

HALTON  
WALDORF  
SCHOOL

# GRADES 1-8 PARENT HANDBOOK



2026-2027

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## **WELCOME**

### **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, healthy relationships, and 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 fostering an inclusive community that embraces diversity and promotes a sense of belonging for all, including diversity in spiritual, cultural, gender, 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.

Families may review the complete Mission, Vision, and Values statement at:  
<https://www.haltonwaldorf.com/mission>

### **About Halton Waldorf School**

Founded in 1983 by parents from Halton, Peel, and Hamilton, with support from the Toronto Waldorf School and the Waldorf School Association of Ontario, Halton Waldorf School opened in September 1984.

Our first home was a small historic schoolhouse in Campbellville, where portables and off-site kindergartens supported growth. In 1999, we moved to our current location at 2193 Orchard Road in Burlington.

In 2001, HWS became a full member of the Association of Waldorf Schools of North America (AWSNA), and we completed our first AWSNA accreditation in 2010.

HWS High School launched in the 2018–19 school year with a pioneering group of Grade 9 students committed to continuing their Waldorf education through adolescence. This founding class became the school’s first graduating class of grade 12 in June 2022.

In October 2019, we broke ground at 2254 Orchard Road, a nearby property acquired for the creation of a dedicated high school campus—an exciting milestone in the school’s growth.

As we look to the future, we are committed to the continued development of our facilities in support of our growing student body and evolving program. We hope to expand our physical spaces in a way that reflects our values, deepens our educational mission, and serves the needs of our students for generations to come.

### **Waldorf Education and Anthroposophy**

Waldorf education was founded in early twentieth-century Germany and is based on the educational philosophy of Rudolf Steiner, an Austrian scientist, artist, and anthroposophist. At its heart is a developmental understanding of the child and of the changing capacities and needs that unfold throughout childhood.

Waldorf education seeks to nurture the whole child through experiences that engage thinking, feeling, and willing. This understanding informs both the curriculum and the way teachers approach the academic, artistic, practical, social, and physical dimensions of a child's development.

Waldorf schools are independently operated and adapt their educational programs to their regional and cultural contexts while sharing a common educational foundation. Today, Waldorf education is practiced by schools and kindergartens around the world.

At Halton Waldorf School, anthroposophy informs our understanding of child development and provides a foundation for our pedagogy and curriculum. Families do not need to have a background in anthroposophy to participate in the life of the school; we welcome parents and caregivers who are interested in understanding the educational approach and how it supports their child's development.

## **QUICK REFERENCE**

### **School Hours**

#### **Grades 1–8**

- **School Day:** 8:25 AM–3:25 PM
- **Arrival Window:** 8:00–8:25 AM
- **Playground Supervision Begins:** 8:00 AM
- **Dismissal:** 3:25 PM
- **Supervision Ends:** 3:45 PM

#### **Aftercare Program**

- **Hours:** 3:45–6:00 PM
- Available for regular or occasional use.

### Important Notes

- Students should not arrive before **8:00 AM**
- Bus students are dropped at the west circular driveway and walk to the supervised area.

### Key Contacts

#### Front Desk — Attendance & General Inquiries

- **Phone:** 905-331-4387
- **Email:** reception@haltonwaldorf.com
- Contact for: absences, late arrivals, early pick-ups, schedule changes, transportation updates, and general questions.

#### Class Teachers — Academic & Classroom Matters

- Curriculum questions
- Student progress
- Developmental or social concerns
- Classroom communication

#### Administrative Team — School Operations

- Policies and procedures
- Enrollment and admissions
- Tuition, accounts, and financial matters
- School-wide communication

## DAILY SCHOOL LIFE

### Attendance

Regular attendance supports academic progress, social development, and the rhythm of the school day.

#### Reporting Absences & Lateness

- Notify the **Front Desk** before **8:30 AM** if your child will be absent or late.
- Students arriving after **8:30 AM** must **sign in at the office** so staff can confirm their safe arrival.
- If a child has not arrived and has not been marked absent, the office will contact parents.

#### Early Pick-Up

- Inform the **Front Desk** and class teacher in advance.
- Students must be **signed out before leaving campus**.

#### Vacations & Planned Absences

- Plan family vacations during the school's holiday periods.
- Teachers do not provide work for vacation-related absences.
- Consult the class teacher before planning travel during school days.

**Related Document:** For complete requirements and procedures, please see the [Absence Policy & Procedures](#) in the Policies, Plans & Procedures Appendix.

### Daily Schedule

The school day includes Main Lesson, specialty subjects, recesses, lunch, arts, movement, and outdoor learning opportunities.

| Time              | Activity                      |
|-------------------|-------------------------------|
| 8:00 AM           | Playground supervision begins |
| 8:25 AM           | Bell rings                    |
| 8:30–10:25 AM     | Main Lesson                   |
| 10:30–11:15 AM    | Snack & Recess                |
| 11:15 AM–12:05 PM | Period 1                      |
| 12:10–12:55 PM    | Period 2                      |
| 1:00–1:45 PM      | Lunch & Recess                |
| 1:50–2:35 PM      | Period 4                      |
| 2:40–3:25 PM      | Period 5                      |
| 3:25 PM           | End of School Day             |
| 3:30 PM           | Dismissal                     |
| 3:45 PM           | Playground supervision ends   |
| 3:45–5:30 PM      | Aftercare                     |

### Early Dismissal — Grades 1 and 2

Students in Grade 1 have an early dismissal at 1:00 PM on Tuesdays and Thursdays. Students in Grade 2 have an early dismissal at 1:00 PM on Thursdays.

These shorter afternoons are part of the gradual transition into the full school day. The faculty recommends that Grade 1 and Grade 2 students go home on these afternoons whenever possible.

Families who need their child to remain at school may make use of Afternoon Care. When a student who is not regularly registered for Afternoon Care will remain at school, families should provide the class teacher with a note indicating the arrangement.

### Dismissal and Pick-Up

#### On-Foot Pick-Up

- Wait in the Grades Pick-Up Area.
- Keep pathways clear.
- Ensure the duty teacher sees you before leaving with your child.

#### Kiss & Ride

- Remain in your vehicle.
- Do not block the loop.
- Park only after picking up your child if you need to enter the school.

#### Bus Dismissal

- Buses depart at **3:35 PM**.

### **Delayed Pick-Up**

If parents are delayed, students are brought to **Aftercare at 3:45 PM**. Aftercare fees apply.

