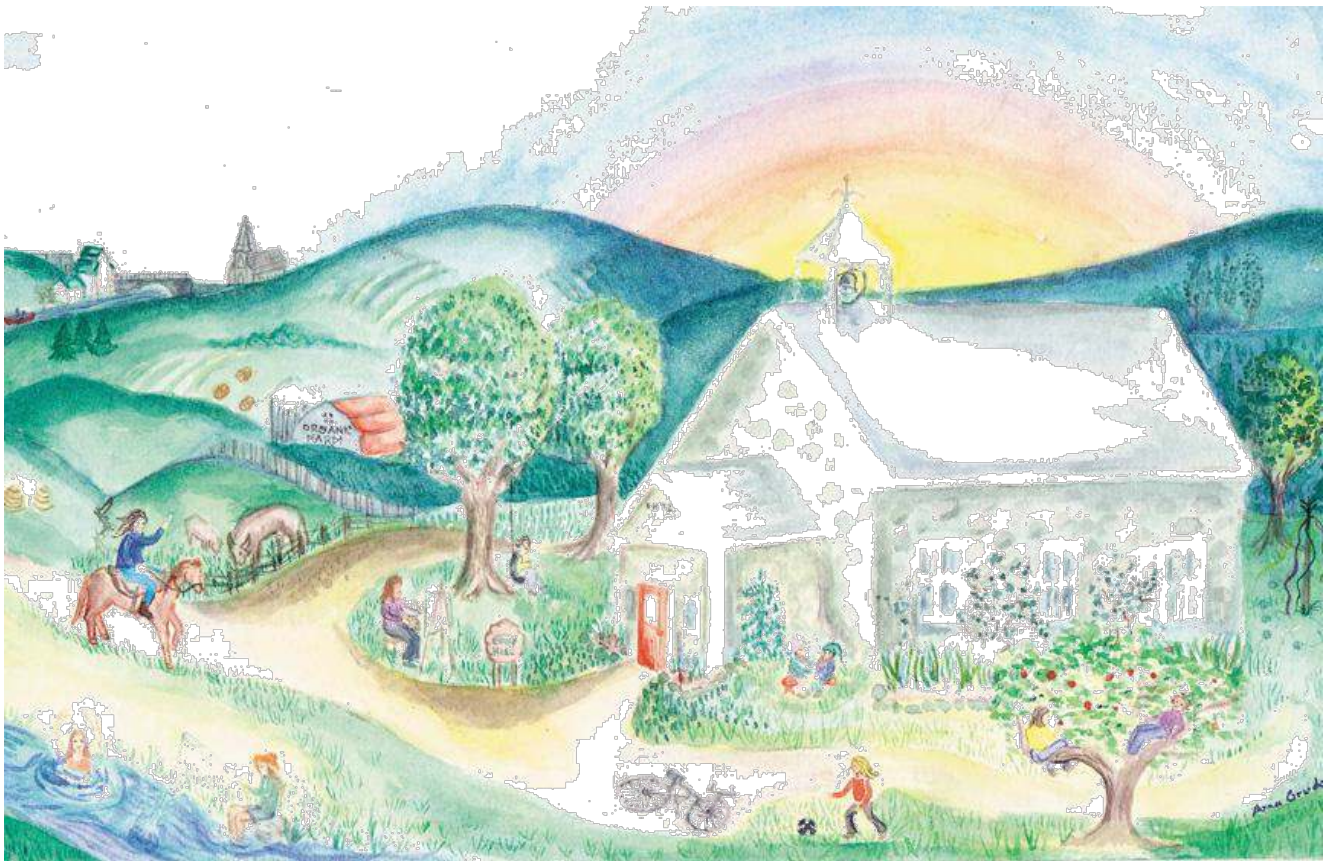


EDGE HILL COUNTRY SCHOOL HANDBOOK

2020-2021





SCHOOL HANDBOOK 2020-2021

Revised August 2020

Welcome to Edge Hill School – or welcome back!

This Handbook is intended to support you and your family in understanding and making the most of the coming year here at Edge Hill. You'll find information on curriculum, expectations, communications, the school organization, and much more.

Please read it and keep it nearby for reference.

The Early Childhood Education program (Kindergarten) at Edge Hill also has an additional handbook.

Please note: in this Handbook, we use the terms “parent” and “parents” to mean the adult caregivers of the student.

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Mission Statement

The work of Edge Hill Country School is based on the Waldorf philosophy of schooling. Our purpose is to offer education that draws forth each child's ability to think clearly, feel deeply, and act purposefully. Our mission includes:

- developing academic and practical skills by engaging the whole child,
- fostering self-discipline, self-respect, and a love of learning,
- cultivating respect for the efforts and gifts of others,
- awakening an appreciation for the wonders of nature,
- working together as a community of teachers, parents, and friends to create a healthy social life.

We strive for intellectual freedom, artistic creativity, and a sense of social responsibility.

The School's Guiding Principles are an addendum to this handbook.

A human being can only come to an experience of freedom if his intellectuality
Awakens within him of itself. But it must not awaken in poverty of soul.

Rudolf Steiner

Diversity and Inclusion

At Edge Hill School, we welcome diversity in race, sexual orientation, physical and mental ability, ethnicity, gender, socio-economic position, family composition, and perspective. As adults in this community, we strive to model co-operation and the seeking of consensus to achieve the goal of educating children: "Receive the child with reverence, educate the child in love, let the child go forth in freedom" (Rudolf Steiner).

The principles of diversity and inclusion are honoured throughout the curriculum. We seek out traditional knowledge keepers from a variety of cultures and faiths. We also honour the fundamental and central place of the natural world in our health as human beings.

Faculty members are committed to ongoing self-education. We enliven the ideals of diversity, equity, and inclusion sincerely and meaningfully in our teaching. These ideals also inform our evolving curriculum and school festivals. We strive to weave a heartfelt fabric of support around those who are vulnerable within our community, and to make decisions and policies that are inclusive and compassionate.

