



# Early Years **PARENT HANDBOOK**

Our mission is to educate each child with reverence and respect; to nurture wonder, confidence, and initiative so they may participate in the world guided by a sense of truth and responsibility.

# General Early Years Information

## MAILING ADDRESS

Box 1501 Whistler, BC, V8E 0E8

## PHONE

604-932-1885

## WEBSITE

[www.whistlerwaldorf.com](http://www.whistlerwaldorf.com)

## GENERAL E-MAIL

[info@WhistlerWaldorf.com](mailto:info@WhistlerWaldorf.com)

## PHYSICAL ADDRESS

### Spruce Grove:

7324 Kirkpatrick Way, Whistler, BC

### Spring Creek:

1519 Spring Creek Dr., Whistler, BC

## OFFICE HOURS

8:30am – 3:30pm

Monday- Thursday

8:30am – 12:30pm

Friday

## CONTACT INFORMATION

### Phone (Spruce Grove):

604-932-1885

### Phone (Spring Creek):

604-962-0130

### Email (reception):

[info@whistlerwaldorf.com](mailto:info@whistlerwaldorf.com)

### Email (admissions):

[eyadmissions@whistlerwaldorf.com](mailto:eyadmissions@whistlerwaldorf.com)

# Contents

<b>General Early Years Information</b>	<b>3</b>
<b>Facility Details</b>	<b>4</b>
<b>Educational Philosophy</b>	<b>5</b>
<b>Early Years Licensed Group Child Care Curriculum</b>	<b>6</b>
<b>Daily/Weekly/Yearly Rhythms</b>	<b>6</b>
Spirituality & Early Years Festivals	6
Sample Daily Rhythms	8
Example Little Cedars Weekly Rhythm	8
Example Early Years Centre Weekly Rhythm	8
<b>Calendar</b>	<b>9</b>
<b>Cohort Scheduling and Set Schedules</b>	<b>9</b>
<b>Tuition and Fees</b>	<b>9</b>
Tuition & Financial Obligations	9
Withdrawal Policy	10
Government Subsidies (CCFRI)	10
Affordable Child Care Benefit (ACCB)	10
<b>Admissions Procedure</b>	<b>10</b>
<b>Privacy Policy</b>	<b>11</b>
<b>Communication</b>	<b>11</b>
<b>Emergencies</b>	<b>12</b>
<b>Student Observations and Evaluation of Development</b>	<b>12</b>
<b>Safe Release of Children, Including Late Pick-Up / Non-Pick-Up of Children Policy</b>	<b>13</b>
Late Pick-Up/Non-Pick-Up of Children	14
<b>Active Play Policy</b>	<b>15</b>
Free Play	15
Fundamental Movement Skills	15
<b>Behavior Guidance Policy</b>	<b>16</b>
Boundaries and Guidelines	16
Problem Solving	16
Strategies for Challenging Behaviors	17
<b>Student Illness Policy</b>	<b>18</b>
<b>Injury and Reporting Suspected Child Abuse</b>	<b>19</b>
<b>Medication Policy</b>	<b>19</b>
<b>Toileting</b>	<b>20</b>
<b>Rest Time and Nap Time</b>	<b>20</b>
<b>Food and Drink Policy</b>	<b>20</b>
Allergies	21
Mealtime Environment	21
<b>Whistler Waldorf Early Years Logo and Dress Code Policy</b>	<b>21</b>
<b>Lost &amp; Found</b>	<b>22</b>
<b>Toys</b>	<b>22</b>
<b>Home Life</b>	<b>22</b>

# Welcome



## Welcome to the Whistler Waldorf Early Years.

The purpose of this handbook is to help you find your way into the life of our Early Years Licensed Group Child Care programs and school community.

In all Waldorf programs, parental involvement and understanding of our educational philosophy and objectives are important to our success, not simply because we are a non-profit society, but because we are building a community and demonstrating this community-building spirit to our children. By enrolling your child in our Early Years programs, you are making a commitment to be involved in their early childhood education to a high degree. Commitment means participation. We hope that this information will provide insight into Waldorf education, clarify our policies, and help to enrich your life and the life of your family.

The Waldorf school movement is the largest independent school movement in the world with over 1,000 schools worldwide and over 1,200 kindergartens in North America. Waldorf education, founded in 1919 by Austrian philosopher and educator Rudolf Steiner, supports the harmonious development of thinking, feeling, and willing. Imagination, creativity, and cognitive growth are cultivated in harmony with the child's natural physical and emotional phases of development.

The Whistler Waldorf School (WWS) officially opened its doors in September of 2000. We moved from our original one-room schoolhouse on Alta Lake Road to our present location at Spruce Grove Park in the fall of 2002 and expanded to add our Early Years Centre in Spring Creek in December 2019.

WWS is a registered non-profit with charitable status with the CRA. The Early Years programs are Licensed Group Child Care (30 months – school age), licensed by Vancouver Coastal Health Authority on behalf of the Ministry of Children and Family Development. The programs adhere to the BC Community Care and Assisted Living Act and comply with BC Child Care Regulations.

The WWS Early Years programs have been recognised by the [Waldorf Early Childhood Association of North America \(WECAN\)](#) as Full Member programs since 2015, with a successful renewal in 2020.

Our programs are enrolled in the Child Care Operating Funding from the BC Ministry of Children and Family Development. We have opted into the [Child Care Fee Reduction Initiative \(CCRI\)](#), and ECE Wage Enhancement program.



# Facility Details

## Little Cedars (Spruce Grove)

- Licensed Group Child Care for children 30 months – school age
- 14 spaces available per day
- Limited to 2 children per day under 36 months

### Program Hours

Monday – Thursday 8:15am – 3:15pm  
Friday 8:15am – 12:30pm

### Phone Number

604-932-1885

### Location

7324 Kirkpatrick Way  
Whistler, BC V8E 0E8

### Entry

Please enter Little Cedars through the garden gate to the left of the School House building, making sure to close it behind you, and enter the classroom through the exterior doors.

Parking is available in the Spruce Grove Park parking lot. There is absolutely no parking allowed in the fire lane or drop-off zone. If you are leaving your car you must park in the designated spots.

