessible to children. Emergency medications will be stored or carried in accordance with the child's Individual Medical Plan to ensure they remain readily accessible during an emergency while remaining inaccessible to other children.

Effective July 1, 2026, in accordance with the Ontario Child Care and Early Years Act, 2014, emergency medications are not limited to epinephrine auto-injectors and asthma inhalers. Where identified in a child's Individual Medical Plan and prescribed by a legally authorized prescriber, designated program staff or the child (where appropriate) may carry medications for anaphylaxis, asthma, epilepsy, diabetes, or any other medical condition for which a legally authorized prescriber has determined that the medication must be readily available to prevent a significant risk to the child's health. These medications will be stored or carried in a manner that allows immediate access during an emergency while remaining inaccessible to other children and will be administered in accordance with the child's Individual Medical Plan and the Child Care Centre's Medication Administration Policy.

An employee may also carry medication prescribed for their own asthma, emergency allergy, diabetes, epilepsy, or other medical condition where documentation from an authorized regulated health professional confirms that immediate access is necessary to prevent a significant risk to the employee's health. Any medication carried by an employee must remain inaccessible to children at all times.

Any medication error or accidental administration will be documented immediately. Parents/guardians will be notified as soon as reasonably possible, and all required reporting procedures will be followed, including completing a Serious Occurrence report where required by applicable legislation and Ministry requirements.

Over-the-counter medications (e.g., acetaminophen, ibuprofen, cough medicine, topical medications, etc.) will only be administered when they have been prescribed or authorized by a legally authorized prescriber, are provided in their original labelled container, and are accompanied by written parent/guardian authorization.

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. A physician or parent/guardian must train the designated staff (Child Care Administrator/Supervisor or the School Nurse) on the procedures to follow if a child has an anaphylactic reaction. (Please note that all program staff have been trained in Standard First Aid & CPR level C).

The Child Care Administrator/Supervisor must review and train all individualized plans with staff, volunteers, and students who work with the children in the centre. The plan will be reviewed upon the child's admission 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 must provide 2 EpiPens/Auto Injectors (one to be kept in the Nurse's Office and one in the classroom).

Injury/Accident Reports

When a child is injured or may have been injured while attending the Child Care Centre, staff will respond promptly to the child's immediate needs and complete an Injury/Accident Report. A report may be completed for an observed or suspected injury, including a fall, bump, scratch, bite, complaint of pain, head, eye or facial incident, or any event requiring first aid or assessment by the school Nurse. A report may also be completed when no injury is immediately visible, but symptoms could appear later.

The report will describe the known circumstances of the incident, the child's response, any first aid or nursing assessment provided, and any follow-up or monitoring that may be required. Where more than one staff member was involved, the Centre will gather the relevant first-hand information before completing the report.

Parents/guardians will be informed of the incident as promptly as reasonably possible. Whenever practicable, the Injury/Accident Report will be reviewed with the parent/guardian on the day of the incident. A copy of the report will be provided the following day. If the completed report is not available by pick-up time, the parent/guardian will be informed verbally that day, and a copy of the completed report will be provided as soon as possible. The Centre will document when and how the report was provided. Parents/guardians will be asked to sign or otherwise acknowledge receipt of the report. A signature confirms that the report was received and reviewed.

If a child requires urgent emergency medical attention, staff will call Emergency Medical Services (EMS) immediately. Emergency care will not be delayed while staff attempt to contact the child's parent/guardian or authorized emergency contacts. The parent/guardian and authorized emergency contacts will be contacted as soon as possible. Any ambulance-related fees are the responsibility of the parent/guardian.

Incident Reports

Any incidents involving children that raise alarms or concerns about the safety of other children, staff, and the child him/herself (whether behavioural or physical), or that pose a direct negative impact on classroom programming, will be recorded for the 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 email may be the preferred method of communication, teachers will not be able to respond to emails during programming hours for the same reasons. For important messages that require quick attention and a reply, please email the Child Care Administration staff at hchoi@torontowaldorfschool.com or call the School Reception at 905-881-1611.

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 is the highest priority. Licensed child care centers work diligently to provide each child with a safe, creative, and nurturing environment. Despite the best precautions, serious incidents can sometimes occur. 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.** Child care teachers will perform daily visual checks of the children every 30 minutes for toddler age groups only. The child care teachers will sit with the children, sing, or comfort them as needed until they fall asleep, ensuring a rich sleep experience. Children who are unable to sleep can engage in quiet activities so as not to disrupt sleeping children. A blanket and a soft sleep toy may be brought from home. If you need the blanket or sleep toy to go home daily, please inform program staff, and we will place it in your child's cubby. TWS Child Care provides cots and sheets. We wash bedding weekly at child care and more often if visibly soiled/needed.