To truly know the world, look deeply within your own being.
To truly know yourself, look deeply into the world.

Rudolf Steiner

School History

Edge Hill School as a Waldorf initiative was opened in the fall of 1986 as Edge Hill Country Day School by a small community of parents knowledgeable about Waldorf education. The name Edge Hill has been the name of the little stone schoolhouse since its beginnings as a public school in 1872.

In 1992, the old wood-burning stove was replaced with a propane heating system. By this time, a two-room portable, housing the senior and kindergarten classes, had also been added to the site. In 2003, a third building was donated and moved to the property. In 2007, the front foyer of the main building was renovated. In 2009, renovations on the main building itself began.

In 2012, the School celebrated its 25th anniversary with events that included students from pre-1986, as well as faculty, alumni and families from the twenty-five years the School has been following Waldorf principles and approaches. Twenty-five trees were planted on the School grounds. In 2017, the school celebrated its 30th anniversary.

Rudolf Steiner, Creator of Waldorf Education

Rudolf Steiner was born on February 27, 1861, near the border of what was then Austria and Hungary. Even as a young man, he was conscious of the reality of an inner life, of what he called a soul space in man. Although his principal course in university was science, he had a keen interest in philosophy and was well versed in the arts and literature. When he was 23 years old, he edited Goethe's scientific works. He received a Ph.D. for the elaboration of his own philosophy in *Truth and Science* and went on to write *The Philosophy of Freedom*.

As his life experience broadened, Steiner's spiritual consciousness deepened. For ten years, 1902-1912, Steiner travelled across Europe lecturing about and studying art and architecture. His desire to express a spiritual vision in the form of art led to the writing of four mystery plays, the development of an art of movement to sound, called eurhythm, and the exploration into new forms for architecture and design. The architectural and design work culminated in the building of a centre in Dornach, Switzerland, during World War I. People from all sides of the international conflict united to build the Goetheanum, dedicated to the continuance of Goethe's scientific and artistic work.

At the end of World War I, Steiner suggested a threefold commonwealth as a natural and harmonious way to order and view society. He identified three spheres of human activity, each of which has its own appropriate organization. The three spheres are a cultural sphere, whose ideal is liberty; a political sphere, whose ideal is equality; and an economic sphere, with the ideal of fraternity. The health of a society, like the health of an individual, would lie in the balance and equilibrium among these spheres of the "head, heart, and hands."

Adapted from the Rudolf Steiner biography by A.C. Harwood

Waldorf Education

The first Waldorf School was founded in 1919 in Stuttgart, Germany. Emil Molt, the director of the Waldorf Astoria Company, was concerned for the new generation of schoolchildren emerging from the devastation of World War I. If these children were to develop capacities that would allow them to transform society, they would need to be taught in a new way – one that addressed their essential humanity, enhanced their concern for other people, and fostered a sense of responsibility for the earth. Molt approached Rudolf Steiner.

The Waldorf philosophy strives to transform teaching and education into a complex artistic activity that educates the whole child: head, heart, and body. Its highest endeavour is to develop free human beings who are able of themselves to impart purpose and direction to their lives. Today there are more than 1100 Waldorf schools (or Waldorf-inspired) and 1,700 Waldorf kindergartens in some 80 countries around the world. Each school is an independent, self-governing entity, although all Waldorf schools and official initiatives in North America are affiliated with the Association of Waldorf Schools of North America (AWSNA) or with the Waldorf Early Childhood Association of North-America (WECAN). All Waldorf schools are non-profit, charitable organizations. For the 100th anniversary of Waldorf education two wonderful and informative videos were published: <https://www.waldorf-100.org/>.

Furthermore, the mission of WECAN is to foster a new cultural impulse for the work with the young child from pre-birth to age seven. WECAN is committed to protecting and nurturing childhood as a foundation for renewing human culture. Edge Hill School is currently an associate member of WECAN.

Joy and happiness in living, a love of all existence, a power and energy for work
– such are among the lifelong results of a right cultivation of the feeling for
beauty and for art.

Rudolf Steiner

Principles and Practices at Edge Hill School

Waldorf education offers a broad curriculum, planned to achieve a balance between the sciences, the humanities, and the arts. Appreciation and reverence for the natural world as well as the cultural heritage of humanity form the core of the curriculum. Throughout, emphasis is placed on the development of the child and the integration of knowledge with the student's own experience of life. Thus, deep involvement between student and subject becomes a source of real joy. It becomes vital, therefore, that the child not be hurried through childhood.

Philosophical Foundations

As Waldorf teachers, the faculty at Edge Hill School have studied the philosophy, traditions, and history of Waldorf schooling. As individuals, the faculty have varying relationships with the work of Rudolf Steiner and his philosophy, known as anthroposophy. At the same time, there is no "religious" teaching in the curriculum, or any anthroposophical content. What is perhaps unique about Waldorf schools, however, is that they are committed, in addition to teaching the head, heart, and hands, to nurturing the soul life of the child. This purpose manifests itself in classroom and school life in many ways, and most particularly in the curriculum and in the festival life of the school.

The Waldorf curriculum draws upon the historical and religious traditions of many cultures within the context of their history, geography, and literature studies. Stories are told from the Aboriginal narratives, the Old Testament/Torah, the Bhagavad Gita, the Egyptian "Book of the Dead," the Norse Eddas, and from the words of great teachers such as Mohammed, the Buddha, Confucius, and Socrates, and from contemporary cultural streams of thought. Fairy tales, fables, and folk tales from Asian, African, North and South American and European traditions also illustrate a diversity of cultures. As students mature, their history studies allow them to examine where religious thought and practice intersect with culture and politics to shape world events.

Overall, Waldorf schools seek to cultivate compassion, reverence for life, respect, cooperation, love of nature, interest in the world, and social conscience, as well as to develop cognitive, artistic, and practical skills. In terms of festivals, which are an important part of the seasonal rhythm, Edge Hill is working with change and with openness to welcome new ways to acknowledge a variety of celebrations, particularly as they strengthen our community (and its diversity), recognize our various histories and cultural practices, and honour our Earth.

