



PARENT RESOURCE GUIDE

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The healthy social life is found when in the mirror of each human soul, the whole community finds its reflection and when in the community the virtue of each one is living.

Rudolf Steiner

Purpose of This Guide

This guide is intended to give you an introduction to the school and its structure as well as an overview of our key policies and procedures. It is updated regularly and the most up-to-date version can be found on our website under Parent Resources. If you have questions or require further information, we encourage you to contact the school.

Policies, Procedures, & Profiles

This first section includes a description of our school structure, policies, and daily routines. Profiles of our faculty and staff, further details re Code of Conduct, Arrears policies and additional documents are included as separate appendices at the end of this section.

LWS Contact List

Contact information for London Waldorf School community members (families and faculty) is available through the [BigSIS parent portal](#). If you are interested in getting a hard copy of the contact list, please inquire at the office and we would be happy to provide one to you.

Calendar

The school calendar with the most up-to-date information about the goings on at the school is accessible by going to our website and clicking on [Parent Resources](#) in the upper right-hand corner. In addition, you will receive updates in the weekly mailing, The Waldorf Weekly, and the school's monthly newsletter, The Lunchbag News.

CONTENTS

CONTENTS	3
WELCOME FROM THE FACULTY, BOARD OF TRUSTEES, AND PARENT ASSOCIATION	7
THE SCHOOL AND ITS STRUCTURE	8
The Faculty	8
Faculty Committees	8
Faculty Executive (FX) Committee	8
Pedagogical Committee	8
Care Committee	8
Code of Conduct Committee	9
Personnel Committee	9
Camp Committee	9
Ad Hoc Committees	9
The Board of Trustees	9
The Parent Association	10
Introduction	10
Statement of Purpose	10
Description of Events	10
Meetings	11
School Wide Leadership Roles	11
Class Leadership Roles	12
Association of Waldorf Schools of North America (AWSNA)	13
DAILY ROUTINES	14
The School Day	14
Snack, Lunch and Treats	14
Licensed Childcare & Kindergarten Hours	14
Lunchtime Pickup	15
Nap Time	15
Before Care	15
Grade School Hours	15
Pickup During the School Day	16
End-of-Day Pick Up Procedures	16
Authorized Individuals	16
Dismissal & Pickup Procedures	16
After Care Hours & Fees	17
After Care Procedures	17
Licensed Care	17
Kindergarten and Grade School	17
Homeschooling Visitor Day	17
SCHOOL PROCEDURES	19
Parking	19

Barrier-Free Parking Spaces	19
Snow Days	19
Extreme Weather	19
Lost and Found	19
Health Procedures*	19
Medications*	20
Epi-Pens	20
Head Lice	20
Immunizations	20
Fire Drill Procedures	20
SCHOOL POLICIES	22
Clothing	22
Absences and Tardiness in the Grade School	22
Extended Absences	23
Abuse Policy and Protocol	23
Discipline	24
Code of Conduct	24
Introduction	24
Guidelines	25
Toys from Home	25
Pets on the Playground	25
Electronic Media	25
Cell Phone/Electronic Device Use by Students	26
Assistive Technology	27
Cell Phone/Electronic Device Use by Adults	27
Student Use of the School Phone	28
CLASS ACTIVITIES	29
Halloween in the ECE Department	29
Halloween in the Grade School	29
Class Trips	29
Ski Trip	29
Grade Eight Trip	29
Sports Tournaments	30
Team Selection	30
Prayers at Tournaments	31
Treats and Food at Tournaments	31
COMMUNITY ACTIVITIES	32
Fairs, Meetings and Picnics	32
Opportunities for Parent Education	32
Sunnivue Farm	33
COMMUNICATION AND REPORTS	34
Parent/Teacher Communication	34

Concerns Procedure	34
Interviews and Report Cards for the Grade School	35
Parent Meetings	35
Assemblies	35
Regular Mailings	36
Ontario Student Record (OSR)	36
FUNDRAISING	37
School Fundraisers	37
Ongoing School Fundraisers	37
Annual Fundraising Events	38
Class Fundraisers	39
Grade Eight Trip	39
Schedule of Class Fundraising Opportunities for Grade Eight Trip	40
Other Fundraising	40
Fundraising for Other Charitable Organizations or Projects	41
YEARLY CALENDAR OF SCHOOL EVENTS	42
School Calendar	42
SCHOOL TRADITIONS	43
Kindergarten Morning Circle Songs	43
Verse Recited at Grade School Assembly	43
School Song	44
TUITION FEES, RECEIPTS & POLICIES	45
Accessible Tuition Program (ATP)	45
Donation Receipts	45
Childcare Receipts for Income Tax Purposes	45
Tuition Fee Payments	46
Withdrawal and Refund Policy	46
Arrears	46
APPENDICES	47
Parking Safety Rules	47
Code of Conduct	48
Arrears Policies	49
Teacher Concerns Guidelines	51
2018/2019 FACULTY PROFILES	53
Grade School Class Teachers	53
Grade School Subject Teachers	54
Early Childhood Department	56
Administrative Faculty	58
Before and After Care Staff	59
Building Maintenance Supervisor	59

**WELCOME FROM THE FACULTY, BOARD OF TRUSTEES, AND
PARENT ASSOCIATION**

We wish to extend warm greetings to all parents and children and to welcome those families who are new to our school this year.

You, as parents, have entrusted your children to us. We look forward to developing mutual understanding and working together so as to enhance and enrich your children's lives.

The following pages are intended to act as a guide to the daily practical working of the school, and will also give some idea of the many aspects and scope of the school's community. This resource guide also tries to give an insight into many activities, both social and educational, in which you may wish to participate, not only to support the school but also to gain a fuller understanding of the philosophical background upon which Waldorf education is based.

We look forward to continuing to work with and build upon the ideas that have been left to us by Rudolf Steiner who inspired the founding of the Waldorf movement. We look forward also to working with the parents and friends of the school as we all deepen our sense of community and our appreciation of the fundamental importance that the school community has for the life of the school.

THE SCHOOL AND ITS STRUCTURE

In Waldorf education there is an effort to educate the whole child in body, soul, and spirit. Waldorf education also informs the way our school is organized. Our school is a non-profit, non-denominational, charitable entity. The school is organized to bring consciousness to and to foster the right relationships among the partners of the school community—faculty, families, and friends.

We work with three organizational principles:

1. Collegial, non-hierarchical forms
2. Decision making by consensus
3. Working through conversation and by developing human relationships

Working with these forms may seem slower and less efficient than more traditional forms, but when they are worked with consciously, an unusual vitality can result because the body, soul, and spirit of the institution and of the individuals involved are being nourished.

The Faculty

The Faculty plays the primary role in cultivating the cultural/spiritual life of the school and making all pedagogical and personnel decisions. The faculty and staff meet weekly to coordinate details of the school routine, share teaching experiences, discuss pedagogical and curricular matters, and study.

Faculty Committees

The faculty mandates several standing and ad hoc committees:

Faculty Executive (FX) Committee

Like most Waldorf schools, London Waldorf School has no principal. Instead the ECE, Grade School, Pedagogical, and Administrative Chairpersons deal with questions of procedure, school rules and pedagogical concerns. These individuals, along with the Communications Officer, make up the Faculty Executive (FX) Committee.

On behalf of and in consultation with the Faculty, the FX Committee: plans and supervises the efficient functioning of all school operations; sets faculty meeting agendas; recommends operational policies and procedures for the consideration of the Administrative Circle; gives direction to and ensures accountability for faculty departments and committees; maintains effective communication and liaises with the Board of Trustees and the Parent Association; makes any operational decisions over the summer months that cannot wait until a full Administrative Circle meeting.

Pedagogical Committee

The Pedagogical Committee oversees the pedagogical work of the school, including teacher evaluation, standards, and teacher development. This committee also makes recommendations to the faculty for hiring and terminating the employment of teachers.

Care Committee

The Care Committee is a subcommittee of the Pedagogical Committee that meets weekly and includes representatives of learning support teachers and class teachers, with an expressed interest in developing expertise and systems for meeting the range of needs

presented by the students, teachers, and families throughout our school. Its purpose is to oversee learning support services, to create and maintain procedures related to these services, to oversee Senior Kindergarten observations and Grades Two/Three assessments, and to support ongoing understanding regarding remedial issues.

Code of Conduct Committee

The Code of Conduct Committee oversees the consistent application of the Code of Conduct and determines in specific cases if suspensions or expulsions should be applied. The Committee also advises teachers on appropriate consequences other than suspension or expulsion, and supports faculty in developing behavioural contracts when necessary. A member of the Code of Conduct Committee may participate in parent/teacher meetings.

Personnel Committee

The Personnel Committee advises the Board and Faculty on hiring, salaries, and related policies and procedures. In conjunction with the Business Office, the committee develops contracts and maintains personnel records. The committee also oversees the hiring of prospective supply teachers and setting up opportunities for classroom observations. The Personnel Committee will solicit input from parents from time to time.

Camp Committee

The Camp Committee oversees the planning, organization and running of the March Break and Summer camps.

Ad Hoc Committees

Ad hoc committees are constituted to organize a specific event such as a conference, or to research a particular topic. If needed, a teaching faculty member serves as a liaison between the committee, the Board and the office.

The Board of Trustees

The Board of Trustees is charged with the fiscal and legal responsibility for the development and sustainability of the school. It is composed of parents, teachers and members of the wider community. Trustees typically have been involved in the school at least for a year and come with a wide variety of professional skills.

Members with business experience or financial or legal training as well as members with a strong background in education (particularly Waldorf education) bring crucial skill sets to the board. Ideally, Trustees also bring a willingness to develop a greater understanding of the principles of Waldorf education.

In addition to these professional skills, board members need to be able to connect with the “moral ownership” of the school rather than a particular constituency, and skills like visionary and conceptual thinking and the ability to raise and work through uncomfortable issues make effective servant-leadership possible.

Trustees are nominated by the community, vetted by the board, and elected at a community meeting; faculty board members are appointed by the faculty. While Trustees are elected from both the community (by parents of the school), and from the faculty (by faculty), they are not elected to represent the viewpoints of a particular group (i.e. fellow parents or fellow faculty). Rather, Board members must take a broad perspective in carrying out their role in order to support the school as a whole.

An integral component of Waldorf philosophy is that teachers must be able to work in freedom. It is the responsibility of the *Faculty* to ensure that curricula, policies and procedures are developed and implemented. Within these agreements between colleagues, teachers have the freedom and the obligation to tailor their teaching in such a way that it serves the children in the specific class they teach. It is the responsibility of the *Board* to ensure that any policies with legal or financial implications are in place and followed.

The role of the Board extends to creating an environment conducive to recruiting and retaining a strong faculty complement to serve the children in their care. Because Waldorf schools have a strong social mission, the Board also works to identify ways of growing the school such that a Waldorf education is accessible to all those who value it.

The Board can mandate a number of standing and ad hoc committees to carry out specific responsibilities. The Board Executive Committee is empowered to act for the Board when the Board in its entirety cannot meet. It is comprised of the Board Chair, the Vice Chair(s), the Treasurer and a Faculty Board Member.

The Board is ultimately responsible for the effective governance of the school and works strategically to foster its legal and financial health.

The Parent Association

Introduction

All parents of London Waldorf School are members of the Parent Association (PA). Outlined below are the purpose, roles, and responsibilities of the PA.

We need you! Contributing to the functioning of the school can be a very rewarding experience, and all parents are encouraged to get involved where they feel they can add value.

Statement of Purpose

The purpose of the PA is to help build our school community through three main goals:

1. Provide opportunities for parents to meet and socialize, share experiences, and ask questions; to find out what's happening and how to be involved.
2. Facilitate clear and consistent communication amongst the parent body, the Teaching and Administrative Faculty, and the Board.
3. Support our school by coordinating community events.

Description of Events

Faculty Appreciation Dinner

A way for parents to say thank you to school Faculty through the planning and delivery of an evening dinner held at the school.

End of Year Gifts for Teachers

The PA organizes end-of-the-school-year gifts for specialty teachers and administrators. Class Liaisons, together with their classes, organize end of year gifts for their own class teachers and assistants.

Festivals

Winter Fair and Mayfair are two annual school festivals that bring the school community and friends together, and raise funds for the school. Both fairs rely upon the participation of the entire school community. Classes have a particular responsibility for each fair, and Class Activity Leaders facilitate the organization of their respective class activities.