Toronto Waldorf School Child Care maintains a written Sleep Supervision Policy and Procedures in accordance with Ontario Regulation 137/15. Parents will be consulted regarding their child's sleeping arrangements at enrolment, during room transitions, when a significant change is observed, and at any other appropriate time or upon request. A complete copy of the Sleep Supervision Policy and Procedures is available to parents upon request from the Child Care Administrator/Supervisor.

Child Guidance & Prohibited Practices

At Toronto Waldorf School Child Care, we are committed to fostering a warm, respectful, and nurturing environment where every child feels safe, valued, and supported. We practice positive child guidance strategies that promote self-regulation, empathy, confidence, and healthy social relationships.

The most effective way to encourage appropriate behaviour is through modelling, explanation (when appropriate), redirection, and presenting positive alternatives. Other guidance strategies may include gently inviting a child closer to the educator or, at the child's request, holding the child's hand. A child who is experiencing difficulty with self-regulation may feel calmer sitting near a trusted educator with whom they have established a secure relationship. When appropriate, educators may also use gentle verbal guidance, focusing on encouraging desirable behaviours rather than emphasizing inappropriate ones. Our goal is to help children understand their individual needs, express their emotions appropriately, and gradually develop the ability to regulate their own behaviour.

Child Guidance Strategies

The following positive guidance strategies may be used by Child Care educators and support staff:

1. Positive reinforcement.

2. Redirection (diversion, distraction, and substitution).
3. Discussing inappropriate behaviour while establishing appropriate boundaries and expectations.
4. Modelling and facilitating conflict resolution and problem-solving skills.
5. Purposefully ignoring minor attention-seeking behaviours (e.g., whining, arguing about limits, attempts to provoke conflict, or temper tantrums), while continuing to ensure the child's safety and emotional well-being.
6. Providing a supervised break or temporary removal from an activity or routine when appropriate to support self-regulation and successful re-engagement.

Prohibited Practices

In accordance with the **Ontario Child Care and Early Years Act, 2014**, the following prohibited practices shall **never** be used by any employee, supply staff, student, volunteer, contractor, placement student, or any other person providing child care or interacting with children in the Child Care Centre:

1. Corporal punishment, including any form of physical punishment such as hitting, spanking, kicking, pushing, shoving, grabbing, squeezing, or any other action intended to cause physical discomfort or pain.
2. Deliberately using harsh or degrading measures, threats, or derogatory language directed at or used in the presence of a child that would humiliate, shame, frighten, or undermine the child's self-respect, dignity, or self-worth.
3. Depriving a child of basic needs, including food, drink, shelter, clothing, toileting, sleep, or bedding. Food shall never be withheld or used as a form of discipline.
4. Confining or restraining a child for disciplinary purposes or in lieu of supervision, including confining a child to a high chair, stroller, car seat, or other device. Physical restraint may only be used as a last resort to prevent immediate harm to the child or others and only until the risk of injury is no longer imminent.
5. Locking the exits of the Child Care Centre or confining a child in a locked or lockable room or structure, except where required during an emergency in accordance with the Centre's emergency management policies and procedures.
6. Inflicting bodily harm on a child for any purpose, including forcing a child to eat or drink against their will.
7. **Engaging in sexual abuse, sexual misconduct, or any prescribed sexual act involving a child, as defined under the Early Childhood Educators Act, 2007.** This prohibition applies to all employees, supply staff, students, volunteers, contractors, placement students, and any other person providing care or services within the Child Care Centre.

Any allegation or observed incident involving a prohibited practice will be addressed immediately in accordance with the Child Care Centre's policies, the Ontario Child Care and Early Years Act, 2014, and any applicable reporting requirements. Toronto Waldorf School Child Care is committed to safeguarding every child's physical, emotional, and psychological well-being. Positive relationships, respectful interactions, and developmentally appropriate guidance are the foundation of our approach to supporting children's 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 are prohibited from sharing personal contact details, such as cell phone numbers, with parents to keep in touch during program hours.

Please call the centre directly at 905-881-1611 ext. 322 or email us at hchoi@torontowaldorfschool.com for general inquiries and communication. Otherwise, please email the Child Care Lead Teacher for classroom communication.