### **Before & After School**

To support student safety during arrival and dismissal:

- **Bikes and scooters must be walked through the parking lot.**
- **Skateboards and rollerblades may not be used on school property.**

Students and families are expected to follow established arrival, dismissal, supervision, and pick-up procedures. Students should not remain unsupervised on school property outside of designated school hours or programs.

**Related Document:** For complete dismissal and pick-up requirements, please see the [HWS Pick-Up Procedure](#) in the **Policies, Plans & Procedures Appendix**.

## **Transportation**

### **Independent Travel**

Students walking to or from school independently require **written parent permission** submitted to the class teacher and Front Desk.

### **Carpooling**

- Inform the school of regular carpool arrangements.
- Provide written notice of any changes.
- Last-minute changes cannot be accommodated.

### **Bus Service**

Bus service is available for families in **Oakville, Burlington and Waterdown**. Contact the office for route details, times, and fees.

## **Aftercare**

Aftercare runs from **3:45–6:00 PM** and is available for regular or occasional use. Please pack an extra snack for children attending Aftercare.

## **Food, Snacks & Lunches**

Students should arrive each day having had a wholesome breakfast and with enough nutritious food to sustain them throughout the school day. Please pack appropriate snacks and lunch for your child, as well as an additional snack for students attending Aftercare.

HWS is a **nut-free school** to support the safety of students with life-threatening allergies. Families are asked not to send chocolate, candy, pop, or foods particularly high in sugar or salt. Chewing gum and bubble gum are not permitted on school premises.

In keeping with our commitment to environmental stewardship, families are encouraged to pack litter-free lunches using reusable containers. Students are required to bring a reusable water bottle each day, which can be refilled at school. Please do not send single-use water bottles.

**Related Document:** Please see the **HWS Waste Management Policy** in the Policies, Plans & Procedures Appendix.

### **Money & Valuables**

Students are discouraged from bringing money or valuable personal items to school unless specifically requested for a school activity. Any money or valuables brought to school remain the responsibility of the student and family, and HWS cannot assume responsibility for items that are lost on school premises.

### **Animals on School Property**

To support a safe and welcoming environment for all members of our community, pets are not permitted on HWS property, including during arrival and dismissal, school hours, outdoor learning and recess, or school and community events.

Exceptions may be made for animals specifically authorized by HWS for an educational purpose, approved service animals, and guide dogs or service animals required by visitors in accordance with the school's policy. Pets may remain inside a private vehicle during drop-off and pick-up, provided they remain under the owner's control and do not pose a safety risk.

**Related Document:** For complete requirements and procedures, please see the [Animals on School Property Policy](#) in the Policies, Plans & Procedures Appendix.

## **HEALTH & SAFETY**

The health and safety of students depends on clear, current communication between families and the school. A **Health & Safety Information Form** must be completed for each student annually.

### [Complete the Health & Safety Information Form](#)

Parents/guardians must promptly inform the Front Desk of:

- Medical conditions that may affect their child's safety or participation
- Allergies or sensitivities
- Medications taken regularly
- Dietary or other health considerations
- Any changes to their child's health information during the school year

### **Scent-Free Environment**

Halton Waldorf School is a **scent-free environment**. Families, students, staff, and visitors are asked to refrain from wearing or using scented products while on school property or participating in school activities.

This helps support members of our community who may experience sensitivities or adverse reactions to fragrances and scented products.

**Related Document:** For complete information regarding scent-free expectations at HWS, please see the [Scent-Free Policy](#) in the **Policies, Plans & Procedures Appendix**.

## Illness

Children who are unwell should remain at home. Students must be **symptom-free for 24 hours** before returning to school and well enough to participate fully in the school day, including outdoor activities.

If a child becomes ill during the school day:

- The Front Desk will contact the parent/guardian
- The child must be picked up promptly
- Communicable illnesses should be reported to the Front Desk

## Medication

Students who require prescription medication during school hours must have appropriate written authorization on file. **HWS staff will not administer prescription medication without written parent/guardian authorization.**

Parents/guardians must complete the **Authorization for Administration of Prescription Medication** form before prescription medication can be administered at school.

[Authorization for Administration of Prescription Medication](#)

## Allergies & Anaphylaxis

HWS is a **nut-free school**. Families must inform the school of any known allergies or sensitivities and ensure that this information is included on their child's annual **Health & Safety Information Form**.

For students with a known risk of anaphylaxis, parents/guardians must provide the school with the required emergency medication and ensure that all necessary medical information and authorizations remain current.

Families are asked to support the safety of students with life-threatening allergies by following school guidelines regarding food and other potential allergens.

**Related Document:** For complete requirements and procedures, please see the **Anaphylaxis Plan** in the **Policies, Plans & Procedures Appendix**.

## Emergency Information

In the event of an emergency, HWS follows established procedures to support the safety of students, faculty, and staff. Families will be contacted as appropriate and provided with instructions regarding dismissal, pick-up, or other necessary actions.

Parents/guardians are responsible for ensuring that their **emergency contact information remains current throughout the school year** and should notify the Front Desk promptly of any changes.

**Related Document:** For complete requirements and procedures, please see the **Lockdown Procedure** in the **Policies, Plans & Procedures Appendix**.

## Inclement Weather

HWS may close, delay opening, or dismiss early when weather or road conditions make travel unsafe.

## How Families Will Be Notified

- Morning cancellations will be communicated by **6:30 AM**
- Early closures will be communicated as soon as a decision is made
- Families will be notified by **email**.
- Updates will also be posted on **Facebook**, and **Instagram**.

Families should use their own judgement regarding local travel conditions and prioritize safety when travelling to and from school.

**Related Document:** For complete information and procedures, please see the [Inclement Weather Policy](#) in the **Policies, Plans & Procedures Appendix**.

## LEARNING & STUDENT LIFE

### Waldorf Education

Waldorf education nurtures the whole child by integrating academics, the arts, movement, and experiential learning. Lessons are designed to meet students at their developmental stage, fostering curiosity, creativity, and a deep connection to learning. Teachers bring subjects to life through storytelling, hands-on activities, and artistic expression, helping students develop strong thinking, feeling, and willing capacities.

### Assessment and Reporting

Assessment at HWS reflects the developmental stage of the child and becomes increasingly formal as students progress through the Grades. Teachers consider each student's academic learning, skill development, participation, and overall progress through ongoing observation, classwork, projects, and age-appropriate assessments.