Meetings

Parent Association Meetings

PA meetings take place on a monthly basis and any parent may attend all or a portion of meetings through the year. These meetings are an excellent opportunity to stay informed about the life of the school and to connect socially with other parents. Meeting dates and times can be found on the school calendar found in the [Parent Resources](#) section of the school website. Childcare is typically available for parents who are attending PA meetings.

PA meetings include time for reports from Faculty and the Board, any business related to planning and execution of PA Events, as well as a monthly discussion topic and/or social element. Agendas are set by the PA Chair(s) and distributed to parents through their class PA Liaison in advance of meetings. Minutes are recorded and distributed after each meeting. Contact your class PA Liaison or a PA Chair at any time if you have any questions about PA meetings.

Faculty-Administration-Board-PA (FABPA) Meetings

The Faculty-Parent Liaison, Administrative Chair, a Board member, and PA Chair(s) meet monthly with a mandate to share perspectives and gain a deeper understanding of what is going on in each area of the school. Reports are shared with the respective groups at their next regularly scheduled meeting.

School Wide Leadership Roles

Several parents are needed to take on the leadership roles described below. While it is ideal for someone to hold a position for a few consecutive years, your lives, the time and energy you have to contribute, and the events themselves are constantly changing. Don't be afraid to step up or step back at any time. New parents are looking to find ways to get involved and it is important to make room for others. This is a collective effort!

Please let your class rep, PA Chair, or teacher know how you are interested in getting involved.

PA Chairs

2 People Needed

The ideal term for a Chair is two to four years. The topic of Chairs is tabled at the last PA meeting of the year. If a Chair position is needing to be filled, the new Chair is selected by consensus at that meeting. The Chairs receive coaching and support from the outgoing Chair(s) who held the role in the previous school year. PA Chairs:

- Communicate with administration to set dates (PA meetings & Events) for the year before school starts
- Create agendas for PA Liaisons to distribute prior to, and minutes following, PA meetings
- Facilitate PA meetings
- Recruit volunteers for PA committees (listed below)

- Communicate with PA committees, providing guidance and information
- Attend monthly FABPA meetings
- Prepare any other message for Class Liaisons to forward to classes regarding PA business
- Work with Faculty and parents to recruit volunteers for Class Leadership Roles

Fair Committees

3-5 People Needed (per Fair)

The Winter Fair and Mayfair are each led by a group of parents that consists of volunteers recruited at the beginning of the current school year, along with volunteers who were a part of the committee in the prior year(s). Fair Committees:

- Plan and coordinate fair activities
- Work with Class Activity Leaders to manage individual class responsibilities
- Communicate with PA Chairs about plans and progress
- Arrange non-class-specific details such as setup and take down
- Other tasks as needed

Faculty Appreciation Committee

3-5 People Needed

The Faculty Appreciation Dinner is led by a group of parents that consists of volunteers recruited at the beginning of the current school year, along with volunteers who were a part of the committee in the prior year(s). The Faculty Appreciation Committee:

- Plans and coordinates the event
- Communicates with the parent body (via Class Liaisons) with regards to preparing food and volunteering at the event
- Manages details such as set-up, possible entertainment, and clean up

End of Year Gifts Committee

1-2 People Needed

A small team of volunteers is recruited each year to organize the giving of gifts at the end of the year to specialty teachers and administrators at the school. Direction and support is available from those who held the role in the prior year(s). A budget is provided, along with a list of recipients. Gifts are prepared and distributed in the last week of school.

Class Leadership Roles

Volunteers for the roles detailed below are established within each class, and revisited each school year by the teachers, PA Chair(s), and volunteers. Teachers select their Class Teacher Liaison, and work together with PA Chair(s) and parents to fill the other roles. Anyone interested in volunteering is encouraged to speak to their class teacher or PA Chair(s).

It is not intended that these individuals be solely responsible for all the tasks of a class. Instead they communicate and facilitate the effective sharing of tasks. When not taking turn in a leadership position, all class parents play a supporting role to Class Liaisons and Class Activity Leaders.

Many Class Liaisons choose to share the tasks outlined below -- these roles are flexible. At times parent volunteers and teachers may arrange to share class responsibilities in an alternative format that meets the needs of a particular class.

Class Teacher Liaison

- Enlists parent support for class trips and special events planned by the teacher (transportation, snacks, etc.)
- Coordinates class fundraising (grade school) with guidance from the teacher
- Helps the teacher contact parents to assist with class needs or to communicate any urgent matters
- Coordinates end of year teacher gifts
- Initiates or organizes class socials

Class PA Liaison

- Communicates information from PA Chair(s) to class parents
- Attends PA meetings whenever possible, reads and distributes agendas and minutes
- Facilitates the sharing of questions or feedback on behalf of other parents who are not able to attend a PA meeting
- Keeps teacher informed about class activity in school community events
- Helps to establish Class Activity Leaders for fairs, or if this is not possible, manages the role themselves

Class Activity Leaders

1-2 People Needed (per Fair)

- Participates in the Fair Planning meeting pertaining to the fair they are responsible for
- Works with class parents to plan, prepare, and arrange volunteers for their class activity
- Communicates with Fair Planning Committee regarding plans and progress

Association of Waldorf Schools of North America (AWSNA)

London Waldorf School is a full member of the Association of Waldorf Schools of North America (AWSNA). This Association is a not-for-profit organization whose purpose is to support and encourage the work of all Waldorf schools in North America. Full membership indicates that a school has fulfilled certain rigorous requirements of the Association. As a full member, a school takes part in delegates' meetings in which common concerns are discussed, responsibility for the school movement is undertaken, and Association business transacted. There are currently 158 Waldorf schools in North America.

As a full member of AWSNA, we are required to undergo a seven-year evaluation/accreditation cycle. By taking on this process, we embark on a journey of continuous inner self-reflection and long-range planning. This process has two primary goals: (1) to measure and guide our progress toward educational excellence, and (2) to satisfy our constituencies concerning the quality of our educational program and services.

DAILY ROUTINES

The School Day

The morning in the Licensed Childcare Programs and the Kindergarten includes creative free play indoors, circle, snack, outdoor play, story, and a series of practical or artistic activities in a regular weekly rhythm. Children who stay beyond 12:00 p.m. have lunch, followed by rest, snack, indoor and/or outdoor play. For more information on the Licensed Childcare Programs, please refer to the Licensed Childcare Centre Parent Handbook, which has some different policies specific to those programs.

Grades One to Eight have a Main Lesson in the morning ending at 10:45 a.m. followed by snack and recess until 11:15 a.m. The remainder of the day is devoted to subject lessons in French, German, Handwork, Music, Crafts/Art, Games/Physical Education, Gardening, and other skills lessons geared to the age and progress of the children.

For Grades One to Eight, lunchtime is from 12:45 p.m. until 1:05 p.m. and recess is from 1:05 p.m. until 1:50 p.m.

Please be advised that children are expected to play outside in all weather, except in thunderstorms and extreme cold and hot weather.

If you know in advance that your child will be absent or late, please notify the office.

Snack, Lunch and Treats

In the Licenced Childcare Program, all snacks and lunches will be provided. In the Kindergarten, morning snack will be provided for the children, but those who stay all day will need a lunch and perhaps a snack from home for mid-afternoon break. Each grade school child will require a nutritious lunch, and one or two snacks according to individual need.

No candy, chocolate or pop are to be brought to school. Exceptions can occur at the teacher's discretion for special occasions.

LWS is a peanut-free school. We want to keep students and faculty safe who may have severe allergic reactions. Please do not send any items containing peanuts and/or peanut products. Other lunch restrictions may be implemented in individual classrooms.

As our school is committed to supporting a sustainable environmental footprint, we would like to model for our students a sense of environmental consciousness within our school. Please consider packing reusable drink bottles or thermoses and avoid juice boxes, cartons and cans; use food in reusable containers instead of plastic bags; and pack healthy snacks including fruit and vegetables rather than pre-packaged and individually wrapped crackers and cookies. Compost buckets and recycling boxes are provided in every classroom. All litter that is generated from school lunches will be returned home for disposal.

Licensed Childcare & Kindergarten Hours

Children in Licensed Childcare (Licensed Toddler or Licensed Preschool programs) begin their day in their classrooms between 8:30 a.m. and 9:00 a.m. Attendance is tracked by the office for the Licensed Preschool program. If the sign is on the door indicating that the

attendance has already gone to the office, we ask that the caregiver let the office know that the child has been dropped off. Note that attendance is tracked separately in the Licensed Toddler program, so Sparrows children do not follow this protocol.

Children in the Kindergarten programs may be dropped off between 8:30 a.m. and 8:45 a.m. to the teacher on duty in the kindergarten play area outside. The day officially begins at 8:45 a.m. At that time, all parents and children are invited to join the morning circle which happens outside.

Lunchtime Pickup

Kindergarten programs run until 12:00 p.m. or 3:25 p.m. Children not picked up by 12:00 p.m. will be charged for the lunch hour. Lunchtime is 12:00 p.m. to 1:00 p.m.

Nap Time

Kindergarten children who stay for the afternoon program should bring a soft blanket for rest. Parents may wish to provide a small pillow and a flat sheet. It is helpful for all kindergarten belongings to be marked with names.

The school will provide bedding for the children who stay for the licensed childcare afternoon program. Parents may wish to send a soft toy for rest time. It is helpful for all children's belongings to be marked with their child's name.

Before Care

Before Care is available to kindergarten and grade school children only between 7:30 a.m. and 8:30 a.m. There is no need to pre-register for this program, but any children dropped off before 8:30 a.m. will be charged for Before Care. For current pricing, please refer to your Tuition Fee Schedule or inquire at the office.

Before Care takes place in the Resource room located in the grade school wing, opposite the Grade One classroom. Please enter through the back door closest to the parking lot and bring your child(ren) directly to the Resource room. Around 8:20 a.m., the program moves outside.

Should you need to reach the Before Care Provider, they can be contacted between 7:30 a.m. and 8:30 a.m. at **519-319-8620**.

Grade School Hours

Hours for the grade school are 8:45 a.m. to 3:25 p.m. Grade school students enter their classrooms at 8:45 a.m. and should not arrive earlier than 8:30 a.m. unless participating in the Before Care program. **Because of the importance of continuity in the main lesson, we ask that parents make every effort to get their grade school children to school by 8:45 a.m.**

Grade One children sometimes have difficulty with the adjustment to a full day of school and to the greater demands on their ability to concentrate. Parents may find it beneficial for their Grade One child to spend an afternoon at home. Please consult with your child's class teacher.

Pickup During the School Day

If you need to pick up your child during the school day, please first go to the office for a demit slip to present to the teacher and another to put on the classroom door. After 3:00 p.m., parents of children in the early years programs may pick up their children without obtaining a demit slip.

End-of-Day Pick Up Procedures

Authorized Individuals

Children will only be released to adults who are listed on the child's emergency consent form unless other arrangements are made with the office. It is the parent's responsibility to keep their child's emergency consent form up-to-date with who is and is not allowed to pick up their child. To update the form, please log into the [Parent Portal of BigSIS](#). If you need assistance, please contact the school office at 519-858-8862.

Changes Regarding Usual Pick Up Person or Method of Travelling Home

If a child is not following their usual end of day routine, or someone other than a previously-authorized adult is picking up a child, the parent of the child needs to:

- Notify the Office earlier in the day of this arrangement; **Do not email the office as we may not get the message and your child will not be released.** Instead, call the office before 3:15 p.m. at 519-858-8862. If a change needs to be made after the office is closed, please contact the After Care Provider directly at 519-319-8620.
- Provide the school with the **pickup person's name** and their **cell phone** number.
- Inform or remind the pickup person of pickup procedures and give them the After Care cell # 519-319-8620.
- Have the adult bring photo ID, as the After Care Provider may ask for ID before they allow the child to go home with this adult.

Dismissal & Pickup Procedures

Location

At the end of the day:

- **Kindergarten** students are outside near the swings.
- **Preschool** children are in the Sparrows garden.
- **Toddler** children are in the Sparrows garden or classroom.
- **Grade school** children are dismissed to their grade-specific area of the playground.

Time

3:00-3:25 **Toddler, Preschool and Kindergarten** students can be picked up at any time during this period. The school day officially ends at 3:25 p.m.

Please check in with the teacher before leaving to let them know that you have picked up your child and are leaving the school grounds.

