



Parent Handbook 2025-2026

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1. Welcome

Welcome to Edge Hill Country School, a school inspired by Waldorf education located in Durham (West Grey), Ontario. Edge Hill is registered as a private school in the province of Ontario and operates as a non-profit organization which maintains charitable status with the Canadian Revenue Agency (CRA).

This Handbook is intended to support you and your family in understanding and making the most out of your experience at Edge Hill. You'll find information on school operations, school community life, expectations, communications, and the school organization. As a parent your involvement and support are vital to the success of the school and your child(ren)'s experience.

The most successful educational experience for the child(ren) comes when home life and school life work in harmonious fashion. With the goal of understanding the child(ren)'s experience, either at school (for the parents) or at home (for the teacher), regular communication is essential. It is the parents who are responsible for bringing their child(ren) to school well-rested and well-nourished, ready to learn.

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

1.1. School History

The original stone schoolhouse was erected in 1872 and operated as a public school in Ontario until the early 1960s. Edge Hill school as we know it today was founded in the fall of 1986, the efforts of a small group of parents who transformed the current site into Edge Hill Country Day School of Grey County which was officially incorporated in 1988. Since then, three additional buildings have been added to the existing school campus to accommodate the increasing numbers of enrolment.

2. Edge Hill School's Philosophy

2.1. Mission

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

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

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

2.2. Values (Guiding Principles)

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

- *Education of the whole child*
- *The uniqueness of each child*

- *The living learning environment*
- *The teacher as mentor, role model and guardian*
- *Recognition of, and reverence for, the spiritual nature of the human being and in all things*
- *Integrating the philosophical and the practical*
- *Commitment and renewal*
- *Community*
- *Social, cultural, and economic inclusion*

Education of the whole child

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

The uniqueness of each child

We offer developmentally appropriate experiences for each child. We nurture the child's ability to discover and realize their own nature. We aim to help children make the full use of their innate qualities, skills, talents, ranges of abilities and unique potential while empowering them to take initiative and be resilient and adaptive to change. We seek to develop identifiable skills while nurturing each child's capacity for living fully in whatever the future unfolds for them.

The living learning environment

We follow the natural rhythms of the day, seasons and year. We create an orderly, beautiful, grounding, living space that supports children on their individual journeys and nurtures security, harmony and tranquility. We seek opportunities to connect each child to the natural world and to develop and strengthen their own forces through imitation and imagination. We seek freedom for children to learn in a natural, supportive, non-commercialized atmosphere and to protect each child's childhood.

The teacher as mentor, role model and guardian

Our teachers strive to teach with moral imagination, to offer the class curriculum with integrity, courage, respect and regard. We support our teachers in making use of their evolving creative skills and talents and to be active learners in the subject areas they teach. We encourage our teachers in their own journeys of self-development. Whenever possible, we recognize that, in teaching the same class of children for longer cycles of time, teachers have greater opportunities to become aware of and foster each child's deepest and essential being.

Recognition of, and reverence for, the spiritual nature of the human being

We respect the innate wisdom of the human being. We believe all children have a spiritual nature which is nurtured and drawn to consciousness by meaningful content in the curriculum and by teachers and other community members who uphold universal values such as acceptance, care, compassion, kindness, generosity, diligence, respect, and honesty. We strive to honour, nurture and protect the childhood of our students, to guide them into healthy adolescence and to help them become fully human in ways that go beyond the simple material aspects of our nature and our world. We seek ways to highlight and bring value to learning in deliberate measures that support children's openness to wonder and inquiry through the unique qualities of goodness, beauty and truth, as well as maintain a reverence for life in all its forms.

Integrating the philosophical and the practical

We strive to put our principles into practice through our methods and decisions. Core values of respect, kindness, inclusion, responsibility, open communication, and commitment inform our way of working together. Both practical and philosophical principles are used to inform our discussion. We reflect on and respond to our social, cultural, physical, and economic environment and emphasize group process and consensus-building.

Commitment and renewal

The school serves as a community in which children benefit from teachers and parents striving together to support education and learning. We believe that the adult community committed to this education for children has a responsibility to be involved in the stewardship of the school's being, to reflect on and assess the strengths and challenges of the school. We make directed efforts to maintain, plan and implement regular renewal actions to ensure that the school remains healthy, sustainable and viable. We strive to support these efforts through ongoing adult education.

