

# All School Parent Handbook



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## 2021-2022 Faculty Contact List

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# Halton Waldorf School – All School Parent Handbook

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## **OUR MISSION**

Our mission is to enrich and strengthen each child’s potential to become a knowledgeable, reflective, and compassionate citizen of the world.

We support a maturing sense of self and relationships to others and the world, and cultivate a lifelong love of learning.

Based on the insights of anthroposophy and the understanding that human beings have a body, soul, and spirit, both pedagogy and curriculum aim to develop capacities of thinking, feeling, and willing in each stage of childhood.

## **OUR VISION**

Halton Waldorf School is a school community in which students become thoughtful, resourceful, confident young people who are prepared to navigate the world with resilience and a sense of purpose and belonging.

We provide a holistic educational program of humanities, math, sciences, world languages, music, and movement, as well as fine, practical, and performing arts, in a vibrant experiential learning environment that is connected to nature and community.

## OUR VALUES

We are committed to being an inclusive community rich in diversity of spiritual, cultural, and socio-economic backgrounds.

Parents, teachers, board, and administration work together to support the mission, vision, and values of the Halton Waldorf School.

We cultivate gratitude, reverence for the earth, and appreciation of beauty. We are stewards of our social and natural environment.

We strive to listen actively and to bring courage and humility to our interactions, working out of consensus wherever appropriate.

We are committed to innovation and continual improvement to best serve our students and community.

*This statement of the Mission, Vision, and Values of Halton Waldorf School was developed with participation from parents, administration, faculty, and board members and was approved November 3, 2016.*

[www.haltonwaldorf.com/mission](http://www.haltonwaldorf.com/mission)

## INTRODUCTION

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### History

The Halton Waldorf School was founded in 1983 by a group of parents from Halton, Peel and Hamilton, with the support from the Toronto Waldorf School and the Waldorf School Association of Ontario. It was the second Waldorf School in the Greater Toronto Area.

The Halton Waldorf School opened its doors in September 1984 with a Kindergarten. The school was located in an old school house in Campbellville. A grade was added each year, and in 1992 the first Grade Eight class graduated. In 1988, a Waldorf Kindergarten was started in Oakville, initially under the auspices of the HWS, later becoming an independent entity, the Lakeshore Waldorf Kindergarten. In 1999, the Lakeshore Waldorf Kindergarten and the Halton Waldorf School joined to become one school.

The school moved to Burlington in January 2000 and is located on a wooded piece of property, close to the urban areas and the rural lands of Halton. The purchase of the property and the building of the school were supported through fundraising events, and donations. In 1999, the Halton Waldorf School became a full member of the Association of Waldorf Schools in North America (AWSNA). In 2011 the school became a full accredited member of AWSNA. Last year we celebrated our 35<sup>th</sup> anniversary of the school, and 20 years in our current location.

### School Organization

The Halton Waldorf School is an independent, non-profit organization that is unique in its form of governance and administration. Waldorf schools are 'self-administered', with teaching staff involved in the administration and governance of the school. Waldorf schools model collaborative leadership and explore forms of governance that meet current and future needs of society. Our organizational form includes a cooperative structure, committee involvement, decision-making based on consensus or dialogue, and regular review. The participation of faculty and/or staff on the Board supports our ability to fulfill our educational mission and strengthens the health of our organization.

## Waldorf Education and Anthroposophy

Founded in Germany in the early 20<sup>th</sup> century, Waldorf education is an independent and inclusive form of education based on the insights and teaching of renowned anthroposophist, artist and scientist Rudolf Steiner. Evolving from a profound understanding of the human spirit and human development, Waldorf education is regionally adaptive and has grown to include hundreds of schools worldwide.

The term 'Anthroposophy' comes from the Greek anthropos-sophia or 'wisdom of man'. Rudolf Steiner used this term to describe a path of study, meditation and practiced observation that is accessible to all human beings and that can awaken them to their own inner nature and to the spiritual realities of nature and the cosmos. Anthroposophy is not taught in a Waldorf school, but is a guide for the work of the adults in service of the children.

## SCHOOL PROCEDURES

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### I. Schedule

#### School Hours

8:25am - 3:25pm

#### Early Dismissal

Tuesday                      Grade 1 - 12:45pm  
Thursday                     Grade 1 & 2 – 12:45pm

The Faculty recommends that students in Grade One and Two go home on these afternoons to ease the transition from kindergarten to the grade school. An Afternoon Care program is available for students who need to stay. Please provide the Class Teacher with a note from a parent or guardian each time you need your child to stay, unless your child stays on a regular basis.

#### Daily Schedule – Grade 1 to 4

8:00am	Playground supervision begins
8:25am	Bell rings
8:30am -10:25am	Main Lesson
10:30am-11:15am	Period 1 - Snack & Recess
11:20am-12:05pm	Period 2
12:10pm-12:55pm	Period 3
1:00pm-1:45pm	Period 4 – Lunch & Recess
1:50pm-2:35pm	Period 5
2:40pm-3:25pm	Period 6
3:25pm	Dismissal
3:45pm	Playground supervision ends
3:45pm-6:00pm	Aftercare

#### Daily Schedule – Grade 5 to 8

8:00am	Playground supervision begins
8:25am	Bell rings
8:30am-10:25am	Main Lesson
10:30am-11:15am	Period 1
11:20am-12:05pm	Period 2 – Snack & Recess
12:10pm-12:55pm	Period 3
1:00pm-1:45pm	Period 4
1:50pm-2:35pm	Period 5 – Lunch & Recess
2:40pm-3:25pm	Period 6
3:25pm	Dismissal
4:00pm	Playground supervision ends
3:45pm-6:00pm	Aftercare



## Arrival and Drop Off

Procedures currently under review for the coming school year.

## Travel To/From School Unaccompanied

Please provide a letter to the class teacher and office giving permission for your child to walk to/from school unaccompanied. Students must inform a duty teacher before leaving the school property.

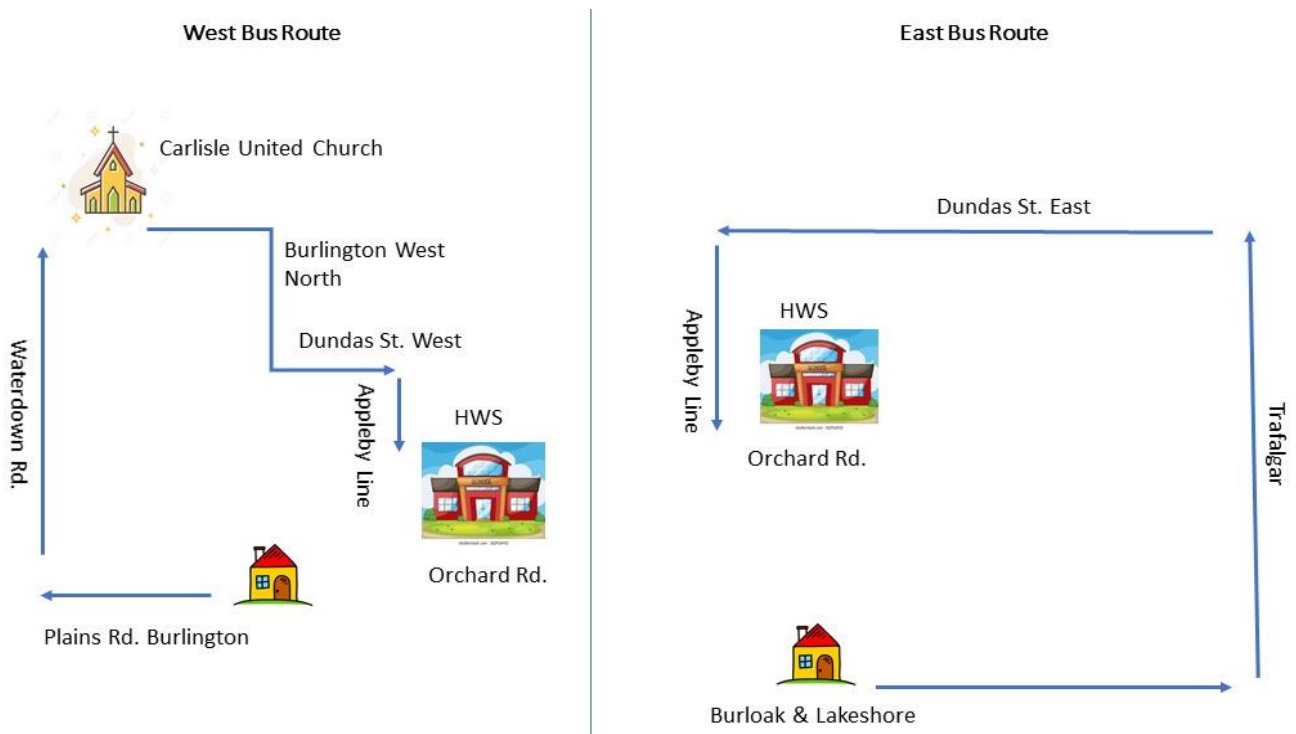
## Car Pooling

Please inform class teachers and the office of regular carpool arrangements. Please provide a written note if there is a change in carpool arrangements. It is not possible for the office to make last minute changes regarding carpools and social arrangements. Please make these the night before and inform your child.