3:25 **Grade School** students are dismissed and the After Care Provider rings the first bell to signal the **end of the school day**. At this time:

- Students who are **walking, biking, or taking the bus** home need to **check in with the After Care Provider** and immediately leave the school grounds.

- Adults who have been given permission to **pick up other people's child(ren)** need to **check in with the After Care Provider** before they leave the school grounds.

3:35 **The second bell rings** to signal the **official beginning of After Care**. Children who are still on the playground at that time will be marked as present in After Care and **charges will apply**.

After Care Hours & Fees

After Care is available between 3:35 p.m. and 5:30 p.m. Children on the playground at 3:35 p.m. are automatically signed in and After Care charges apply. For current pricing, please refer to your Tuition Fee Schedule or inquire at the office.

There is no charge for After Care in the following instances:

- if parents are involved in committee work,
- if parents are setting up for an event,
- if the teacher has called a meeting about an individual child. Please note that there is no free After Care for parent/teacher interviews.

Please let the After Care Provider know if you fit into one of these categories so that you are not charged.

After Care ends at 5:30 p.m. Children picked up after this time will be **charged \$1/minute** for one child **or \$1.50/minute** for two or more children in the same family. When a child is picked up late, the parent will be asked to sign a form acknowledging the time of the pick up.

If you find yourself experiencing an **emergency** and know you will not be able to make it to the school by 5:30 p.m., **please call 519-319-8620** to let the After Care Provider know.

After Care Procedures

Licensed Care

The Licensed After Care Program begins in the Sparrows yard and moves into the Sparrows room where a snack is served. Both Preschool and Toddler children can be picked up there.

Kindergarten and Grade School

Kindergarten and grade school children remain outside until around 4:00 p.m. or 4:15 p.m. when they go indoors to the Grade One room.

A simple snack such as apples is provided for the children. If your child requires a more substantial snack, please ensure there is enough food in their lunch to last them until the end of the day. Once the program moves indoors, the only access to the building is through the single door near the lower parking lot.

Homeschooling Visitor Day

Once a week, London Waldorf School opens its classrooms to provide an opportunity for homeschooled children to join our students and experience the Waldorf grade school curriculum.

We emphasize a social and artistic experience for our homeschooling visitors. Children will begin the day as a group in a Handwork Class with Homeschooling Coordinator and Handwork Teacher, Dasha Kovar. Children will engage in age-appropriate handwork activities, which may include knitting, crocheting, felting, hand sewing, or embroidery.

After snack, children will join their respective classes and be included in the regular program. The curriculum may include: painting, language arts, crafts, community service, music, games, physical education, secondary languages, handwork, gardening, or math skills. Recess times and lunch provide ample opportunity for socializing with peers.

SCHOOL PROCEDURES

Parking

As our lower parking lot quickly becomes congested, kindergarten families and those staying for more than 5 minutes must park at the Lawn Bowling Club parking lot to the west of the school and enter through the gate behind the swings. Please read the full parking policy found in the appendices of this guide.

Barrier-Free Parking Spaces

Parking in the designated barrier-free spots in the upper parking lot for **any** amount of time is not only a ticketable offence, it can also create serious difficulties for those who hold permits for these spaces.

Snow Days

If the school is to be closed because of bad weather, an email will go out via MailChimp, a message will be posted on the school's website (www.londonwaldorf.ca/weather), and our answering machine message will be updated. Our full policy on school closings due to weather can be found on our website at the above link.

Extreme Weather

We receive the Middlesex London Health Unit's Weather Alerts and, using our wind chill and humidex sensor and thermometer, carefully monitor the conditions on our relatively sheltered school grounds. An indoor recess is called if it is -17°C or colder with the wind chill factor, if there are thunderstorms or heavy rain, or if there are extremely icy conditions on the playground. If it is 31°C or 40°C with the humidex factor or warmer for two consecutive days, the MLHU issues a heat warning. At such times, we limit our time outdoors.

Lost and Found

We cannot be responsible for lost clothing. Please consider marking clothing with your child's name. **Lost and Found items** are kept in a bin at the top of the stairs by the lower parking lot entrance door as well as in a basket in the early childhood wing. The contents are donated to a charity the first Friday of every month. Please check the Lost and Found promptly for misplaced articles.

Health Procedures*

Upon joining the school, parents complete an emergency form, which includes pick up information, health issues and contact information for parents as well as an alternate (grandparent, friend, neighbour) who can be contacted in an emergency. Any changes, including phone numbers, emails or addresses need to be updated in the [BigSIS Parent Portal](#) immediately. If you need assistance, please contact the office.

Parents also fill out a consent form, giving the school permission to take appropriate emergency action and including information about specific medical instructions.

Hepatitis B and other shots are made available for Grade Seven and Eight students. The school should be notified when children are sick or infectious. A document listing common childhood ailments and indications of whether children should be kept at home can be found at <https://www.healthunit.com/uploads/guide-to-common-infections.pdf>.

Medications*

Prescription medication can be given to a child at school **only if** a Permission Form for Administration of Medication (available on the [website under Parent Resources](#)) has been completed by both the child's parents and a doctor.

In the kindergarten and grade school, a doctor's signature is not required on the form for non-prescription drugs which include homeopathic remedies, cough syrups, Tylenol, and other over-the-counter medications.

*If you have a child in one of our Licensed Childcare Programs, please refer to the Licensed Childcare Centre Parent Handbook, which has some different policies specific to those programs.

Epi-Pens

Epi-pens and other medication for life-threatening situations such as seizure medication, have additional instructions. If a child requires an Epi-Pen, one must be kept with the teacher or child depending on the age of the child and one is kept in a spot accessible by all faculty. We ask that parents regularly check in with the school to confirm that the Epi-Pen has not reached its expiry date. In addition, parents need to provide a photo of the child so that we can post a health alert card in the child's classroom.

Head Lice

At times, a child in the school may be identified as having head lice. While having head lice is not a serious health problem, it does require that affected children are sent home and receive treatment immediately. They must be free from all evidence of head lice before re-entering the school. When the child's head is completely free of all lice and nits, parents must complete a Head Lice Re-Admittance form ([available on the website](#) and in the office) and come to the office where the office staff will check the child's head and sign the form. No child will be admitted to class without the completed re-admittance form, signed by the office.

Immunizations

Our school follows the regulations set out in the *Immunization of School Pupil's Act* and the *Child Care and Early Years Act* which are overseen by the Middlesex London Health Unit (MLHU). Full details regarding these acts and MLHU policies surrounding immunization can be found at <https://www.healthunit.com/immunization>.

Fire Drill Procedures

The Fire Marshall stipulates that we must run regular "surprise" fire drills to prepare the children and teachers for the event of an actual fire. We are aware that the noise

involved and interruption to the school day are disturbing to some children, particularly the younger ones. If possible, we avoid afternoon rest time and attempt to run fire drills on good weather days. We do our best to support and reassure the children during these alarming but necessary practice drills.

Our school has partnered with a nearby facility to arrange Temporary Emergency Shelter in the unlikely event that we would need to leave the premises for a sustained time. If that were to occur you would be immediately contacted by phone and provided with details on how to pick up your child.

SCHOOL POLICIES

Clothing

We expect students to be dressed for the weather as they spend time **outdoors** every day with rare exceptions; please supervise or check your children's clothing choices specifically on wet or cold days.

Our **dress code** aims to create a positive environment for both teaching and learning. We encourage clothing and hairstyles that enable children to concentrate on their work, to move freely and to climb and sit modestly. We encourage colours that enliven the spirit.

Certain types of clothing, hairstyles, and accessories tend to detract from the quality of attention required in the classroom or present potential safety risks. We request your help in choosing **appropriate and comfortable clothing** and discussing the following guidelines with your child.

Headwear in class, clothing with offensive language or graphics, clothing tailored in sexually explicit ways, bare midriffs, tube tops, halter tops, chains, excessive jewelry, long earrings, platform shoes, make-up are not appropriate in the context of school. Underwear needs to be completely covered. Children under Grade Six should not use **hair colour**. **Nails** must be trimmed short enough to play musical instruments. **Shoes and shirts** must be worn at all times on school premises.

For indoor use students should wear **proper rubber soled shoes** as they often engage in physical activities inside. Shoes should stay on the feet and not be floppy, bulky, or have slippery soles. For Phys Ed or outdoor games lessons, children will need a good sturdy pair of **running shoes**. If children do not wear appropriate footwear, they will not be able to participate in certain activities.

During Physical Education classes and tournaments or competitions, students in grades Four to Eight are required to wear their London Waldorf School Phys Ed t-shirt and a pair of black or dark green nylon soccer/basketball shorts. In the winter, students may wear track pants. The tuition fee covers two shirts over five years. Should a child need more than the two shirts, parents can purchase one through the school office. Homeschooling students taking Phys Ed will need to purchase a London Waldorf School t-shirt.

Absences and Tardiness in the Grade School

Missing the beginning of the school day can lead to academic problems as the children miss the daily morning activities; even entering partway through the activities often makes children feel uncomfortable. Extended absences can jeopardize a child's education; we take keeping track of absences seriously. This is why we have put a system in place to keep track of tardiness, communicate significantly late days to parents when a pattern is noticeable, and endeavour to come up with a plan of action with parents should this be necessary.

A student is considered late and needs a late slip when arriving after 8:45 a.m. The office will issue white admit slips until 9:05 a.m.

A student is considered significantly late when arriving 20 minutes late. After 9:05 a.m., children will be given a pink late slip. The total of days late, significantly late and absent will be recorded on the interim as well as the final report.

When a student has been significantly late 5 times in one month, the teacher contacts the parents via a phone call or email to inform them that:

- their child is missing significant parts of the lesson
- a record of this communication will be kept in the OSR (Ontario Student Record)

When a student has been absent 5 days in one month, without extenuating circumstances, the parents are informed via a phone call or email that:

- their child has missed so much school that he or she is missing significant parts of the curriculum
- a record of this communication will be kept in the OSR (Ontario Student Record)

After 20 missed or significantly late days, a meeting may be called to point out the pattern and to discuss possible consequences:

- the child could be put back on probation
- the parents have to commit to a plan to remedy the situation
- a record of this meeting is kept in the OSR (Ontario Student Record)

If after three attempts a meeting is not scheduled, a registered letter will be sent to the parents informing them that their child may be suspended until a meeting is held to determine next steps.

Extended Absences

Periodically we receive requests for grade school students to be taken out of school for holidays or other activities during school time. We recognize that often these trips have been very worthwhile. At the same time, we would like you to consider that:

- a) the curriculum for a Main Lesson is carefully built up over a month, and time missed cannot be caught up;
- b) teachers need to know of your plans well in advance of an extended absence, as it might affect the teacher's curriculum planning or even the planning of specific activities or performances (especially at the end of a term);
- c) while some trips may represent extraordinary learning opportunities and only be possible during school time, it is important for the children to keep up a rhythm of focused work and be aware that they are missing school; teachers may assign a specific task, like keeping a diary, recording animal sightings or details about the landscape, and your child may be asked to catch up on some of the written work during recess after the trip.

Abuse Policy and Protocol

London Waldorf School has a zero tolerance for abuse and neglect. All members of the LWS community, i.e. students, faculty, staff, volunteers, parents, and board members, have a right to dignity and respect and to not be exposed to abuse. London Waldorf School adheres to the spirit and intent of all applicable legislation governing workplace harassment and violence as laid out in the Occupational Health and Safety Act.

Abuse refers to any act or situation which may be physical, verbal, sexual or psychological in nature that degrades harms or infringes on personal rights or dignity or places an individual's personal health and safety at risk.

Abuse is defined as the unwarranted and/or inappropriate use of physical force, verbal abuse and harassment, sexual touching and involvement, or any other unwarranted, inappropriate act or omission, which may leave no physical scars but result in emotional damage. Such actions violate a person's rights and dignity.

We will act to ensure the safety and rights of the LWS community. Our intent is to have incidents reported immediately, investigated promptly, and corrective action taken.

No LWS community member will face criminal liability for reporting suspected abuse, unless it is determined that the person knew that the allegation of abuse was false.

Discipline

The Faculty works together to establish rules and to create positive disciplinary procedures. Physical punishment and verbal abuse are not considered appropriate and will not be tolerated.

Code of Conduct

Every September, grade school class teachers review the Code of Conduct with their classes. Similarly, parents are reminded to also review the Code of Conduct.