Formal assessment gradually increases as students move through the Grades, with specific developmental and academic checkpoints providing additional opportunities to understand each child's progress and identify areas where further support may be beneficial.

### Developmental & Academic Checkpoints

#### Grade 2 Developmental Assessment

During Grade 2, the Educational Support Specialist meets individually with each student to assess and identify physiological factors that may present barriers to learning. Where additional support may be beneficial, recommendations may include strategies for the class teacher, educational support, therapeutic support through Art or Eurythmy, or referral to an appropriate outside professional, such as a developmental optometrist, hearing specialist, or psychoeducational assessment provider.

#### Grade 4 Reading Assessment

In Grade 4, the class teacher, together with other teachers supporting reading in the class, assesses each student's reading ability. Findings are shared with parents/guardians during

parent-teacher conferences, particularly where it is determined that additional measures may be beneficial, such as additional support at home or outside tutoring.

### **Grade 5 Upper Grades Readiness Assessment**

In the early spring of Grade 5, students are assessed to help determine their readiness for the Upper Grades. The assessment includes components in **reading comprehension, creative writing, spelling, and numeracy**, together with specific observations from the class teacher.

Class teachers are available to provide parents/guardians with additional information about these assessments, including their purpose and how they relate to their child's development and learning. Families are encouraged to reach out to their child's class teacher with any questions or if they would like further information.

### **Marking, Grading & Testing**

Assessment practices evolve as students mature. In the early Grades, teachers guide students in correcting and developing their work as it is created. From approximately Grade 4 onward, regular take-home assignments and spelling tests are introduced and marked, with students expected to make corrections to their work.

In Grades 6–8, expectations increase as students take greater responsibility for keeping their main lesson books, homework assignments, independent projects, and book reports up to date. Assessment also becomes more explicit and may include letter or number grades accompanied by teacher comments and reflections. Main lesson books are evaluated for content, completion, and quality, and students begin to participate in more formal testing in Main Lesson blocks and some subject lessons.

### **Reports & Parent-Teacher Conferences**

All students in Grades 1–8 receive an **end-of-year report** from their class teacher and subject teachers. These reports provide a narrative description of the student's progress across their subjects.

Students in Grades 6–8 also receive a **mid-year report** assessing their progress prior to the February parent-teacher conferences.

Parent-teacher conferences provide families and teachers with an opportunity to discuss the student's development, academic progress, strengths, areas for continued growth, and any supports that may be beneficial.

Student growth is assessed through observation, participation, projects, and developmental understanding rather than traditional testing. Teachers provide ongoing feedback to support each child's learning journey.

- **Grades 1–5:** Assessment focuses on qualitative observations, skill development, and engagement.
- **Grades 6–8:** Students receive additional progress reporting as academic expectations increase and preparation for high school deepens.

Reports are shared with families at designated times throughout the year, and parent-teacher conferences offer opportunities for deeper discussion.

### **Homework**

Homework and take-home assignments are introduced in a developmentally appropriate way as students progress through the Grades. In the early Grades, the emphasis is on students developing their work with the guidance of their teachers and making corrections as they learn.

From approximately **Grade 4 onward**, regular take-home assignments are introduced, along with spelling tests and other assigned work. Students are expected to complete corrections and gradually develop greater responsibility for their work.

In the **Upper Grades (Grades 6–8)**, homework becomes a more established part of the student's learning. Expectations increase for students to remain up to date with their Main Lesson books, homework assignments, independent projects and book reports. Homework is intended to be meaningful, strengthen work habits and develop students' ability to work independently.

Parents/guardians can support this aspect of their child's learning by providing a quiet space for homework, supporting a healthy rhythm at home and helping their child develop the responsibility needed to meet deadlines.

### **Technology & Electronic Media**

HWS intentionally limits the use of electronic devices to support the pedagogical and social goals of Waldorf education and to foster focused learning, healthy social interaction, creativity, and developmentally appropriate experiences.

#### **Electronic Devices at School**

Students are **not permitted to use personal electronic devices while at school**. This includes cell phones, cameras, electronic games, and other personal electronic devices.

Exceptions may be made by a teacher for specific educational projects or, particularly in the Upper Grades, during lengthy car or train journeys associated with school activities. Any exception is at the discretion of the teacher.

#### **Electronic Media at Home**

HWS faculty encourages families to limit children's exposure to electronic media, including television, computers, tablets, phones, and other digital media.

This approach reflects the Waldorf understanding that children benefit from developmentally appropriate experiences grounded in human interaction, imaginative activity, movement, creativity, and engagement with the world around them. Families are encouraged to support limited and thoughtful use of electronic media in their children's home lives.

## Artificial Intelligence

The use of artificial intelligence is governed by the school's **AI Policy**. Students may use AI as a supplementary learning resource where appropriate and permitted, including for purposes such as spelling and grammar support or clarification of concepts.

Students are expected to use AI responsibly and with academic integrity. AI must not be used for cheating or plagiarism, and students must not use AI to generate work for assignments or assessments where such assistance has been prohibited by the teacher. Students remain responsible for their own learning and for appropriately acknowledging information or ideas obtained through AI tools.

**Related Document:** For complete requirements and expectations regarding the use of artificial intelligence, please see the [AI Policy](#) in the **Policies, Plans & Procedures Appendix**.

## Recording at Events

Assemblies, plays, concerts, and other student performances are an important part of the HWS curriculum and are intended to be experienced in the moment by students and their audience.

Parents/guardians, relatives, and guests should **not photograph, film, or otherwise record student performances unless clear permission has been given by the teacher organizing the event**. Where photography or recording is appropriate, arrangements will be communicated or made in advance by the teacher.

This expectation helps preserve the intention of student performances and respects the privacy of all students and families within the school community.

## Dress Code

A Waldorf school day is active and varied, with movement, practical and artistic work, and outdoor play woven throughout the curriculum. Students should come to school dressed in comfortable, practical clothing that allows them to move freely and participate fully in all aspects of the school day.

Students should have appropriate **indoor and outdoor footwear**, as well as seasonal clothing and layers that allow them to participate comfortably outdoors in a range of weather conditions. Families should regularly check that outdoor gear and changes of clothing remain appropriate for the season and continue to fit their child.

Clothing and personal presentation should support a respectful, practical, and focused learning environment. Clothing with distracting images, logos, or patterns should be avoided. Students should come to school free of strong scents or perfumes, and long hair should be tied back when necessary for safe participation in movement, practical work, and other activities.