Community

We embrace opportunities to become interconnected with our neighbors, our community, and the wider world through environmental and social stewardship at a developmentally appropriate level. We make ongoing and continued efforts to present school developments, activities and events in a clear, unambiguous, and transparent manner through respectful communications with all community members.

Social, cultural, and economic inclusion

We embrace diversity and inclusiveness in our community and encourage opportunities for shared responsibility and meaningful involvement in the school. We endeavor to ensure accessibility to all those who value and support the vision of Edge Hill School and the underlying values of Waldorf education.

2.3. Diversity and Inclusion

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

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

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

3. Code of Conduct

3.1. Students

In order to create a safe and respectful school environment all students must adhere to the following standards of student conduct:

- Use appropriate language that is respectful and kind (no swearing).
- Respect the safety of all students, parents, faculty, administration, and volunteers.
- Respect the personal space of others.
- Care for the physical and natural environment.
- Respect and care for all school property and items as if they were your own.
- Leave things better than you found them.
- Accept and respect individual differences.

***Please note:** For each child there is a twelve week probationary period before full enrolment is finalized. Please contact your child's teacher with any questions.

3.2. Parents

As parents, our home environment and the way we conduct ourselves serves as the primary model for our child(ren).

- Support the child(ren)'s daily rhythm that honors the need for restorative sleep and healthy nutrition.
- Ensure regular and punctual attendance at school.
- Model respect for self, others, and for public/personal property.
- Keep your child(ren) at home when they are sick and inform the school of absence.
- Support your child(ren) to come fully prepared for class.
- Inform teachers of any significant changes in home life or physical health that might affect the student's behavior at school.
- Address concerns directly and honestly with teachers and administration.
- Be a good will ambassador of the school.

4. School Operations

Edge Hill Country School operates as a four (4) day a week program from Monday to Thursday.

4.1. Hours

Official school hours are between 9:00am and 3:15pm.

4.2. Before and After School

Edge Hill does not offer a formal before or after school supervision or programming. Parents can volunteer for this by talking with administration. Families are also free to make individual arrangements amongst themselves. This can also be done by working with individual class teachers to provide supervision on an as needed basis.

You are welcome to use the school grounds, but Edge Hill Country School will not be liable for any accidents, injuries, etc. before 9:00am or beyond 3:15pm. We encourage you to familiarize yourself with the recess rules and to enforce these with your children when using the grounds before or after hours.

4.3. Drop off and pick up

Morning drop off and end of day pick up times can be hectic with many vehicles, parents and children. Please be mindful and stay vigilant during these times. It is expected that Kindergarten and Grade 1 students are dropped off directly at their classroom.

The school has a designated "kiss and drop" drop off area that is situated between the school entrance and the stop sign. Please use the drop area efficiently to allow maximum usage. We kindly ask parents to avoid idling in this area.

4.4. Parking

Please respect the limited parking space and use it wisely. Please park on the south side of the road at a 45-degree angle to ensure there is enough room for everyone to park. When the snow arrives, please change to parallel parking on the south side.

4.5. Bikes

Students that choose to ride their bikes to school shall comply with the current legislative requirements to wear a helmet. When at school ensure that bikes are parked in the designated area by the propane tank beside the red roof shed. Bicycles may not be ridden on the school premises.

4.6. What to Bring to School

4.6.1. Lunch and Snacks

Good nutrition is essential for classroom success. All children need substantial snacks and lunches. Please be thoughtful in your choice of food. Pop, candy, and gum should not be brought to school.

4.6.1.1. Waste Management

Edge Hill strives to be environmentally conscious by promoting zero waste lunches. All children should bring their own reusable water bottle. Whenever possible reusable lunch containers should be utilized. Additional garbage and plastic wrapping should be taken home.

4.6.2. Supplies

Your supply fee covers the bulk of supplies required for your child(ren). Each grade, depending on the curriculum, may have additional expenses that are over and above this and an additional fee may be required. Your teacher will provide you with those details.

4.6.3. Extra Clothing

The children will go outdoors every day, in all kinds of weather. They will splash in puddles and dig in the mud, so please expect that your child will get dirty. Please send the following extra clothes to be kept at school.