Introduction

The London Waldorf School Code of Conduct for grade school children has been designed to outline fair and consistent limits within which children can develop artistic, academic, and social skills. This policy is meant to contribute toward maintaining a nurturing educational environment that is safe and secure for all children and adults.

London Waldorf School attempts to honour the unique being of each child and recognizes that the best discipline is self-discipline. Waldorf teachers seek to understand each child's deeper nature and temperament. Corrective action for disruptive behaviour therefore takes into account the age of the child and his/her temperament. Discipline is often intended to assist the child in developing skills and capacities rather than simply punish. It is understood that the development of the child toward self-discipline is a long-term process and requires patience, empathy, and persistence.

Children require forms which support listening and concentration on tasks initiated by the teachers. It is therefore essential that teachers establish order and deal effectively with misbehaviour when it arises. A situation becomes problematic when there is repeated disturbance of the cooperative and respectful milieu of the classroom or the playground by a child who is not easily amenable to direction or corrective action. To resolve such a problem there must be well-intentioned collaboration between school and home.

When the Faculty determines that a child has a persistent difficulty with conduct, a meeting with the parents will be called to explore the nature of the problem. Where a child's conduct is indicative of problems of a deeper nature, parents are expected to work with teachers to acknowledge underlying origins and encourage the potential for healing.

Guidelines

Respect and behaviour in accordance with a goal of developing one's own capacities is expected of all children.

Each parent is asked to review the following basic guidelines with his/her child in a language which the child will understand:

1. Be orderly and respectful (avoid vulgar language and gestures, disruptive and/or hurtful behaviour) in classrooms, in buildings, on the grounds, and to teachers/visitors, and other children.
2. Show respect and care for the school buildings and their contents and for the natural environment that surrounds them.
3. Follow directives given by teachers or other people in authority (office staff, parents, etc.).
4. Remain on school property during the school day unless specific permission has been given to do otherwise.

For complete details regarding consequences and how they are administered, please refer to the Appendix.

Toys from Home

We generally discourage the bringing of toys from home as conflicts over these special toys often ensue. This includes items for collection and trading as they tend to create play focussed on acquisition rather than on actively playing together

Exceptions are soccer balls and footballs; however, the school cannot guarantee that the equipment will stay intact.

Pets on the Playground

Please note that dogs, including those owned by faculty, school families or their friends, are not allowed on school grounds. Dogs may come to individual classes by special permission from the teacher. The class teacher will then be responsible for ensuring that care is taken coming and leaving school with the dog.

Electronic Media

London Waldorf School, like Waldorf Schools around the world, adheres to a policy of limiting the use of electronic media for young and school-age children. This policy is based on the pedagogical insight that early exposure to electronic media ("screens") is detrimental to the physiological and psychological development of children, regardless of the value of the content.

1. Electronic media are not used in our school until the upper grades. The use of the internet for school projects is slowly phased in in Grade 6, and parental supervision is expected. (In specific cases, an exception may be made, based on faculty approval.) In Grade 7 and 8 we may use supplementary material in electronic form

to enrich our students where appropriate. An exception may be made for a Grade 6 class at the end of the year.

A few examples are:

- To see a movie or a video of a play that relates to the main or subject lesson material;
 - To make comparisons between a book and a movie;
 - To hear a piece of music that is being discussed;
 - To hear a speech by an historic figure.
2. We ask parents in the preschool and the younger grades to limit exposing their children to screens at home to support the work that is being done at school. Until the children reach High School age, screen time for older children should be carefully limited and supervised.
 3. Consequently, we do not allow children to bring any kind of electronic device (see section below on cell phones) to school at any time. Any items found at school, will be deposited at the office and may be collected at dismissal time.

Cell Phone/Electronic Device Use by Students

While the use of cell phones/electronic devices by students is not permitted at school, we understand that some students walk to and from school without adult supervision and their parents may wish for them to carry a cell phone in order to keep in contact with them before and after school.

1. If a parent wishes to allow their child to have a cell phone for this purpose, they must complete a form indicating:
 - That they are aware that all types of electronic devices are prohibited at the School;
 - That they request permission for their child to be allowed to have an electronic device/cell phone in their backpack solely for the purpose of staying in touch with their parents while not on school property;
 - That the school will not be held responsible for any loss or damage to the cell phone/electronic device;
 - That they are aware of the consequences of a child being found using an electronic device/cell phone on the school property.
2. These forms will be signed by both the parent and the child and kept by the class teacher.

Consequences of Being Caught Using a Cell Phone/Electronic Device While on School Property:

- Students found with their cell phones/electronic device out of their backpacks, will have the phone/device immediately confiscated and will be assigned a lunchtime detention.
- Students who have had their device confiscated will need to speak to their class teacher at the end of the day to discuss what happened and to ask if they can have the device back.
- If the student's class teacher is not available, the student may go to the Office at the end of the day to get the cell phone/electronic device back.
- If there is a second offence, the phone/electronic device will not be returned to the child at the end of the day. Instead, the parent will have to come to the school to retrieve it.
- If there is a third offence, the child will be suspended.

- In all instances, a blue parent communication form will be filled out and the parents contacted.

Assistive Technology

Some children with specific learning needs can benefit from the use of assistive technology. Electronic devices can deliver tools or “apps” for:

- Dictating (speech to text)
 - Reference (calculator, dictionaries, note-taking program)
 - Organization of space and materials (routines, lists, time timer)
 - Organization of ideas
 - E-readers, including formatting of texts in a specific font and font size
 - Reading and highlighting the text at the same time
1. We consider the use of electronic assistive devices such as iPads, tablets, laptops, etc., an accommodation to support a student in his/her learning. It allows the use of a number of good resources which can be custom tailored for a student with specific learning needs.
 2. The conditions of approval of the use of electronic assistive technology:
 - Student has been professionally diagnosed with a specific learning needs
 - Assistive device has been approved by the Care Group and class teacher
 - Funding is from the parents or an outside source
 - Consideration of how to put this into practice without distracting others

Cell Phone/Electronic Device Use by Adults

At London Waldorf School, we consciously strive to create an environment where children can engage with the people and in the world around them. As adults, we model this behaviour by being active participants in the task at hand. We do recognize, however, the usefulness of electronic devices as a means to complete our non-teaching work, to communicate with others, and as an aid in specific situations. For these reasons, we limit the use of electronic devices on school property as follows:

Teachers and staff may use cell phones, computers, and other electronic devices in situations and locations where they do not become part of the children’s school day.

This policy extends to adults in assemblies and to chaperones on school trips. Specifically, we ask that if an adult needs to text, phone, or communicate with someone, or work on a portable device, they remove themselves to an area where there are no children present so there are no distractions for either party.

There are a few exceptions to this policy:

1. The Before & After Care Providers need to have a cell phone for communication with parents.
2. Cell phones are taken on all outings off school property to be used in the event that the safety of a child is at risk.
3. Photos are occasionally taken of class activities.

Student Use of the School Phone

It is important for the lines to be clear; therefore, school phones are not to be used by children except in an emergency and with written permission from a teacher.

CLASS ACTIVITIES

Halloween in the ECE Department

It is up to each teacher to decide if/how they celebrate Halloween in their own classroom. Please note that costumes are not worn by teachers or students in the early years programs.

Halloween in the Grade School

- 1) Traditional homemade costumes are encouraged. Inspiration can come from the curriculum. Avoid mass produced images from movies/media.
- 2) No masks.
- 3) Do not send children to school with costumes on. Children will change into costumes at school at the end of lunch recess. Please ensure your child is able to change into his/her costume on his/her own.
- 4) No candy at school before, during, or after Halloween.
- 5) Salty Halloween treats are fine to bring to school as snacks in lunches.
- 6) On Halloween, treats or a special snack may be arranged by class teachers.
- 7) On Halloween, the Grade Seven and Grade Eight classes will prepare Halloween activities for the younger grades. Around 3:00, the children will go back to their own classrooms for a snack and regular dismissal.

Class Trips

In the younger grades, the class teacher often organizes day trips; usually a few parents join to help with transportation and serve as chaperones. In the middle and upper grades, overnight trips may be added to supplement the curriculum, keeping the educational value as well as the social health of the class in mind. Traditional destinations are Sunnive Farm, provincial parks, the Grand River (canoeing), the Olympiad and Bancroft (geology). While most expenses will be covered by the tuition, specific costs like food may need to be taken on by the parents.

Classes may fundraise for special trips during school events, provided they are aware of the responsibility of raising funds for the Grade Eight trip. All fundraising revenue should be handed in to the Business Office.

Ski Trip

Every winter, Grades Four to Eight spend a day at Boler Mountain. Ski or snowboard rentals and group lessons for inexperienced skiers are part of the package. While parents pay for the ski hill costs, the school carries the costs for transportation. Parents can take advantage of the discounted rates and join their child on the ski hill.

Grade Eight Trip

The Grade Eight trip should contain an element of challenge and provide an opportunity for growth while allowing the students to experience and take responsibility for each other in a new context. To this end, we choose class trips that are fully organized and

staffed, and parent volunteers are not required; only the class teacher joins the class for the Grade Eight trip.

From tuition paid, the school sets aside \$65 annually for each grade school student to reduce fundraising needs in the later years. As of 2014, a cap has been set on Grade Eight trips of \$1,000 per student. The intent of this guideline is to ensure that trips cost approximately the same from year to year. All costs associated with the travel of the teacher are covered by the school.

Parent representatives and teachers coordinate the fundraising efforts of their class over the years to make sure the cost of the Grade 8 trip does not become a burden. Every grade from Grade Three on is assigned a specific fundraiser each year; this should make it possible to raise the funds needed for the Grade 8 trip without the need for additional fundraising. For more details, see the [Fundraising](#) section of this guide.

Sports Tournaments

In the middle and upper grades, we participate in the London District Catholic School Board's Physical Recreation Program, which supports the underlying philosophy of London Waldorf School. The aim of these tournaments is to provide the opportunity for skills development for children through a program that fosters and emphasizes maximum participation.

It is encouraging to see how experienced players find the opportunity to motivate and support less experienced players. The confidence and camaraderie of all the children is enhanced.

When a student is selected to participate in a tournament, we expect that student's behaviour, both at school in the weeks leading up to the tournament, as well as at the tournament itself, to be well within the expectations for behaviour as outlined in our policies.

Team Selection

Team selection is a collaborative effort between the Phys Ed Department and Main Lesson teachers. Each child is considered individually and selection is based on a wide range of pedagogical criteria, e.g.:

- competence
- maximum participation
- effort
- enthusiasm
- will to participate
- social inclusion
- academic progress
- behaviour

General attitude in practice sessions and interaction with team members may also be considered.

We endeavour to keep the best interests of every child at heart and are committed to providing an opportunity for as many children as possible to participate in these tournaments.

Prayers at Tournaments

The faculty member supervising the children at tournaments will tell the students in advance that since we are guests of the Catholic School Board, there will be a prayer during the opening announcements. Children will be advised that they are under no obligation to join actively in that prayer, but will be expected to stand quietly and respectfully, as they would for anyone's religious traditions and practices.

Treats and Food at Tournaments

We expect the students to bring a snack and lunch from home and do not permit them to purchase anything from vending machines or concession booths. To celebrate after a tournament, the children will be given a treat. When possible this treat will be consistent throughout the year for all tournaments.

Prior to the tournaments, teachers review the food allergies of the students attending the tournaments, so that students with allergies are not left out.

The exception to this policy is the Track and Field event, where students are allowed to buy some treats with their own money.

COMMUNITY ACTIVITIES

Fairs, Meetings and Picnics

The school depends on the many expressions of support and involvement from the wider community of families and friends. There is a **Winter Fair** and **Mayfair** each year, events characterized by a warm festive atmosphere, children's activities, good food, and high quality items for sale. Our **Handmade for the Holidays** artisan market provides a holiday shopping opportunity in a pleasant atmosphere.

Occasionally, **community meetings**, including our September **All-Parent Meeting** and our **Annual General Meeting**, are called. These meetings are an opportunity for parents to learn more about the workings of the school (including financial aspects), to participate in the school's planning process, and to become involved in new and ongoing committee work.

Potluck picnics for the entire school community are held at the beginning and end of each school year. These events provide opportunities for families to gather, to meet other members of the school community, and to celebrate these important times in the school year.

Each Monday in September and the first Monday of each month thereafter, the Parent Association hosts a **Community Coffee Corner** in the front foyer of the school from 8:30 a.m. to 9:00 am. This is an opportunity for parents to connect and socialize.