## Bus Service

We encourage families to utilize the bus transportation offered by Halton Waldorf School. The cost per family for the bus service is \$2,000 per school year for full service (morning and afternoon) and \$1,000 per school year for half service. Students are asked to wear a mask on the bus and siblings are seated together.

Our bus service is offered on two routes – West and East. Please see below for the current routes. Our routes may change slightly due to interest in ridership.



Please direct bus questions to: [reception@haltonwaldorf.com](mailto:reception@haltonwaldorf.com)

For the 2021-2022 school year please also refer to the Health and Safety COVID-19 Handbook for more information about bussing protocols.

### **Delays in Pick-Up**

On occasions when parents are unavoidably detained (traffic jams, bad weather) students will be brought to aftercare at 3:45pm. Fees will apply for this service.

### **Absences and Late Arrivals**

Regular and timely attendance is essential for the academic and social life of the child. Students who arrive late miss an important part of the school day and disrupt the class. We ask parents to support their children in understanding the importance of punctuality and good attendance.

Please call the office before 8:30am if your child is going to be late or absent. Students arriving after 8:30am are required to check in at the office so we are assured of their safe arrival. Office staff will contact the parents if their child has not been noted as absent or late and has not arrived. The attendance data is part of the Ontario Student Record (OSR).

### **Schedule Changes**

Please communicate schedule changes to the office in writing or by phone. These include picking up your child early, having someone else pick up your child, and absences.

Your child's education should not be interrupted by absence, except in cases of illness. Family vacations should be planned to coincide with the regular holiday schedule of the school. If it is necessary to take children away from school during class time, consult with the class teacher prior to the event. It is not the school's procedure to provide work for vacationing students during regular school times.

### **School Closure due to Inclement Weather**

Due to inclement weather we may cancel school buses or call a snow day. Our parents, students and teachers commute from a wide geographic area which will impact the decision to close school. If the school closes parents will be notified by email and an announcement will be posted on our website homepage by 6:30 am.

## **II. Additional Programs & Activities**

### **After School Care**

The After School program runs each day, Monday to Friday from 3:45pm - 6:00pm. Parents may enroll their children in the program for regular or occasional attendance. Regular users register at the beginning of the school year and receive one invoice for the year. Occasional users are invoiced monthly. Please contact the office for the fee schedule.

### **Art Therapy and Therapeutic Eurythmy**

We offer Art Therapy and Therapeutic Eurythmy to support students in their academic work, social skills or personal development.

Requests for educational support come from the class teacher, subject teachers and parents. Parents are asked to complete a consent form and provide payment before the session begins.

## **Strings and Ensemble**

We regret to share with you that this year due to our COVID restrictions we are not able to offer ensemble lessons or provide spaces in the school for individual cello or violin lessons.

We would like to encourage all students who play string instruments to continue with their lessons throughout the school year outside of school hours with your teachers.

## **Class Trips**

As part of the curriculum students participate in off-campus activities. These may include, but are not restricted to skiing, community work, concerts, day trips and extended class trips. These activities are part of the academic and pedagogical work, strengthen the social life of the class and often provide an opportunity for personal growth. Attendance is not optional. Parents are required to sign an annual travel authorization form in order for the child to participate. In addition, they will be asked to sign forms for overnight trips or trips that need special considerations. Parents may be asked to assist with driving. Notice of field trips will be given by the class and/or subject teacher. Only students enrolled at HWS and in that class may attend the field trip unless previously arranged by a teacher. The student Code of Behaviour applies to all field trips. Police checks are required for any adult accompanying overnight trips.

## **Ski Days**

Students in Grades Five to Eight participate in ski-days that offer instructions and practice of skiing and snow-boarding at Glen Eden. This is part of the curriculum and all students are expected to attend.

\*As a result of COVID-19 we are still in the process of determining which class trips will be able to go ahead during the coming school year. Communication will be shared with families as decisions are made regarding class trips.

## **III. Health and Safety**

### **Illness**

A parent will be called if a child is unwell and not able to participate in school activities. Please **do not** send your child to school if he/she is not feeling well or has an infectious condition. When returning to school after an illness, please ensure your child is well enough to participate in all school activities, including outdoor play.

Waldorf teachers are invested in the whole child and welcome observations you wish to share about your child's health, sleeping habits, stresses and home life.

\*For the 2021-2022 school year please also refer to the Health and Safety COVID-19 Handbook which outlines additional measures being implemented by the school due to the COVID-19 pandemic.

### **Contagious Diseases**

If a student contracts a contagious disease (chicken pox, strep throat, lice, pinworms etc.) please notify the school immediately so that other parents and staff can be informed. A student must stay home until the illness is no longer contagious.

The school may inspect students for head lice from time to time. If it is discovered that a student has head lice, the parents will be called to pick-up their child. Any student who contracts lice or pinworms must be under effective medical treatment before returning to school. The school may ask for a doctor's note. Students must be free of nits and lice before returning to school. Students must report to the office before returning to class.

### **Medication**

Students taking medication during school hours must have written permission. In case of an accident, staff will not administer any medication, unless written permission is on file. A consent form for prescription medication can be requested from reception.

### **Allergies**

If your child suffers from life threatening allergies (anaphylaxis) let the office know immediately and inform yourself of our Anaphylaxis Policy (can be requested from reception). The school will take reasonable measures to adapt the school environment to accommodate anaphylactic students. **The Halton Waldorf School is a nut-free school.**

### **Student Health Information Form**

A completed Student Health Information Form must be filed with the office each year. If a student has special dietary or health concerns, these should be stated clearly in writing on the form. The information on this form is used to contact parents and/or initiate medical care in the event of an emergency. If there are changes throughout the year, please notify the office immediately with updated information.

### **Lost and Found**

Lost clothing is located at the office. Unclaimed items are donated to charity at the end of each month. Labeling is essential to ensure against losing valuable items. The school is not responsible for lost or stolen items.

## **SCHOOL POLICIES & GUIDELINES**

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These policies and guidelines are applicable to all students and are written with grade level students in mind.

### **Food, Snacks & Lunches**

Please help your child start the day with a wholesome breakfast and pack nutritious snacks and lunches for your grade school child.. For students in the After School program please pack an extra snack.

In order to protect students who may have an anaphylactic reaction to nuts and/or peanuts we offer a nut-free environment. Please do not send your child to school with chocolate, candy, pop or any other food with high salt or sugar content. Chewing gum and bubble gum are not permitted on school premises. We encourage litter-free lunches by the use of refillable and recyclable containers.

Please note that students will not be permitted to share any food items as a result of the COVID-19 pandemic. Please ensure to send you child(ren) with enough food for the school day.Students are required to bring a **reusable water bottle** to school each day.

## HWS Waste Management Policies

To support our sustainability philosophy, HWS has a mandatory Waste Reduction/Sorting and Green Procurement policies.

**A. After Zero Waste-** reusable drink & food containers and **Reuse-** school dishes, we sort our waste 4 ways

1. **GreenCart** – Compostable paper- cardboard tubes, paper cups/plates, tissue/parchment/waxed papers, facial tissue, paper towels, wooden cutlery/toothpicks, Popsicle sticks & all food waste.
2. **Recyclables** – Bottles, cans, drink boxes (no straws) juice/milk cartons, cardboard, aluminum trays/foil, plastic coffee cup lids, yogurt/pudding/clamshell containers, margarine tubs, etc.
3. **Garbage (Landfill)** – Straws, plastic wrap, bottle caps, plastic cutlery, diapers, stickers (from fruit), granola bar wrappers, gum, yogurt tubes, Juice “jammer” pouches...
  - Since some families live outside the Region of Halton, there are sorting posters & signage showing where waste items go. Please ask if you are unsure.

### **B. Green Purchasing for Events:**

When buying for Mayfair, Christmas Fair, bake sales, etc. please consider zero waste first.

1. **School dishes are available to loan for smaller events** - Birthdays, Grandparents Festival, Graduations, Class play parties, etc. They are stored in the PA room and there is a sign out sheet. Just wash and return for next event.
2. If single-serve is used, **buy paper/waxed cups** as they can be composted.
3. **Do not purchase “Styrofoam” or PLA cups** as they are garbage.

**Prior to your event: Set up a GreenCart/beige kitchen catcher, blue box & small garbage can side by side.**

**After event:** Empty into larger bins in hall closet. When closet bins are full, take to storage shed & bring back empty bins to hall closet.