Dress expectations apply throughout the school day and during school activities, including **field trips and festivals**. The HWS Student Dress Code includes specific requirements regarding footwear, clothing length and coverage, shoulder straps, undergarments, hair, makeup, nail polish, and other aspects of personal presentation, with some expectations

varying by age or Grade. Families are responsible for familiarizing themselves with the complete Dress Code.

**Related Document:** For complete requirements, Grade-specific expectations, and procedures, please see the [Student Dress Code](#) in the **Policies, Plans & Procedures Appendix**.

### **Field Trips**

Field trips are an extension of the HWS curriculum and an important part of school life. Trips may include local day excursions, cultural and sporting activities, nature-based experiences, and overnight class trips. All trips are planned with consideration for the developmental stage of the students, educational purpose, appropriate supervision, and student safety.

#### **Permission & Participation**

Parents/guardians will receive information about upcoming field trips, including relevant details such as the itinerary, packing requirements, emergency contact information, and costs. A **Parent/Guardian Permission Form** must be completed for each trip unless blanket consent has been provided for regular local excursions. **Students without the required permission on file will not be permitted to participate.**

Students are expected to follow the **HWS Student Code of Conduct** while participating in field trips. Appropriate consequences may be applied for misconduct, and a student may be excluded from future trips where behavioural concerns or safety risks arise, in consultation with parents/guardians and school administration.

#### **Transportation & Chaperones**

Transportation may include buses, vans, public transit, private vehicles, trains, or planes depending on the trip. Parents/guardians volunteering to drive students must meet HWS requirements, including having a current **Criminal Background Check with Vulnerable Sector Screening** on file and completing the required **Driver Consent** documentation, including proof of a valid driver's licence and insurance.

All parent chaperones must be approved by the school and have a current **Criminal Background Check with Vulnerable Sector Screening** on file before participating. Chaperones are expected to follow the direction of the lead teacher, uphold school policies and the Student Code of Conduct, model appropriate behaviour, and report concerns to the lead teacher.

#### **Overnight Trips**

Overnight trips require additional planning, approval, supervision, and safety measures. For overnight trips involving Grades 3–12, HWS maintains specific requirements regarding sleeping arrangements, student privacy, professional boundaries, nighttime supervision, and appropriate chaperone representation. Wherever possible, chaperones are provided sleeping accommodations physically separate from students.

## Electronic Devices

Students in **Grades 9 and below may not bring cell phones or smart watches on school trips unless specifically approved by the lead teacher for emergency purposes.**

Expectations for older students are determined by the lead teacher based on the nature of the trip.

## Changes & Cancellations

HWS reserves the right to postpone or cancel a field trip due to inclement weather, safety concerns, or other unforeseen circumstances. Where possible, the school will make efforts to reschedule the trip or provide an alternative activity

## Student Code of Conduct

HWS is committed to providing a nurturing, respectful, inclusive, and safe learning environment in which students can thrive academically, socially, and personally. Students are expected to conduct themselves in a manner that reflects the values of **respect, integrity, empathy, kindness, and personal responsibility.**

Students are expected to:

- **Respect others** by treating students, teachers, staff, and community members with kindness and consideration; listening to others; respecting differences; and refraining from bullying, harassment, or exclusion.
- **Respect the environment and school property** by caring for personal belongings, classrooms, school property, and the natural spaces of the HWS campus, and by participating responsibly in the school's sustainability efforts.
- **Take responsibility for learning** by approaching schoolwork with curiosity and effort, completing assignments to the best of their ability, seeking help when needed, arriving prepared, and participating appropriately in learning.
- **Act with integrity and honesty** by taking responsibility for their actions and maintaining academic honesty, including refraining from cheating, plagiarism, or presenting the work or ideas of others as their own.
- **Demonstrate kindness and compassion** by practising empathy, patience, and consideration for others, including during challenging interactions.
- **Support safety and wellbeing** by following school rules and the direction of faculty and staff, refraining from behaviour that could cause harm, participating safely in indoor and outdoor activities, and seeking help from an adult when unsafe or inappropriate behaviour occurs.
- **Demonstrate good citizenship** by participating responsibly in classroom, school, and community life and contributing to a positive and respectful school environment.

## Discipline & Consequences

When a student does not meet the expectations outlined in the **Student Code of Conduct**, the teacher involved will address the situation while supporting both the individual student and the wellbeing of the group.

The purpose of disciplinary measures is to help students recognize the impact of their behaviour, take responsibility for their actions, return to appropriate behaviour, and maintain a safe and healthy learning environment for all students.

Depending on the nature and circumstances of the behaviour, consequences may include **loss of privileges or temporary removal from the class or activity** when these measures are considered helpful in supporting the student in regaining self-control.

Where behavioural concerns are ongoing, the class teacher will seek the cooperation of the student's parents/guardians so that the school and family can work together toward a satisfactory resolution. The teacher may also seek support from a mentor or another faculty member.

**Serious, repeated, or unsafe behaviour may result in further disciplinary action, including suspension or dismissal**, in accordance with HWS procedures.

**Related Document:** For complete student expectations and standards of conduct, please see the [Student Code of Conduct](#) in the **Policies, Plans & Procedures Appendix**.

### **Suspension**

HWS may suspend a student when serious or repeated behaviour warrants a significant disciplinary response. The suspension process applies in circumstances involving **consistent breaking of school rules, bullying, profound misbehaviour, and particularly physical fighting or violence**.

Where these circumstances arise:

- A conversation will be held between the student(s) and the teacher, and appropriate consequences will be determined by the teacher.
- Where **physical fighting or violence** is involved, a warning will be given and the student will be informed that a subsequent incident will result in suspension.
- A meeting will be arranged with the student's parents/guardians and followed by written communication confirming the outcome of the conversation and the consequences.
- The incident will be documented, and a behavioural report will be kept permanently in the student's file.
- If a **second physical or violent incident** occurs, parents/guardians will be informed immediately, and a meeting will be arranged. The student will receive an **at-home suspension of 1–3 days** and will be given a work assignment that must be completed.
- The incident and resulting action will be documented and kept in the permanent student file.

In circumstances involving **violence, fighting, or profound misconduct** where dismissal is being considered, HWS reserves the right to suspend the student immediately while a final decision regarding dismissal is made.

**Related Document:** For complete student expectations and disciplinary provisions, please see the [Student Code of Conduct](#) in the **Policies, Plans & Procedures Appendix**.