Opportunities for Parent Education

Choosing a Waldorf education for your child means, for most families, choosing a different education system from the one they experienced themselves. For this reason, it is important that the school offer opportunities for parents to become better acquainted with the theory and practice of Waldorf education.

Parent education begins before registration, with your own research, and then your **tour of the school**. Tours are also offered to current families at transition points to gain further understanding of the next step for your child. Contact the Enrolment Coordinator for more information.

Upon registering, each family is given a book, "**Understanding Waldorf Education**" by Jack Petrash. This book provides helpful insights that may help you to gain an overall perspective of Waldorf pedagogy.

The **parent lending library** located in the kindergarten hallway contains a number of books and other publications on parenting, education, and Waldorf Education. Books may be borrowed by any school parent who has filled out a library form. The loan period is three weeks with a two-book limit. Please speak to one of the office staff for sign-out procedures.

Each class teacher offers a parent education component to the parents of the children in their classes at the **Parent Meetings** throughout the year.

Various opportunities are provided each year in the form of **lectures and workshops** for parents and friends of the school. These may include talks given by our own faculty, or special guest speakers when the opportunity arises. Past speakers include Kim John Payne of the Simplicity Parenting movement, and Gordon Neufeld, author of *Hold on to Your Kids*.

Each year, we invite a panel of alumni, and sometimes parents of alumni to talk about their Waldorf experience, and the transition “out into the world”. **Meet the Grads** is an excellent opportunity for parents to come and ask questions.

Child Observation courses and **artistic workshops** such as doll making, drawing and silk dyeing classes take place throughout the year. These are advertised on our website.

In addition, those interested in exploring the philosophy that underlies Waldorf Education are invited to attend an **anthroposophical study group** that meets regularly throughout the school year. For further information contact the school office.

Sunnivue Farm

We have a special relationship with Sunnivue Farm, a farm operating on organic and biodynamic principles. Biodynamic agriculture, like Waldorf education, is based on the thoughts of Rudolf Steiner. The farm is located near Ailsa Craig, about half an hour northwest of central London, and it is a school tradition for classes to visit and spend some time working at the farm. The Lunchbag News will advertise events at the farm to which your whole family is welcome to attend.

COMMUNICATION AND REPORTS

Parent/Teacher Communication

Good communication between home and school is an essential component of Waldorf Education. We encourage parents to approach their child's teachers with information, questions, or concerns. Conversations may be arranged throughout the year.

At the beginning of the year, class teachers will communicate how and at what times they can be reached most effectively. Teachers may not always be able to respond to a message right away, but will get back to you within 48 hours at the latest (except weekends and holidays). In many cases, the teacher will set up a meeting to take up questions or concerns as we find that face-to-face communication is so much more effective.

Sometimes a quick conversation at pick up or drop off can be the most effective way to exchange information with a teacher. However, we do ask that parents respect the following boundaries:

1. Before school, teachers need to mentally prepare for the day; at this time, please speak to your teacher only about absolutely time-sensitive issues. All other information can be relayed through the office or through a note via the child.
- 2.
3. When a teacher is on gate or yard duty, his or her focus needs to be on the children, and conversations with parents at this time would distract from the task.

Concerns Procedure

We would like you to always feel that you have avenues to communicate with the school.

Questions about your child: We encourage open conversations with your child's **class teacher** as your first step. If you feel that this has not been successful, please contact the **Department Chair**.

Questions concerning a teacher: We encourage open conversations with the **teacher** concerned. However, if you feel that is not possible, or if you have contacted the teacher and still have concerns, please contact the **Department Chair**. If your concern is with one of the Chairs and it has not been resolved through communication with them, please contact the **Pedagogical Chair**. Please refer to the appendix section for the school's guidelines around how a teacher concern is handled.

Curriculum Questions: If your questions are related to the program your children are receiving, please speak to the **Department Chair**.

Administrative Questions: Please speak to the **Administrative Chair** about any questions you have regarding the Office or how the school is administered.

Financial Questions: The **Manager of Finance** can be contacted about any questions relating to the school's budget or financial operations.

Accessible Tuition Program (ATP) Questions: For more information about how the ATP program works, or for questions or concerns about your ATP conversation, please speak to the **ATP Liaison**.

You may contact the **Board Chair or any member of the Board** with any legal or financial questions or concerns.

Parent Association Questions: Please contact the **Parent Association Chairs** if you have a question about the Parent Association.

If you are at all uncertain about who to talk to, our **Faculty-Parent Liaison** is happy to receive your questions and will guide you in the right direction. You are also welcome to approach any of the Chairpersons mentioned below.

ECE Chair	Myriam Hammami	m.hammami@londonwaldorf.ca	519 204-3702
Grade School Chair	Imke Jorgensen	i.jorgensen@londonwaldorf.ca	519 439-7727
Pedagogical Chair	Merwin Lewis	m.lewis@londonwaldorf.ca	519 433-0090
Administrative Chair	Ruth Baer	admin@londonwaldorf.ca	519 434-0497
Board of Trustees Chair	Mark Goldszmidt	mgoldszm@uwo.ca	519 438-0739
Licensed Care Supervisor	Michelle Brooks	m.brooks@londonwaldorf.ca	519 438-0739
Faculty-Parent Liaison	Erin Poirier	e.poirier@londonwaldorf.ca	519 318-3167
ATP Liaisons	Tanja Rohn	tanja.mackenzie@gmail.com	
	Aggie Yang		226 700-4962
Manager of Finance	Sumeet Khullar	business@londonwaldorf.ca	519 858-8862

Interviews and Report Cards for the Grade School

In the middle of November, teachers post sign-up sheets, inviting parents to a thirty minute conversation about their child. In the Spring, parents are offered a second interview after Interim reports have been handed out. At the end of the school year, each student receives a written report in which the teachers describe his or her development and progress. Starting in Grade Six or Seven, this report will include marks or grades; while there increasingly are quizzes and unit tests in the middle and upper grades, there are no final exams. In most cases, report cards will be completed and distributed by mid-July. The office will notify parents when report cards are ready for pickup.

Parent Meetings

During the year, at least two parent meetings are held for each class to discuss matters of curriculum and child development and to familiarize parents with the work and expectations in their children's classes. Parents can have a look at their children's work, which usually only comes home at the end of the year. Sometimes, parent meetings also provide an opportunity to meet one of the subject teachers.

Assemblies

At the start of each week, we hold a grade school assembly at 9:00 a.m. where students, parents and friends have the opportunity to sing together and to observe the

work-in-progress presented by different classes, hear a teacher tell a story, or be inspired by the biography of somebody who changed the world.

We hold three more formal assemblies during the school year. On the first day of school, the grade school teachers introduce their curriculum and the Grade One class is ceremonially welcomed by the Grade Eight students. On the last day before the winter holidays, individual classes present a short musical or artistic performance to the school community. And on the last day of school in June, the year ends with performances from the grades and a ceremony in which the Grade One children present roses to Grade Eight graduates.

Assemblies provide the opportunity for students to develop a sense of occasion, and **it is important that the adults in the room set the example of quiet reverence.** This mood begins upon entering the Great Hall and extends until assembly is over. All devices must be silenced and we ask that conversations happen outside of the Great Hall. For an opportunity for parents to socialize, please see “Community Coffee Corner” under the section “[Community Activities](#)”.

Regular Mailings

In an effort to keep the school community well informed, every attempt is made to distribute weekly mailings. **The Waldorf Weekly** is distributed electronically to all school parents. **Please ensure the office always has your most current email address** as this is the key way we keep parents informed of what is going on at school.

The Waldorf Weekly contains quick reminders, updates and announcements. It also contains the calendar for the week ahead. Please be sure to check your email for these mailings. Your prompt attention is very important, as they often contain time-sensitive material.

The Lunchbag News, our school newsletter, is published the first week of each month. It contains school announcements, articles, photographs of children’s work, and a calendar of events for the month.

Ontario Student Record (OSR)

A folder containing the Ontario Student Record for each child is kept in a locked file cabinet in the office. This record includes all school reports, assessments, Memos of Understanding and records of remedial work, attendance, and important conversations. When children leave the school, the OSR is sent for by the receiving school. Parents may make an appointment to see their child’s OSR.

FUNDRAISING

As an independent school, we rely on tuition and fundraising as sources of revenue to cover the cost of providing our unique educational experience. Our tuition fees alone do not actually cover the full cost of educating our children. Fundraising presents us all with an opportunity to help keep tuition fees at reasonable levels and allow more children to take advantage of the education we offer.

As a charitable, not for profit organization, we appeal not only to our immediate community, but to outside philanthropic organizations as well. Understanding that all families have budgetary limits, we try to balance fundraising efforts with social opportunities and events, and offer venues throughout the year, which will appeal to the greater London community as well. In this way we can raise additional funds while helping to raise awareness of our school.

Our fundraising can be divided into three categories: school fundraisers, class fundraisers and fundraising for other charitable organizations.

School Fundraisers

Ongoing School Fundraisers

Tomten's Corner

Tomten's Corner is our school store. It contains Waldorf toys that are made from natural materials and are meant to foster healthy development, quality art and school supplies, natural lifestyle products, inspiring books, cooperative games, and other unique items that cannot be purchased anywhere else in London. The shop is a great source for birthday gifts, books, and educational items. The shop is located right in the school office, and can be accessed during office hours, as well as at Handmade for the Holidays, Winter Fair, Mayfair and sometimes outside of the school. Please note that children are able to shop with their parent at the end of the school day. Seventy percent of all profits from the shop are directed toward the school.

Weleda Sales

In the school office you will find a supply of Weleda body care and healing products. They are sold to benefit the ROSE Land Care Association (which holds Sunnivue Farm in trust), with a percentage of gross sales remaining with the school. For information about the ROSE Land Care Association, contact Sally Vernon at 519-433-2074.

Weleda products are painstakingly crafted of organically grown and wild plants and are free of synthetic ingredients, which may be harmful to human health and the environment. A wide range of products is available, including toothpastes, soaps, skin creams, lotions, deodorants, bath milks, and creams and drops to treat cuts, bruises, rashes, sore eyes and other ailments. The office would be happy to put you into contact with Sally Vernon who manages Weleda sales.

Room Rentals

We rent out our Great Hall and classrooms for evening and weekend functions as a means of generating additional income for our operations and showcasing our school to the broader London community. Should you be interested in renting our facilities, please contact the office for more details.

Publications

We have published four books at London Waldorf School:

- Echoes of a Dream: Creative Beginnings for Parent and Child, by Susan Smith
- Something Rich and Strange: Shakespeare Songs, by Merwin Lewis
- When the Green Woods Laugh, by Merwin Lewis
- With a Voice of Joy, by Merwin Lewis

These publications are available to you in the office and all profits are a part of our fundraising efforts.

Annual Fundraising Events

Please refer to the Google calendar on our school website for the specific dates of some of these events and watch for additional information in The Lunchbag News.

Winter Fair

Winter Fair provides families and friends with a chance to gather for an afternoon of fun and seasonal activities as well as shopping opportunities. The Parent Association organizes this fair and parents are asked through their Class Liaisons to work an hour or so at a designated activity and to contribute food.

March and June to August Camps

Did you realize that when you sign up your child for one of our March Break and Summer Camps that provide wonderful activities for your child, you are also supporting the fundraising efforts of the school? All profits from these camps are a part of our fundraising efforts. It is also a fun way to introduce other children to the learning and social opportunities available here. Please look for program information and registration forms [on our website](#).

Annual Giving Fund

Like other Waldorf schools, London Waldorf School is a not-for profit organization that relies on the generosity of its community to support its annual operating budget. The school consciously looks at economics in a different way, with the belief that economy must be rooted in social responsibility. Entrepreneur and Waldorf supporter Bob Monsen asserts that:

“It is essential that all aspects of the school community operate out of the same spiritual and social understanding that underlies the education. The health of the school depends on each individual and group working with the school as a living whole.”

Contributors to the Annual Giving Fund become stewards of Waldorf education, social renewal, and a healthy community.

Unlike public schools, which are funded by tax dollars, **independent schools rely solely upon tuition revenues and philanthropic gifts to meet operating and capital expenses**. London Waldorf School is self-governed, and operates without financial support from federal or provincial government agencies. Tuition fees currently cover approximately 90% of the basic costs of operating the school.