Waste reduction: We promote **Waste Free Lunches daily** and because we have **clean drinking water from our water filling stations**, children must bring a reusable water bottles that can be refilled at school. Please do not send single use water bottles.

**These policies apply to all classrooms, offices and outdoor & indoor events.**

Thank you for supporting and role-modeling responsible waste management for our students.

### **Shoes & Clothing**

Please dress your child according to weather conditions. Outdoor play is part of the daily routine for all students and takes place in most weather conditions.

With younger students, please send a complete, labeled change of clothes to be left in an extra bag in the classroom.

We require that all students have a pair of indoor and outdoor shoes. Indoor shoes must fit tight and have solid soles (no flip flops, high heels or slippers).

## **Personal Dress & Appearance**

Teachers and staff make an effort to create an environment in the classrooms and in the building to support the healthy development of the students. We ask that the personal dress and appearance support the school's pedagogical values and a safe and healthy learning environment. We ask that students' dress and appearance be age appropriate and **free of consumer driven or media images**. With changing fashion it is not always possible to identify each detail of the dress code. The list below is a guideline that will help parents and students to balance individual preferences with a positive learning environment.

- Students are not permitted to wear sundresses, tank tops, tube tops, halter tops, see-through shirts, tops that ride up, off the shoulder shirts, low-cut t-shirts or any apparel that is considered too revealing.
- Skirts and shorts are to be approximately mid-thigh length. No floor-length dresses. Running shorts or spandex shorts are not permitted.
- Pants must fit properly with no extra-wide legs or excessive length (dragging on the floor). Sweatpants must be in good condition. Undergarments are not to be exposed at any time. Pajama bottoms are not permitted.
- Winter wear requires hats, warm jackets and proper hand and footwear.
- Torn, frayed or sloppily mended clothes are unacceptable.
- Hats, caps or any head covering (except for religious reasons), as well as sunglasses are not to be worn inside the classroom.
- Clothing with crude designs and messages and/or advertising are considered inappropriate and are not permitted.
- Appropriate footwear must be worn and laces must be tied. No flip-flops, high heels or sandals that could be a safety hazard. No open shoes in woodwork. Indoor shoes must be worn at all times when inside the school.
- Hair must be clean and out of the eyes.
- Modest make-up and nail polish are permitted for Grades Seven and Eight only. Hair colour and highlights must be in keeping with the students' own hair colour.

Parents are asked to guide their children in appropriate choices for school clothing. Even when a student chooses to remove a layer of clothing, the dress code still applies. Students who wear inappropriate clothing, turn shirts inside out or, where appropriate, take off the article of clothing. The faculty and staff will make the final decision of appropriateness.

## **Homework**

Homework is given in the upper grades. It is designed to be meaningful, to strengthen the student's work habits, and to develop their ability to work independently. Parents can support this aspect of their child's learning by providing a quiet space, a healthy rhythm in the home life, and by insuring their child meets deadlines.

## **HWS Student Assessment**

As a Waldorf school we give consideration to the individual student's quest for wholeness and knowledge through the development of the faculties of thinking, feeling and willing. Teachers create learning opportunities through imitation, explicit instruction, repetition, storytelling, deliberate observations and discovery, self-directed learning and independent working. Each teacher at HWS makes daily observations of children's interest level, skills level, work ethic, learning style and social interaction.

Academic assessment is an on-going process for class and subject teachers who meet regularly to discuss student progress and share both successes and concerns. In addition to this rigorous daily observation of HWS students' progress, we have certain check-points to assess the development of each child as they move through the grades. Formal assessment gradually increases as student's progress.

### **Developmental Readiness**

Kindergarten children are assessed using an anthroposophical view of the child, to determine the degree of readiness for the grade school curriculum and structure. These assessments are done collaboratively with kindergarten teachers and a Waldorf Educational Support specialist. Results go to parents and the rising grade one teacher.

### **Developmental Progress**

During the grade two year, our Educational Support specialist meets individually with each child to assess and identify any physiological barriers to learning that might be overcome by strategies given to the class teachers, educational support, therapeutic support through Art or Eurythmy, or referrals to outside support (ie. Developmental Optometrist, Hearing Specialist, Psychological Educational Assessment, etc.).

### **Academic Proficiency Checkpoints**

All students from grade 1-8 receive an end of year report from their class teacher as well as from each subject teacher, which in narrative form gives a description of each student's progress in every subject. In the upper grades; 6, 7 and 8, we also give parents a mid- term report assessing the student's progress in all lessons in the winter term before the February interviews.

In grade four, during the fall term, the class teacher assesses each child's reading ability together with any other reading teachers of the class. Results are presented to all faculty. During fall interviews, parents are informed of discoveries especially if it is deemed necessary that extra measures need to be taken, such as additional help from home or outside tutoring. In the early spring term of grade 5 the students are assessed to determine their readiness for the upper grades – 6, 7 and 8. These tests include components in reading comprehension, creative writing, spelling and numeracy. Another component involves specific observations from the class teacher.

### **Marking, Grading and Testing**

In the early grades, teachers guide students in correcting their work as they create it. From about grade four on, regular take-home assignments are given, as well as spelling tests both of which will be marked, with corrections expected from the children. In the upper grades; 6, 7, 8, expectations increase for students to stay up to date with their main lesson books, homework assignments, independent projects and book reports. These are now assessed more overtly by teachers using letter or number grading with helpful comments and reflection.

Evaluations are made of main lesson books assessing content, completion and quality. More formal testing begins and the students write tests from their main lesson blocks as well as from some subject lessons.

### **Probation Policy**

All new students and all students entering grade one at Halton Waldorf School are subject to a probationary period of three months. This policy is included in the contract signed by the parents. During the probation period on-going communication between the class teacher and the parents will take place

to bring forth any difficulties, either behavioural or social, and every reasonable attempt will be made to work with the student and the family.

At any time during or at the end of the probationary period the faculty decides and will inform the parents if the decision is one of acceptance. This will be followed up with a letter on school letterhead. If the decision is one of further provisional enrollment or dismissal, a meeting is scheduled with the teacher, the parents and the faculty chair and the reasons for the decision are given. The decision is followed up by a letter sent to the parents outlining the new provisional enrollment period or the reasons for dismissal.

### **Electronic Devices**

We choose to restrict the use of electronic devices in order to maintain and promote an environment that supports the pedagogical and social goals of Waldorf education. We do not allow the use of electronic devices by the students while at the school. This includes, but is not restricted to iPods, electronic games, cameras and cell phones.

Any exception for lengthy car drives or train rides in the upper grades, or for projects, will be at the discretion of the teacher.

### **Television, Internet & Other Media**

The Halton Waldorf School full faculty encourage parents to limit their children's exposure to electronic media; television, computer, tablets, and phones, as much as possible. Waldorf schools work with developmentally appropriate curriculum and activities to help children thrive and blossom as they grow. We believe the well-being of the child is increased when their open imaginations are guided by human interaction with caring adults and peers rather than electronic media impressions. It is the view of the Halton Waldorf School faculty that school-aged children learn and grow with greater health when access to electronic media is kept to the barest possible minimum. We appreciate every endeavor by parents to support this limited exposure to electronic media in their daily home lives.

### **Recording at Events**

Throughout the school year, students participate in many assemblies and plays. Preparation for these events and student performances are part of the curriculum and highlight some of the work of the students. Relatives and friends are welcome to enjoy these performances as they occur but we ask that they not be filmed or photographed without clear instruction from the teacher arranging the performance. Student performances are to be enjoyed in the moment and a video rendering changes their intention and meaning. If a performance is to be photographed, it should be arranged in advance by the teacher involved.

### **Money at School**

We discourage the students from bringing money to school, except when specifically requested to do so. The school is not responsible for money or valuables that are lost on the school premises.

### **Pets**

Pets are not allowed in the school building. Pets on school property must be on a leash and in the care of a responsible adult.



## STUDENT CODE OF BEHAVIOUR

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### **Reverence, Respect and Responsibility**

Throughout all of the artistic, social, and academic work at HWS, the students are encouraged to develop reverence and respect for the world around them. The cultivation of wonder and gratitude begins in early childhood through imitation and is fostered throughout the grades. The curriculum and pedagogy of the grades continues to promote respect and reverence for the living world. Opportunities to develop and strengthen the will of each student lead to a healthy growth of responsibility and accountability. At a Waldorf school, discipline finds its place first and foremost with the class teacher who develops his/her knowledge of each student through observation and meditative practices. This connection with each student enables the teacher to find the right approach to the individual situation and builds healthy relationships based on trust and respect. The faculty work collaboratively during weekly meetings to support all of the students in the school.