Kindergarten

- 1 pair of indoor shoes
- 2 pairs of underwear
- 1 pair of long johns
- 3 pairs of socks (at least 1 wool /or thermal preferably)
- 1 undershirt
- 1 t-shirt
- 1 long sleeve shirt or turtleneck
- a sweater to hang on their hook if the weather turns cool during the day
- 2 pairs of long pants

Their extra clothing bag shall be kept in the box above their coat hooks. Please make sure that everything in the bag is replenished as needed as the year progresses and the seasons change. The bags should go home at the winter break for washing and resizing and be returned the first day back to school.

Grades

- 1 pair of indoor shoes
- 1 pair of socks
- 1 pair of underwear
- 1 shirt
- 1 pair of pants
- 1 sweater

Please make sure that everything in the bag is replenished as needed as the year progresses and the seasons change.

4.7. Lost and Found

It is the nature of childhood to freely unburden the body of unwanted clothes or leave behind books, bags, and other items. Our lost and found is located beside the red roof shed. Uncollected items are frequently donated to charity. Please check regularly if your child loses something.

It is strongly recommended that your child(ren)'s clothing and accessories are labelled so they can be promptly returned.

5. Lines of Communications

Below lists and explains the communication lines at Edge Hill Country School

5.1. Classroom

Teachers are expected to have open communication with their students and class parents throughout the school year. This will come in the form of e-mail updates, class meetings and individual parent meetings.

5.2. School website

The school website is a formative tool that is used to communicate and attract potential students/families. www.edgehillschool.org

By using the parent page via the login option, you can access school by-laws, policies, board minutes and other school related information.

5.3. The Week Ahead

The administration provides weekly school communication via e-mail to all parents on notable items for the upcoming week and key dates to remember.

If there are special items or topics you would like included please contact the administrator at admin@edgehillschool.org

5.4. Google Groups

Edge Hill maintains two email distribution lists that are moderated for use by current members. Please allow 24 hours for your message to be reviewed for posting. Please keep your communication respectful and practice your best etiquette when posting. The group is not an appropriate forum for personal exchanges, opinions, or grievances. Please understand that your message may not be approved.

1. **Edge Hill School Families** - facilitates communications strictly to current school families. Address your email to: edgehillfamilies@edgehillschool.org

2. **Edge Hill Community** - serves as a wider community bulletin board that includes current and past members, families, friends, and potential new members of the school.

Address your email to: edgehillcommunity@edgehillschool.org

5.5. Social Media

The school uses the social media platforms Facebook and Instagram to engage with the broader community and as a marketing tool to attract new students, faculty, specialty teachers, volunteers, and supporters.

5.6. School Newsletter

The school produces a newsletter periodically throughout the year that goes beyond the general membership to the broader community, family, and friends of the school.

6. Expectations and Policies

6.1. School Expectations

6.1.1. Punctuality

To maintain harmony and to respect the work of the class, it is very important that all children be on time for school. Children are expected to be punctual, fed, and ready for class before the start of the school day. If your child is going to be late, they might be asked to enter the room at a specific time to minimize disruptions. Please speak with the teacher of the class as to when that time may be.

6.1.2. Absences

Regular attendance is a necessary component in achieving academic success for the entire class, however we respect both planned and unplanned absences from school, especially if your child(ren) is/are not feeling well. If your child(ren) is/are showing any signs of illness please keep them home from school out of respect for the teachers and other students.

6.1.2.1. Unplanned

If your child is going to be absent for any unexpected reason, please notify administration at 519-369-3195 or admin@edgehillschool.org

6.1.2.2. Planned

If planning an extended time away from school, please confer with the teacher regarding dates and notify administration.

6.1.3. Dress Standards

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

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

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

Please don't send shoes that light up, shoes with cartoon or media images, high heels, or roller shoes (shoes with wheels).

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

6.1.4. Health and Wellness

The wellbeing of health for our families and community is of the utmost importance. If your child is suffering from an illness or is showing any signs of flu-like symptoms they should be kept home.

6.1.4.1. Illness at School

If a child becomes too tired or ill in the classroom, the school will contact the parent who is expected to make arrangements to have the child picked up as soon as reasonably possible. If any situation is deemed a life-threatening emergency 9-1-1 will be called first and then the parent notified.

6.1.4.2. Medications

If medications are required during the school hours a discussion must be had with the parent(s), teacher and administration.