The school works to make up a portion of the remaining 10%, **or roughly \$150,000** through revenue from fundraising events, summer camps and facility rentals. Donations also make up a significant portion of this amount. **Therefore, the school relies on the collective economic support of the community through the Annual Giving Fund.**

Please find more information about our Annual Giving Fund [on our website](#).

Mayfair

The Mayfair is our annual welcome to Spring, complete with Maypole dancing, activities, food, crafts and music. It is held on the first Sunday of May. Parents are usually asked to work an hour or so at a designated activity and to provide food. Class Liaisons will be contacting you with more information regarding your class activity.

Class Fundraisers

Grade Eight Trip

The main reason for class fundraising is to raise money to cover the cost of the graduation trip that takes place during the Grade Eight year. A portion of the tuition fees collected is set aside each year for this purpose. These funds accumulate and are applied toward the cost of the Grade 8 trip. Specific activities/events are designated to allow the classes to raise additional funds for this trip. The goal of designating specific fundraising opportunities is to present a way of raising funds without overloading the parents, either in organizing or in supporting the fundraisers. The chart below outlines how it is possible to raise the money entirely through tuition fees and grade-specific fundraisers.

Schedule of Class Fundraising Opportunities for Grade Eight Trip

Grade	Opportunity	Amount	Average \$ times # of years
3	Provide Food for the Café at Handmade for the Holidays	\$800/2	\$400
3	Plant Pumpkins	\$0	\$0
4	Harvest Pumpkins	\$300-\$500	\$400
5	Cake Walk at May Fair	\$250-\$300	\$275
6	Staff the Café at Handmade for the Holidays. Grade 6 students and parents staff this.	\$800/2	\$400
6 to 8	Class Plays A \$2 cover charge and desserts by donation has worked well.	\$150-\$500	\$900
7	Additional Hot Lunch Classes have the opportunity to organize a monthly lunch for the whole school year, or share organizing a lunch with another class. The school can accommodate 10 hot lunches a year in addition to the Pizza Lunches, e.g. subs, Lunch Lady, etc. The meals must not be made on site. The children help out.	\$1,000	\$1,000
7 to 8	Coffee House Admission may be charged and/or refreshments may be sold.	\$300	\$600
8	BBQ at Winter Fair	\$300	\$300
8	Pizza Lunches	\$1,000-\$1,200	\$1,100
1 to 8	Funds from children who have left	\$1,500-\$2,400	\$2,000
		Projected amount in account by Grade 8	\$7,375
		For a class of 15 students this could equal (per student)	\$491
		Funds collected through tuition (at \$65/year) (per student)	\$520
		For a class of 15 students this could equal (per student)	\$1,011

Other Fundraising

Some teachers may wish to supplement the curriculum with special trips, keeping the educational value as well as the social health of the class in mind. Usually, funding for these trips will be covered by the class budget. Occasionally, a teacher may decide to plan a trip that does not fall within the normal budget. Fundraising for special trips is permitted provided everyone is aware of the responsibility of raising funds for the Grade 8 trip.

a) Fundraisers during school events

In order to keep a balance between the needs for fundraising for the Grade 8 trip and the needs of the school, class funds can only be raised at designated events.

Classes are expected to donate 20% of their profits at school-wide fundraising events (e.g. fairs) to the school.

b) Fundraisers outside of the school community

Classes can make use of other fundraising venues outside of the school community at any time. For example:

- Car wash
- Bake table at the Mall
- Yard Sale

Fundraising for Other Charitable Organizations or Projects

We encourage our students to raise funds for people living in less fortunate conditions and strive for an age-appropriate awareness of the specific context the people we plan to support are living in.

The following projects have been supported in the last few years:

- An Armenian Waldorf School (funds raised by selling bread baked by our students)
- Aids orphans in South Africa/Stephen Lewis Foundation (funds raised by organizing a Mexican and an African/Indian dinner, each prepared by a class)
- Purchase of goats, pigs etc. (World Vision) for children in Africa (funds raised by selling cards and crafts at the Winter Fair). These are popular in the lower and middle grades.

While we need to be mindful of all the other fundraisers at the school, we try to allow for these special fundraisers which connect our children with children living in less fortunate conditions and teach that each one of us can make a difference.

YEARLY CALENDAR OF SCHOOL EVENTS

School Calendar

The school calendar with the most up-to-date information about the goings on at the school is accessible by going to our website and clicking on [Parent Resources](#) in the upper right-hand corner.

In addition, you will receive updates in the form of Waldorf Weekly mailings and monthly LunchBag News.

Here is a guide for the school's annual rhythm. This is an overview, exact dates may shift slightly depending on the calendar.

Sep	First Day Assembly with Rose Ceremony for Grade One (half day) Potluck Picnic in Gibbons Park (first Friday) All-Parent Meeting
Sep/Oct	Class Parent Meetings
Oct	Michaelmas Pageant ECE Parent Education Opportunity
Nov	Parent-Teacher Interviews (Grade School) Lantern Walk (Kindergarten to Grade 3) Handmade for the Holidays
Dec	Spiral Garden (Kindergarten) Faculty Appreciation Dinner End of Term Assembly (half day) Winter Holidays (2 weeks)
Jan	Ski Day (Grades Four to Eight) Parent-Teacher Interviews (Licensed Care and Kindergarten)
Feb	Winter Fair Interim Reports (Grade School) Parent-Teacher Interviews (Grade School)
Mar	March Break (2 weeks)
Apr	Class Parent Meetings (Grade School) Grandparents' Day
May	MayFair
Jun	Volunteer Appreciation Tea Graduation Final Assembly (half day) Potluck in Gibbon's Park (last day of school)

SCHOOL TRADITIONS

Kindergarten Morning Circle Songs

Welcome, welcome everyone
Hail to the moon
And greetings to the sun,
Welcome old
And welcome to the young,
Sing to the morning that has begun.

Good morning dear earth,
Good morning dear sun,
Good morning dear stones,
And flowers every one.
Good morning dear beasties
And birds in the trees,
Good morning to you
And good morning to me.

I dance with the flowers,
I sing with the sun,
The warmth of my heart
I give everyone.

Blessings on the day!

Verse Recited at Grade School Assembly

The Bell Ringing Verse

By Rudolf Steiner

To wonder at beauty,
Stand guard over truth,
Look up to the noble,
Resolve on the good;
This leadeth us truly
To purpose in living,
To right in our doing,
To peace in our feeling,
To light in our thinking.
And teaches us trust In the workings of God
In all that there is
In the widths of the world,
In the depths of the soul.

School Song

The River Thames Flows

Words & music by Merwin Lewis

Steadily onward the river Thames flows
past the school we have built on a rise,
so we ask her to tell us the secrets she knows,
and with wisdom the river replies:

Chorus:

At each bend and turning
there's something worth learning
and so I have learned many things.
may my words be heeded,
two things are most needed,
everyone needs roots and wings;
The secret of living is loving and giving
everyone needs roots and wings.

The river is mother to tall sturdy trees
and the trees provide shelter for birds.
Every evening she sings to the little ones;
these are the river Thames' lullaby words:

Chorus

When the wind blows
through the black walnut trees,
and the leaves can't help dancing for joy,
we remember the river that flows to the seas,
growing up like a small girl or boy.

Chorus

TUITION FEES, RECEIPTS & POLICIES

Accessible Tuition Program (ATP)

Waldorf students come from a variety of backgrounds and, in keeping with our inclusive philosophy. London Waldorf School maintains an innovative program of tuition adjustment to promote diversity. Our tuition adjustment policy is based on the ideal that Waldorf education should be accessible to all families who wish to choose it for its own values, regardless of their economic status, and who are willing to make this a priority in their life. Through our ATP tuition adjustment program, we ensure that the acceptance of a child into our school does not depend on the financial resources of the child's family. Adjusted tuitions are viewed as a much-appreciated contribution to the School's financial needs rather than as a reduction in income.

If a family feels unable to meet our tuition guidelines, the family completes a tuition adjustment application and meets with two members of our ATP committee for an in-person conversation. During this conversation, the group closely reviews both the School's budget and the family's budget, with a view to ensuring that the adjusted tuition reflects an understanding of both the situation of the family and the School. Neither the family nor the School determines the tuition amount, and neither maintains a comfortable position in this process; each stretches to meet the needs of the other. The final step in this meeting is to arrive, by consensus, at a tuition amount, which results in a signed tuition agreement and tuition amendment agreement.

Our ATP tuition adjustment program embodies the school's commitment to enter into relationships with members of our community, becoming aware and appreciative of the needs and gifts of each member. The program does not lessen our strong sense of fiscal responsibility. On the contrary, it requires thorough budget preparation and ongoing review to ensure continuous progress and the achievement of goals based on the values and ideals of Waldorf education.

Donation Receipts

All donation receipts will be distributed by the end of February for the previous calendar year. If you wish to receive your receipts before then, please contact our Manager of Finance at business@londonwaldorf.ca.

Childcare Receipts for Income Tax Purposes

Receipts are provided for a portion of preschool/kindergarten fees, for before and after school care fees and for lunch-hour care for grade school children.

A notice will go out in the December Lunchbag News inviting parents to request receipts for children in the grade school. Children in the Early Years Program will receive their Childcare Receipt automatically.

Childcare receipts will be issued on or before February 28th for the prior calendar year.

This request must be sent to the Business Office by January 31st.

Tuition Fee Payments

Tuition fees may be paid in 12 monthly installments or in one or two lump sums, as described in the tuition fee schedule. Before July 1st, arrangements must be made with the Business Office for automatic withdrawals from your bank account. Alternatively, you may submit post-dated cheques.

If you anticipate that your bank will not honour your cheques in a specific month, we ask that you notify us as far in advance as possible. Our budgeting and cash flow depend on accurate information. A \$20 fee will be charged on any returned cheques.

Withdrawal and Refund Policy

If a child is withdrawn from the school, the following withdrawal and refund policy will be in effect. If written notice of withdrawal is received:

- After February 28 of the current school year but on or before June 15, then \$250 per child to a maximum of \$500 per family is payable.
- After June 15 but on or before September 15, then 25% of the annual tuition fee is payable.
- After September 15 but on or before December 31, then 50% of the annual tuition fee is payable.
- After December 31, 100% of the annual tuition fee is payable.
- The capital fee is non-refundable.

Arrears

To ensure the viability of the school for current and future generations of children, it is vital that families meet their financial obligations to the School, including the regular and reliable payment of fees including After Care. To support the school in collecting these fees, the Board of Trustees has approved this policy on arrears, which will go into effect when two or more payments have been missed in a school year.

These policies include some tough provisions; as a last resort, children may be asked to leave the school when payments are chronically in arrears. However, the School will be flexible to accommodate the needs of families, provided that good faith efforts are made towards paying outstanding debts and keeping the lines of communication open.

Complete details of the guidelines that are observed when a family is in arrears can be found in the Appendix.

APPENDICES

Parking Safety Rules

In order to ensure everyone's safety at the beginning and end of the school day, the following safety rules must be adhered to. In general, we have Short Term and Long Term parking lots for parents. The parking **lots on school property are designated for Short Term parking (5 minutes or less)**, while the parking lot behind the Thistle Lawn Bowling Club is to be used for **Long Term parking**.

IN THE MORNING, all Kindergarten families, including those with older children, **must use the lawn bowling park lot**. Kindergarten families have been chosen because these parents need to check in with a teacher when dropping off or picking up their child from the early years area of the playground, so will be near that exit.

- **Anyone planning to be on the school property for more than 5 minutes must use the lawn bowling lot. The pathway to the school will be maintained every day.**
- **Parents who are just dropping off or walking their children to the playground and staying for five minutes or less may use the lower school parking lot.**
- **DO park as close as safely possible to each other.**
- **Do NOT park in the middle of the parking lot.**
- In order to allow faculty quick in/out access during spares and to ease the burden of the many bags they carry, **the East side of the lower parking lot is reserved for faculty only.**
- Because we know faculty cars won't need to move for the first bit of the day, **in the Morning Only, parents who are making a quick drop off** may stop behind faculty cars. If doing so, please park at a 90 degree angle to faculty vehicles so that other cars can still navigate the parking lot safely.
- **Children in Grade Five or under must not cross the parking lot unattended.**

AT THE END OF THE DAY, the same safety rules apply. Also,

- **Grade school parents who are just picking up without staying longer than 5 minutes may park in the lower lot in order to pick up their child(ren).**
 - **Children in Grades One to Five must be picked up from the playground.**
 - **Children in Grades Six, Seven & Eight may continue to go to their parent's car unattended after checking in with the teacher on gate duty, as long as they do not have younger children in their care.**

The Upper Parking Lot

- **Is reserved for parents with infants and/or children in the Toddler and Preschool programs who do not have older siblings at the school.**
- **Please do not park in the two spots designated for those with a physical handicap, even for a short amount of time.**
- **Laneway should NOT be used to quickly pull in and drop someone off.**

Code of Conduct

Further to the overview given in the main body of the Parent Resource Guide, the following guidelines apply when a Code of Conduct infraction occurs.