## WWS Early Years Centre (Spring Creek)

- Licensed Group Child Care for children 30 months – school age
- 16 spaces available per day
- Limited to 2 children per day under 36 months

### Program Hours

Monday – Friday 8am – 4pm

### Phone Number

604-962-0130

### Location

1519 Spring Creek Drive  
Whistler, BC V8E 0A2

### Entry

Please use the entrance to the right side of the main building: go through the garden gate, making sure to close it behind you, and enter the Early Years Centre through the outside doors.

Parking is available in the Whistler Blackcomb Foundation building's parking lot. There is absolutely no parking allowed in the fire lane or drop-off zone. If you are leaving your car you must park in the designated spots or along the road.



# Educational Philosophy



At the heart of Waldorf education is the recognition that children pass through distinct stages of development. The curriculum corresponds directly in content and presentation to the stages of the growing child.

Young children are open to every impression in their environment. Imitation is what we call their capacity to live deeply into all that surrounds them. It is through imitation that young children learn. A Waldorf early years classroom emphasizes a calm, homelike environment, with homelike tasks and an unhurried pace: an environment worthy of imitation, where they can play imaginatively and creatively. We give children simple, natural materials so that their imaginations are wakened through using them. This exercising of healthy fantasy in the early years is important for creativity and imagination in the intellectual life in later years, and so we create a safe, secure place in which to nurture body, soul, and spirit of the developing child.

The best overall statement on what is unique about Waldorf education is found in the stated goals of the schooling: To produce individuals who are able, in and of themselves, to impart meaning to their lives. The child who lives in an atmosphere of love and warmth, and who has around themselves really good examples for their imitation, is living in their right element (*The Education of the Child*, Rudolf Steiner).



# Early Years Licensed Group Child Care Curriculum

Just as the child lives in a rhythmical life of waking and sleeping, we also work with a regular rhythm for our daily and weekly activities. These activities include music and verse, accompanied by movement and gesture, stories, practical activities such as gardening, cooking, sewing and artistic activities of drawing and watercolour painting. Rhythm allows the children to expand out into the world through play and then to come together in a more focused activity such as a morning circle or a story. The daily and weekly rhythm fits into the wider rhythm of the year with the changing seasons and associated festivals.

Children feel secure when their daily rhythm follows a regular routine. Regular bedtimes, mealtimes, rest times and play times give the children security and help to avoid discipline problems. This rhythm and routine is a secret key to working with our very active small children who live in such a different stage of consciousness from adults. They are not yet ready for reasoning, choices, questions, and decision-making, all of which will come later.

## Daily/Weekly/Yearly Rhythms



### SPIRITUALITY & EARLY YEARS FESTIVALS

While no formal religious instruction takes place in the Waldorf curriculum, parents should be aware that reverence and an appreciation and respect for the natural environment are present in the day-to-day activities of the school.

Throughout history, in all civilizations, there have been rituals and celebrations reflecting nature's rhythms. Nature and humanity are celebrated in ways that help foster wonder, reverence, and gratitude. These qualities nourish the child's capacity to be responsible to the human community.

Teachers, parents, and children work together in anticipation of a variety of festivals that are celebrated and appropriate to the child's age and stage of development. If you are interested in celebrating special holidays within your child's program, we encourage you to give suggestions to your child's teacher. Parent participation helps to make these festivals meaningful and special. Parents are welcome to keep their children home in observance of their own religious holidays.



Below are some of the festivals we celebrate.

### **Festival of Courage - Michaelmas**

During harvest season, Michaelmas day is celebrated. St. Michael represents the unconquered hero, fighting against the powers of darkness. He is a model for valour and courage. Early Years programs may celebrate with songs, baking of 'dragon bread', and dyeing silk capes a vibrant golden with natural dyes.

### **Festival of Compassion - Martinmas**

The story of St. Martin, who gave his cape to a poor beggar, has inspired the tradition of an evening lantern walk and the sharing of lantern songs, cookies, and warm apple cider with the children of the younger classes and their parents in November.

### **Winter Garden/Spiral**

This is one of the most beautiful and memorable of the festivals that Early Years families share at the beginning of December. In a room lit by candles and smelling of evergreens, the children go one at a time through the spiral of evergreens to the center of the garden. Each child lights their candle and then places it somewhere on the pathway to light the way for the next child. It is a reminder of the journey inward each of us must make during the dark days of winter.

### **The Winter Fair**

The Winter Fair is an annual tradition. The community is invited to come and see the school as well as enjoy making seasonal crafts with their children. The school site at Spruce Grove is decorated with fragrant evergreens and there are typically several craft tables, a magic cookie forest, fresh baked goods, music, puppet shows and storytelling. All crafts are in the Waldorf genre: natural, simple, and beautiful!

### **May Fair**

May Day is an ancient festival honouring the change of seasons from darkness to light. Our school hosts a May Fair with Maypole dancing, songs, food, and children's activities

### **Birthdays and Party Invitations**

A child's birthday is a very special day. Your Early Years teachers will invite you to share a special celebration of your child's birthday at school, either on the day, or close to it.

If your child is having a birthday party at home and wishes to invite all the children in their class, you are welcome to distribute the invitations at school. However, if invitations are selective, we ask that you extend them away from school. When choosing invitations that will be distributed in school, please refrain from those that feature cartoon characters or media-based images.



## SAMPLE DAILY RHYTHMS

Little Cedars (Spruce Grove)	WWS Early Years Centre (Spring Creek)
<b>8:15am</b> - Children get dropped off (in warm months, short outside play)	<b>8:00am</b> - Children get dropped off (in warm months, short outside play)
<b>8:45am</b> - Transition to inside	<b>9:00am</b> - All children dropped off for the day,
<b>9:00am</b> - All children dropped off for the day	<b>9:15am</b> - Main morning activity, morning free play, bathroom and clean up
<b>9:15am</b> - Main morning activity, morning free play, bathroom and clean up	<b>10:00am</b> - Hot snack and clean up
<b>10:00am</b> - Hot snack and clean up	<b>10:30am</b> - Circle time, organize resting spots + bathroom
<b>10:30am</b> - Circle time, organize resting spots and bathroom	<b>11:00am</b> - Outdoor play
<b>11:00am</b> - Outdoor play	<b>Noon</b> - Transition inside
<b>Noon</b> - Transition inside	<b>12:15pm</b> - Lunch and bathroom
<b>12:15pm</b> - Lunch and bathroom	<b>12:45pm</b> - Story time
<b>12:45pm</b> - Story time	<b>1:00pm</b> - Rest time
<b>1:00pm</b> - Rest time	<b>1:30pm</b> - Wake up and clean up resting spots. Afternoon activity- draw, cutting/gluing, beeswax, hand-work
<b>1:30pm</b> - Wake up and clean up resting spots. Afternoon activity- draw, cutting/gluing, beeswax, hand-work	<b>2:00pm</b> - Outdoor play in garden
<b>2:00pm</b> - Outdoor play in garden	<b>3:00pm</b> - Afternoon snack, clean up, free play
<b>3:15pm</b> - Pick-up	<b>4:00pm</b> - Last pick up

