



The South Shore Waldorf School is delighted to welcome you to the 2024/25 school year!

What follows will acquaint you with the day-to-day life of the school and introduce you to some of the ideals of our school community. If you have any questions or concerns about what you read here, please do not hesitate to contact your class teacher or the administration.

1. Governance Overview

The South Shore Waldorf School and Kindergarten Association

Since 1997, The South Shore Waldorf School Association has been registered with Nova Scotia Joint Stocks as a not-for-profit charitable organization. The Association includes all those who have children currently enrolled in the school, the faculty of the school, and all friends who have expressed the desire to support the school.

The Association holds an Annual General Meeting each autumn. At this meeting, the Board of the school for the coming year is elected. It is composed of up to ten members from parents, interested friends, and includes two members of the faculty.

Board of Directors

The Board carries the long-term goals of the school at heart and is responsible for the legal and financial relationship within the broader community, the municipality, and the province. It acts as an overseer of school activities by including in each monthly meeting reports from Faculty, Administration, Parent Council, Financial Committee, and any other committee established as required.

Board meetings are held on the second Thursday of each month and are open to parents, faculty, and friends (dates are listed on the school calendar).

Faculty

Waldorf schools are ideally faculty-led. The faculty oversees and directs not only pedagogical aspects of the school, but is also involved in administrative, organizational, developmental, and governance decisions. Faculty oversees the school's curriculum development, pedagogical policy, program administration, faculty hiring and dismissal, professional development, and student admissions. Every decision carried out by the faculty is guided by their mission statement:

"In everything we do, we nurture the healthy, holistic development of each individual child. We create an education grounded in nurturing, uplifting, and healing. As teachers, we personally guide our students' interest in and knowledge of the world. Entrusted with this task, we freely commit in gratitude."

Administration

The Administration is responsible for the necessary day-to-day business activities of the organization. It carries out the decisions and standing policies of the Board and Faculty, and strives to serve the needs of the faculty, parents, and students. Its main functions include: reception, communication, enrolment, student records, marketing and public relations, finance, and facilities management.

Parent Council

The Parent Council is made up of parents who commit to serving as parent leaders for a specified period of time.

The purpose of the Parent Council is to:

- Promote the community of the school and facilitate a vibrant and positive parent/school relationship
- Support and educate parents
- Support the organization of fundraising events, festivals, and social events
- Promote and organize volunteer opportunities
- Offer input and advice to the school regarding matters that pertain to parents

2. School Programs

The Waldorf curriculum facilitates the well-rounded development of children by engaging them in a wide variety of subjects using an interdisciplinary approach that complements their natural abilities and their age.

Kindergarten

The SSWS Kindergarten provides a warm and loving home-like environment, organizing the school day within rhythmic active and restful cycles around free play, forest walks, storytelling, painting, drawing, crafts, and practical activities such as lunch preparation, baking, and setting up and cleaning up. It is open to full-time and part-time students, beginning at age three and a half.

The Elementary School Program

Consisting of Grades 1 through 6, the elementary school program is anchored by a two-hour Morning Lesson that begins each school day. This Morning Lesson focuses on a particular subject (such as language arts, math, history, geography, physics, or biology) for a prolonged period of time lasting two to several weeks. The remainder of the day consists of forty-minute subject lessons, including French, art, choir, music, movement, and handwork.

The class teacher teaches the Morning Lesson and several other periods in their students' day, while specialist teachers teach the various subject lessons.

Middle School Program

Consisting of Grades 7 through 9, the middle school program follows a similar structure to the elementary, with a two-hour Morning Lesson followed by forty-minute subject lessons, including French, art, choir, music, movement, and handwork.

Throughout the year the class teacher offers feedback and learning assessments to students directly, through personalized Narrative Reports, rather than sharing those reports with parents. Students are also involved in producing their own code of conduct; current middle school students are in the process of establishing a Student Council as well.

After Care Program

The After School Care Program provides care until 5:30 pm on school days. The After Care Program offers an “outbreath” for children at the end of the day, facilitating craft projects, homework time, and indoor and outdoor play. Please pack an after school snack for your child(ren). Aftercare is billed monthly and all school families need to register.

Through our After Care Program, we also offer programs on PD days as well as a one week program during the first week of winter break and during spring break. Pre-registration is required.

*There is no childcare for storm days. If school is canceled half-way through the day, a member of staff will be available to stay until children are picked up.

Educational Support

The South Shore Waldorf School strives to provide excellent Waldorf education to all children entrusted to our care. However, we recognize that sometimes children have academic, social, or physical challenges beyond the scope of the classroom setting. We are dedicated to working with families to help them find the extra educational support their child needs in order to thrive.

3. School Life

Late Arrival and Early Departure

Should your child need to leave early in the school day, please ensure that the class teacher knows so the child will be ready. If a child will be arriving late, please contact the administrative office. All children should be picked up promptly at 3:00 pm. After 3:15 pm, children who have not been picked up will go into the After School Program. Billing for after care will come from the administrative office following booking. Please notify your class teacher, the office, or the Care-Coordinator if someone other than your child’s parents or legal guardian will be picking up your child.