### **Expected Behaviour & Attitudes**

While allowing for differences between classes and individuals, there remains some basic school wide agreement on what is acceptable behaviour. The familiarity of understood rules creates a sense of security within which the freedom of the individual student is fostered. If boundaries and form are clearly understood by all, a breathing space is created in which mutual respect and understanding can arise, and the authentic needs of the students can be met. The following rules and expectations apply to school sponsored events and class trips.

### **General Expectations**

- Everyone's personal safety and well-being is foremost.
- Treat teachers, staff, parents, and students with the same courtesy and respect.
- Find peaceful ways to resolve disagreements and request the help of teachers/staff if necessary.
- Speak in a polite and courteous manner.
- Listen to a faculty/staff member who finds reason to speak with you, and follow directions given.
- No physical fighting.
- Verbal abuse, profanity and/or aggressive physical behaviour are never acceptable.
- Malicious practical jokes and teasing are not acceptable.
- No throwing of snow or ice on school property.
- No matches, lighters, fireworks and caps.
- Penknives or other tools brought to school for class purposes must be handed to class teachers upon arrival at school.
- Remain on school property during school hours.
- Walk, not run in the school.
- Treat school property and the belongings of others with care and respect.
- Help to keep the classrooms, washrooms and the school grounds clean and tidy.
- Use of the photocopier and phone is available to the students with permission from the class teacher.

### **In the Classroom**

- Be at school and in the classroom on time for every lesson.
- Conduct yourself during the lessons in such a way that the teacher can teach the whole class.
- Complete class work to the best of your ability.

- Respect the rules or expectations that a teacher may set for the class.
- Keep schoolbooks in good order, up to date, and in good condition.

### **Playground Rules**

- Students go outside every recess unless given permission to stay inside by the teacher.
- Students must be within sight of the supervising teachers and the boundaries of the play area.
- Branches must not be broken off trees. Sticks may not be used as swords, guns, etc.
- Students are not to climb trees.
- “GT’s”, snowboards, roller blades, skateboards, remote controlled toys and/or other toys of any sort from home are not permitted unless the class teacher gives permission.
- Play and games involving physical contact are allowed when permission has been given and the activity is supervised. These following basic rules apply:
  - Students must be the same physical size.
  - They may not come from behind one another.
  - They may not touch the neck area.
  - Each participant must agree to the activity.
- No playing on the front lawn and street side of the school at any time.

### **Before and After School**

- Bikes and scooters must be walked in the parking lot.
- Skateboards and rollerblades are not to be used on school property.

### **Discipline & Consequences**

When students cross the boundaries of acceptable behaviour, the teacher involved will manage the situation and support the student and the group as a whole.

Students may lose privileges or recess time or be removed from the class for a period of time if these procedures seem to be useful in helping the student regain self-control. The main point of any disciplinary measure is to help awaken the child to the error of his/her behaviour, to help them return to appropriate behaviour and to maintain a safe and healthy learning environment for the class.

In case of on-going problems, teacher will seek the cooperation of the child’s parents and work together with them to find a satisfactory solution. The teacher may enlist the support of a mentor or another faculty member.

### **Suspension & Dismissal**

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#### **1. Suspension:**

If students are involved in behaviour that presents a consistent breaking of school rules, bullying, profound misbehaviour, and especially in cases of physical fighting or violence that result in injury to another or damage to school property the following steps will be taken. Each step must be documented by a member of faculty involved and class teacher:

- A conversation between the student(s) and teacher is held and appropriate consequences determined by the teacher. If physical fighting or violence is involved, a warning is given and the student is informed that subsequent incidences will result in a suspension.
- A meeting will be arranged with the parents and followed up with a letter confirming the results of the conversation and consequences.

- A report is written up and given to full faculty at the next pedagogical meeting.
- Should a second violent incident occur, parents will be immediately informed and a meeting arranged. The student(s) will be given an at home suspension for 1-3 days. A work assignment of some kind is given and must be completed.
- A report is written up and given to full faculty at the next meeting.

## **2. Dismissal:**

The School reserves the right to dismiss a student where the continued attendance of that student would not be in the best interests of that student or the school.

The school also reserves the right to dismiss a student where his or her behaviour seriously jeopardizes the ability of the School to guarantee the well-being and safety of its students, or interferes with learning.

### **2.1. Dismissal in response to violence, fighting or profound misconduct**

The teacher or staff member who observed violence, fighting or profound misconduct writes a detailed report and informs the class teacher and the faculty chair group. Parents will be informed immediately of the incident and the possible consequence of dismissal, preferably in a face to face meeting, otherwise by phone, and in writing. The decision of dismissal is made by the Pedagogical Circle. The school reserves the right to suspend the student immediately until the final decision has been made.

### **2.2 Dismissal because the school can't meet a student's needs**

In certain circumstances the school is unable to meet student's educational needs. After a number of meetings with parents and colleagues and having tried various approaches to support the student, the class teacher will inform the Chair Group who will bring the proposed decision to dismiss the student to the Pedagogical Circle.

## **GOVERNANCE & SCHOOL ORGANIZATION**

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Our self-administered school depends on the participation of many different bodies to inform the overall governance of the school:

The *Faculty* are the teachers as a group carry responsibility for the life of the school in conjunction with the administration.

The *Collaborative Circle* is made up of members of the three realms of the school. This group meets weekly on Tuesdays. This circle is a decision-making body of the school. Consultation and input where indicated by the decision-making matrix is gathered. The Circle informs and takes responsibility for implementation of decisions. The CC is tasked to support the needs of each of the three realms of the school: Pedagogical, Administrative and Community Resources.

The *Pedagogical Meetings* of the Early Childhood, Grades and High School is a weekly meeting for all faculty members and staff with the focus on study and pedagogical work. The pedagogical meeting includes curriculum study, child study and attention to daily details of classroom work in the grade school.

## **Faculty Committees**

*Community Life:* supports and initiates activities that strengthen the school community.

*Mentorship and Evaluation:* coordinates the development and evaluation of all teaching faculty members. The Administrative Director is responsible for the evaluation of administrative staff.

*Recruitment and Selection:* includes three faculty members and includes at least one of the following roles: Administrative Director, Pedagogical Director and the Human Resources Manager. These three official roles carry the responsibility for personnel matters.

*Professional Development:* prepares PD days, study and artistic activities. It also follows up on evaluations and coordinates professional support for faculty and staff.

*Discipline Ad Hoc Committee:* oversees proper process should there be discipline issues with faculty or staff members.

*Ombuds Committee:* provides members of the school community with an opportunity to appeal the process that has led to a decision by board, faculty or administration.

## **Board of Directors**

Board members are parents and friends of the school, plus two to three faculty members, the Administrative Director and the Pedagogical Director (exofficio roles). They do not represent any “interest groups” but work for the well-being of the school as a whole. They bring a commitment to Waldorf education and often specific expertise and knowledge that is needed to address the tasks of the Board. New Board members are chosen by the Board, with Faculty input, from a list compiled by the Board Development Committee. The Board Handbook provides more information on how the Board works.

The Board of Directors is the decision-making body for the financial and legal realm. The Board has several committees that support their work.

### Committees of the Board:

- Finance
- Development (Fundraising]
- Tuition Adjustment
- Site Development

## **Parent Association**

The Parent Association represents all parents in the school. It seeks to promote a sense of community within the school, while supporting one another and our children. The Parent Association encourages families to take an active role in our school and the education of our children.

Class Representatives form the governing committee of the Parent Association. They meet once a month and all parents are welcome to attend. A faculty member joins these meetings as advisor and provides a connection to the faculty. The class representatives are selected by the Class Teachers and take an active role in strengthening the connection between the parents of the class and in supporting the teachers.

An Executive Group comprised of the Chair, Secretary and Treasurer facilitates the work of the Parent Association with input from the Class Reps. Parent Association Committees take on responsibility for certain community events. The Chair of the Parent Association is a member of the Board.

To learn more about our Parent Association, please email: [PAChair@haltonwaldorf.com](mailto:PAChair@haltonwaldorf.com)

## **CLASS TREASURER RESPONSIBILITIES**

*Approved (by Leadership) Dec 1, 2014*

### **Day-to-Day Responsibilities**

- 1) Hand/Computer Ledger - this is where the Treasurer enters Debit/Credit entries that they are aware of e.g. Seed Money/ Invoices paid/ Parent fees etc.
- 2) Notes/Worksheets - Information about upcoming events/ trips e.g. Where, When, Cost, Who's Paid etc.
- 3) Receipts/Invoices/Communications – Keep a copy of all receipts, invoices and communications organized and documented for recourse and clarification if ever requested by teachers/parents/administration.
- 4) Seed Money - In Sept. each class will receive money from the school for class incidentals (amount depends on the Grade). Add this to the Treasurers Ledger and watch for the amount you receive.