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 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 available in 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 emergency contact listed 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
Hesperus Village, 1 Hesperus Road, Thornhill, ON L4J oGg Tel: (905) 764-0840.	As-Sadiq Islamic School 9000 Bathurst Street, Thornhill, ON L4J 8A7 Tel: (905) 695-1588 – Fax: (905) 695-1590

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

We will make every effort to operate as usual on storm days. If a storm develops during the day, for the children's best interests 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, all other events 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 that school closures have on families in which both parents work outside the home. However, when driving becomes risky, it becomes a safety concern for children, parents, and staff, 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 in the safety of parents and children driving to school, as well as the safety of our faculty and staff, many of whom drive from relatively long distances. Our faculty and staff are almost all required for the school to be 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 is appropriate for our students and what you have come to expect of TWS Child Care.

Power Outages

TWS Child Care will not open without power. If there is a power outage before the service hour (8:00 AM), we will contact the local power supplier to see how long it will take to restore power. If power is not restored within one hour or the restoration time is unknown, the child care will not be open that day. We will email all families about the closure due to a power outage.

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

In the case of a short-term power outage, depending on the time of day, routine, and programming needs, the child care may remain open for a full day of operation. However, basic access to clean water, toileting, temperature control, and food/snacks must be available, and children's safety will be the priority when deciding whether to keep the child care open or close for the day.

In the event of long-term power outages lasting 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 1 hour. If we cannot reach the parent, we will contact the listed emergency contact. In the case of an emergency closure, the child care will not offer any fee reimbursements.

Fire Drill & Code Cardinals (Lock-Down)

Fire drills are conducted monthly, and Code Cardinal drills are conducted quarterly, in accordance with guidelines set 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, children must wear footwear at all times.

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

All closures directed by the Provincial Emergency Order will be followed. In the event of a COVID-19 or other emergency outbreak, we will follow all directives from the local public health unit, including program closure.

A copy of the Emergency Management Policy can be found online in the 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, as well as to 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 development of the 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 philosophy and the values of Toronto Waldorf School, we ask that children come dressed in comfortable, practical clothing that supports active play, creativity, and independence.

Whenever possible, we encourage families to choose simple clothing in natural colours and patterns that does not feature prominent commercial logos, licensed characters, or media-based images (e.g., Disney characters, Paw Patrol, superheroes, etc.). Limiting children's exposure to commercial media imagery during the school day helps create a calm environment that supports imagination, creative play, and meaningful social interactions.

Children should also come dressed appropriately for the weather and daily activities. Clothing should allow children to participate comfortably and safely in all aspects of the program, including outdoor play, forest exploration, gardening, art activities, and movement. We recommend clothing that children can manage as independently as possible during toileting and dressing routines.

For safety and comfort, we ask families to avoid clothing or accessories that may interfere with children's participation or create safety concerns, including:

- Costumes or dress-up clothing intended for imaginative play at home.
- Clothing with long capes, trains, or excessively loose fabric that may present a tripping or entanglement hazard.
- Footwear that does not provide adequate support for active indoor and outdoor play (e.g., flip-flops, high heels, or shoes that do not stay securely on the foot).
- Accessories or jewelry that may become caught on playground equipment or pose a safety risk.

We recognize and respect that clothing choices are a personal family decision. Our role is to ensure that every child feels welcomed, respected, and included regardless of what they wear. Staff will support children in developing kindness and respect toward one another and will not permit exclusion, teasing, or unkind comments based on clothing, appearance, or personal style. Families are encouraged to send children in clothing that can become messy, as exploration through art, nature, water, and outdoor play is an important part of our daily program.

Parent Issues & Concerns

TWS Child Care works closely with families and educators as models reflecting warmth, consideration, and respectfulness. We aim to provide an atmosphere where 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 we take any issues or concerns brought forward 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 or 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). No party will tolerate harassment or discrimination. 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. If parents/guardians are not satisfied with the Child Care Administrator's response or the outcome of an issue or concern, they may raise it verbally or in writing with the Pedagogical Administrator or the Director of Administration.

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

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

Parent Issues & Concerns – con't.