## EXAMPLE LITTLE CEDARS WEEKLY RHYTHM

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning activity</b>	Painting	Painting	Baking	Baking	Beeswax craft
<b>Hot Snack</b>	Rice	Rice	Oats	Oats	Quinoa
<b>Afternoon Activity</b>	Drawing	Crafts	Beeswax craft	Handwork	

## EXAMPLE EARLY YEARS CENTRE WEEKLY RHYTHM

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning activity</b>	Painting	Baking	Baking	Painting	Beeswax craft
<b>Hot Snack</b>	Rice	Oats	Bread	Rice	Quiona
<b>Afternoon Activity</b>	Sanding	Scissor crafts	Beeswax craft	Drawing	Washing

In addition to the above activities, children will engage in arts and crafts activities related to our festivals and other celebrations.



# Calendar

Important dates including festivals, events, and closures, can be found in the online web calendar at <https://whistlerwaldorf.com/calendar>.

## LITTLE CEDARS (SPRUCE GROVE) CALENDAR

Little Cedars follows the Whistler Waldorf School academic calendar and is closed whenever the school is closed, including BC and National Statutory Holidays, Nov. break, winter break, Feb. break, spring break, and summer.

## THE EARLY YEARS CENTRE (SPRING CREEK) CALENDAR

The Early Years Centre is open almost all year around, with closures for BC and National Statutory Holidays, the period between Christmas and New Year's Day, Easter Monday, and a short summer vacation.

Please consult the [online calendar](#), your teacher's newsletters, and the weekly E-News for details regarding important dates.

# Cohort Scheduling and Set Schedules

The following schedules are offered:

- 2-day schedules: Monday/Wednesday OR Tuesday/Thursday
- 3-day schedules: Monday/Wednesday/Friday OR Tuesday/Thursday/Friday
- 5-day schedules: Monday – Friday

To request a schedule change (e.g. requesting M/W/F be changed to a T/TH/F program), the Admissions Manager must receive a change request in writing. The Admissions Manager may decline any enrollment change at their discretion and subject to space availability.

All changes are subject to a \$50 administrative fee.

## REDUCTION IN DAYS

A reduction in program days will only be granted in accordance with both the set program schedules (e.g requesting M/W/F be changed to M/W) and the Withdrawal Policy outlined in the enrollment agreement.

# Tuition and Fees

## TUITION & FINANCIAL OBLIGATIONS

Tuition and fee schedules can be found online at <https://whistlerwaldorf.com/admissions/admissions-information/>.

Monthly rates can vary from month to month depending on centre closures and days of care offered. The rate includes an organic snack each day and all supplies.

## TUITION

Monthly tuition fees are due and payable on the fifth of each month, or upon enrollment, in advance of care received, and are payable via pre-authorized debit. Failure to make timely payments will result in termination of your childcare space.



## **DEPOSIT**

We require a deposit at the time of registration in addition to the first month's tuition. This deposit fee will be directly applied to the last month's tuition. Failure to provide the required advance notice before termination of care will render the deposit non-refundable. Likewise, the deposit fee is non-refundable in the event the contract is terminated before care begins.

## **WITHDRAWAL POLICY**

If a child's legal guardian wishes to withdraw the child, the withdraw policy outlined on the enrollment agreement will be followed.

## **NSF CHARGES**

A charge of \$40 will be applied for pre-authorized debits that are returned to the School by your financial institution because of insufficient funds. The family must make immediate arrangement for replacement of refused payments. If acceptable arrangements are not made, the account will be considered in arrears and care terminated.

## **DISCOUNTS**

No discounts or fee reductions will be applied to tuition fees for student absences or sick days. Daily fees will not be charged for scheduled closures such as faculty professional development days and holidays.

## **ADDITIONAL FEES**

There may be additional fees required from time to time, such as fees for field trips or special projects.

## **GOVERNMENT SUBSIDIES (CCFRI)**

WWS Early Years programs have been accepted into B.C.'s [Child Care Fee Reduction Initiative \(CCFRI\)](#), as part of the Child Care Operating Funding Program, which provides a reduction of up to \$100- \$350 per month per child. This reduction is applied directly to your invoice.

## **AFFORDABLE CHILD CARE BENEFIT (ACCB)**

This funding helps families with the cost of childcare depending on factors like family size, type of care, and household income. WWS is Licensed Group Child Care (30 months – school age). To see if you qualify for the ACCB, and to apply, please follow the link below:

<https://www2.gov.bc.ca/gov/content/family-social-supports/caring-for-young-children/child-care-funding/child-care-benefit>

Contact the Licensing Manager at [licensing@whistlerwaldorf.com](mailto:licensing@whistlerwaldorf.com) to receive a program confirmation form. Upon its completion you will submit it to the government.

# Admissions Procedure

Whistler Waldorf School adheres to established policies and procedures for student recruitment and enrollment as outlined in our Admissions Policy.



## **HOME VISITS**

Students entering the program for the first time may be offered a home visit from their class teacher. Intended to strengthen relationships, these 30-minute visits are a chance for your child to meet their teacher in their safe space – home or garden – and perhaps show them a favorite place, pet, or toy. Making these connections before starting school has a positive effect on the child's relationship and entry to school.

## **WELCOME DAYS**

New students and their families will be offered a short "welcome visit" to the classroom shortly before starting the program. This is an opportunity for them to familiarize themselves with the classroom, find out where their cubby and storage basket is, bring in their indoor shoes and supplies, and generally learn what to expect on their first day.