### **September Meeting between Teacher and Class Rep & Treasurer**

Discussion should take place about parent budgeting & the collection of money;

1. Trips - How Many? / Where? / Costs? / Affordable to Parents? Trips are decided by the teacher in consultation with the Parent Rep and Class Treasurer
2. Expenses - Materials / Supplies
3. How to deal with "Parent Financial Difficulties"
4. Discussion setting up parameters around how to help families in need of financial assistance
5. How will money be collected?
6. Encourage families to set up account on the **Cashless system** or cheque – NO CASH

### **Procedure for Recovering Class Expense**

- 1) Give receipt/invoice to class treasurer
- 2) Treasurer will e-mail Finance Administrator (and cc the parent being paid) requesting a cheque for the amount owing and the reason for payment – must be followed up with invoice/receipt.
- 3) Print a copy of the email & file in communications

### **Ledgering / Balancing of the Account by the Treasurer**

1. All entries must be added to the Treasurers Ledger i.e. expenses, money from fundraisers etc.
2. Once a month (end of month) the Finance Administrator will email a ledger print out and a cashless print out for the treasurer to balance/reconcile it to the Treasurers ledger. If there are any questions or discrepancies, they should speak to the Finance Administrator to clarify and balance the account.
3. Follow up with a friendly e-mail reminder to parents who have not paid yet
4. Fundraisers- The treasurer is responsible for transferring 40% of the profits to the Parent Association. An email must be sent to the Finance Administrator and copied to the PA Chair and the PA Treasurer requesting a transfer to the PA Account with the amount and which fundraiser it pertains to.

## **Administrative Staff**

The administrative staff includes the Administrative Director, Pedagogical Director, Finance Administrator, Admissions Manager, Advancement and Communications Officer, Human Resources and Operations Manager, High School Coordinator and Front Desk Coordinator.

Our administrative staff manages the day-to day operations of the school and supports the governing bodies along with community engagement and the overall sustainability of the school.

## **COMMUNICATION**

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### **Calendar**

The school calendar provides an overview of the year, supplemented by regular updates through the weekly email. The calendar includes professional development days, holidays, meetings dates for the board and class reps.

### **Weekly e-newsletter**

The school newsletter is shared on Wednesdays each week and shares information from the school.

### **Parent Mailing**

Mail is sent home regularly with the oldest child in the family. Weekly email updates provide information on upcoming events.

### **Annual General Meeting**

These meetings are designed to familiarize parents with our school and the education we provide. We require attendance of at least one parent at each meeting. There are at least two evening meetings per year. They provide an opportunity for the Faculty and the Board to address financial, pedagogical and organizational questions.

### **Parent Evenings**

There are three to four annual parent evenings for each grade class. The teacher offers insights into child development and the class curriculum and often includes an artistic activity. Class meetings are an opportunity to discuss specific pedagogical questions as well as practical issues, e.g. class trips or support to the class. We request attendance of at least one parent and strongly recommend attendance of both parents at all class meetings.

### **Parent Teacher Conferences**

Individual parent-teacher conferences are scheduled twice a year, at the end of October and in mid-February. These interviews are important for maintaining open communication about each child's progress and development. Parents are expected to attend and meet with the class teachers and subject teachers. Additional parent-teacher meetings can be requested by the teacher or parent if needed.

### **Reports**

A written report on the grade students' progress is provided at the completion of each academic year. This report includes a detailed description of the student's progress by the class teacher and written comments from each of the specialty teachers. A mid-term progress report is sent home in February for the students in Grades Six to Eight.

Letter and number grades are gradually introduced in Grades Six, Seven and Eight and are used to indicate achievement on main lesson work and assigned projects.

The school maintains an Ontario Student Record (OSR) for each student according to the guidelines of the Ministry of Education and Training.

### **Communication with Teachers**

At the beginning of the school year the teacher will inform parents of when and where they can be reached. In addition to the class meetings held three times per year, teachers provide written communications via letter or e-mail to inform parents of what is happening in the classroom.

Any concerns that require longer conversations should be addressed in pre-arranged meetings. Please refrain from lengthy conversations before and after school or when a teacher is on recess duty.

### **Parent Questions and Concerns**

We value healthy communication in all aspects of the school's life that model a civil society and learning community for our students. It is natural for concerns to arise within any school system, and we ask that such concerns be communicated in a productive and constructive manner.

We seek to create an environment that supports growth of all members of the community and we are first and foremost committed to what is best for the students, and the school as a whole.

Please note, that more than one group may be involved in complex issues, and that resolutions of questions or concerns sometimes require patience and basic understanding of the roles of the governing bodies of the school.

### **Parent/Teacher Concerns:**

#### *Procedure for Concerns about a Specific Student or Class*

It is hoped that most questions and concerns will be resolved in the first step, the parent-teacher meeting.

1. If a parent or teacher has a question or concern, they can address these in a phone call or a meeting. Parents contact their child's class teacher directly. If the concern relates to a subject class, parents contact the subject teacher directly. The class teacher, the subject teacher or the parents may ask for a meeting. The teacher may request that both of the child's parents be present during these conversations. The teacher or parent(s) may request that the Faculty Chair for that section of the school or the Pedagogical Director join the conversation to add a broader perspective.
2. The Section Chair will take the concerns to the Collaborative Circle who will review the situation.
3. Recommendations will be brought to the teacher and parents involved. Written follow-up will be provided.
4. If these recommendations for a solution are not accepted by the parent(s) or the teacher, the **Collaborative Circle** will review the situation and make the final determination as to a solution.
5. If there is still no resolution the matter could be referred to the Ombuds Committee.

### *Procedures for Concerns About the School as a Whole*

The following procedure is applicable when a parent has a concern about the school as a whole, usually regarding non-pedagogical matters. It is hoped that most issues concerning the whole school will be resolved by meeting with the Administrative Director or Pedagogical Director or both.

1. The first step a parent should take is to initiate a meeting with the Administrative Director or Pedagogical Director to share concerns. The Administrative Director or Pedagogical Director will listen and gain clarity about the nature of concern, and will work with the parent(s) to establish an action plan.
2. After the meeting, if either the parent, the Administrative Director or Pedagogical Director, does not feel that the concern has been resolved, the parent or the Administrative Director or Faculty Chair may request that another staff member or a member of the Board join a second meeting to add a broader perspective.
3. If either the parent or the governance representative (Faculty Chair, Administrative Director, Board member) do not feel that the concern has been resolved, they agree that the governance representative will write a summary of the concerns and solutions that were reviewed.
4. The written summary will be reviewed by the Board of Directors and the Collaborative Circle who will review the situation and make the final determination as to a solution.

### **Expectations for Adult Communication**

All adult interactions, large and small, should build a healthy environment for students learning and serve as role model for adult behaviour.

- Speak directly with the party involved when you have a question or concern.
- Focus on issues, not individuals. Keep an open mind. Ask questions first.
- E-mail, voicemail and a fast-paced lifestyle present new challenges to effective and civil communication. We ask that email be used for organizing or confirming meetings or other practicalities. It should not be used to discuss pedagogical questions or concerns.
- Be mindful of the amount of time an individual concern may take.
- Demonstrate care and respect for each other.
- Schedule appointments if a discussion is needed instead of dropping by or raising concerns in public settings.
- Respect that teachers need to focus on the children before and at the end of the day and during recess duty.
- Understand that conversations may be documented and that a third person may be present.
- Verbal, physical or sexual harassment will not be condoned or tolerated.

### **Ombuds Committee**

The Ombuds Committee provides members of the school community with an opportunity to appeal the process that has led to a decision by Board, Faculty or Administration. The Ombuds Committee is made



up of a Faculty member, a Board member and a former parent. After the Ombuds Committee ascertains that all other avenues have been exhausted it requests that the person submit the complaint in writing. The Committee will review relevant documents and will meet with all parties that were involved in the decision. If the Ombuds Committee finds serious concerns with the process on how the decision was made it will recommend that the original issue be taken up again by the appropriate governing body. This may or may not lead to a different decision. The Ombuds Committee maintains confidentiality and is committed to be fair and objective.

## **FINANCIAL INFORMATION**

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### **Tuition**

Each year, the Finance Committee recommends a tuition level based on the needs of the coming year and the prospective enrolment. The Board of Directors sets the final figures and notifies current and new families of the new tuition fee, by February. The school has an annual, bi-annual and monthly payment plan, with a slight reduction incorporated for the annual payment, if paid by May 1<sup>st</sup>. Overdue payments are subject to a monthly interest charge of 1% on the outstanding balance.

If amounts are not paid after 60 days from the original date due, the student will not be allowed to attend school. Re-enrolment will be at the sole discretion of the school after payment in full has been made or an alternative payment plan has been arranged and honoured by the parent.

In addition to tuition, there is a supply fee to cover incidental costs.