Kindergarten

The kindergarten years create a bridge between school and home, nurturing and supporting the very young through preserving and protecting innocence and wonder; offering simple, rhythmical and involving activities.

Young children are filled with wonder. They see beauty and purpose everywhere. They are curious about all that comes to meet them. It is this natural sense of wonder that opens young children to the world around them. The role of the Waldorf Kindergarten teacher is to create a beautiful environment in which this natural curiosity and wonder can be fostered.

Young children learn about life by seeing and by imitating what they see. They are sensitive to rhythms: the rhythms of the day, the week, the season, the year. Great care is taken to surround them with as many life-filled experiences as possible. Free play, singing, games, stories, puppet shows, crafts, baking, gardening, eurythmy, painting, and beeswax modelling are natural activities for children from four to six.

Somewhere around six and seven, children show evidence of being ready to move toward a new way of learning about and taking part in their world. One of several obvious outward signals is the loss of milk or baby teeth.

Elementary School

Between the ages of about seven and fourteen, children understand the world through their feelings. During these years, the teacher must be an artist – transforming intellectual facts into imaginative pictures, deeply felt experiences, and engaging activities. The curriculum is structured around the main lesson, a concentrated daily two-hour session in which one subject is the focus for about four weeks at a time.

The subjects for these main lesson blocks are set out in a curriculum designed to meet the inner needs of children at each stage in their development. The later morning lessons are devoted to language, mathematics, and a variety of academic skills. Lessons requiring the most artistic and physical activity tend to be scheduled in the afternoon. The development of the basic skills of writing, reading, and arithmetic unfold in the first three grades to honour the varying maturation processes of different children. At all times, a strong foundation for academic skills is built to generate confidence and a life-long love of learning.

Faculty Members*

Kindergarten	Lisa Early
Kindergarten	Doug Vankoughnett
Kindergarten Assistants	TBD
Grade 1-2	Renata Freibergova with assistance from Myriam Legault
Grade 3	Suzanne Glick
Grade 4	Jennifer Hicks
Grade 5-6	Christina Schwarz
Grade 7-8	Lise Gunby
French	Myriam Legault
Woodworking (Grades 5-8)	Daniel Harris
Parent & Child	TBD
Faculty Co-Chairs	Christina Schwarz, Lise Gunby
Communication and Enrolment Admin	Karen Uderstadt
Financial and Executive Admin	Marie-Eve Perreault

*Please see the school website for faculty biographies.

Board Members*

*new members to be elected at **AGM September 26th**

Current members:

Dano Harris, chair; Annabel Drover, secretary; Mark Stovel, treasurer; Christina Schwarz and Lise Gunby, faculty chairs, David Baines, Jessica Johnstone, Erik Koopman, Elisa Vanderhout, Elicia Vine.

The School Day

School hours: 9:00 a.m. to 3:15 p.m. Monday through Thursday.

Morning Drop Off and Afternoon Pick Up

Please see the Covid policy guidelines for drop off and pick up this school year. Parents will drop children at the school gate. Grade 1-2 will be assisted from parental vehicle to class and from class.

The Edge Hill School playground is a wonderful location for children, parents, and community members to gather, play, and socialize, but during this school year, at least until further notice, parents will be asked to avoid the grounds.

- If you are going to be late, please call the school. Parents may arrange after-school supervision in advance. Please refer to the section on Absences.
- All students are to be picked up at 3:15 pm.

Parking

We are welcoming many families to the school this year and need to pay extra attention to using our space wisely. When parking your vehicle, please park on the south side of the road at a 45-degree angle to ensure there is room for everyone to park. When the snow arrives, please change to parallel parking on the south side. Parking spaces directly across from the school entrance are designated 'Stroller Parking' for young families. Take care to watch for children crossing the road. Please avoid idling your vehicle. Because of safety and visibility concerns, the area from the garbage storage shed west to the stop sign on the north side of the road should be kept free at all times, except when used by people with mobility issues or when using the kiss and drop area that is situated between the school entrance and the stop sign. Please use the kiss and drop area efficiently to allow maximum usage. The area east of the garbage storage is reserved for the teachers who are staying at school for the school day.

Playground

This is the usual playground section; please note that until further notice, Covid policy supersedes this section. In order to maintain consistency for the children during and after school hours, we have established the following playground rules that are to be followed at all times:

- In-sight supervision (for parent volunteers and parents supervising their own children)
- Tree climbing is only permitted for children grades 3 and up, with direct adult supervision.

- No sword/stick-play before or after school.
- Children play within the boundaries of the school yard.
- No swearing.
- No climbing on the roofs.

One or more faculty members are always present to supervise students whenever they are outside during school hours.

The games on the playground at Edge Hill School often reflect the content of the curriculum. While this is encouraged and supported, no aggressive play will be allowed.

To protect younger children, snowballs and the throwing of ice or any object unauthorized by the teacher are forbidden, except where snowball throwing occurs in a separate area under supervision. Sleds can be used at the discretion of the school staff.

In warmer weather, many students ride their bicycles to school. Upon arrival, students are to park their bicycles in the designated area by the propane tank. Bicycles may not be ridden on the school premises. Students must wear helmets if they are using a skateboard or a scooter on the bricked play area.

Parents may be asked to assist faculty in responding to any incidences of inappropriate behaviour. Violations of the code of behaviour may lead to suspension; please see the Concerns and Issues section.

Code of Behaviour

In order to create a safe and respectful school environment, the following code of behaviour is in place at Edge Hill School.

All students, faculty, parents and guests are expected to:

1. Use language that is respectful and kind.
2. Respect the safety and personal space of others.*
3. Care for the physical and natural environment.