## **PROVISIONAL PERIOD FOR NEW STUDENTS**

For all students new to the school there is a twelve-week provisional period. Withdrawals during this time can take place if the teacher or parents feel it is in the best interest of the child or the class. If the child remains past this twelve-week period, it is understood that a commitment has been made until the facility-specific withdrawal policy has been followed.

## **INCLUSION & SPECIAL EDUCATION**

WWS fosters a climate of purposeful inclusion, an environment where all can feel safe, valued, cared for, and given an opportunity to form meaningful connections with each other. We cherish the diversity of humanity, a diversity which includes differences in sex, age, race, ethnicity, national origin, ranges of neuro and physical abilities, sexual orientation, and gender identities.

Special education supports are provided as outlined in our Special Education Policy and in accordance with all Ministry of Children and Family Development requirements.

# Privacy Policy

Safeguarding personal information of parents and students is a fundamental concern of WWS. The school is committed to meeting or exceeding the privacy standards established by British Columbia's Personal Information Protection Act (PIPA) and any other applicable legislation.

# Communication

For classroom concerns, please always speak to your child's teacher first. We value face to face conversations, and so email and telephone calls are best used to arrange meetings towards resolution in case of conflict. If a conversation with the class teacher does not resolve the issue to the satisfaction of either party involved, they should contact the Early Years Chair or the Principal for further discussion.

For matters regarding programming, the school's pedagogical policies, festivals, etc. please speak with the Early Years Chair first, followed by the Principal.

For matters regarding invoicing, including the Affordable Child-care Benefit and the Childcare Fee Reduction Initiative, please contact the Finance Manager at [finance@whistlerwaldorf.com](mailto:finance@whistlerwaldorf.com).

## **THE CLASS PARENT**

You may be contacted on behalf of your child's class teacher by the class parent. They are a parent who has volunteered to assist the teacher with communication regarding special events and other tasks that support the class teacher. The class parent (or parents) also plays a key role in helping develop the greater social community of the class and may call upon you to help organize or participate in other class events.

## **THE WEEKLY E-NEWS**

Every Friday, an email is sent with important reminders and announcements regarding the upcoming week. This email is your most important tool for staying informed with what is happening in the Early Years programs and the whole school.



## THE WHISTLER WALDORF SCHOOL WEBSITE & SOCIAL MEDIA

You can find a wealth of information on the school website and social media channels including the school calendar, general curriculum outlines, admissions procedures, faculty bios, organizational structures, and links to other Waldorf information sites.

## PARENT MEETINGS AND ENRICHMENT EVENTS

Whole class parent meetings are held at regular intervals throughout the year. These meetings are very important; to miss them is to miss a vital link in the understanding of your child's education and development. It's also a chance to get to know parents of other children in the class. The class community will only be as healthy as the parent community. This health is fostered through committing to your child's education and being part of it, and we ask families commit to representing their child at each meeting.

We have an active school community and parents are also invited to take part in lectures, artistic events and enrichment activities offered.

## Emergencies

Our childcare centres each have a comprehensive Emergency Plan for response to unforeseen emergency situations, including earthquake, fire, and evacuation procedures. Teachers are trained in emergency response and conduct practices and reviews on a regular basis.

At all times whilst in care, your child will have access to staff trained in First Aid. Each facility maintains a 72hr supply of emergency food, water, and other necessities. Teachers will practice emergency evacuation drills with the students on a regular basis, as required by the BC Childcare Regulations.

In the event of an emergency, staff and faculty's first responsibility is the safety of the children in their care. As such, they may not be able to answer the phone immediately, as they will be caring for the children. Staff will call parents as soon as it is safe to do so.

It is a parent's responsibility to ensure that their emergency contact information, including phone numbers and addresses, and information for a secondary emergency pick-up person designated to pick up their child in event of an emergency is up to date in the school's student information system, BigSis.

Please contact the Early Years Licensing Manager if you would like to discuss or review the Emergency Plan further.

## Student Observations and Evaluation of Development

Regular and candid communication between parent and teacher is vital in Waldorf education.

Check-in chats (5-10 minute informal chats) are available to each family every day at pick up, within our opening hours. Please arrive before pick-up time to have a check-in chat.

Individual parent-teacher conferences are offered to all families annually. These meetings are typically 30-minutes. Teachers will communicate conference dates and times.

Written reports are prepared in the spring each year for children admitted to WWS' kindergarten program. Reports are narrative in nature, based on observations of each child, and document various curricular areas, including physical, intellectual, language, emotional and social development.



# Safe Release of Children

## INCLUDING LATE PICK-UP / NON-PICK-UP OF CHILDREN POLICY

WWS is committed to providing safe, healthy quality group childcare programs for all children. Parents are required to have contact with a staff person on arrival and departure in the Licensed Group Child Care programs. They will sign and record the time of arrival/departure on the daily attendance sheet. It is a parent/guardian's responsibility to pick up their child **by the stated end of day.**

### AUTHORIZATION OF PERSONS PERMITTED TO PICK UP CHILD

In accordance with Child Care Regulations, children will only be released to authorized persons. This includes parents/guardians, and persons over 14 years old listed as an additional authorized pick up on the registration forms, and/or persons listed as emergency contacts. A child will be released only to their parent or legal guardian unless otherwise indicated on the registration form or with written permission. If a parent has authorized a person who is unknown to the staff to pick up their child, photo identification will be checked before the staff will release a child.

In the event of a personal emergency, the designated pick-up person must notify the school as soon as possible and make alternate arrangements. Parents/guardians may call the school to notify of additional pick-up persons, but this must be followed by written permission.

### UNAUTHORIZED PERSON ARRIVES TO PICK UP CHILD

If an unauthorized person arrives to pick up a child, the child will remain under the supervision of the program staff. Staff would ask for photo verification from the unauthorized person and explain the policy that no child shall be released without written authorization from the parent/guardian of the enrolled child. If the authorized person states that they have been sent by the parent, the staff person will try to contact the parent. Staff would also document all information shared by the parent and unauthorized person. The child will only be released when an authorized person has come to pick up the child.

### COURT ORDERS

#### (custody agreements, restraining orders, etc.)

The Whistler Waldorf School recognizes that custody and other court orders that can affect a parent/guardian's access to a child can be complex. Upon enrollment, any existing custody or separation agreements are required to be copied and inserted in the child's file. Staff will abide by such an agreement. If a parent wants to change the custody or separation agreement by taking the matter to court, the current agreement will remain in force. Parents must report any changes to the school and all files are to be kept confidential.