## Dismissal

HWS reserves the right to dismiss a student when the student's continued attendance is **not in the best interests of the student or the School**, or when the student's behaviour seriously jeopardizes the School's ability to ensure the **wellbeing and safety of its students or interferes with learning**.

Dismissal may arise in two distinct circumstances:

### Dismissal in Response to Violence, Fighting or Profound Misconduct

When a teacher or staff member observes violence, fighting, or profound misconduct:

- The teacher or staff member will prepare a detailed written report and inform the **class teacher and the Collaborative Circle**.
- Parents/guardians will be informed immediately of the incident and the possible consequence of dismissal, preferably through a face-to-face meeting, or otherwise by telephone and in writing.
- The decision to dismiss a student is made by the **Pedagogical and Administrative Directors**, and when possible, in collaboration with the Collaborative Circle.
- HWS reserves the right to **suspend the student immediately while the final decision regarding dismissal is being made**.

### Dismissal When the School Is Unable to Meet a Student's Educational Needs

In some circumstances, HWS may determine that it is unable to meet a student's educational needs. This decision is considered after meetings with parents/guardians and colleagues and after various approaches to supporting the student have been attempted.

Where the class teacher determines that the School may no longer be able to meet the student's needs, the class teacher will inform the **Collaborative Circle**, which will bring the proposed dismissal to the **Pedagogical Circle** for consideration.

**Related Document:** For complete student expectations and disciplinary provisions, please see the [Student Code of Conduct](#) in the **Policies, Plans & Procedures Appendix**.

## Recess & Outdoor Play

Outdoor play is an important part of the Waldorf school day. Students spend time outdoors in a range of weather conditions, with the exception of severe weather, and should come to school each day with appropriate seasonal clothing and footwear.

During recess, students are supervised by duty teachers and are expected to follow established playground boundaries, use equipment safely and respectfully, and follow the directions of supervising adults.

Students are expected to:

- Speak with a duty teacher before entering the school building during recess and use the designated entrance and exit, except when requiring care from the Front Desk.
- Remain within established playground boundaries. Unless a teacher is present, the **bridge, garden, stream, and walkway from the lower doors to the woodworking portable are off-limits**.

- Stay out of the **gym and garden sheds** unless specifically permitted and supervised.
- Use shovels and other tools only with teacher direction and supervision.
- Refrain from climbing trees or standing on the monkey bars.
- Refrain from sitting, standing, or building forts on school fences.
- Share play equipment respectfully and return balls and other equipment at the end of recess.
- Play volleyball and football on the lower field only.
- Participate in wrestling or playfighting **only when a duty teacher is present, monitoring the activity, and has given explicit permission.**
- Follow the instructions of duty teachers at all times. Teachers may stop any game or activity when they determine that there is a safety concern.
- Report injuries immediately to a duty teacher.

### Use of Play Areas

To help manage shared spaces, particular Grades may receive priority access to certain play areas. **Grades 7 and 8 have first access to the basketball court.** For soccer, **Grades 3 and 4 have first access to the field during snack recess, and Grades 4–8 have first access during lunch recess.**

### Soccer

For student safety, **dropkicking, slide tackling, and headers are not permitted** during recess soccer. Students are expected to play fairly and respectfully. If someone is injured, play must stop immediately until the person receives assistance. If the ball leaves school property, the game ends for the remainder of that recess.

## COMMUNICATION

### School Calendar & Communications

The [school calendar](#) provides families with an overview of the school year and includes important dates such as professional development days, holidays, Parent Association meetings, class parent evenings, class plays, and other school events. The calendar is supplemented throughout the year by regular school and class communications.

Families receive regular communications by email, including:

- **Monday Morning Bulletin:** Sent each Monday and highlighting key dates and information for the upcoming two weeks.
- **School Newsletter:** Sent each Wednesday and featuring school happenings, upcoming events, and broader community news.
- **Class Communications:** Class teachers communicate directly with families regarding classroom activities, upcoming events, and other class-specific information.
- **School-Wide Emails:** Important or time-sensitive information and reminders may also be communicated directly to families by email.

Parents/guardians are responsible for **checking school communications regularly and ensuring that their current contact information is on file with the school.**

### Parent Evenings

Parent Evenings are held throughout the year to deepen parent understanding of Waldorf education and child development. These gatherings provide:

- Curriculum insights
- Developmental perspectives
- Opportunities to connect with teachers and other families
- Space for questions and discussion

Attendance is strongly encouraged, as these evenings support the partnership between home and school.

### Annual Community Meeting

The **Annual Community Meeting (ACM)** provides parents/guardians with an opportunity to deepen their understanding of HWS and the broader life and operation of the school. The meeting provides an opportunity for the **Faculty and Board of Directors to inform the community of Board changes, operational updates, offer pedagogical and curriculum related parent education, and allow for connection and socialization** with the parent/guardian community.

Attendance of at least one parent/guardian from each family is recommended.

### Parent Evenings

Parent Evenings are an important part of the relationship between home and school and provide families with opportunities to deepen their understanding of their child's development, the curriculum, and the life of the class.

Each class typically holds **three Parent Evenings during the school year**. During these meetings, the class teacher may share insights into child development and the curriculum, offer an artistic activity, and address pedagogical and practical matters related to the class, including upcoming trips and ways families can support the class.

Attendance of at least one parent/guardian from each family is requested, and attendance of both parents/guardians is strongly recommended whenever possible.

### Parent-Teacher Conferences

Parent-Teacher Conferences provide an important opportunity for parents/guardians and teachers to discuss each student's **progress and development** and support ongoing communication between home and school.

Individual Parent-Teacher Conferences are scheduled **twice during the school year**, typically at the **end of October and in mid-February**. Parents/guardians are expected to attend and meet with their child's **class teacher and subject teachers**.

Additional meetings may be requested by either the **teacher or parent/guardian** when needed to discuss a student's progress, development, or other concerns.

## Communication with Teachers & Parent Questions or Concerns

Open, respectful, and constructive communication between families and the school is an important part of supporting students and maintaining a healthy school community. HWS recognizes that questions and concerns will naturally arise and asks that they be addressed **directly, productively, and through the appropriate communication channels.**

At the beginning of the school year, teachers will inform parents/guardians of **when and how they can be reached.** Teachers also provide written communications by email or letter to keep families informed about classroom activities and other relevant information.

Questions or concerns requiring a longer conversation should be addressed through a **pre-arranged meeting with the teacher.** Parents/guardians are asked to refrain from lengthy conversations with teachers **before or after school or while a teacher is supervising recess,** as teachers must remain available to students and fulfil their supervisory responsibilities during these times.