6.1.4.3. Injuries

Edge Hill requires that at least one faculty member is trained in First Aid. If there is a major injury 9-1-1 will be called immediately followed by the parent(s) or emergency contact.

6.1.5. Playground

The following playground standards have been developed by the Faculty for monitoring during recess times. For consistency we ask that you honour these rules before, during and after school times, so a consistent message to the children is being maintained.

- Tree Climbing is permitted with adult permission and direct supervision
- Stay within the boundaries of the schoolyard
- No climbing on roofs
- Shoes or boots must be worn at all times
- No aggressive play

6.1.6. Electronics

Please ensure cell phones, cameras, and other electronic devices do not come to school. If these items are found in a student's possessions they will be confiscated by faculty and returned at the end of the school day.

6.1.7. Toys

Students should not bring toys from home to school. We have many interesting activities available at school in which students can engage which encourage creative and imaginative play.

6.1.8. Incidents

Faculty are responsible for documenting incidents with children. These incidents will be shared with the parent(s) by the class teacher. If the incident warrants an immediate pick up from school the class teacher will notify the parent(s).

6.2. School Policies

6.2.1. Life Threatening Allergies

Please bring all allergy concerns to your teacher. Depending on the severity of the issue additional measures may be put in place to ensure safety and well-being.

6.2.2. Inclement Weather (Snow Days)

Edge Hill Country School will stay open when the BlueWater District School Board buses are canceled. Edge Hill school will close if any BlueWater District Schools in Durham, Chatsworth, or Markdale are closed due to weather. Edgehill will close if any of Highways 6, 10 or 4 are closed in the Chatsworth, Durham, Flesherton triangle. We may delay opening until the roads are plowed/sanded. Once the Faculty has four adults at the school, we will let you know it is safe to bring your children in. We will aim to do so by 8:30AM. Please stay home until you hear from us.

6.2.3. Cold Weather

Outdoor time is honoured whenever possible. However, given our climate, extreme cold events do occur and outdoor time may be minimized or cancelled as required.

6.2.4. Harassment and Bullying

Harassment and bullying of any kind will not be tolerated at Edge Hill.

7. School Community Life

7.1. Opening Ceremony

The first day of school is celebrated with an opening ceremony at 9am where faculty, students and parents all gather together in a circle to welcome the beauty and wonder of the new school year. Each faculty member will call their students through the arbour at the end of our ceremony, and the children will head to their classrooms to begin their day. The opening ceremony is usually complete by 10am. We hope all parents are able to join us for this special hour.

7.2. Closing Ceremony

The last day of school is celebrated with a closing ceremony with faculty, students and parents gathering in a circle to reminisce on our year together, say our farewells, and close the school for the summer. The closing ceremony is usually held from 2pm-3pm. Remember to bring some sturdy bags or boxes to bring all of your children's school books and belongings home this day.

7.3. Field Trips

Field trips offer opportunities for enhanced learning, social bonding, and increased feelings of independence, and maturity. They are an important aspect of the life of the class because they strengthen the social fabric of the class while affording the children new experiences and challenges. A field trip is a school related, off-campus activity led by a faculty member and designed to serve school purposes including, but not limited to, the curriculum, team building, and community service. The duration of a field trip may be a single class period or an entire day.

7.4. Overnight Field Trips

Overnight travel can help students grow while providing an opportunity to exercise responsibility and independence. It is up to all adults on the field trip to provide a safe and supportive environment. Overnight travel planning will be communicated to parents in a reasonable amount of

time.

7.5. Festivals

Seasonal festivals and celebrations serve as milestones in the passing of the year and are an important aspect of Waldorf foundation. Through these festivals we build and strengthen community, establish a yearly rhythm for the children, and nourish our souls. These enhance the child experience and foster greater community spirit.

The school has several festivals, some will include parents and others will be open to the public and are a great way for community outreach. Each festival will have a faculty liaison and we will be looking for parent support.

7.5.1. Courage Festival

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

7.5.2. Lantern Walk

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

7.5.3. Advent Spiral

This is a time to look at the increasing light represented on the nature table to signal the coming of winter solstice when the light will begin to return. The students look at the four kingdoms: the mineral, plant, animal, and human world. Children may attend the community-led Advent Spiral on the first Advent Sunday. The Advent Spiral inspires a reverent atmosphere as each child carries a lighted candle out from the heart of the spiral.