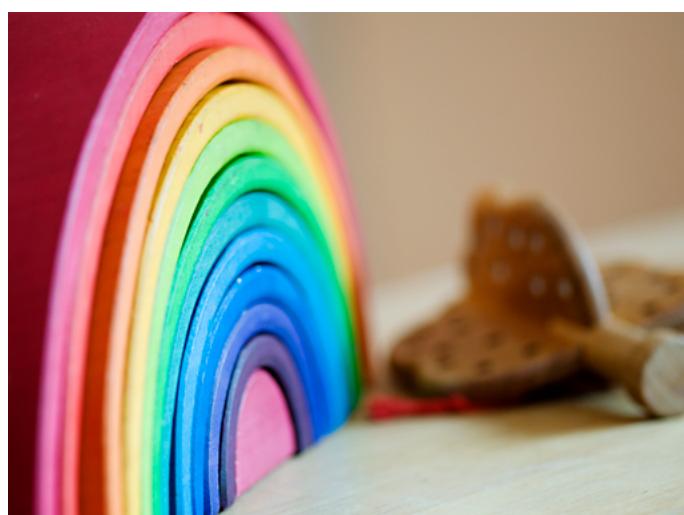
The parent with sole custody makes decisions about the child, signs consent forms, and decides who may pick up the child. If the other parent has the right to see and visit the child, then he or she has access to the child's records but does not have the right to make decisions. Parents with joint custody have the right to make decisions about the child, sign consent forms, and decide who may pick up the child. Where the parents are living separately and the child lives with one parent (with the consent of the other parent), custody is presumed to rest with the parent the child lives with. Information from the enrolling parent about custody will be considered advice that should be followed by staff. At the same time, staff cannot deny a parent access to their child. Staff will make every effort to contact the enrolling parent prior to releasing the child to the non-enrolling parent.

If one of the child's parents is under a peace bond, on probation, or the child has been apprehended by the Ministry of Children and Families, the school will uphold such an order. A copy of the order is required to be kept in the child's file. Should the order state that the parent must stay away from the child, and the parent appears at the school, staff will remind the parent of the order. If the parent refuses to leave or the safety of staff/children is at risk in the opinion of the senior staff onsite, the police may be called to uphold the order.



## **UNFIT PERSON ARRIVES TO PICK UP CHILD (under the influence of alcohol, drugs, other)**

It is the staff's legal responsibility to the extent that is possible, not to allow the release of a child to an authorized person if they appear to be incapable of providing safe care. Staff will offer to call another family member or friend. If the impaired person refuses, they will be informed that they will be breaking the law and endangering the child and that the police will have to be called. Prior to calling the police, the person will clearly be told that the police will be called immediately. Every effort to inform the police of the destination of the child and adult and a description of the car will be made. A report will be made to the Ministry of Children and Family Development if staff believe the child is at risk.



## **LATE PICK-UP/NON-PICK-UP OF CHILDREN**

WWS Little Cedars (Spruce Grove) program closes promptly at 3:15pm Monday – Thursday, and 12:30pm Friday.

- WWS Early Years Centre (Spring Creek) program closes promptly at 4pm Monday – Friday.
- Parents are required to notify Reception and/or EY Centre staff as soon as possible if they are unable to arrive by their program's pick-up time. Every effort should be made to arrange alternate pick up of your child by their authorized pick-up person.
- If a child remains in their program past the pick-up times stated above, a late fee of \$1.00 per minute thereafter will be charged.
- Parents must sign a late sheet, held by an ECE teacher, as they are leaving the program if it is past pick-up time.
- Late fees will be invoiced
- If a child is left in their program past pick-up time without notification from parents, all attempts will be made to contact the parents and emergency contacts for immediate pick-up. If no contact can be made by 3:45pm (Little Cedars, Spruce Grove) or 4:30pm (EY Centre, Spring Creek) Police Emergency Services and/or the Ministry of Family and Children's Development will be notified.
- If late pick-up is a repeated problem, care may be terminated.



# Active Play Policy

WWS understands the importance of healthy physical activity for young children. The implementation of appropriate physical activity practices supports the health and development of children in care, as well as assists in establishing positive lifestyle habits for the future.

To support children's healthy physical development, Licensed Group Child Care programs (30 month – school age) are required to have a minimum of 120 minutes of active play per day incorporated into the program. This includes a minimum of 60 minutes of outdoor play (indoor play is acceptable when weather is poor or outdoor physical space is limited). This is achieved through circle time, free play, and adult directed games both indoors and outdoors.

## FREE PLAY

We work on building a foundation to sustain a young child's physical, intellectual, and social/emotional development. Ample time for free play allows children to engage their imaginations, develop natural interests and build a strong base for creative thinking. Free play also enables children to become comfortable in their bodies and further develop their motor skills.

## FUNDAMENTAL MOVEMENT SKILLS

Through outdoor learning, children naturally develop fundamental movement skills including coordination and balance when walking/running/jumping/climbing/sliding on uneven ground and exploring natural environments. They further develop gross motor skills through shoveling, digging, and building. Children develop their fine motor skills throughout the week in activities such as knitting, sewing, painting, drawing etc.

## ADULT DIRECTED ACTIVITIES

Adult directed activities are more focused and include music and verse- accompanied by movement and gesture, practical activities of cooking, sewing and artistic activities of drawing, and watercolour painting, morning circle and story time.

# Screen Use Policy

WWS does not include any screen time for children in our Licensed Group Child Care programs.

- Children may not bring any digital screens/electronic or battery-powered devices to the program.
- Parents are asked to refrain from using cell phones, cameras and/or digital screens in the licensed group childcare facility. Employees may remind parents from time to time.
- Employees model appropriate use of screens by not using screens (smart phones, smart watches, tablets, computers, etc.) whilst directly caring for children, indoors or out.
- Employee cell phones and other electronic devices are required to be turned off/switched to silent mode during hours of direct care provision with children.

- Employees may use their device during their break, or as required by the administrative side of their job, for example, carrying a cell phone on a nature walk for safety purposes, or using a camera for program photos.

The capacity to imagine is compromised by media images and screen time. Additionally, the child develops a passive relationship to the world and may be exposed to content that is inappropriate for their age.