A word about attendance and tardiness: bringing your child to school on time every day is very important and it is the best way to ensure your child's success. Students who arrive late or miss school days often feel that they have missed out on something and it is very difficult for them to find their way back into the group.

Media Policy

The South Shore Waldorf School is dedicated to nurturing each child's capacity for creative imagination, independent thinking, and positive action. The school's efforts to foster students' healthy emotional development and meaningful relationships with their environment are undermined by their encounters with electronic media, which separate children from authentic experience and promote a distorted, developmentally inappropriate and consumerist view of the world.

We are fostering an environment that develops imagination and physical awareness. Please do not allow your child to bring electronic devices to school. This includes iPods, cellphones, and cameras.

It is requested that children not bring toys in general from home. We ask for your understanding and cooperation as we work toward creating an environment that fosters non-commercial, co-operative, imaginative play.

Students learn best to use electronic media as a resource and tool when these media are introduced after children have developed a rich experiential foundation. Media thus become a supplement to, not a substitute for, the richness of direct experience.

For the rationale behind our Media Policy, please see Appendix A.

Use of School Phone

It is important that the school phone is available for incoming calls. Parents may use the phone for short, local calls. Children should only use the school phone for an emergency and with a teacher's permission.

The school's phone number is: 902-624-0874.

Dress Code

Footwear and shirts must be worn at all times on school premises. The children spend time outdoors every day, so please dress them appropriately. Children should come with waterproof rain-gear and boots in autumn and spring, and snow boots, coats, hats, scarves, and mittens in winter.

Umbrellas are not permitted for safety reasons.

Children should have their core organs covered at all times. We recommend children wear wool or wool/silk base layers in colder weather.

All students should keep a bag with an extra set of clothes (shirt, pants, underwear, socks) hanging on their assigned hook. Please ensure that children have sturdy shoes for running and outdoor games. All children will need a pair of non-slip, non-marking shoes for exclusive indoor use. All items are to be marked with your child's name.

As we work to create a positive environment for both teaching and learning, we request your help in choosing appropriate and comfortable clothing. The following guidelines are provided to assist parents in ensuring that their children are appropriately dressed:

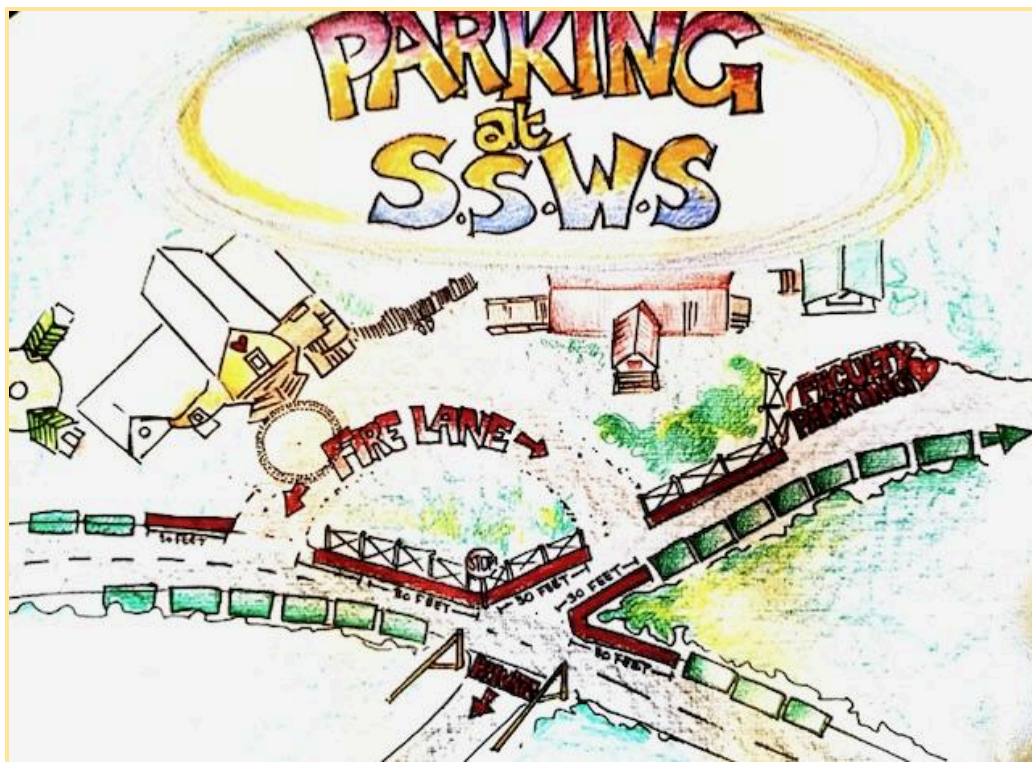
- Please ensure all clothing is free of logos, recognizable characters, and words. If you are uncertain if an image is of a "recognizable character," please discuss this with your class teacher.
- Children require a pair of flat soled indoor shoes(not slippers)
- Please ensure all clothing is mended and in good repair.

- Clothing should not interfere with daily activities. This may include overly flowing or long garments as well as bare legs.
- Any jewelry worn must not interfere with movement activities or be a distraction in class.