Conduct Reflection Forms (Green Forms)

Many conflict situations are teachable moments. Particularly in the younger grades, children need help learning how to properly communicate with each other. By about Grade Three, children should be learning how to reflect on a situation and hold themselves accountable. In order to help children learn to acknowledge inappropriate behaviour they may be asked to fill out a Conduct Reflection Form. A teacher will review the form with the child once it is completed. The completed Conduct Reflection Form is given to the class teacher who reviews it and keeps track of accumulated forms.

If a child has filled out FIVE Conduct Reflection Forms, the class teacher may give him/her a blue-slip.

Conduct Communication Forms (Blue Forms)

Conduct Communication Forms are completed when the teacher feels the parent(s) need to be informed of an infraction.

Conduct Communication Forms are monitored by the Code of Conduct Committee Chair. The policy for accumulation of Conduct Communication Forms is as follows:

- If the child has been given THREE Conduct Communication Forms in one term, then the parents of that child are informed that their child is receiving a Level One Suspension (see below);
- If the child has been given FIVE Conduct Communication Forms in one term, then the parents of that child are informed that their child is being given a Level Two Suspension (see below).

Code of Conduct Suspension and Expulsion Guidelines

A child may be suspended or expelled at the discretion of faculty, based on

- An accumulation of five (blue) conduct communication forms
- A child's conduct posing a threat to the safety of him or herself, the teachers, or other children, or
- A major breach of the Code of Conduct.

Suspensions and Expulsions

1. A level one suspension: the child is sent home for a specified period of time as a consequence of misconduct and as an attempt to affect a change in the child's behavior.
2. A level two suspension: the child is sent home as a consequence for severe and/or ongoing misconduct and this leads directly to a process of determining whether or not the child will be expelled. The parents are called and informed about the suspension and next steps; the teacher will take notes of the parents' comments or concerns.

Steps following a Level Two Suspension:

- a) The suspension needs to be presented to the faculty. The faculty decides whether there are conditions to the child's return to school, or whether an expulsion from the school is necessary.

- b) An opportunity is provided for the student's parents to meet with a CCC member and/or the class teacher in order to communicate the faculty's decision or the specific plan of action to the parents.
- c) A letter documenting an expulsion will be written and placed in the student's OSR.

Arrears Policies

Further to the preamble given in the main body of the Parent Resource Guide, the following guidelines will be observed when a family is in arrears.

Current Families - When missed payments have occurred during the school year

1. **First Notice:** A First Notice is given if a parent is two payments behind in the case of monthly payments of tuition; two months behind if tuition payments are annual or biannual; or two months of After Care are due. The family is contacted in writing and is reminded of the contract provisions. The family is advised that the children's continued enrolment in the school is conditional upon the family's continued commitment to the tuition agreement. The family is given one month from the date of the First Notice to take **one of two actions**:
 - a) Pay the outstanding amount in full within a month of the date on this First notice; or
 - b) Meet with the Manager of Finance to determine a mutually agreeable payment schedule (see paragraph 3 below). Families may opt for a payment schedule with the arrears portion being added to the regular monthly payments.
2. **Second Notice:** If, within one month of the date of the First Notice, the family **fails to pay** the outstanding amount in full, **fails to meet** with the Manager of Finance, **fails to follow an agreed upon payment schedule** or has **failed to reach a new payment agreement**, then:
 - a) The student is **immediately excluded from** participating in any extracurricular activities (e.g. tournaments) until payments are brought into good standing;
 - b) If the arrears relate to After Care fees, the family will **immediately** be prohibited from using the After Care program.
 - c) The family is notified in writing that the student will not be allowed to attend the School **effective one month following the date** on the Second Notice. Any amounts owing at that time will still be considered owing.
 - d) The family can **pay the full outstanding amount of fees within this month period without affecting the enrolment** of their children in the school. In certain extraordinary circumstances, at the discretion of the Board of Trustees, the family may be given a second opportunity at a payment schedule.
3. **Payment Schedules:** Removing a student from the School is a last resort option and an action that the School would strongly prefer not to take. If, therefore, the family makes a good faith effort towards paying the outstanding payments, the school will work with the family to keep the student in the class. The school will set an individualized payment plan, but in all cases:
 - a) The family must agree to a payment plan in writing.

- b) The payment plan must ensure that the indebtedness does not grow (i.e. future payments must be met on time);
 - c) The payment plan must be met. If cheques are returned NSF or not provided, the consequences set out in paragraphs 2 (a)-(c) will be re-imposed;
4. **Interest:** At the sole discretion of the Manager of Finance and/or the Board of Trustees, interest may be applied to the outstanding balance. The application of interest will be based on factors including a family's commitment to the School as well as sincere efforts to bring the account into good standing. If interest is applied, then such interest accrues daily on overdue accounts and is calculated and compounded monthly for an effective annual interest rate of 15.00%. Interest may be forgiven in some circumstances.
5. **Collection Proceedings:** In the event that the steps above are not successful in resolving the situation, a collection agency may be enlisted and/or Small Claims Court action taken.

Current Families - Policy for Re-enrolment if arrears exist

1. **Students currently attending LWS** re-enrol annually under the terms and conditions set in the Tuition Agreement.

Where arrears exist at the normal date of re-enrolment and the family wishes to ensure a place in the next year's class for their child(ren), a payment schedule must be submitted to the Manager of Finance for arrears of less than \$1000 and to the Board of Trustees for arrears of more than \$1000 for approval. If the schedule is approved, the family will be asked to sign an Addendum to the Tuition Agreement, which will state that the terms of the payment schedule will be honoured.

Failure to comply with any or all of these obligations will immediately terminate any or all obligations of LWS and the student will **not be accepted back** to school at the beginning of the next term.

- a. **Terms of Payment Schedule:** For a payment schedule to be considered by the Manager of Finance or Board of Trustees:
 - i. the previous year's capital fee and grad trip fee, as applicable must have been paid in full,
 - ii. before and After Care fees must have been paid in full,
 - iii. the payment schedule must take into account the current year's payments such that the total net outstanding debt does not increase.
2. **Payment History:** Re-enrolment will not occur where there are outstanding arrears for more than one school year if that family has not shown a reliable repayment history. Where a family has not been able to fulfill a payment schedule approved by the Manager of Finance or Board of Trustees and is in arrears for the previous school year, a tuition agreement will not be signed for the next year.
3. **Interest:** At the sole discretion of the Manager of Finance and/or the Board of Trustees interest may be applied to the outstanding balance. The application of interest will be based on factors including a family's commitment to the School as

well as sincere efforts to bring the account into good standing. If interest is applied then such interest accrues daily on overdue accounts and is calculated and compounded monthly for an effective annual interest rate of 15.00%. Interest may be forgiven in some circumstances.

4. **Collection Proceedings:** In the event that the steps above are not successful in resolving the situation, a collection agency may be enlisted and/or Small Claims Court action taken.

Policy for Re-enrolment of students returning after a period of absence if arrears exist

1. Enrolment of students after a period of absence from the school is considered new enrolment rather than re-enrolment.
2. Application fee must be paid.
3. Conditions: The tuition agreement will be accepted by LWS only when the following conditions have been met:
 - a. the family has paid in full the arrears as per prior years' contract, and
 - b. a \$600 deposit has been submitted with the tuition agreement.

Divorced or separated parents - Policy for re-enrolment of students if arrears exist

1. The arrears of the one parent in a divorced or separated family should not preclude the other parent from eligibility to re-enroll, as long as the re-enrolling parent agrees to be 100% responsible for tuition payments going forward.
2. The school will not enter into a contract with the parent who has the arrears and the school's policy relating to contracts with separated parents will be followed.

Teacher Concerns Guidelines

Parents are expected to follow the Concerns Procedures as outlined in this guide. When a concern is brought about a teacher that cannot be addressed/remediated by the class teacher directly, it can be brought to the Department Chair or Pedagogical Chair. If this happens, the Chair will assess if the concern should go to the Pedagogical Committee. If the Pedagogical Committee deems the concern valid and finds that it cannot be remediated through normal mentoring, it will form a Teacher's Ad hoc Concern Team (TACT).

The TACT is composed of a subset of the Pedagogical Committee plus the appropriate Department Chair (if that Chair is not the teacher in question). The TACT is mandated to:

- Assist the teacher to improve performance in all areas of concern as quickly and effectively as possible;
- Create a Teacher Improvement Plan (TIP) which will include: area(s) needing improvement, performance improvement goals, supports needed, and the time period(s) by which improvements must be effected;
- Provide supports needed to help the teacher improve;
- Maintain regular communication with the Pedagogical Committee;
- Review the teacher's progress to determine whether the performance goals of the TIP have been met;

- Report a teacher's inability or refusal to accept and/or meet the terms of the TIP to the Pedagogical Committee, which would make a recommendation to the Faculty Executive (FX) Committee about the teacher's continued employment. The FX Committee would determine next steps.

The work of a TACT and the contents of a TIP are personnel matters requiring confidentiality. If the process was initiated by a parental concern, the school may make a general statement to the parents regarding the School's response to the concern.

2018/2019 FACULTY PROFILES

Grade School Class Teachers**Reka Borbely - Grade 8 Class Teacher; Physical Education Teacher; Math Teacher**

B.Ed., Catholic Teacher Training of Esztergom, Hungary and University of Glasgow, Scotland. Hungarian Primary Teaching Certificate, Ontario Teaching Certificate. Foundation Studies in Anthroposophy.

At LWS since 2001.

Sarah Cooper - Grade 2 Class Teacher; Remedial Teacher

Bachelor of Fine Arts from Queen's University, Kingston. Foundation Studies and Teacher Education Certificate, Rudolf Steiner Centre Toronto. Completed three-year Healing Education and Remedial Training (HEART) at the Toronto Waldorf School.

At LWS since 2006.

Melissa Hambleton - Grade 4 Class Teacher; Music and Choir Teacher

Melissa was on the Dean's Honour List for both her Bachelor of Education, Junior/Intermediate Division (Vocal Music), and her Bachelor of Music, Honours Music Education with Distinction, which she received from Western University in 2004 and 2005. She also obtained a certificate in Special Education Part One at Western University.

At LWS since 2016.

Phil Hartman - Grade 5 Class Teacher; Games Teacher; Phys Ed Teacher; Sculpting Teacher

Foundation Studies in Anthroposophy, Waldorf Teacher Certificate, Rudolf Steiner Centre 2013. Licensed Auto Mechanic, Pre-apprenticeship degree in Aviation Mechanics, Pre-apprenticeship degree in General Machining.

At LWS since 2014.

Imke Jorgensen - Grade 3 Class Teacher; Grade School Department Chair; Gardening Teacher; German Teacher

M.A. in Anthropology from J.W. Goethe University in Frankfurt, Germany. Imke is responsible for the creation of our naturalized playground.

At LWS since 2001.

Sue McCarthy - Grade 6/7 Teacher; Art Teacher

Anthroposophy, Early Childhood and Grade School studies Rudolf Steiner Centre, Cape Town. BA, B.Ed University of Natal South Africa. Five years teaching High School History and English, and ten years working with previously disadvantaged children in community-run education initiatives in South Africa. Seven years teaching in Early Childhood Education, four years subject lesson teaching in a combined Grade Five to Eight classroom, and six years Grade School main lesson class teaching.

At LWS since 2006.

Erin Poirier - Grade 1 Class Teacher, Language Arts Teacher, Physical Education Teacher

Erin has a B.A. with honours from the University of Guelph (majoring in English and minoring in History) and a B.Ed. from Lakehead University (Intermediate-Senior). In addition to class teaching, Erin has taught as a specialty teacher in the subjects of

French, Phys Ed, Global Studies, and Language Arts. She graduated her first class in 2017.

At LWS since 2008.