When a concern arises, families should begin by communicating with the **person most directly involved.** More complex matters may require the involvement of additional faculty, staff, administration, or governing bodies. Resolution may therefore take time, particularly where more than one area of the school is involved.

**Related Document:** For complete expectations regarding communication, appropriate channels for questions and concerns, and parent/caregiver engagement with the school, please see the [Parent Engagement & Communication Guidelines](#) in the **Policies, Plans & Procedures Appendix.**

## COMMUNITY LIFE

Community participation is an important part of life at Halton Waldorf School. Throughout the year, families have opportunities to gather as individual classes and as a whole school community, strengthening relationships, deepening their understanding of Waldorf education, and supporting their children's educational experience.

Families are encouraged to participate in the broader life of the school through **festivals, class events, performances, meetings, volunteer opportunities, and other community initiatives.** Please refer to the school calendar and regular school communications for upcoming opportunities to participate.

### Festivals and Celebrations

Seasonal festivals and celebrations are an integral part of the Waldorf school year. They provide opportunities to mark the rhythms of the seasons, bring the community together, and support the inner development of the children. While some festivals may share elements with traditional religious or cultural celebrations, festivals at HWS are approached in a way intended to **transcend specific denominations or traditional religion.** They also provide opportunities for students to share aspects of their classroom work with the wider school community.

In addition to all-school festivals, individual classes may celebrate festivals or events connected to the curriculum or traditions that are meaningful to the teacher or families

within the class. **Families who would like to share a cultural or religious tradition with their child's class are encouraged to speak with the class teacher.**

Students may occasionally be asked to wear special clothing or bring particular items for a festival or celebration. Teachers will communicate these expectations to families in advance.

### **Attending Festivals & Assemblies**

Parents/guardians are welcome to attend festivals and assemblies that are open to families. As space in the Community Room may be limited, families attending all-school assemblies are asked to:

- **Arrive on time** so that the assembly is not disrupted once it has begun.
- Remain for the duration of the assembly whenever possible, rather than entering or leaving during a performance.
- Keep young children **seated and appropriately supervised** throughout the assembly.

### **Opening Day Assembly**

The school year begins with a warm welcome to all students and a special recognition of Grade One children as they cross the threshold from kindergarten into grade school. Students hear a story from the Grade One teacher, and each Grade One child is welcomed by a Grade Eight and Grade Twelve student with a flower.

### **Michaelmas**

Celebrated on or near September 29, Michaelmas takes place near the autumnal equinox as daylight begins to wane. Named for St. Michael, the protector of humanity, the festival highlights qualities of courage, initiative, and steadfastness.

Grades students participate in a St. Michael play, community activities, and cooperative games. In early childhood, the focus is on celebrating the harvest and appreciating the gifts of the Earth.

### **Remembrance Day**

On November 11, the school gathers to remember those who have contributed to a more peaceful world and to reflect on hope, change, and the responsibilities of citizenship.

### **Martinmas**

Celebrated on or near November 11, Martinmas marks the beginning of deep darkness and winter. St. Martin, a Roman soldier known for sharing his cloak with a beggar, symbolizes generosity and bringing light to others.

Children make lanterns to carry their “inner light” into the dark season ahead. Kindergarten, Grade One, and Grade Two students celebrate with a lantern walk, and Grade Two presents a St. Martin play.

### **Advent**

Advent is a time of preparation, quiet waiting, and listening. Four assemblies mark the season:

- Week 1: Gratitude for the mineral kingdom; the first candle is lit.

- Week 2: Celebration of the plant kingdom; the second candle is lit.
- Week 3: Recognition of the animal kingdom; the third candle is lit.
- Week 4: Honouring the human spirit; the fourth candle is lit.

In early childhood, the Advent Spiral offers a beautiful picture of the soul's inner journey. Each child walks a spiral of evergreen boughs toward a central flame, symbolizing the journey inward to find and carry one's own light into the world.

### **Chanukah**

This Jewish festival of light coincides with one of the Advent assemblies. The school honours Chanukah by lighting the menorah and sharing a story from Jewish tradition.

### **Santa Lucia**

Santa Lucia is a Swedish festival celebrated at HWS in some years. Its purpose is to bring light and warmth during the darkest time of winter.

### **Parent Festival**

Students from all classes present seasonal and classroom work on stage for parents and caregivers. This event highlights the artistic, academic, and social learning taking place throughout the year.

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

Upon returning from winter break, the school gathers to celebrate community and look forward to the year ahead. The assembly honours the Three Kings, or Wise Men, who overcame challenges to find their path and direction in life.

### **Spring Festival**

Held when school resumes after Easter Monday, the Spring Festival celebrates renewal, growth, and transformation. Students share songs, stories, and activities that reflect the joy of spring.

### **Rose Ceremony**

This ceremony honours graduating Grade Eight and Grade Twelve students. Grade One students, who were welcomed by these older students at the beginning of the year, now offer their farewells.

### **Last Day of School**

On the final half-day of the school year, students and faculty gather one last time to share classroom highlights and say goodbye before summer break.

### **Sharing Assemblies**

Throughout the year, grades students gather to share aspects of their classroom work with one another. These assemblies strengthen community and allow students to appreciate each other's learning.

### **Class Plays**

Each class performs a play connected to its curriculum and developmental stage. Class plays are a hallmark of Waldorf education, supporting artistic expression, confidence, collaboration, and storytelling.

### **Birthday Celebrations**

Birthdays are celebrated in developmentally appropriate ways that honour each child and their unique journey.

### **Welcome Picnic**

At the start of the year, families gather for a community picnic to meet one another, welcome new families, and enjoy time together outdoors.

### **Winter Fair**

The Winter Fair is a beloved community event featuring seasonal crafts, activities, food, and festivities.

### **May Fair**

May Fair celebrates spring with dancing, music, crafts, and community activities. It is one of the most joyful festivals of the year.

## **Volunteers**

Volunteers are an important part of life at Halton Waldorf School. Families are invited to contribute their time, skills, and expertise in ways that support students, teachers, events, and the broader school community. Volunteer opportunities may include:

- Classroom or school activities
- Field trips and outdoor learning experiences
- Festivals and community events
- Sports and other extracurricular activities
- Committees and working groups

All volunteers are expected to follow HWS policies, maintain appropriate boundaries and confidentiality, and follow the direction of the teacher or staff member responsible for the activity. Volunteers **may not undertake disciplinary action involving students**.