**Older children have the opportunity to help and protect younger children.*

Punctuality

The rhythm and flow of the classroom is part of the orchestral work of the teacher. To maintain this harmony and to respect the work of the class, it is very important that all children be present on time and ready for school. **All children are expected to be punctual, fed, and ready for class before the start of the school day.** If your child is late, he or she might be asked to enter the room at a specific time in order to minimize disruptions. Please speak with the teacher of the class as to when that time may be.

Absences

Regular attendance is a necessary component in achieving academic success. If your child will be absent from school, it is necessary to contact the school, either by text or phone call directly to the class teacher before 8:45 am or to the school 519-369-3195 after 8:45. Please send a note or call with any variations in the school day.

If planning a family trip, please confer with the teacher regarding travel dates and the effect that time away will have on your child. The Waldorf curriculum is designed to build upon itself in a beautiful way, and every day of class life provides an enriching experience.

Snow Days – Inclement Weather Contingency Education (I.C.E.) Days

If the buses to the Durham schools are cancelled due to weather, Edge Hill is also closed for the day. Please refer to a local radio station or <https://www.mybrucegreyschoolbus.ca/Cancellations.aspx>. An e-mail will also be sent out to the Edge Hill families google group in the event of a school closure, as soon as it is confirmed, usually between 7am and 8am. It is the parents' responsibility to have childcare planned in the event of snow days. There are extra school days scheduled in the case of numerous snow days, Inclement weather Contingency Education (I.C.E. days). If there are six snow days, one I.C.E. day will be added, if there are 10 snow days, 2 I.C.E. days, and if there are 14 snow days, 3 I.C.E. days will be in effect. A fourth I.C.E. day is on the school calendar as a back-up if the timing of snow days requires it. Faculty may also schedule additional make-up days for their class, as needed, and will communicate directly with class parents about these days.

Health and Safety

Please see the Covid policy for 2020-2021. The health and safety of the children is of the utmost concern. Please keep children at home if they are not feeling well (particularly if they have a fever, diarrhea, or are vomiting). Children with head-lice should be kept at home. A note is needed if you feel it is necessary for your child to be kept in during recess or outdoor activities (e.g., sports injuries, etc.). All parents must leave on file the name of an emergency contact for their child. This person will be contacted if a child is sick or injured and the parents cannot be reached. The faculty is trained in First Aid. All those working at the school will be informed of the procedures for emergencies.

Fire drills are practised twice per semester. There is a safety plan posted in each classroom.

Please bring all allergies and health concerns to the attention of faculty. We work with families to ensure the safety and well-being of each child. Edge Hill School may at times be a peanut and tree-nut free facility; see below for more details.

What to Bring to School

With few exceptions, the school provides all supplies used at the school, except recorders. A hook is provided for coats and backpacks. Recorders (grade school) should be at school EVERY day.

Food

Your child needs a good breakfast before coming to school. No child can succeed in class without good nourishment. All children need substantial snacks and lunches as well. Please be thoughtful in your choice of food. Pop, candy, and gum should not be brought to school. The children eat lunch in their classrooms with their teacher.

ALL CHILDREN should bring their own water in reusable bottles. In addition, we are striving to make all lunches litter-free. Plastic wrappings and containers should be taken home for washing or recycling.

Allergens

In the past, Edge Hill School has been a peanut and tree-nut free facility. This policy may be re-instated as needed, as per the following:

Allergens and reminders will also be posted on classroom doors. To keep our allergic children safe, please support these initiatives:

- Do not send any peanut or tree-nut product to school
- If nut products are had for breakfast, try to do so in pyjamas, before you get ready for school
- Brush your teeth; wash your face and hands well before leaving the house for school or for a school event. □ These steps are important because peanuts and tree-nuts contain oils that remain on the skin/clothing and can be transferred to other objects or people. □
- Read labels and ingredient lists every time you shop (for lunch/snack foods).
- Avoid the following:
 - Packages with the phrase “may contain traces of peanuts or nuts”
 - Packages with the phrase “manufactured on equipment shared with or that processes peanuts or nuts”
 - Bulk foods
 - Bakery foods
 - Take-out foods
 - Imported chocolate

Please check with the classroom teacher before bringing in food items for special events as well as craft items.

Birthdays

Birthdays are special days and will be celebrated at school. Your teacher will be in touch!

Dress Code

Part of what makes a Waldorf school special is the attention given to creating an environment that is visually pleasing. When a child is surrounded by beauty, beauty is reflected within him or her and encouraged to grow and flourish.

In the school, we strive to create an environment with beautiful images and objects. The clothing worn by children should complement this atmosphere and show respect for oneself and others.

Students should wear clothing that is clean, neat, modest, well cared-for, and suitable for the activity of the season. Since all students will be outside every day, rain or shine, each should have sufficient warm clothes and outer layers appropriate to the weather.

Please make sure your child can move easily and freely in whatever he or she is wearing, without self-consciousness and without restriction. This will ensure also that they do not distract others, and can focus on their schoolwork and class activities. This includes reasonable sleeve length, hem, and shirt length.

Please choose clothing for school that is media free and does not display any characters, slogans, or large logos (with the exception of Edge Hill logo items), so that the child's own being can shine, without distraction and commercial consciousness.

Please avoid camouflage patterns. These guidelines also refer to backpacks, lunch bags, shoes, and outdoor wear.

In the interest of safety, students must wear sturdy footwear at school—inside and outside. Please don't send shoes that light up, shoes with cartoon or media images, high heels, or roller shoes (shoes with wheels).

Hair should be natural and off the face. Light make-up or nail polish may be worn in Grades 7 and 8.

Please bring any questions to your class teacher.

DID YOU KNOW?

Sleep

Most children need at least nine hours of sleep at night. In addition, late weekend nights can adversely affect work at school during the week. Please ensure a rich sleep experience that will nourish mind and body.

Media

Television, movies, computers, and electronic games affect child development, regardless of the program content. The passive condition and the electronic stimulation of these activities cannot be reconciled with the rhythms of healthy activity.