Grade School Subject Teachers

Mary Ashton – Violin Teacher

B.Ed., University of Western Ontario; Honours B.A. Music University of Western Ontario. Ms. Ashton comes to us with many years of teaching experience in private, classroom and small group instruction.

At LWS since 2002.

Jessica Deakin - Specialty Subject Teacher

(Currently on Maternity Leave)

BA in Environmental studies, an MA in Geography, a BA in Education for the junior/intermediate level, and an MA in Educational Psychology. She has taught in Japan, in England, in the Thames Valley School Board and at LWS. She has also worked in the Prevention and Early Intervention Program for Psychosis at LHSC.

At LWS since 2015.

Dagmar “Dasha” Kovar – Handwork Teacher; Homeschooling Coordinator

M.Sc. in Chemistry, Institute of Chemical Technology in Prague; Pedagogy and Psychology for teachers, Charles University in Prague; supply teaching in our grade school and early childhood classes for a number of years. Dasha is an accomplished fibre artist and former parent at LWS. She graduated with honours from the Artist-Educator Skills Development course at the Royal Conservatory in 2009.

At LWS since 2007.

Hélène Lau - French Teacher

Hélène grew up in France. She earned her B.Sc. and M.Sc. in Neurosciences from McGill University. Advanced diploma in Behavioural Sciences from St. Lawrence College, Kingston, ON. Experience with teaching students with special needs for 4 years in a French Elementary School in London.

At LWS since 2017.

Merwin Lewis - Supplementary Main Lesson and Enrichment Teacher; Pedagogical Chair

Twenty-seven years of experience as a teacher. Board member of LWS for thirty-five years. M.Music., M.L.S. Indiana University. Past faculty member at the Rudolf Steiner Institute, Maine, for summer courses. Composer, poet, and playwright. Past Board member and present Foundations Studies instructor for the Rudolf Steiner Centre, Toronto.

At LWS since 1980.

Sandra Paterson – Learning Resource Teacher; Volunteer Coordinator

After graduating as a Speech and Language Pathologist (SLP), Sandra attended the Waldorf Teacher Education Centre in Brazil. Owned and operated a private practice as an SLP for 16 years, using Steiner methods. Sandra is also a potter.

At LWS since 2012.

Natalia Popolov - Specialty Subject Teacher

Ms. Popolov's previous work experience includes practicing Internal Medicine and Rheumatology as a Physician in Moscow, volunteering in Parent and Child and two of our Kindergartens, assisting in our Summer Camp, working in our afternoon Kindergarten program, and volunteering and supplying in our Grade School. She also teaches Aikido to children and is the founder and Lead Teacher of Russian Circle - a home-based weekly club for Russian-speaking children.

At LWS since 2018.

Kim Quai - Specialty Subject Teacher

(Currently on Leave)

B.A. Child and Youth Studies, Brock University, St. Catharines; B.Ed. Brock University; Additional qualifications in Special Education and Reading; Art and Supply teacher for District School Board of Niagara; Piano teacher; Three years at Trillium Waldorf School in Guelph. Completed Part 1 of Foundations Studies in Anthroposophy.

At LWS since 2011.

Rebecca Soltan – Cello Teacher

Rebecca began playing cello at the age of 11 at St. Mary's Choir School in London. Cello has continued to be part of her life since and she has performed as part of the London Youth Symphony, the Bermuda Philharmonic Orchestra and the London Community Orchestra. She has also enjoyed being part of small ensembles that play new compositions for university students, quartets or duets at weddings and sharing music with friends in her home. Helping to create a cello program at London Waldorf School in 2013 was a new endeavour and a change from her role as Business Manager at the school.

At LWS since 2006.

Corinna Sons- German Teacher

Corinna comes to us from the Toronto Waldorf School where she has held positions as Grade School Teacher, Kindergarten Assistant, and Camp Leader. Prior to that she taught High School and University level German courses in Russia. Corinna has certificates in Waldorf Teacher Training, Foundations Studies in Anthroposophy, and Teaching German as a Foreign Language. She also has a Bachelor of Speech Science with a minor in Music.

At LWS since 2018.

Berit Strasser – French Teacher; Art Teacher

Berit attended Rudolf Steiner School in Switzerland for 11 years. Bachelor of Fine Arts at Mount Allison University, 2003 (Visual Arts). Aromatic Medicine Diploma, 2009. Since 1997, Berit has been teaching children and adults in various capacities including ECE teacher, Camp Instructor, French Tutor, and leading her own art classes for children. Began teaching art at LWS as a volunteer in 2011 and has been teaching French and Art along with other subjects since 2012. Waldorf Professional Development: "Painting Through the Grades in a Waldorf School", 2014; "Teaching Secondary Languages in Waldorf Grades 1-3", 2015; "World Languages", 2017; "Painting out of the Colour", 2018.

At LWS since 2011.

Early Childhood Department

Michelle Brooks – Licensed Preschool Program Lead Teacher; Licensed Childcare Supervisor

Michelle is registered with the College of Early Childhood Educators (RECE). She completed her Bachelor of Education through York University and her Early Childhood Education Diploma through Fanshawe College. Most recently, she completed her Birth to Three Waldorf Early Childhood training at Sophia's Hearth in New Hampshire. She is continuing her Waldorf training through LifeWays North America.
At LWS since 2015.

Tara De Luca – Kindergarten Lead Teacher

(Currently on maternity leave)

B.A. University of Waterloo. Certified to Teach English as a Second Language in Ontario. Previously was the After School Care Provider for four years, and office administrative assistant for two years at LWS. Completed Introduction to Working with Children from Birth to Three. Currently in Foundation Studies in Anthroposophy and is currently working on completing her ECE diploma at Fanshawe College.
At LWS since 2006.

Heidi Gemmell – Parent and Child Lead Teacher; Kindergarten Teacher (afternoons)

Bachelor of Arts specializing in Visual Arts and B.Ed. with Honours, University of Western Ontario. Recipient of the *Dorothy Emery Memorial Award in Visual Arts Education* presented at Althouse, U.W.O. for excellence in art education both in practicum and at the faculty of education. Heidi has completed her ECE Waldorf Teacher Training from Rudolf Steiner Centre in Toronto. Heidi also has seven years of experience teaching art camps and classes to small groups of children out of her home.
At LWS since 2012.

Myriam Hammami – Licensed Preschool Program Lead Teacher

Myriam has a BSc in Biology. She has worked with children since 2000 through a variety of artistic, environmental and outdoor education programs in addition to running a Waldorf-inspired home daycare and parent and child group. Myriam has completed Foundations Studies through the Rudolf Steiner Centre in Toronto. Currently, Myriam is completing her ECE diploma at Fanshawe College and her Waldorf Early Childhood training with Lifeways North America. Since being at LWS, Myriam has worked in Kindergarten, Parent and Child as well as the Licensed Preschool Program.
At LWS since 2012.

Marsha Horn – Kindergarten Assistant; After Care Provider

B.A. in Human Ecology (Family Studies) and Minor in Sociology from Brescia University College (UWO). Marsha has worked within elementary schools for 7 years running various programs including the Before and After School program.
At LWS since 2015.

Dana Lascelles – Kindergarten Lead Teacher

(Currently on leave)

B.A. University of Western Ontario. In-service training at London Waldorf School. Waldorf Early Childhood professional development courses through Rudolf Steiner Institute, Maine. Preschool Kindergarten Assistant/Lead teacher, Parent and Child lead teacher and off-campus drop-in play group leader, all at London Waldorf School. Two years home-based daycare.

At LWS since 2002.

Elida Lika – Licensed Preschool Program Assistant; After Care Provider

Elida has her Bachelor of Elementary Education in the faculty of Science from her native country Albania. She taught Grades One to Four for six years before coming to London, where she volunteered as a teacher assistant in Grade One and two years in the Parent and Child program. She has been the before/After Care provider at LWS since 2007 and Nursery assistant since 2010.

At LWS since 2007.

Tanya Naha – Licensed Preschool Program Assistant

(Currently on Maternity Leave)

Tanya is a recent graduate of the Early Childhood Leadership degree program from Fanshawe College and is a Registered Early Childhood Educator.

At LWS since 2015.

Patricia Romero – Kindergarten Lead Teacher

Registered Early Childhood Educator graduated from Fanshawe College. Joined LWS as a volunteer in 2015 and worked as a supply teacher for the Licensed Preschool Program and Kindergarten. Patricia began as a Kindergarten Assistant in the 2016-17 school year. Patricia continues her education at workshops offered through Lifeways North America and the Rudolf Steiner Centre, Toronto.

At LWS since 2016.

Natalie Sanchez - Licensed Toddler Program Assistant; After Care Provider

Registered Early Childhood Educator graduated from Fanshawe College in 2015. Joined LWS as a supply and worked for the Licensed Preschool Program, Licensed Toddler Program and Kindergarten, as well as leading our KinderCamp. Natalie continues her education at workshops offered through Lifeways North America.

At LWS since 2017.

Elvira Kubat Schulz – Kindergarten Lead Teacher

Kindergarten Teacher for 8 years at the German Language School London. Training courses taken at the German Language School. Elvira recently completed her Early Childhood Educator Diploma from Fanshawe College. She is a registered Early Childhood Educator with the CECE in Toronto.

At LWS since 2007.

Devin Walsh - Kindergarten Assistant; After Care Provider

Devin has a diploma in Child and Youth Work from Fanshawe College. She has been employed with the Thames Valley District School Board for eleven years, as an Educational Assistant. She has also continued her education by taking workshops such as “Students’ Anxiety in the Classroom” and “Tried, Tested and True: Tools for Supporting Tough Situations in the Classroom”. At LWS since 2018.

Administrative Faculty

Ruth Baer – Administrative Chairperson

Business Manager at LWS from 2007 to 2014. Previously Parent and Child Assistant for two years. Operated own bookkeeping business for ten years. Eighteen years of experience in business and office management prior coming to LWS.

At LWS since 2005.

Sumeet Khullar – Manager of Finance

CPA-CA with fifteen years of progressive management experience in various finance roles for both large and small corporations, including audit, internal controls, financial reporting and budgeting functions. Experiences are varied from both public and private sector. B.Comm, University of Toronto.

At LWS since 2016.

Carol Lewis – Administrative Assistant

In Administration since 2007. Twenty-four years of experience as a Waldorf teacher. Active founding member of LWS in 1980. Waldorf Teacher Education Program, Rudolf Steiner Centre, Toronto. B.A., Kalamazoo College; M.A., Ph.D., Indiana University. Four years of experience university teaching.

At LWS since 1980.

Leigh Ann Preston-Gansevles – Marketing Coordinator

Fifteen years of experience in business administration, including budget management and creation and implementation of marketing strategy. Owned and operated a small business for five years. Over the years, has coordinated events and marketing endeavours for several health care facilities, as well as for her own business. Volunteer and fundraising experience includes LWS Parent Association Co-Chair from 2011 to 2015.

At LWS since 2013.

Mel Quevillon – Enrolment Coordinator

B.A. Spanish, B.Sc. Honours Biology, M.Sc. Environmental Management in Mining, Queen's University. 17 years experience as a Community Organizer for non-profit youth, environmental, and social justice initiatives. LWS Parent Association Co-Chair from 2012 to 2017.

At LWS since 2013.

Annette Trovato – Office and Admissions Coordinator

B.A., University of Waterloo; Montessori Teacher Certificate, Foundation for Montessori Education, Toronto, Ontario; Computerized Office Certificate, Fanshawe College. Four years of teaching experience in Montessori schools. Thirteen years of experience in administration.

At LWS since 2000.

Before and After Care Staff

Sally Carlton - After Care Provider

Sally earned a Bachelor of Arts Degree in English and History, from Western University (when it was still the University of Western Ontario) and an Educational Assistant Certificate from Fanshawe College. She is an Adult Literacy Instructor with the Thames Valley District School Board, with her classroom at Hutton House. She has two grown children and three cats who think they are children.

At LWS since 2017.

Emmet Szoczei

Recently completed their societal entrepreneurship training at Youth Initiative Program in Sweden and has worked with children in summer camps for several years, most recently in our own KinderCamp. LWS Alum Class of 2013.

At LWS since 2018.

Building Maintenance Supervisor

Dan Grindstaff

Dan is currently employed as Building Maintenance Supervisor as well as Rental Supervisor. He also serves the school in a voluntary capacity as a member of the LWS Board of Trustees. He is or has been a member of the Finance Committee, Building Committee, ATP Committee, and the Day Nurseries Act group.

At LWS since 2014.