### **Tuition Adjustment**

Families unable to afford full tuition may apply for tuition adjustment. Further information regarding tuition adjustment and application forms is available in the office.

Tuition adjustment will be decided by the Tuition Adjustment Committee, after review of the application form and a personal interview. Families who benefit from the tuition adjustment program are required to support the school, to the best of their abilities, beyond the usual involvement in community activities to either earn or save money for the operating budget.

Tuition adjustment is granted on a yearly basis and families need to re-apply in a timely manner.

All information is kept confidential.

### **Payments & Accounts Receivable Policy**

*Approved by Board – Feb 25-13*

This policy is designed to ensure that the financial health of the school is maintained while working to meet the unexpected situations that may arise from time to time with families. It outlines the responsibilities that exist for families in the payment of their tuition and all other fees they may be responsible for at the school and the requirements if a payment is missed or their account becomes delinquent. This policy is overseen by the Board of Directors and reviewed annually.

Once a contract is signed it becomes a binding contract between the school and the family.

Expectations of HWS contract holders:

1. To honour the terms of their contract.

2. To notify the Finance Administrator of any changes to banking information. All direct-debit payments are submitted by electronic file during the last week of the previous month; therefore, we need to know immediately when changes occur. Each family can make one change per year to their information. After which a \$20 administration fee will be charged for additional changes to payment information.
3. To pay all outstanding fees prior to start of any subsequent school year, including but not limited to tuition fees.
4. To pay therapy invoices, trip fees, aftercare charges and all other costs incurred at HWS **on receipt of the invoice.**
5. To bring to the attention of the Finance Administrator any concerns about their account in a timely manner.

In all cases, contract holders can expect that this policy will be applied to their circumstances with respect and fairness.

### **Missed/Returned Payments**

If a tuition payment is missed or returned, we expect the contract holder to replace the payment within 15 days. A \$25 fee will be charged on all NSF/Returned payments.

### **Delinquent Accounts**

An account will be deemed delinquent if an invoice is more than 90 days overdue. At this time a 1% per month interest charge (12% per annum) will be charged. Once an account is considered delinquent, the contract holder will be required to submit an Alternative Payment Plan. This plan may be established to cover the missed payments or may create a new payment schedule for the outstanding amount plus any remaining balance in the contract. Each plan requires approval by the Finance Office. Once an Alternative Payment Plan is established, it replaces the payment schedule in the original contract and becomes a new binding agreement between the school and the contract holder. If there has been no Alternative Payment Plan established after 90 days, immediate student withdrawal will be required.

### **Fundraising**

As a non-profit organization and registered charity, a thriving community is vital to the health of our school. Gifts of all sizes enable us to grow our programs, reinforce our infrastructure, enhance our faculty, and reaffirm our commitment to build socioeconomic diversity. We believe that Waldorf education has a ripple effect – educating confident, compassionate students helps to strengthen families and create empathetic communities.

### **Annual Fund**

Our Annual Fund helps bridge the gap between tuition revenue and the increasing costs of operating our school. This year we have set a goal of \$50,000 for our Annual Fund which will be dedicated to supporting our:

- Program Enhancements
- Capital Infrastructure
- Faculty Development and Teacher Training
- Tuition Assistance Program

## **100% Participation**

We strive to have 100% family participation in our fundraising efforts. Regardless of the size of the donation, your contribution demonstrates your support of our core values and mission. Every gift, no matter the amount, is received with gratitude and appreciation. With your help, we can keep our school thriving. To learn more about how you can contribute to Halton Waldorf School, please contact:

Angela Marlatt, Advancement & Communications Officer

Phone: 905.331.4387 ext. 58 Email: [angela.marlatt@haltonwaldorf.com](mailto:angela.marlatt@haltonwaldorf.com)

## **SCHOOL AND COMMUNITY LIFE**

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### **Community Events**

Parents play an important role in supporting the social fabric of our school. There are many opportunities throughout the year to gather in small groups, with individual classes, and with the entire school community to learn and deepen our understanding of Waldorf education, and support the education of our children. Please refer to the school calendar for these events.

Participating in other aspects of the school's life, such as committees, class events, performances, and meetings, offers further opportunities to strengthen the community, your child's educational journey and meet your individual interests.

### **Parent Volunteers**

Due to the independent, self-administered structure of our school, faculty and parents share the tasks and joys that comprise the on-going function of our school. Volunteers are an essential part of life at the Halton Waldorf School. We invite every family to consider how they might offer their gift of time and expertise to the school. It is a personally rewarding experience and allows everyone the opportunity to participate in the children's education and solidify our connections as a community. Your contribution as a volunteer is as vital to the school's well-being as tuition. For further information and volunteer opportunities please contact your class rep or the administrator. Volunteers for overnight trips require a Criminal Record Check that includes a Vulnerable Sector Screening on file.

### **School Committees**

Important work would not take place without the many committees and the hard-working parents and friends of the school who contribute and take responsibility for aspects of the school's life. Our school as an organization and the education of our children is strengthened by the deeds of each individual making a contribution to the community.

If you are interested in serving on one or more of the committees, please speak to one of the chairs, or to our Administrative Director.

### **Tomtens - Halton Waldorf School Store**

Tomtens offers a wide range of Waldorf items and products that reflect the values of Waldorf education. More details will follow on the operations of our school store.

Please note: For the 2021-2022 school year we will need to make adjustments to our seasonal festivals, assemblies, days of significance and celebrations. More information will be provided to the parents and school community closer to the dates for these events.

## **Festivals**

The celebration of seasonal festivals forms an integral part of the Waldorf school year. Their purpose is to provide nourishment for each individual as well as to bring the community together. While sometimes similar in form to traditional festivals, it is the intention of festivals in a Waldorf school to contribute to the inner development of the children, transcending specific denominations or traditional religion. The festivals also offer an opportunity for the children to share a small piece of their classroom work. Students may be asked to wear 'concert dress', black pants or skirts and white blouses/shirts. Most all-school festivals are celebrated by the grade school community.

In addition to all-school festivals, a class may celebrate festivals and events as they are related to the curriculum or to a particular tradition that is important for the teacher and/or a family of the class. If you wish to share some of your cultural or religious traditions with the class of your child, please contact the class teacher.

Parents are welcome to attend festivals. Please consider that space in the community room at all-school assemblies is limited. If you wish to join, we request that you arrive on time and not leave during the assemblies so as not to interrupt the mood created by students and teachers.

## **Opening Day Assembly**

We welcome the students back to school and honour the new Grade One students as they cross the threshold from kindergarten into Grade school. The children hear a story from the Grade One teacher and each Grade One student is welcomed by a Grade Eight student with a flower.

## **Michaelmas**

Celebrated on or near September 29 Michaelmas takes place near the autumnal equinox when day light grows shorter. The festival is named for St. Michael, known as the protector of humanity, who inspires universal human qualities of courage, initiative and steadfastness. The grades students engage in a St. Michael Play, community activities and co-operative games. In nursery and kindergarten, the emphasis is on celebrating the harvest and appreciating the gifts of the Earth.

## **Remembrance Day**

During our assembly on November 11 we remember those that have contributed to a peaceful world and remind us of possibilities for hope and change.

## **Martinmas**

This festival is celebrated on or near November 11 and recognizes the beginning of deep darkness and winter. St. Martin was a Roman soldier who sought to share his light with others. The children make lanterns as an effort to bring their inner light to this darkest time ahead. Kindergarten and Grade One and Two students celebrate this festival with a lantern walk and Grade Two offers a play about St. Martin.

## **Advent**

Advent is a festival of preparation, quiet waiting and listening for what is to come. Throughout Advent there are four assemblies. During the first week, the mineral kingdom is the focus of our gratitude and the first candle is lit on the Advent wreath. The second week is the celebration of the plant kingdom, the realm of life and growth. The third candle is lit with recognition of the animal kingdom, finally the fourth

candle is lit in recognition of the human spirit.

A special celebration of Advent in the kindergarten is the Advent Spiral, presenting a visual picture of the inner journey of our soul. As each child journeys inward along the advent spiral, made out of green boughs, towards a central flame, so each of us is walking towards an inner light, turning within, to make it our own and bring it into the world.

### **Chanukah**

This Jewish festival of light coincides with one of the Advent assemblies we will honour it by lighting the menorah and telling a story from the Jewish traditions.

### **St. Nicholas**

We celebrate St. Nicholas in the German tradition where he is accompanied by his servant Ruprecht and visits each class, encouraging them in their work, and handing out goodies.

### **Santa Lucia**

Santa Lucia is a Swedish festival. It is sometimes celebrated at HWS, with the intention to bring light at the time of darkness.

### **Parent Festival**

Students from all classes present seasonal and classroom work for the parents on stage.