Electronic media lack the human presence so vital to the health of the child, replacing it with electromagnetic forces that inhibit sleeping and eating patterns. The child's need for creative play and ability to create images from within are suppressed by the mechanically produced imagery of the television.

Instead, we encourage creative activities that engage the child's will. Drawing, puppetry, modeling, singing, dancing, music, and good stories should fill a child's life, as well as plenty of outdoor play and "free" time. Talk to other parents and teachers if you would like ideas. There are a number of books and articles about the media issue; ask if you would like more information.

Electronics

Electronic technology is not a part of the Edge Hill classroom. Please ensure cameras, phones and other electronic devices do not come to school. If a telephone is needed for emergency purposes, it must remain with the class teacher, and is not to be used for other purposes (e.g., games, photos). Please support the development of your child's creative abilities. There will be time for electronics later. *Please note: this year there may be internet use in some classrooms in order to facilitate schooling for students who have to stay at home because of Covid policy.*

School Assemblies

School assemblies are held regularly throughout the year to allow classes to share their experiences with each other. Faculty and administration will arrange for an official photographer with photos to be available on the Parent's Page of the website to allow for all parents and attendees to enjoy the performance without cell phones, etc.

Progress Reports

Class teachers generally schedule two parent-teacher interviews a year (one each term). For new students, it is customary to arrange an interview between parents and the class teacher at the six-week point. Individual parent meetings can be arranged at any time

throughout the school year. Your child's class teacher will prepare a written report about your child's development at the end of June.

Festivals

This year, festivals may be adapted because of Covid policy. Teachers will strive to find creative and satisfying new ways to meet these rhythms in the year. Festivals form important markers through the year, highlighting rhythm through the seasons and establishing traditions that students and their families come to value very much. The festivals are primarily organized by faculty and are part of the classroom culture. We enjoy a rich multicultural community. If you have a tradition you would like to share, please speak to your class teacher.

Autumn Equinox and the balance of light and dark

We celebrate the traditional festival of Michaelmas in September. This festival inspires courage and strength. In traditional icons St. Michael is pictured in the act of subduing a dragon which represents the shadow side of human nature: greed, selfishness, and apathy. For children, this image of good overcoming or transforming challenges is important. They hear stories in school about the brave hero who acknowledges and masters the dragon (and sometimes befriends him!) with his sword of light. The sword of light pierces through illusion (for adults, think of the illusions of ego). The festival day may include storytelling, skits, planting bulbs, and sharing dragon bread and cider. *This year, this festival will be a storytelling festival entitled "Courage and the Dragon." Children will enjoy stories from various teachers and classes during the day.*

Lantern Walk and carrying the light

The Lantern Walk in November is suffused with thoughtfulness. The festival in its origins considers the life of St. Martin and in particular celebrates his compassion and kindness towards a poor man. It looks to the spirit of giving and this is brought into the life of the classroom. The essence and message of this festival is to create a mood of service and empathy towards our fellow human beings. The walk occurs in the evening darkness and is accompanied by singing and contemplation. Students prepare for the walk in the weeks prior by creating handmade lanterns. The lanterns symbolize the light we carry into the world.

Candlelight and the four kingdoms

During the month before Christmas, morning assemblies are held on Mondays and songs and stories are shared. This is a time to look at the increasing light represented on the nature table to signal the coming of winter solstice when the light will begin to return. The students look at the four kingdoms: the mineral, plant, animal, and human world. Assemblies and classroom life speak to virtues and honouring the four elements.

Children may attend an Advent Spiral on the first Advent Sunday (this is a friends of Edge Hill event, at the Glenelg Town Hall). The Advent Spiral inspires a reverent atmosphere as each child carries a lighted candle out from the heart of the spiral.

Spring Walk and rebirth

This is the festival of rebirth and the return of spring. In the classroom, stories of new life in nature are shared. A spring walk or nature walk is taken with students and accompanying parents.

Maypole Dance

As part of the May Fair, the Maypole Dance and songs presented by the students celebrate the student community and the joys of spring.

Fairs and Fundraising

The fairs have historically been an important part of Edge Hill's fundraising efforts, and the expression —many hands make light work has never had a clearer illustration. There are many, many opportunities during the planning, preparing and accomplishment of the fair days to make use of the many talents of our adult community. It is expected that all families will be involved in some way at each of the two major fairs. As well, it has become clear over the years that these events help our families get to know each other, and can be an inspirational experience. The fairs are an opportunity to work with other members of the community and create beautiful experiences for the children.

Christkindl Market

The Christkindl Market Festival, organized by friends of Edge Hill at Glencolton Farm and supported by school volunteers, is a public event that brings a European tradition to the local area and celebrates the spirit of the season. Visitors enjoy fine food, a variety of vendors, and a gingerbread auction. There is a fairy pond, crafts, and other activities for the children.

May Fair

Edge Hill families are invited to participate in – and to help organize! – this annual fair day. School families and visitors experience the magic of the Maypole Dance, browse amongst the vendors, and sample the excellent food in the café. Children will delight in the many games and activities that are offered.

Fundraising

In order to contribute towards our fundraising goal for the year, Edge Hill runs group buys as well as other ongoing fundraisers, whereby the school gets a percentage of the sales. We intend to provide the Edge Hill community with practical items to purchase.

Group Buys will be announced via the school's bi-weekly *Informed* newsletter and by email. We aim to partner with local and organic (when possible) businesses who then donate a percentage of sales back to the school. Information about the vendor and what percentage of sales they are donating will be shared on the order form found on the school website. Examples of these purchases are maple syrup, honey, seeds, bread, meats, pantry items.

Ongoing Fundraisers including Shop n' Share, Fundscrip, Mabel's Labels and Jaydancin

(coming soon) are ongoing fundraising initiatives that you can participate in at your own leisure. Information on how to participate can be found on our school website.

To find out more, please visit the school website: www.edgehillschool.org/support.