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 Administrator/ Supervisor - Helen Choi hchoi@torontowaldorfschool.com Tel: 905-881-1611 ext. 322	Raise the issue or concern to: - the Child Care 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 Child Care Administrator/Supervisor as soon as parents/guardians become aware of the situation.
Staff conduct 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 Administration; if the Child Care Administrator/ Supervisor's 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 time the issue/concern was received; - the name of the person who received the issue/concern. - the name of the person reporting the issue/concern. - the details of the issue/concern; and - any steps taken to resolve the issue/concern and/or information given to the parent/guardian regarding 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 Holidays, Civic Holidays, emergency closures, professional development days, March break, or any days absent 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 - Canada-Wide Early Learning and Child Care System (CWELCC)

TWS Child Care	Monthly Tuition (Capped at \$22.00/day) (Base Fee includes registration, Snacks, Lunch, and programming)	
	2025-26 CWELCC Rate (effective January 1, 2025)	Until the end of 2026 (September – December 2026)
Toddler (18-30 months) Full-time (5 days, Mon- Fri)	\$478.50	\$478.50
Preschool (30 months up to 5 years) Full-time (5 days, Mon- Fri)	\$478.50	\$478.50
Non-Base Fees include; NSF and Late Pick-up Fee	NSF : \$40.00	Late Pick-up Charge: \$2.00 / minute

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

*In alignment with CWELCC, families receiving **Child Care Fee Subsidy (CCFS)** are required to pay their **parent contribution on paid closure days** (up to 20 days per calendar year).

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

Toronto Waldorf School is enrolled in the Canada-Wide Early Learning and Child Care (CWELCC) System through its agreement with The Regional Municipality of York.

For CWELCC-eligible children, the base fee is currently capped at a maximum of \$22.00 per day. The governments of Ontario and Canada have confirmed that eligible parent fees will be maintained at their current levels through December 31, 2026.

Program	Daily Base Fee	Monthly Base Fee
Toddler – Full-Time	\$22.00	\$478.50
Preschool – Full-Time	\$22.00	\$478.50

The monthly base fee is calculated using a fixed average of 21.75 days per month. The base fee includes registration, snacks, lunch, and regular programming.

As of August 19, 2026, the Province of Ontario has not announced the CWELCC parent fee structure or applicable maximum base fee for January 1, 2027 and beyond. Accordingly, the fees listed above are confirmed through December 31, 2026 and should not be interpreted as a guarantee of the same rate after that date.

Beginning January 1, 2027, Toronto Waldorf School will charge the applicable CWELCC base fee established or approved under provincial legislation, Ministry of Education direction, and York Region funding requirements. If the applicable CWELCC fee changes, families will receive written notice and an updated fee schedule before the new fee takes effect, in accordance with applicable requirements.

For families receiving Child Care Fee Subsidy, the parent contribution is determined by York Region and may differ from the base fee listed above. Any applicable CWELCC reduction will be applied in accordance with York Region's direction.

All fees and continued fee reductions are subject to Toronto Waldorf School's ongoing participation in CWELCC and to applicable provincial legislation, funding requirements, and York Region service-agreement conditions.

For questions regarding child care fees, billing, or the CWELCC System, please contact:

Ming Zhang

Student Accounts

mzhang@torontowaldorfschool.com

905-881-1611 ext. 310

Participation in the CWELCC System is voluntary for licensed child care operators. Should Toronto Waldorf School Child Care withdraw from the CWELCC System in accordance with its funding agreement with York Region and any applicable provincial requirements, families will receive advance written notice. If participation in the CWELCC System ends, child care fees will revert to the applicable market rates in effect at that time.

Child Care Closure Dates (September 2026 – August 2027)

August 31 – September 4, 2026 - In-House Professional Development Conference* **

September 7, 2026 – Labour Day

October 12, 2026 – Thanksgiving Day

December 18, 2026 – Professional Development Day*

December 21–25, 2026 – Winter Week Closure

January 1, 2027 – New Year's Day

February 12, 2027 – Professional Development Day*

February 15, 2027 – Family Day

March 15–19, 2027 – March Break*

April 2, 2027 – Good Friday

April 5, 2027 – Easter Monday

May 24, 2027 – Victoria Day

June 18, 2027 – Professional Development Day*

July 1, 2027 – Canada Day

August 2, 2027 – Civic Holiday

August 30- September 3, 2027 – In-House Professional Development Conference* **

Toronto Waldorf School Child Care operates on a **49-week annual schedule**. Additional Professional Development (PD) days and closure dates are incorporated throughout the year to support staff training, program planning, and compliance with licensing requirements.

The most current Child Care calendar is available on the Toronto Waldorf School website:

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

* Closure dates are subject to change. Families will receive 60 days' advance notice of any changes whenever possible.

** The In-House Professional Development Conference continues into the first week of September 2026.