### **New Year Assembly – Three Kings Day**

When returning in the New Year we celebrate our coming together as a community and look forward to all that the New Year brings. We remember the Three Kings, or Three Wise Men, who overcame many hurdles to find their path and direction in life.

### **Easter Festival**

This is celebrated when school resumes after Easter Monday. We share in the joy of spring, of rebirth and transformation.

### **Grandparents and Special Friends Day**

On this day students share some of their work with grandparents and special friends. Our guests are invited to share some snacks and will visit the classrooms.

### **Rose Ceremony**

This ceremony honours the graduating students of Grade Eight. The Grade One students, who were welcomed by the Grade Eight students at the beginning of the year, now say farewell to them.

### **Last Day of School- The Big Handshake**

On the last day of school students and faculty gather one last time to share some highlights of the classroom work and line up for the big handshake to say good bye to each other for the summer.

### **Sharing Assemblies**

These assemblies are an opportunity for the grades to share aspects of their classroom work with each other. They happen several times throughout the school year.

## **Class Plays**

Every class performs a play that is connected to the curriculum and reflects the social and developmental needs of the students.

## **Birthday Celebrations**

Throughout the year, there are special celebrations and traditions in each grades and kindergarten class to honour a child's birthday. You may be asked to provide a special treat for your child.

## **Community Celebrations**

In addition to the festivals that arise out of the pedagogical work, there are some days when we celebrate together as a school community, inviting also our neighbours and the wider community. The fairs are also fundraising events for the school.

## **Welcome Picnic**

In September, the Welcome Picnic offers new and current families an opportunity to get to know each other, to share food and have fun.

## **Christmas Fair**

An event organized by the Parent Association for students, families and friends where you can enjoy activities for the children, vendors, good food, and magically transformed classrooms.

## **May Fair**

A day to celebrate the arrival of Spring with good food, activities, vendors and a traditional maypole dance.

## **Halton Waldorf School Affiliations**

The Halton Waldorf School is part of a national and international community of Waldorf schools and institutes.

It is a full member of the Association of Waldorf Schools of North America (AWSNA). The Association of Waldorf Schools of North America provides support to over 200 Waldorf schools and institutes in Canada, the US and Mexico. Members of the Association are committed to on-going learning, and undergo a regular process of self-study and peer-review, such as accreditation.

## **Related Organizations and Initiatives**

Anthroposophical Society (or Branch)

Association of Waldorf Schools of North America

Camphill, Angus, Ontario

Edgehill Country School

Hesperus Village – Seniors Affordable Housing Residence

The Everlasting Tree School – Waldorf Initiative, Six Nations Grand River Reserve

The Village Market - TWS

Westdale Children's School

## **Neighbouring Waldorf Schools and Institutes**

Waldorf Academy, Toronto

London Waldorf School, London

Rudolf Steiner College Canada (RSCC), Richmond Hill  
Toronto Waldorf School, Richmond Hill  
Trillium Waldorf School, Guelph

### **Learning more about Waldorf Education**

Our school and faculty try to provide various ways for interested parents and friends to learn about the Waldorf school curriculum and the thinking that lies behind it. These opportunities are valuable for families new to or interested in Waldorf education as well as for current families who want to gain further insights into the developmental stages of their growing children and how the Waldorf curriculum meets their needs.

*Open Houses* are an excellent opportunity to look at the classroom work of students in all classes and to speak with class teachers, kindergarten teachers and subject teachers.

*School Tours* are offered the first Tuesday of every month. Participants visit classes during main lesson and get a sense for classroom work 'in action'. They are followed by refreshments and an opportunity to talk further about what was observed or any other questions.

*Lectures and Workshops* are offered throughout the year by HWS faculty or experienced teachers from the wider Waldorf school community.

*Parent Evenings*, organized by the class teacher, provide a more in depth look at the curriculum, and the approach taken during that year to meet the needs of the developmental stages of the children.

A *Parent Lending Library* in the main lobby is available to all parents at the school. Please contact the office if you wish to borrow books. Please note that the parent lending library temporarily closed as a result of COVID-19.

### **HALTON WALDORF ANAPHYLAXIS PLAN 2012**

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Anaphylaxis is a severe allergic reaction that can lead to rapid death if left untreated. The Halton Waldorf School's allergy plan has three components

- Information and awareness
- Avoidance
- Emergency Response

#### **1. INFORMATION AND AWARENESS**

##### **Board**

The Board of Directors will be made aware of the legal responsibilities towards the children with life-threatening allergies and the Halton Waldorf School's anaphylaxis plan will be reviewed annually by the Board.

##### **Faculty**

Every faculty member and staff member in the school:

- will be educated about the identification of children with life-threatening allergies and the need for absolute avoidance of the allergen

- will be educated about the strategies required to minimize risk in the school environment;
- will be educated to recognize the symptoms of exposure to the allergen and the absolute necessity of responding immediately to these symptoms; will be educated about the action required in the event of an anaphylactic emergency.
- Volunteers, bus drivers and other people in contact with the anaphylactic child will be educated as outlined above.
- Faculty will ensure that students with anaphylactic allergies will be brought to the attention of the full faculty circle and to the classroom parents to increase the awareness of the student's needs and to increase the willingness to support the student. All faculty and classroom parents are to be informed prior to a child with an anaphylactic allergy visiting the class as part of the application procedure.

### **Administration**

- Administration will create and maintain a file of consent forms, waivers, physician's instructions and alert sheets for each child with a life-threatening allergy. Alert sheets will be posted in the child's classroom and in key locations throughout the school.
- Administration will provide the school's insurance broker with the consent forms, waivers and alert sheets for each anaphylactic child.
- Administration will develop and maintain the emergency plan in consultation with parents, teachers, family physicians and public health nurses.
- Administration will coordinate the strategies (e.g. letters to parents, newsletter articles, etc.) to promote safety and compliance with the anaphylactic policy. If students continue to bring allergens into the classrooms, administration will follow up by reminding students and families of the dangers involved for the anaphylactic student. Administration will communicate the need for cooperation with the policy and will make reasonable efforts to ensure adherence to the policy.
- Administration will have responsibility for ensuring annual in-service training of faculty is completed, including education about the allergens hidden in non-food materials, education about the danger of cross-contamination and education about the need for schoolyard cleanliness.
- Administration will provide substitute teachers, parent volunteers and other people with occasional contact with a procedure so they are prepared to avoid the allergen and to deal with an anaphylactic emergency should it arise.
- Administration will monitor the procedure for use of the bus by an anaphylactic child.

### **Bus Driver**

Each bus driver with an anaphylactic child registered on their bus route:

- will be educated about the identification of children with life-threatening allergies and the need for absolute avoidance of the allergen
- will be educated about the strategies required to minimize risk in the environment;
- will be educated to recognize the symptoms of exposure to the allergen and the absolute necessity of responding immediately to these symptoms;
- will be educated about the action required in the event of an anaphylactic emergency
- will carry a copy of the emergency alert form on the school bus, displayed in a prominent location
- inform the administrative staff and the parents when a trained bus driver is unavailable



- ensure that an EpiPen is stored in a safe and accessible place on the bus or that the child has an EpiPen while on the bus.

### **Anaphylactic child's parents**

- The parents will inform the school of their child's allergy prior to the beginning of each school year and upon identification of any change in the condition of the child.
- The parents will provide a MedicAlert bracelet for their child.
- The parents will provide the school with current medical instructions from the child's physician.
- The parents will provide the school with up-to-date EpiPens. It is the responsibility of the parents to confirm expiry dates on the EpiPens and ensure that sufficient EpiPens are in the school for use by their child.
- The parents will provide their child with safe foods, containers and implements.
- The parents will teach their child to recognize the first symptoms of an anaphylactic reaction; to know where medication is kept and can get it; to communicate clearly when he or she feels a reaction starting; to carry his/her own EpiPen in a fanny pack; not to share food; the importance of hand-washing.
- The parents will complete and sign the annual consent forms, waivers and alert sheet for their child, as well as provide the school with the physician's instructions.
- The parents will provide the school with additional support as needed.
- Parents will keep their contact information up to date and be reachable by phone.

### **Parents and children**

- Information, identification and strategies will be shared with all parents and children (as appropriate), especially those in classes with a child with a life-threatening allergy.
- Educational articles will be published and talks will be held, including suggestions for alternate foods for lunches and information about food labeling.
- Letters asking for cooperation will be sent to all parents and faculty.

## **2. AVOIDANCE**

### **In the School**

The school will take reasonable measures to adapt the school environment to accommodate anaphylactic students. The school cannot assume responsibility for providing a completely allergen-free environment.