School Organization

For our school to function smoothly it is important that we take individual responsibility for our words and deeds, and that we speak directly and respectfully with anyone with whom we might have an issue.

The school is structured with three main bodies: the Faculty, the Parents, and the Board of Directors. Also existing within these bodies is Administration and a variety of committees.

The Faculty

The faculty is responsible for all curriculum development and delivery. Class teachers are individually responsible for management and discipline in their respective classrooms, and any issues or concerns should be raised directly with the class teacher concerned.

Faculty work closely together to monitor the children's academic and social needs and strive to co-operate fully to maintain a healthy and happy environment for all of the children. Parents may at any time request a meeting with the class teacher, or request a meeting with the class teacher and a second faculty member. At Edge Hill we try to work closely, co-operatively, and honestly as faculty and as parents.

The Parent Body

The parent body is the collective representation, in whole or in part, of the parents of the children enrolled at the school. Parent involvement in the care and well-being of the school is encouraged and varies depending upon the concerns and impulses of each individual parent. The parents are encouraged to be involved in school activities as role models and school supporters.

Parents are expected to read the school handbook, the *Informed*, and newsletters as well as attend orientation days, parent-teacher interviews, and special events (work bees, class parent meetings, etc.) in order to make it possible to enhance the life and welfare of the school. In addition, parents are asked to ensure that students attend school concerts and festival celebrations and contribute themselves in whatever way they can manage (Michaelmas, Lantern Walk, Christkindl, May Fair, etc.).

Volunteers

Volunteer efforts are a vital component of the school. It is because of these efforts that the cost of tuition continues to remain affordable. Volunteering helps bring the school community together, is rewarding, and is a great way to get to know other parents.

If you would like to assist in a classroom (or on a field trip) or have a skill or interest that you feel would enrich the lives of the students, please speak to the classroom teacher.

Long-term volunteers, just as with all faculty members, must have a vulnerable sector police check.

It is important that everyone does his or her part. Contribute where you can and what seems reasonable to you and your family. If you are interested in planning a fundraiser, please speak to a member of the Board. All fundraisers must be approved by the Board of Directors and must be aligned with the school's Guiding Principles.

We recognize some families' schedules do not allow them to offer their time. Financial contributions can be made in lieu of volunteering. Tuition fees do not reflect the actual cost of operating the school. Volunteer efforts and financial contributions create the financial health of the school.

Volunteers are always needed in the following areas:

- repairs and maintenance
- fundraising
- marketing and outreach
- social
- gardening/yard work
- anthroposophy/path of development
- classroom help
- board members

Parent Support

Parents and friends of the school make invaluable contributions to the school through their assistance and participation. Active parents can experience a living relationship with their children's school life and contribute greatly to the social fabric of the school community. Working to help solve problems and speaking well of the school are also important. Positive attitudes affect our children's feelings toward their education and also help bring new families to the school to enrich the lives of the children.

Waldorf education and the philosophy behind it are a journey not only for the students and teachers, but also for parents and the supporting community of the school. Parents are invited to attend some of the study groups organized by the community members for adult learning. The dates for these meetings will be announced.

Mentor Program

Families new to the Edge Hill School community will be partnered with a seasoned school family to help promote community and involvement at Edge Hill. Your mentor family will answer any questions that you might have or refer you to the correct individual if they do not know the answer. They will also invite you to school events and introduce you to other members of the school community. Your mentor family is there to help; don't hesitate to ask!

Board of Directors

The board of directors is responsible for the legal and financial health of the school. The board includes the chair, secretary, treasurer, faculty chair(s), and directors (a total of nine members). All school parents, as members of the Corporation of Edge Hill School, are asked to attend the Annual General Meeting (in September or October).

The board of directors meets monthly and meetings are open to school members. Meeting agendas are prepared one week in advance and shared via the Edge Hill School Families google group. In order to present an item at a board meeting please submit your request and any supporting documents to the chair of the board by e-mail. Minutes from board meetings will be available on the Parents Page of the school website (parents.edgehillschool.org) after they have been approved by the directors at the next meeting.

- The chairperson presides at all meetings of the directors and members of the Corporation of Edge Hill School and is an ex officio member of all committees of the board.
- The secretary shall have charge of the minute books of the Corporation and documents and register.
- The treasurer is in charge of all matters pertaining to the financial affairs of the school.
- The faculty chair acts to inform the board of the affairs of the teachers and brings forward to the board concerns and issues as they arise.

For a more detailed account of by-laws of the Corporation set up by law to govern the affairs of the school, please refer to the document “Edge Hill Country Waldorf School, By-Laws”. This document can be provided by the administration or secretary of the board.

In 2011, The Board developed their Code of Conduct:

Code of Conduct

for members of Edge Hill School’s Board of Directors

As a member of the board of directors for Edge Hill School, I will do my utmost to represent the interest of all stakeholders in the school’s educational purposes by adhering to the following standards and principles:

1. I will represent all stakeholders honestly and to the best of my ability, and refuse to surrender my responsibilities to special interest or partisan groups.
2. I will avoid any conflict of interest or the appearance of impropriety which could result from my position, and will not use my board membership for personal gain.
3. I will recognize that a board member has no legal authority as an individual and that decisions can be made only by a majority vote at a board meeting.

4. I will take no private action that might compromise the board or administration and will respect the confidentiality of privileged information.
5. I will abide by majority decisions of the board, while retaining the right to seek changes in such decisions through ethical and constructive channels.
6. I will encourage and respect the free expression of opinion by other board members and will participate in board discussions in an open, honest and respectful manner, honouring differences of opinion or perspective.
7. I will prepare for, attend and actively participate in board meetings.
8. I will be sufficiently informed about and prepared to act on the specific issues before the board, and become and remain reasonably knowledgeable about Ontario and Waldorf-specific education issues.
9. I will respectfully listen to those who communicate with the board, seeking to understand their views, while recognizing my responsibility to represent the interests of the entire community.
10. I will strive for a positive working relationship with the faculty group, respecting their training and experience, and their knowledge of education in general and Waldorf education in particular.
11. I will model continuous learning and work to ensure good governance by taking advantage of personal and board member development opportunities.
12. I will strive to keep the board focused on its primary work of clarifying the school's purpose, direction and goals, and operations.