We ask parents for their support in helping to foster the creativity of the young child. We ask for protection from television, movies, videos, computers, and all the over-stimulation of the modern world which invade the realm of childhood. While parents ultimately decide how much screen time their children will have, we recommend no screen time at all for children in the early years.



# Behavior Guidance Policy

WWS is committed to the personal growth of its children by providing the opportunity to develop self-disciplined and positive behaviours in a caring, supportive environment. Each child will be encouraged and supported to develop positive relationships and learn social skills. Our fundamental aim is to provide a safe and healthy learning environment in accordance with all licensing regulations.

A restorative practices approach reflects the central value our school community places on relationships among students, between teachers and students, and teachers and parents. This approach sees conflict as an opportunity for students to learn about the consequences of their actions and to develop empathy with others. A restorative approach values the person while addressing negative behavior.

## BOUNDARIES AND GUIDELINES

- We respect each child in our programs as a unique individual who needs the security of a safe and caring environment to grow and develop. The framework for this is a consistent rhythm of activities within which there are expectations of appropriate behavior, clearly given in a tone of loving firmness.
- The overriding principle of “this is a safe place for everyone” is clear and consistent.
- Expectations in behavior are clearly stated in positive terms and upheld imaginatively in stories and imaginative pictures.
- Expectations are reasonable and age-appropriate (e.g. waiting for a turn).
- Limitations are framed in positive terms (e.g., “that is a great game, and we can play it outside when there is more space”).
- Expectations are stated clearly, rather than as questions (e.g., “It’s time to get dressed for outside now”), though at times the child may be given a limited choice to avoid a struggle (e.g., “we all wear our mittens outside; you may choose a pair from the spare basket”).
- The focus of redirection is on the behavior rather than the child (e.g., “the babies in the house get frightened when it is so loud”, “the pony’s feet hurt if they get banged so hard on the floor”).
- Alternate activities are offered when possible (e.g., “let’s build a new house over here”).



- Care plans: If a child has a care plan that includes instructions regarding behavioral guidance, staff must ensure that any behavioral guidance given to the child is consistent with those instructions and if the behavioral guidance includes the use of restraints, these are administered only by a person who is trained in the use of and alternatives to the use of, restraints.

## PROBLEM SOLVING

As teachers, we maintain awareness and proximity to the children to let them know we are a resource.

We model problem solving for them by:

- Acknowledging their feelings when we make an intervention (e.g., “I know it’s hard to wait for your turn, but we need to wait for Sophie to finish”).
- Helping to verbalise what was wanted and seeing if we can facilitate a solution from the children themselves. Stating the problem and the question can empower the children to do this (e.g., “I see that you would like to use the boat now...but Thomas have you finished with it? I wonder what we could do?” or “Thomas is not quite ready for visitors, but he might be very soon”).
- Redirecting: This can help children to begin to monitor their own needs (e.g., to know when they need a quiet or artistic activity rather than social time).
- Making positive statements of desired behaviours (e.g., “how beautifully the cloths are all folded. They look just like a rainbow!” or “when the fishing lines are so neatly wound in the basket it makes it easier for the sailors”).



## STRATEGIES FOR CHALLENGING BEHAVIORS

Teachers typically use the following strategies for managing challenging behaviours.

- Maintaining an age-appropriate healthy rhythm to provide security and a predictability
- Increasing attachment- connecting actively with the children and moving in close when needed
- Anticipating possible behavior issues and redirecting. If necessary, ensure that the child has their own safe space for a time.
- Knowing the child's triggers
- Offering activities involving sensory integration or physical movement as a way to express tension or redirection
- Ensuring that transitions are calm and as joyful as any other activity.
- Being aware of some children's need for food and drink at other times than snack.
- Reinforcing the rules of "This is a safe place for everyone" verbally and imaginatively

If a child causes physical or emotional harm to him/herself or others, a teacher will verbally ask the child to move to another area. If the child does not move on their own and it is not appropriate to move the other children, the teacher will attempt to redirect the child to the designated area. If there is a significant health and safety risk, the teacher will carry the child to the calmer area in order to allow the child to calm down and refocus. If the teacher needs to physically carry a child, licensing will be contacted, and an Incident Report will be filled out.

### The following strategies will NOT be used:

- Corporal punishment is not allowed at Whistler Waldorf School. This includes but is not limited to shoving, hitting, or shaking by staff or another child, or confinement or physical restraint by another child.
- Confinement or physical restraint by an employee, except as authorized in a child's care plan if the care plan includes instructions respecting behavioral guidance. If the use of restraints is required, that the restraints are administered only by a person who is trained in the use of, and alternatives to the use of, restraints.
- Harsh, belittling, or degrading treatment by staff or another child, whether verbal, emotional or physical, that could humiliate the child or undermine the child's self-respect.
- Separation, without supervision by a responsible adult, from other children.
- As a form of punishment, deprivation of meals, snacks, rest, or necessary use of a toilet.
- Sending a child home is not a permissible strategy for managing aggressive or unusual behaviour and will not be used as a form of punishment. If a child displays repeated aggressive or unusual behaviour that poses an immediate and significant risk to the safety or wellbeing of themselves or others, or compromises the supervision ratio, they may be sent home. Likewise, if a child's behaviour communicates significant distress which teachers are not able to alleviate within a reasonable time frame, the parents will be contacted, and the child may be sent home.

Staff must ensure that a child is not, while under the care or supervision of Whistler Waldorf School, subjected to emotional abuse, physical abuse, sexual abuse, or neglect. We encourage families to ask about guidance and discipline methods as questions arise.



# Student Illness Policy

Childcare programs are important for children's social, emotional, behavioral, and early learning development, and are vital for working parents. Furthermore, it is recognized that group environments are important in building the immune systems of young children, and that young children typically experience many non-threatening illnesses, such as colds, per year. This policy follows current recommendations of best practice and seeks to reduce the risk of serious illness in the childcare environment, while balancing the need for accessibility.

## ENVIRONMENTAL MEASURES

Childcare staff will seek to reduce the risk of transmission of illness and disease through common best practices, including Food Safe procedures in the preparation and serving of meals, regular cleaning and sanitizing, regular hand washing, and instruction in respiratory etiquette.