### **Volunteer Requirements**

Depending on the nature of the volunteer role, parents/guardians may be required to complete specific documentation before participating.

**All volunteers working with students must provide a valid Criminal Background Check with Vulnerable Sector Screening (VSS) before beginning their volunteer duties.**

Returning volunteers are required to complete an **annual Offence Declaration** in subsequent years in accordance with HWS requirements.

Volunteers may also be required to:

- Review and agree to the **Volunteer Engagement Guidelines**.
- Sign a **Volunteer Confidentiality Agreement** before beginning volunteer duties.

- Participate in orientation or follow activity-specific instructions provided by HWS.
- **Sign in and out at the Front Desk** when volunteering on school property.

Additional requirements apply when volunteering as a **field trip chaperone or volunteer driver**. Families must complete the applicable forms and meet all HWS requirements before assuming these responsibilities.

**Related Documents:** Please see the [Volunteer Engagement Guidelines](#), [Criminal Background Check Policy](#), [Driver Consent](#), [Chaperone Guidelines](#), [Field Trip Policy](#), and [Overnight Accommodation Policy](#) in the **Policies, Plans & Procedures Appendix**.

## Fundraising

As a non-profit organization and registered charity, fundraising plays an important role in supporting the ongoing strength and development of Halton Waldorf School. Tuition revenue does not cover the full cost of delivering and sustaining the school's programs and operations, and charitable giving helps support areas such as **program enhancements, infrastructure, faculty development, and teacher training**.

### Annual Fund

The [Annual Fund](#) is an important part of HWS's annual fundraising efforts and helps bridge the gap between tuition revenue and the costs of operating and developing the school.

HWS strives for broad participation from the school community. **Gifts of every size are valued**, and participation in the Annual Fund provides families with an opportunity to support the school's mission and continued development.

Information about the Annual Fund, fundraising priorities, community initiatives, and opportunities to participate is communicated to families throughout the school year.

## GOVERNANCE & SCHOOL ORGANIZATION

Halton Waldorf School is a self-administered school whose governance depends on the participation and collaboration of several different bodies. Faculty, staff, administration, the Board of Directors, and the Parent Association each carry distinct responsibilities that contribute to the life, operation, and overall governance of the school.

### Board of Directors

The **Board of Directors** is responsible for the short- and long-term strategic advancement of the school's mission and values and serves as the **decision-making body for the school's financial and legal matters**.

Board members include parents and friends of the school, together with faculty representation and the Administrator. Members serve the wellbeing of the **school as a whole**, rather than representing individual interest groups, and bring a commitment to Waldorf education as well as expertise and experience relevant to the work of the Board.

The Board is supported in its work by committees, including:

- Finance

- Fundraising
- Site Development
- Governance

Halton Waldorf School is guided by a collaborative governance model that reflects the values of Waldorf education. Faculty, administration, board members, and parents work together to support the mission, vision, and long-term health of the school. Each group carries distinct responsibilities that contribute to the functioning and growth of the community.

### Faculty

The teachers, as a group, carry responsibility for the **life of the school**. Faculty work collaboratively to support the educational and pedagogical life of HWS and the development and wellbeing of its students.

Faculty members and staff participate in **weekly Pedagogical Meetings** within Early Childhood, Grades, and High School. These meetings provide dedicated time for **study and pedagogical work**, including curriculum study, child study, and attention to the daily details of classroom life and teaching.

### Administrative Staff

The Administrative Staff manages the day-to-day operations of Halton Waldorf School and supports the work of the school's governing bodies.

The administrative team includes the:

- Administrative Director
- Pedagogical Director
- Finance Administrator
- Finance Assistant
- Admissions Manager
- Advancement and Communications Coordinator
- Operations Coordinator
- Front Desk Coordinator

### Collaborative Circle

The **Collaborative Circle** is a key decision-making body within the governance structure of Halton Waldorf School. It includes the **Pedagogical Director, Administrative Director, two Early Childhood faculty members, two Grades faculty members, and two High School faculty members**.

The Collaborative Circle meets **weekly** to identify key issues affecting the school, set agendas for various school meetings, direct questions or concerns to the appropriate governing body, and make decisions within its areas of responsibility.

The Collaborative Circle also **oversees and coordinates the work of the school's focus groups** and is responsible for decisions related to **human resources, programs, policies, and procedures**.

## PARENT ASSOCIATION (PA)

The **Parent Association (PA)** represents all parents/guardians at Halton Waldorf School and works to foster a strong sense of community while supporting families, students, and the life of the school. The PA encourages families to take an active role in the school community and in their children's education.

**Class Representatives** form the governing committee of the Parent Association and meet **once a month**. All parents/guardians are welcome to attend these meetings. A faculty member participates as an advisor and provides a connection between the PA and Faculty.

Class Representatives work closely with Class Teachers to strengthen connections among families and support the life of the class. The PA is supported by an **Executive Group consisting of the Chair, Secretary, and Treasurer**, and PA committees may take responsibility for specific community events and initiatives. The **Chair of the Parent Association is a member of the Board of Directors**

## Class Representatives & Class Treasurers

Each class may have parent volunteers who serve as **Class Representatives**, working in collaboration with the Class Teacher to support the organizational and community life of the class.

Class Representatives help strengthen communication and connection among families and support the Class Teacher with class and community activities.

The **Class Treasurer** supports the financial administration of class activities and expenses. Responsibilities may include maintaining records of class funds and expenses, retaining receipts and supporting documentation, coordinating reimbursements, and reconciling class accounts with the school's Finance Department.

At the beginning of the school year, the **Class Teacher, Class Representative, and Class Treasurer** should discuss anticipated class expenses and trips, affordability for families, how class funds will be collected, and how financial difficulties within the class community will be approached with sensitivity.

Class Treasurers are expected to follow the school's current financial procedures and work directly with the **Finance Department** regarding reimbursements, account reconciliation, and other class financial matters.

## TUITION & FINANCE

Halton Waldorf School is committed to responsible financial stewardship and transparent communication with families. Tuition and financial policies are designed to support the sustainability of the school while ensuring that Waldorf education remains accessible to a diverse community.

### Tuition

Tuition supports the educational program and the ongoing operation of Halton Waldorf School. Each year, the **Finance Committee recommends tuition levels** based on the anticipated needs and enrolment of the school for the coming year. The **Board of Directors**

**sets the final tuition rates**, and current and incoming families are notified of the new tuition fees **by the end of January**.