7.5.4. Winterfest

This annual festival celebrating winter includes caroling, candle dipping, bannock, seasonal crafts, a children's store and delicious food. Some of our annual holiday auction fundraiser items can also be viewed. This festival is open to our wider school community who are invited to come and share in the winter fun.

7.5.5. May Fair

This annual festival celebrating spring includes students performing a traditional Maypole Dance and songs. The festival has traditionally seen many games and activities, food, live music and vendors and serves to bring our wider community together. This also serves as the spring open house for prospective families.

7.6. School Assemblies or Class Plays

From time to time the school will assemble for various activities or individual classes may put on a play. These collective gatherings allow classes to share these experiences throughout the whole school. Depending on the circumstances these may be open to parents and will be communicated appropriately.

7.7. Birthdays

Birthday celebrations are special events at Edge Hill and your teacher will be in touch regarding plans for your child(ren).

7.8. Annual General Meeting (AGM)

Edge Hill operates as a non-profit corporation. All parents are defined as members of the organization and have the right to attend and vote at annual general meetings. The AGM, which occurs in September, provides members an opportunity to review the financial statements of the school, approve the annual operating budget, vote on director positions and other items. Your attendance is strongly encouraged to help facilitate a proper democratic process. All information will be provided in advance in accordance with our by-laws.

7.9. Parent Council

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

The Parent Council works together with the Board of Directors, faculty and administration to help create a thriving, cohesive community. Collectively, we reach out to the greater community to support the growth and potential of our school, guided by the principles of Waldorf Education.

If the parent council chooses to assemble a representative from the group, one parent will be chosen to sit on the Board of Directors.

Some examples of what the parent council does;

- Supports faculty with class leads to align communication, field trips etc.
- Develops parent connection through book clubs, craft circles, etc.
- Organize fundraising
- Set up work bee days (gardening, painting, cleaning, etc.)
- Help to organize festivals throughout the year

8. School Program

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

8.1. Kindergarten (Early Childhood Education)

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

Young children are filled with wonder. They see beauty and purpose everywhere. They are curious about all that comes to meet them. It is this natural sense of wonder that opens young children to

the world around them. The role of the Waldorf Kindergarten teacher is to create a beautiful environment in which this natural curiosity and wonder can be fostered.

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

. Parents can support their child's kindergarten experience with the following:

- Eliminating TV, video viewing, and computer activities
- Having your child in bed by 7:30 pm, so he or she is well rested
- Being punctual at drop-off and pick-up times (Children often promptly enter play together. It can be difficult to join play once it has started if a child is late.)
- Contacting the teacher if there is any concern or questions
- Coming to Parent Meetings
- Finding ways to familiarize themselves with Waldorf education and the underlying philosophy

8.2. Grades

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

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

9. Financial

Please refer to the school's website (www.edgehillschool.org) for a detailed breakdown of annual school tuition fees. Our school relies heavily on parent volunteers to help maintain the school buildings and grounds, support the school festivals and help with fundraising during the year. All of our combined efforts help to keep the operating costs as low as possible in order to minimize the school's overall tuition.

9.1. Fees

Tuition is expected to be paid promptly on the first of the month..

9.2.Tuition Assistance

Edge Hill does offer a tuition assistance program which has been established to support temporary relief for families in need.

9.3. Leave of Absence

Circumstances arise when a family requests to take a formal leave from the school yet wishes their

spot to be held for enrolment in the future school term.

9.4. Withdrawal

If you choose to withdraw from the school during the school year, a one-month formal notice is required (or the equivalent of one month of tuition fees in lieu of notice). Application and supply fees are non-refundable.

9.5. Re-enrolment

Edge Hill has a formal re-enrolment process that is offered to existing families first in the new calendar year. This provides existing families the first option to enrol for the following school year before general enrolment begins.

9.6. Volunteering

Edge Hill relies heavily on the involvement of the school's parent community to volunteer in various capacities such as board work, committee involvement (maintenance, etc.) and Parent Council (fundraising, field trip support, festivals, etc.). Volunteering is a mandatory part of having your children enrolled at Edge Hill and is applicable on a per family basis. Each family would be required to complete a minimum number of hours of service per year which can be completed at any point throughout the school year or during the summer break. If a family is unable to complete these hours, they will be subject to a donation fee. Parents also have the option to forgo any volunteering and make a direct financial donation to the school in lieu of time.