## DETERMINING WHEN TO SEND (OR KEEP) A CHILD HOME

The general rule of thumb for determining whether a child can attend childcare is whether they are well enough to participate in regular program activities and are not showing symptoms of potentially serious conditions. Parents **must keep their children at home** or seek alternative care arrangements for the following conditions:

- Pain- any complaints of unexplained or undiagnosed pain.
- A common cold with listlessness, runny nose and eyes, coughing and sore throat. Once the child's temperature, well being and energy have returned to normal, the child may no longer be contagious, and may be able to return to the child care facility even though coughing and runny nose may persist. Generally speaking, a person who catches a cold can spread it to others for one day before symptoms appear, and about five days after the cold symptoms (above) begin. If the symptoms (runny nose and eyes, coughing) are caused by a known allergy (e.g. hay fever, asthma) the child is not contagious and does not have to be excluded.
- Difficulty in breathing- wheezing or a persistent cough.
- Fever (100 degrees F/38.3 degrees C or more) accompanied by general symptoms such as listlessness or sluggishness may be an early sign of an illness that requires a doctor's attention.
- Sore throat or trouble swallowing.
- Infected skin or eyes, or an undiagnosed rash.
- Headache and stiff neck (should see physician).

- Unexplained diarrhea or loose stool (may or may not be combined with nausea, vomiting or stomach cramps). These symptoms may indicate a bacterial or viral gastrointestinal infection which is very easily passed from one child to another via the fecal-oral route. The child should be kept home until all symptoms have stopped.
- Nausea and vomiting may be early signs of illness.
- Severe itching, dry skin of either body or scalp if caused by head or body lice or scabies.
- Children with known or suspected communicable diseases, including COVID-19.

In summary, a child must be kept at home (or taken home) when the child is:

- suffering from one or more of the above symptoms, or
- not well enough to take part in the regular programs of the facility.

### **Ultimately, the care of a child who is ill is the parent's responsibility.**

See Sneezes and Diseases (Conditions and Diseases tab), Vancouver Coastal Health's online resource, for fact sheets on common conditions. <https://sneezesdiseases.com/>

If a child becomes ill while in care, the parents/guardians or authorized pick-up person will be contacted to take the child home. Measures taken to make them as comfortable as possible and kept apart from other children. A child who is ill will not be left unsupervised.

## COMMUNICATION OF ILLNESS AND COMMUNICABLE DISEASES

Parents/Guardians should inform the facility about this diagnosis or exposure so they can warn other families about the potential spread of illness or disease. Parents and guardians must inform the facility within 24 hours of:

- the diagnosis of a serious illness or communicable disease in their child, or
- the exposure of their child to a serious illness or communicable disease in any other member of their family.

Facility staff will immediately notify the parent of a child who becomes ill while in care and will notify the local Medical Health Officer within 24 hours of it coming to their attention that a child enrolled in the facility has a reportable communicable disease. Childcare staff will follow the measure given by the Medical Health Officer when communicable diseases are present.



# Injury and Reporting Suspected Child Abuse

Teachers and staff are required to report to Licensing Officer or Medical Health Officer under the Community Act (#55) any unexplained injury to a child. Please inform the teacher of any injury or accident to your child. This should occur in writing or by email well ahead of the beginning of the school day.

If your child becomes ill or injured beyond the need for simple first aid over the course of the school day, the school will notify you to pick up your child and take them home.

Where an injury requires attention at the emergency medical clinic, we seek to inform the parents immediately, but if parents cannot be contacted, we will accompany an injured child to the clinic. It is important that parents keep their personal contact information up to date through the parent portal in the school's [student information system](#). This includes daytime contact numbers and pertinent details of their child's health, including current physician, medical numbers and any allergies. We also ask that you provide a 3rd emergency contact number in the event that the parents or guardians cannot be reached.

## Medication Policy

For the first 24 hours, the parents must give a new prescription or over-the-counter medication to the child at home. This allows the parents to observe how the child reacts to a new medication. If a child requires medication while at school and they meet the requirements of our illness policy, the parent will complete a 'Permission to administer medication' form. No medication will be given unless this form is completed in full, and it meets the following requirements:

- The medication is in its original container, with the pharmacist's label marked with the child's name.
- The medication is a new prescription and has not expired.
- The child has received the medication for 24 hours prior and the parents have not observed any unusual reactions.

Over-the-counter medication will be administered if:

- A physician has recommended it in writing.
- The medication is in its original container.
- The medication has not expired.
- The child has received the medication for 24 hours prior and the parents have not observed any unusual reactions.

All medication is to be kept in a locked bag, inaccessible to children, with a 'Permission to administer medication' form. Please do not provide your children with medications or remedies for self-administration. They will be given back to the parents by the teachers. Some exceptions can be made for students needing inhalators, Epipens, etc.

If your child requires regular medication, we ask that you provide a two-day supply, clearly labeled, with a letter of permission to administer the medicine, to the office before your child begins the program.



# Toileting

Children enrolling should be well on their way to being toilet trained. In practical terms, that means that they are not wearing diapers or pull ups during the day, and toileting accidents are the exception rather than the norm. Children should generally recognize when they need to go to the toilet and be responsive to prompting by staff. Children should be able to use a toilet, not a potty. Step stools and seat-inserts are provided to help with comfortable seating. Please speak with staff about any particular toileting cues your child may use, or concerns about toileting that you may have.

## Rest Time and Nap Time

Waldorf early childhood education recognizes adequate rest time as a vital part of a young child's day. Time to rest, even nap, is built into our daily schedule. After lunch, the whole program will quietly rest for at least 30 minutes. We provide comfortable mats and teachers help set up cozy little spaces for each child. Children bring their own crib sheets, blankets, and pillows to use.

## Food and Drink Policy

Eating nutritious food is an important part of each child's day. Food provided by the WWS will be mostly organic and selected in accordance with Canada's Food Guide requirements. We work with the children to prepare healthy snacks together, usually a cooked cereal, baked bread or organic grains with fruits and/or vegetables.

Parents are asked to pack a wholesome, nutritious lunch for their child with minimal packaging and free of corporate logos, cartoon characters etc. which are a distraction to the learning environment. Candy and/or pop are not allowed at school. We do not have warming up/reheating facilities, so please pack food in a Thermos in order for it to stay warm, if required. We do not have refrigeration facilities, so please pack food with an ice-pack to stay cool, if needed.