Administration

The administrators oversee the day-to-day management of the school. They supervise the enrolment at the school and meet with prospective parents to discuss the nature of the school and answer questions. The records of the students are maintained and, where necessary, information is reported to the appropriate government bodies. The administrators orient new faculty members and provide resources to staff. They work with the board by providing documents and information pertaining to the day-to-day activities of the school. They communicate with relevant ministries and public health to keep the school organization up to date.

Communication

Regular communication about classes will come via your class teacher. There is a bi-weekly **Informed** e-mail sent to current families. There is also an *Edge Hill School Newsletter* sent by e-mail three times a year to school families and to the wider community. Parents are responsible for reading these communications in order to stay up to date on school affairs.

E-mail Groups

There are two e-mail groups for Edge Hill School communications that are school owned and moderated.

The **Edge Hill School Families** group facilitates communications directly related to the school, and is strictly for current school families (membership is automatic upon enrolment). The second group, **Edge Hill Community**, serves as a wider community bulletin board (membership is optional), and is for current as well as past and future families and friends of the school. An invitation for the optional Edge Hill Community Group is sent to all new school families.

The **Edge Hill School Families** group is for school-wide communication i.e. announcements from Faculty, Administration and Board, organizing volunteers, meetings and special events, festivals, lost and found items, etc. To post, address your e-mail to: edge-hill-school-families@googlegroups.com. Messages are moderated by Admin and supported by volunteers. Please allow 24 hours for your message to be approved for posting. Please continue to keep your communication respectful to all and practice your best netiquette when posting. The group is not an appropriate forum for personal exchanges, opinions, or grievances. It is always a good idea to read your post and verify to whom you're addressing it before hitting SEND or replying to a group message (please note: if you reply all, the whole school will receive your reply).

It is the intent and goal of the school to ensure that all members are informed about the activities of the school. If for any reason a member should feel left out of the communication loop, please notify the administration or your child's teacher immediately so that the process can be rectified.

The optional **Edge Hill Community** group is for current, past, and future families and friends of the school. This group's purpose is to reach the wider community about subjects similar to those posted on a community bulletin board or classified section of a newspaper i.e. Group Buy opportunities, community and fundraising events including the Christkindl Market and the May Fair, local business posts, general interest, wanted ads, items for sale/free, etc. This group is not an appropriate forum for personal exchanges, opinions or grievances. To post, address your e-mail to: edge-hill-community@googlegroups.com. It is always a good idea to read your post and verify to whom you're addressing it before hitting SEND. This group is also moderated by Admin and supported by volunteers. Please allow 24 hours for your message to be approved for posting.

Concerns and Issues

Edge Hill Country School welcomes any constructive input about programs or policies and all Faculty are available to answer questions. Should a parent have a concern about a teacher or incident in the classroom or school, or concerns about other problems needing attention, please speak directly with the class teacher. In cases where this may not be appropriate, a parent may go directly to a faculty chair.

Please note: If you have issues or concerns, please make an appointment after school with your class teacher. Please don't bring issues to Faculty before class begins in the morning. All emails to class teachers will receive a response within 24-48 hours.

The development of the school needs the goodwill of all families involved. Please help the school to nurture a healthy community. Edge Hill School belongs to all of us, and your support and interest are deeply appreciated.

Policy on Harassment

Edge Hill Country School will not tolerate any form of harassment involving any of its students, teachers or parents. The school has a firm belief that all individuals in the educational setting are entitled to learn and play in an environment free from discriminatory harassment based on sex, race, personality conflicts, physical appearance, age, sexual orientation, etc.

Harassment is generally defined as repeated attacks, verbal, physical or otherwise, intended to intimidate, cause vexation, worry, or fear.

Such situations would be assessed by Faculty with recommendations and support between Faculty, Admin and Board. Depending on the severity of the infraction(s), steps in the progressive discipline may be skipped.

Violations of this policy will result in disciplinary actions, starting with a verbal warning to the perpetrator or perpetrators. If infractions continue, disciplinary actions may continue as follows:

1. Letter to parents.
2. Interviews with involved parties.
3. Suspension(s).
4. Termination of contract with Edge Hill School.

As reflected in our guiding principles, every effort is made to deal with difficult situations with understanding and a willingness to move forward. This policy is in place to protect the children and all other members of the school community.

Financial Information

Annual Giving Campaign

As an independent school, Edge Hill relies on financial as well as volunteer support from our members. Our tuition fees are significantly less than our actual operating expenses and the Annual Giving Campaign is a direct appeal to families and friends for financial support. As we strive to balance affordable tuition with providing the very best education for our children, campaigns such as this have the potential to make a significant impact.

How much you decide to give is entirely up to you. We ask only that you give to the best of your ability. The practice of generosity is more than a monetary result. Whatever you decide to donate will make a difference.

The financial strength of our school is dependent upon the participation of all of its members. Participation in the Giving Campaign is a key indication of commitment and goes a long way to generating enthusiasm and encouragement within the community.

Included in your handbook/registration package is a slip for returning your tax-deductible donation.

Tuition

KINDERGARTEN	8:45 am to 3:00 pm	
	4 days a week	\$6,300
	2 days a week	\$3,150
FULL-TIME KINDERGARTEN AND GRADE SCHOOL	8:45am to 3:00 pm (Kindergarten) 9am to 3:15pm Monday-Thursday	
	First child	\$6,300
	Second child (30%off)	\$4,410
	Third child (50%off)	\$3,150
	Fourth child + (90% off)	\$ 630

Note: Sibling discount applies when first child is full-time.