HWS offers **annual, bi-annual, and monthly payment plans**. A reduction is incorporated for families selecting the annual payment option when tuition is paid in full by **June 1**.

### **Tuition Adjustment**

Halton Waldorf School offers a **Tuition Adjustment Program** for families who are unable to afford full tuition. Families wishing to be considered for tuition adjustment must complete the required application process.

Tuition adjustment decisions are made by the **Tuition Adjustment Committee** following a review of the family's application and a **personal interview**.

Families who receive tuition adjustment are expected to support the school, **to the best of their abilities, beyond the usual involvement in community activities**, through contributions that help earn or save money for the school's operating budget.

Information about the Tuition Adjustment Program and the application process is available through the school.

### **Payment Expectations & Accounts Receivable**

Families are responsible for ensuring that all **tuition and other fees are paid according to the agreed payment schedule**. Once an enrolment contract is signed, it becomes a **binding agreement between the school and the family**. HWS is committed to applying its payment and accounts receivable requirements with respect and fairness.

Parents/guardians are responsible for informing the **Finance Office in advance** if they anticipate difficulty making a payment by the scheduled payment date.

### **Returned Payments**

A **\$30 charge** will be applied to any failed payment, including a cheque or automatic debit that is returned to the school.

### **Delinquent Accounts**

Accounts that remain unpaid may be considered delinquent and may be subject to **interest charges, an Alternative Payment Plan, and further action by the school**, in accordance with the school's Payments & Accounts Receivable Policy.

**Related Document:** For complete information regarding payment requirements, returned payments, overdue balances, Alternative Payment Plans, delinquent accounts, and associated consequences, please see the **Payments & Accounts Receivable Policy** in the **Policies, Plans & Procedures Appendix**.

## **POLICIES, PLANS & PROCEDURES APPENDIX**

The following policies, plans, procedures, guidelines and forms provide complete information related to the expectations and procedures summarized throughout the Parent Handbook.

Families are responsible for familiarizing themselves with the policies and procedures applicable to their child and their participation in school life.

Policies and procedures may be reviewed and updated periodically. Where an updated policy, plan or procedure has been issued by Halton Waldorf School, the most current version applies.

### **A. Attendance, Arrival & Dismissal**

#### **A.1 Absence Policy & Procedures**

Complete requirements regarding attendance, absences, late arrivals, planned absences, family vacations and attendance concerns.

[\*View Absence Policy & Procedures\*](#)

#### **A.2 HWS Pick-Up Procedure**

Complete procedures for dismissal, on-foot pick-up, Kiss & Ride, supervision and safe departure from school.

[\*View HWS Pick-Up Procedure\*](#)

### **B. Health, Safety & Emergency Procedures**

#### **B.1 Halton Waldorf School Anaphylaxis Plan**

School-wide procedures for supporting students with life-threatening allergies, including information and awareness, allergen avoidance and emergency response.

[\*View Anaphylaxis Plan\*](#)

#### **B.2 Scent-Free Policy**

Expectations regarding scented products and maintaining a scent-free school environment.

[\*View Scent-Free Policy\*](#)

#### **B.3 Inclement Weather Policy**

Procedures related to severe weather, school closures, delayed openings, early dismissals and communication with families.

[\*View Inclement Weather Policy\*](#)

#### **B.4 Lockdown Procedure**

Emergency procedures followed by HWS when a lockdown is required.

*\*Available Upon Request\**

#### **B.5 Animals on School Property Policy**

Requirements regarding pets, service animals and other animals on HWS property.

[\*View Animals on School Property Policy\*](#)

#### **B.6 Health & Safety Information Form**

Annual student health and emergency information form.

[\*Complete Health & Safety Information Form\*](#)

#### **B.7 Authorization for Administration of Prescription Medication**

Required authorization for students who need prescription medication administered during school hours.

[\*Complete Authorization for Administration of Prescription Medication\*](#)

### **C. Student Life & Learning**

#### **C.1 Student Code of Conduct**

Complete expectations regarding student conduct, behaviour, safety, respect, responsibility, academic integrity and participation in the HWS community.

[\*View Student Code of Conduct\*](#)

#### **C.2 Student Dress Code**

Complete dress requirements, including Grade-specific expectations related to clothing, footwear and personal presentation.

[\*View Student Dress Code\*](#)

#### **C.3 AI Policy**

Expectations governing student use of artificial intelligence, including appropriate educational use, academic integrity, plagiarism and student responsibility.

[\*View AI Policy\*](#)

#### **C.4 HWS Waste Management Policy**

School expectations and procedures related to waste reduction, reusable materials and environmental stewardship.

[\*View HWS Waste Management Policy\*](#)

### **D. Field Trips, Volunteers & Chaperones**

#### **D.1 Field Trip Policy**

Requirements governing the planning, approval, supervision, transportation and safe operation of school field trips.

[\*View Field Trip Policy\*](#)

#### **D.2 Overnight Accommodation Policy**

Additional requirements for overnight school trips, including sleeping arrangements, student privacy, professional boundaries and nighttime supervision.

[\*View Overnight Accommodation Policy\*](#)

#### **D.3 Chaperone Guidelines**

Responsibilities and expectations for parents/guardians and other adults serving as chaperones on school trips and activities.

[\*View Chaperone Guidelines\*](#)

#### **D.4 Driver Consent**

Required documentation for parents/guardians serving as volunteer drivers for school trips and activities.

[\*Complete Driver Consent\*](#)

#### **D.5 Volunteer Engagement Guidelines**

Expectations regarding volunteer conduct, confidentiality, supervision, boundaries and responsibilities.

[\*View Volunteer Engagement Guidelines\*](#)

#### **D.6 Criminal Background Check Policy**

Requirements regarding Criminal Background Checks, Vulnerable Sector Screening and annual Offence Declarations for employees and volunteers.

[\*View Criminal Background Check Policy\*](#)

## **E. Parent Engagement & Communication**

### **E.1 Parent Engagement & Communication Guidelines**

Complete expectations regarding respectful communication, parent engagement, communication with teachers, appropriate channels for questions and concerns and partnership between families and the school.

[\*View Parent Engagement & Communication Guidelines\*](#)

## **F. Tuition & Financial Procedures**

### **F.1 Payments & Accounts Receivable Policy**

Complete requirements regarding tuition and fee payments, returned payments, overdue balances, Alternative Payment Plans, delinquent accounts and associated consequences.

[\*View Payments & Accounts Receivable Policy\*](#)