Sample weekly menus are as follows. Any individual needs such as food intolerances and family diets (religious or otherwise) are catered to through children packing their own lunches and not sharing food.

Monday	Tuesday	Wednesday	Thursday	Friday
Fresh fruits/ vegetables	Fresh fruits/ vegetables	Fresh fruits/ vegetables	Fresh fruits/ vegetables	Fresh fruits/ vegetables
Brown rice, soy sauce & butter*	Quinoa*	Vegetable soup*	Whole wheat bread*	Oats, honey & raisins *

\*subject to change at any time



## ALLERGIES

There can be children and staff at WWS with severe, life-threatening allergies (anaphylactic reaction). If not treated immediately, an anaphylactic reaction causes shock, suffocation, and death within minutes of the allergic reaction commencing. Simply touching a surface that has had an allergen product on it can generate these life-threatening reactions. We seek your support in creating a safer environment.

- If you are informed by your class teacher that a certain allergen-causing food must be avoided in your child's classroom, respect that request and do not provide that food.
- Encourage your child to not share or swap their food or drink bottles with others.
- Encourage your child to wash their hands before and after eating.

See also: WWS Anaphylaxis Policy



## MEALTIME ENVIRONMENT

Snack time is a social time and, just as at home, we prepare the table together and wait until all have finished before we move on to the next activity. The children are brought together through transition songs, lighting a candle and a blessing at the beginning of each meal. The candle helps to set the calm atmosphere and a blessing reminds us to be grateful for the food we have and for the people or animals who have worked to bring it to us. It helps us to come together in a united spirit of gratitude.

# Whistler Waldorf Early Years Logo and Dress Code Policy

Our Early Years environment is one where we wish to encourage and nurture reverence and a strong relationship to the living images and ideas that the Waldorf curriculum strives to provide. We value the importance of warmth, comfort, and simplicity and ask that the clothing the students wear to school reflect these values.

Our intention is to inspire individual creativity and expression and to create and nurture a healthy learning environment by limiting visual distractions and excessive marketing messages, whilst maintaining a spirit of expression and openness around dress.

- All clothes and shoes should be marked clearly with the child's name.
- Students should come to school dressed appropriately for the weather.

- At school festivals and concerts, teachers may request students to wear certain clothing.
- All tops have straps.
- Legwear is mid-thigh or longer in length, opaque, and without large tears or holes.

Please help your child (and the planet) by avoiding fabrics containing plastic. Children are very active and tend to sweat and overheat in unnatural fibers. You can help support warmth by dressing your child in layers, especially in the autumn, winter, and spring months.



# Lost & Found

A Lost and Found basket is located in the wooden box in the Fieldhouse at Spruce Grove, and near the entryway in the Early Years Centre, Spring Creek. All contents will be given to charity at various times in the school year, so please check it regularly for your belongings.

## Toys

Personal toys, books, and treasures should be kept at home since they may become lost or damaged and are very distracting to students. However, please talk to the teacher about a special treasure or toy that your child would like to share with the class.

## Home Life

For your child to benefit fully from their time in the Early Years programs, they need to be well rested. Please try to ensure that your child has adequate sleep. Parents should inform the class teacher if there are any changes in home life that may affect a child's behavior such as parent absences, serious illness in the family, the death of a family member, the need for medication, or other such information.

### **EXTRA-CURRICULAR ACTIVITIES**

Young children need time to play, both by themselves and with friends. At school, there is a rich program of activities, art, music and movement. We recommend limiting the number of extra classes outside school until the child is older.

### **VOLUNTEERS**

Volunteers are an integral part of the workings of the WWS Early Years and beyond. Parent volunteers assist in many ways, including fairs and festivals, special class projects, fundraising, committee work and school maintenance.

### **DOGS**

Dogs can be very protective of their families and in some cases, children may be afraid of them. If you are bringing your pet onto the school grounds it must be kept on a leash and attended to at all times. Better yet, please leave your pet in the car or at home. No dogs are permitted inside the school or our gated gardens.

### **CELL PHONES AND CAMERAS**

Please be aware that our Early Years classrooms are cell-free zones for parents and caregivers.



## SUPPLIES LIST FOR WWS EARLY YEARS PROGRAMS

All items brought to school shall have the child's name on them, and be free of characters, logos or batteries.

Children will need to bring the following items to LEAVE at school

- A pair of indoor shoes with soles that grip, that children can take on and off independently should be left at school.
- A full extra set of indoor clothing, including 2 pairs of underwear and socks, to be kept at the school in a cloth bag
- A warm blanket, natural fibres if possible, for their rest time.
- A small pillow if needed, for rest time.

Children will need to bring the following items EACH DAY they attend the program:

- A water bottle
- A lunch box, in a container they can independently manage. Refrigeration or heating individual lunches or snacks is not available at either site. Please pack lunches with an ice pack if you would like it to remain cool, or in a thermos for warmth.
- A hat: in cool weather, a toque or beanie. In sunny weather, a brimmed sun hat to protect from UV rays.
- Wet weather clothing: rain boots, raincoat, rain pants (or 'muddy buddy/newt suit waterproof onesie) is required on damp or rainy days.
- Snow boots, snow pants, insulated jackets and gloves are required in the winter months.
- 2 pairs of gloves are recommended, as little hands get cold easily, and we play outside at least twice a day.

## CONTINUATION OF SERVICES & COVID-19 CLOSURES

We will continue services as we can, dependent on the health of our ECE caregivers as well as upon the advice and direction of Vancouver Coastal Health Authority (VCH). With limited staffing, and strict BC Licensing regulations regarding staff qualifications, if a staff member becomes ill, we may need to temporarily close the program with one day or less notice until they become well again. You would need to have an alternative care plan available. A credit would be made to financial accounts for functional closures due to staff illness.

From **September 1, 2020** there will be no refunds available if a child must self-isolate because of COVID-19 or respiratory illness symptoms. Tuition will be payable as for a normal day of illness.

If a site-wide closure is mandated by the health authorities, the remainder of the month during the period of closure is payable and non-refundable; this is to ensure we are able to pay our staff and overhead expenses for the remainder of that month.

The content included in this handbook is reviewed annually and subject to change as WWS deems appropriate and necessary. From time to time you may receive notice of new or modified policies or procedures.