10. School Structure

The Edge Hill Country School structure is aligned with the overall Waldorf model that comprises three main bodies that support the school. Faculty, Parents, and Board of Directors / Administration.

10.1. Faculty

The faculty is responsible for all curriculum development and delivery. Class teachers are individually responsible for management and discipline in their respective classrooms, and any issues or concerns should be raised directly with the class teacher concerned. Faculty work closely together to monitor the children's academic and social needs and strive to co-operate fully to maintain a healthy and happy environment for all of the children. Our educators are committed to developing relationships between the children. This important step supports the child's need to feel safe and secure. Our faculty are focused on age-appropriate activities, developing daily routines, and valuing the child's learning through play and imagination.

10.2. Parents

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

10.3. Board of Directors

The board of directors is responsible for the legal and financial health of the school. The board includes the chair, secretary, treasurer, faculty chair, parent chair and directors. The board meets monthly and meetings are open to all school members. Meeting agendas are prepared and shared in advance with the membership. Members can also present proposals and should reach out to the secretary to be included in the agenda. Minutes from board meetings are available on the Parents Page of the school website (parents.edgehillschool.org).

10.3.1. Administration

The administration works on behalf of the Board of Directors to oversee the day-to-day management of the school, serve faculty and support all families and students. They supervise the enrolment, ensure records are maintained and, where necessary, report information to the appropriate government bodies.

11. About Waldorf Education

The first Waldorf School was founded in 1919 in Stuttgart, Germany. Emil Molt, the director of the Waldorf Astoria Company, was concerned for the new generation of schoolchildren emerging from the devastation of World War I. If these children were to develop capacities that would allow them to transform society, they would need to be taught in a new way – one that addressed their essential humanity, enhanced their concern for other people, and fostered a sense of responsibility for the earth. Molt approached Rudolf Steiner. The Waldorf philosophy strives to transform teaching and education into a complex artistic activity that educates the whole child: head, heart, and body. Its highest endeavor is to develop free human beings who are able to impart purpose and direction to their lives.

Today there are more than 1100 Waldorf schools (or Waldorf-inspired) and 1,700 Waldorf kindergartens in some 80 countries around the world. Each school is an independent, self-governing entity, although all Waldorf schools and official initiatives in North America are affiliated with the Association of Waldorf Schools of North America (AWSNA) or with the Waldorf Early Childhood Association of North-America (WECAN). All Waldorf schools are non-profit, charitable organizations. Furthermore, the mission of WECAN is to foster a new cultural impulse for the work with the young child from pre-birth to age seven. WECAN is committed to protecting and nurturing childhood as a foundation for renewing human culture.

11.1. Rudolf Steiner

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

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

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

12. Helpful Resources

There are many useful resources that can be found online. Here are a few examples:

www.waldorfeducation.org

www.waldorflibrary.org

www.waldorfearlychildhood.org

Here are some suggested books on parenting and Waldorf education;

- The Education of the Child in the Light of Anthroposophy, by Rudolf Steiner
- Heaven on Earth: A handbook for parents of young children by Sharifa Oppenheimer
- Beyond the Rainbow Bridge: Nurturing our children from Birth to Seven
- Endangered Minds: Why Children Don't Think and What We Can Do About It, by Jane Healy
- A is for Ox: Violence, Electronic Media, and the Silencing of the Written Word, by Barry Sanders
- Four Arguments for the Elimination of Television, by Jerry Mander
- Evolution's End, by Joseph Chilton Pearce
- Last Child in the Woods, by Richard Louv
- You Are Your Child's First Teacher, by R. Baldwin
- Festivals, Families, and Food by D. Carey and J. Large
- School as a Journey by Torin Finser
- The Way of the Child, by A.C Harwood
- Who's Bringing Them Up? Television and Child Development by M. Large
- Simplicity Parenting by Kim J. Payne
- Understanding Waldorf Education by J. Petrash
- Parenting from the Inside Out by D. Siegel
- Towards Wholeness by M.C Richards
- Teaching as a Lively Art by M. Spock
- Between Form and Freedom by B. Staley