- The school will provide allergen-safe areas, using a cooperative approach with students and parents.
- Fund-raising activities that involve selling products from outside sources (e.g muffin mixes, cookies) should avoid products containing allergens.
- Schoolyard cleanliness contributes to the safety of children with life-threatening allergies. Additional yard clean-ups may be advisable after Halloween, Easter or special events.
- Anaphylactic children should not be involved in garbage disposal, yard clean-ups or other activities that could bring them into contact with food wrappers, containers or debris.

**In the classrooms in which there is a child with an anaphylactic allergy, the following extra steps need to be taken.**

- Safe lunchroom and eating area procedures will be established, including cleaning and hand-washing procedures.
- Reasonable efforts will be taken to ensure that anaphylactic students eat only food prepared at home or approved for consumption.
- The anaphylactic student will not be allowed to share food, utensils and containers.
- Lunchtime supervision of the anaphylactic child will be provided.
- The anaphylactic child will take precautions such as placing food on a napkin or waxed paper rather than the table or desk, will take one item at a time out of the lunch bag to prevent other children from touching the food and packing up and leaving the lunch with the teacher if the child needs to leave the room during lunchtime.
- Education about the allergens hidden in non-food materials will be provided (e.g. play materials, play dough, soap, counting aids, science projects, special seasonal activities such as gardening).
- Education about the danger of cross-contamination through shared utensils, papers, towels etc. will be provided. Peanut butter is an especially difficult substance to clean completely, and cross-contamination can easily occur. Special emphasis will be placed on providing education about peanut butter, and everyone will be asked to take special precautionary measures to avoid cross-contamination of this substance (e.g. avoid serving it for breakfast on school mornings.)
- Anaphylactic children should not share musical instruments that go in the mouth.
- Food is often stored in desks. Allowing the anaphylactic child to keep the same desk all year may help prevent accidental contamination.

**Procedures for holidays and special celebrations are:**

- For special events, the parent of the anaphylactic child will provide safe food for the child. The anaphylactic child will be limited to these foods brought from his or her own home.
- If foods are to come into the classroom or school from school homes, remind parents of the anaphylactic child’s allergens and insist on ingredient lists.
- Suggest that the parents of the anaphylactic child provide the school with a supply of non-perishable treats for those times when other parents send food into the school.
- Focus on activities rather than exclusively on food for special occasions.

**Procedures for field trips and extra-curricular are:**

- Include a separate “serious medical conditions” section as part of the school’s registration/permission forms for all field trips in which the details of the anaphylactic student’s allergens, symptoms, and treatment can be recorded. A copy of this information should be available on site at any time during the field trip.
- Require all supervisors, both staff and parents, to be aware of the identity of the anaphylactic child, the allergens, symptoms, and treatment.
- Ensure that a supervisor with anaphylactic training and training in the use of the EpiPen is assigned responsibility for the anaphylactic child.
- Ensure access to a telephone or cell phone in case of emergency.
- Require the parent of the anaphylactic child to provide two to three EpiPens to be administered every 10 to 20 minutes on route to the nearest hospital in the event that symptoms persist or reoccur.
- If the risk factors are too great to control, the anaphylactic child may be unable to participate in the field trip. Parents should be involved in this decision.

### 3. EMERGENCY RESPONSE PLAN

#### Recognition

An anaphylactic reaction can begin within seconds of exposure or after several hours. Any combination of the following symptoms may signal the onset of a reaction.

- Hives \*
- Itching (on any part of the body)
- Swelling (of any body parts, especially eyes, lips, face, tongue)
- Red watery eyes
- Runny nose
- Sneezing
- Vomiting
- Diarrhea
- Stomach cramps
- Change of voice
- Coughing
- Wheezing
- Throat tightness or closing
- Difficulty swallowing
- Difficult breathing
- Sense of doom
- Dizziness
- Fainting or loss of consciousness
- Change of colour

\*Hives may be entirely absent, especially in severe or near fatal cases of anaphylaxis.

Symptoms do not always occur in the same order, even in the same individuals. Time from onset of first symptoms to death can be as little as a few minutes if reaction is not treated.

Anaphylactic children usually know when a reaction is taking place. School personnel should be encouraged to listen to the child. If he or she complains of any symptoms that could signal the onset of a reaction, staff should not hesitate to implement the emergency response. There is no danger in reacting too quickly and grave danger in reacting too slowly.

#### Emergency Response Steps

1. Administer EpiPen® immediately if the child displays any of the symptoms. The EpiPen® buys you 15 minutes to seek medical attention. The location of the EpiPen is noted on the Anaphylaxis Alert sheet.
2. Pull off grey safety cap.
3. Grip with a tight fist and jab/press firmly black tip into outer thigh. Keep pressed against thigh and hold for a count of 10. Do not place thumb at end of EpiPen®. \*
4. Keep the child calm.
5. Call 911.
6. Advise dispatcher that the child is having an anaphylactic reaction. Give location of the school, phone number and closest entrance to the school.
7. Call the child's parents.
8. Treat with second dose of epinephrine if necessary in 10 to 15 minutes if an ambulance has not arrived and the symptoms have reappeared.

9. Have the child transported to the hospital immediately even if symptoms subside. Bring anaphylaxis alert sheet, parental consent form and health information card.
10. Remain in Emergency Room for 4 to 6 hours for observation. A staff member remains with the child until the child's parent arrives.

\* Note: Used EpiPen® needs to be discarded in a needle-proof container to minimize any chance of injury.

## **Halton Waldorf Lockdown Procedure**

### **Policy Statement**

The Halton Waldorf School believes that the safety of students and staff in our school is vital and takes every precaution to ensure safety for all. The school needs to be secured in an appropriate manner when dealing with a perceived or actual threat to the school community.

### **Introduction**

A lockdown of the school will be implemented anytime students need to be contained and protected inside school buildings. Examples of calling a lockdown:

- A chemical spill, which could put students and staff at risk of toxic inhalation, if allowed outside
- A person on the school property who could pose the risk of a hostage situation
- An armed, suspicious or hostile intruder inside the building

In all these cases police would request a lockdown of the school to prevent putting students and staff in danger.

When the lockdown signal is given, staff will go to their classroom doors, listening, and then looking for a sign of imminent danger. If it is safe to do so they will take any students not already in a classroom, then close and lock the door and turn off the lights.

## **General Emergency Lockdown Procedures**

### ***Communications***

1. In the event of a critical incident requiring Lockdown, the person witnessing the incident must try to notify the school office so that the alarm can be raised. The office staff member receiving the incident will notify the Faculty Chair, the Administrative Director or the person-in-charge.
2. The person-in-charge at the time of the incident will determine the need for a Lockdown and sound the appropriate alarm.
3. An emergency Lockdown will be announced by intercom or other voice communication. The announcement will state the following:
  - **This is a LOCKDOWN**
  - **This is not a Fire Drill**
  - **Everyone is to stay in their room and keep calm and quiet**
4. The person in charge or delegated person will immediately call the Police and provide as much information as possible.
5. Fire evacuation alarms are not to be sounded.

### **Lockdown Procedure**

1. If the 'Lockdown Alarm' is sounded before school, during morning or lunch recess time students are to move directly to their classroom as long as it is safe to do so.
  - Teaching staff are to stay in, or move to, their classrooms immediately.
  - Support staff are to move promptly to the playground and direct students to their classrooms immediately.
  - The office staff is to lock all perimeter doors, if it is safe to do so.
  - The person in charge should stay in, or move to, the office area to facilitate the communication process.
2. If outside, students should proceed to the nearest classroom inside the main school through the east doors or the nearest entrance.
3. Faculty should be mindful that students from other classrooms may seek sanctuary in their classroom.
4. As soon as possible lock the classroom and cover the window.
5. Close and lock windows.
6. Turn off lights.
7. Staff and students should stay away from the windows and doors and remain low to the ground. A barrier should be set up with the desks if needed.
8. Everyone is to remain quiet.
9. Students should not be allowed to use a classroom telephone (if there is one available). It must be kept free for communication with the office
10. Staff with mobile phones should ensure they are turned on silent, and should check them frequently for messages.
11. No one is to answer the door under any circumstances.
12. A head count should be taken of each individual in the room. When practical communicate this to the office naming any extra students or staff that may be in your room.
13. Should the fire alarm sound, do not evacuate the building unless:
  - you have firsthand knowledge that there is a fire in the building
  - you have been advised by police or the person in charge to evacuate the building
14. Students and staff should stay where they are until official notification is provided by the person in charge or an identified police officer that the lockdown is over.

### **During a lockdown parents should know:**

1. Remain calm as school and local authorities manage the situation.
2. Where the lockdown lasts an extended period of time or extends beyond normal school hours, the person in charge, or designated person should notify parents via local media and with the assistance of the local police.
3. In conjunction with local police, the person in charge or designated person should arrange for parents to pick up students from school at a designated safe area.
4. Students and parents are reminded that during an emergency situation, cellular sites may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff on the site.