School Supplies Fee (non-refundable)

Kindergarten – Grade 8	\$225
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Deposit, Late Payments and Arrears

Tuition fees are expected to be paid promptly. When unexpected situations arise, open communication ensures that we can all weather the storm.

There is a one-time (non-refundable) enrolment fee of \$325 that includes a \$100 administrative fee and \$225 towards the first child's supply fee; this includes students on a wait list. A deposit of 10% of annual tuition is due upon confirmation of registration. This deposit will be put towards the last month of tuition for the year. Post-dated cheques are expected for the remaining 9 payments due September 1st – May 1st. A mutually acceptable payment plan may be arranged; please speak with financial admin. There is a \$20 charge for each month's tuition that is received after the first day of the month in which the tuition is due unless specific arrangements have been made ahead

of time. The school will charge \$20 for any cheques returned to the school as NSF (non-sufficient funds) in addition to the amount owing.

Any family whose tuition is not received by the first of the month will be issued a letter informing them that their deposit is being used for the current month. Continued attendance at the school will be jeopardized if the situation is not remedied within the month. If no further payment and dialogue is received, it will be deemed that this is considered the last month of attendance. If payment is not received, the outstanding balance will be dealt with through legal channels. Edge Hill School retains the right to withhold school records until a family's accounts are paid in full.

This policy is in line with the school contract which states that the school requires one month of written notice, or the equivalent of one month of fees in lieu of notice, if a family chooses to withdraw children during the school year.

Tuition Assistance

Edge Hill School aims to make Waldorf education accessible by keeping tuition as low as possible. We wish to assist those families who are in need by providing tuition assistance to those who require it.

Edge Hill has received donations over the years that are intended for tuition assistance and sets aside a portion of tuition income towards tuition assistance. If you would like to contribute in this way, please communicate with financial admin.

Tuition assistance may be available for eligible applicants. Please contact financial admin with questions and to request an application form.

Edge Hill School's Guiding Principles

Our Guiding Principles are based on our values. They are intended to guide us throughout our life as a school, in all circumstances, even if our community itself changes. They act as beacons for our actions: no matter whether we're very close or far away from realizing these guiding principles, we will never be lost, because we have these guides. These are the ideals we strive for.

Education of the whole child.

We hold the child within the ideals of goodness, beauty and truth.

We strive, at a developmentally appropriate level, to nurture the healthy growth of the three-fold nature and whole being of the child: the willing or doing (hands), the feeling (heart) and the thinking (head). We endeavour to offer the right thing at the right time. We impart an engaging, enlivened, and balanced curriculum that challenges our students academically, artistically, and physically. We recognize the value of factual and conceptual learning as well as the care, intent, effort, and thoughtfulness embedded in the learning and that both aspects bring value and meaning to the child's experiences.

The uniqueness of each child.

We offer developmentally appropriate experiences for each child. We nurture the child's ability to discover and realize his or her own nature.

We aim to help children to make the full use of their innate qualities, skills, talents, ranges of abilities and unique potential while empowering them to take initiative and to be resilient and adaptive to change.

We seek to develop identifiable skills while nurturing each child's capacity for living fully in whatever the future unfolds for him/her.

The living learning environment.

We follow the natural rhythms of the day, seasons and year.

We create an orderly, beautiful, grounding, living space that supports children on their individual journeys and nurtures security, harmony and tranquility.

We seek opportunities to connect each child to the natural world and to develop and strengthen their own forces through imitation and imagination.

We seek freedom for children to learn in a natural, supportive, non-commercialized atmosphere and to protect each child's childhood.

The teacher as mentor, role model and guardian.

Our teachers strive to teach with moral imagination, to offer the class curriculum with integrity, courage, respect and regard.

We support our teachers in making use of their evolving creative skills and talents and to be active learners in the subject areas they teach. We encourage our teachers in their own journeys of self-development.

Whenever possible, we recognize that, in teaching the same class of children for longer cycles of time, teachers have greater opportunities to become aware of and foster each child's deepest and essential being.

Recognition of, and reverence for, the spiritual nature of the human being and in all things.

We respect the innate wisdom of the human being. We believe all children have a spiritual nature which is nurtured and drawn to consciousness by meaningful content in the curriculum and by teachers and other community members who uphold universal values such as acceptance, care, compassion, kindness, generosity, diligence, respect, and honesty.

We strive to honour, nurture and protect the childhood of our students, to guide them into healthy adolescence and to help them become fully human in ways that go beyond the simply material aspects of our nature and our world.

We seek ways to highlight and bring value to learning in deliberate measures that support children's openness to wonder and inquiry through the unique qualities of goodness, beauty and truth, as well as maintain a reverence for life in all its forms. We consider this

as work with the spiritual nature of life and phenomena and with regard for everyone's spiritual life.

Integrating the philosophical and the practical.

We strive to put our principles into practice through our methods and decisions. Core values of respect, kindness, inclusion, responsibility, open communication, and commitment inform our way of working together.

Both practical and philosophical principles are used to inform our discussion. We reflect on and respond to our social, cultural, physical, and economic environment and emphasize group process and consensus-building.

Commitment and renewal.

The school serves as a community in which children benefit from teachers and parents striving together to support education and learning.

We believe that the adult community committed to this education for children has a responsibility to be involved in the stewardship of the school's being, to reflect on and assess the strengths and challenges of the school.

We make directed efforts to maintain, plan and implement regular renewal actions to ensure that the school remains healthy, sustainable and viable.

We strive to support these efforts through ongoing adult education.

Community.

We embrace opportunities to become interconnected with our neighbours, our community, and the wider world through environmental and social stewardship at a developmentally appropriate level.

We make ongoing and continued efforts to present school developments, activities and events in a clear, unambiguous, and transparent manner through respectful communications with all community members.

Social, cultural, and economic inclusion.

We embrace diversity and inclusiveness in our community and encourage opportunities for shared responsibility and meaningful involvement in the school.

We endeavour to ensure accessibility to all those who value and support the vision of Edge Hill School and the underlying values of Waldorf education.