Transportation and Parking

There is no formal transportation system in place for the school. Parents are responsible for getting their child(ren) to and from school. Some families carpool. Please ensure you are adequately covered by your insurance if you participate in such an arrangement.

NOTE: There is NO PARKING in front of the fence at the front of the school. This is a fire lane. Please park safely along the far side of the road and kindly refrain from using or blocking the faculty and staff parking lot.



Field Trips, Special Activities, and Events

For all field trips, special activities, and events, permission slips are sent home with each child and must be signed by a parent/guardian and returned to the school by the date specified. Volunteer drivers are arranged as necessary.

In order to volunteer at the school or on field trips, a Child Abuse Registry Search and Police Criminal Check must be submitted to the administrative office prior to the event. This can take several weeks to process, so if you are interested in volunteering please consider getting these done early in the school year.

Dogs

As much as we all love dogs please do not bring them inside the kindergarten yard. When dogs are on school property they must remain on leash, and under the control of an adult at all times. Owners must promptly remove any dog poop from the grounds.

Due to the large numbers of people who attend our events and festivals, no dogs are allowed on school property at those times.

Lost Items

A Lost and Found Box is kept inside the school front entrance. Please check promptly for misplaced articles. To minimize lost items, please label your child(ren)'s clothing and lunch containers. Unclaimed contents will be donated to charity at the end of each term. Labels can be ordered through

www.emilypress.com/sswaldorf.

Cleaning Products and Scents

In keeping with our commitment to respecting our environment, instilling kindness to animals, and safeguarding our students' and teachers' health, we use only natural, chemical-free, and ethically-produced cleaning products. We support the use of naturally-scented products such as beeswax candles and essential oils and ask that no synthetic scents be worn or used at school.

Separated Parents

In absence of a court order stating otherwise, South Shore Waldorf School will remain neutral in the event of any dispute between separated parents of any child(ren). The emotional well being of the child(ren) is best served by a parental agreement shared with the school outlining responsibilities and permissions for arrival and pickup, and planned absences.

4. Student Health

Illness

If you will be keeping your student at home for any reason, please notify the school by calling 902-624-8074 or emailing admin@waldorfns.org.

Our goal is to maintain a safe and healthy environment for everyone. In order to achieve this, it takes all of us working in partnership to keep illness from entering our school. As parents and teachers, we need to watch for symptoms of illness in ourselves and the children. Students and teachers should stay home when sick.

Screening:

- Please screen for illness prior to arrival at school
- Faculty will observe for illness as part of normal routine in order to keep everyone safe
- Children who present with symptoms of illness will be sent home, following guidelines put forth by the Nova Scotia Health Authority.

It is the policy of the South Shore Waldorf School that children will not be permitted to attend if they are ill with a contagious condition, fever, or diarrhea, or other symptoms listed below.

All children attending must be able to participate in all parts of the program.

All parents of children who attend the school, employees, and essential visitors are also required to self-screen for symptoms of illness not limited to the symptoms mentioned below and asked to stay home when they are unwell.

- **In addition to the guidelines for illnesses above**, children must be kept home, and treatment must be sought when any of the following occur:
 - **Head lice**
 - **Pinworms**
 - **Pinkeye (Runny red eyes, thick mucus or pus draining from the eyes or nose)**
 - **Impetigo, Fifth Disease, Hand Foot & Mouth, or other undiagnosed rash.**

- **If a student becomes ill while at school** they will be cared for until arrangements for pick-up have been made. The parent or guardian will be called, either by the office or the child's educator, updated to the situation, and asked to pick up their child.

Accidents

An Accident/Injury Form will be filled out by a faculty member whenever a child is hurt. This report will outline the circumstances of the injury and any first aid that was administered.

A first aid kit is located in each classroom. Any time the class goes on an excursion, any emergency medications or devices that may be part of a child's medical plan will be placed in the emergency bag, along with the classroom's emergency forms, and will accompany the teacher who is holding the class. The teacher will also carry with them a phone for emergencies and will inform the office of their whereabouts.

Accident/Injury forms will be signed and dated by the faculty member completing the form.

In the event of a severely injured child, that child will be provided with immediate medical attention and parents/guardians will be notified immediately. Any child needing to go to the hospital will be transported there by their parent(s)/guardians or ambulance. In the absence of the timely availability of parent(s)/guardians, a staff member will go to the hospital with the child and wait until the parent(s)/guardian(s) arrive. Staff will not drive, or have a taxi drive children to the hospital. If deemed an emergency that requires immediate medical attention, an ambulance will be called.

In the event that the child is taken to the hospital outside of parental/guardian supervision, the staff member who accompanies the child will bring the child's emergency form and any medications or medical devices that may be part of a child's medical plan.

At the time of the accident a member of the school administration will immediately call the appropriate agency (i.e. physician, hospital, poison control, ambulance, fire department).

In the event that the parent(s)/guardian(s) of the child cannot be reached, the child's emergency contact will be notified as soon as possible.

Immunizations

Immunizations and periodical tests are not given at the school. Please provide written notice to the administration of new immunizations to be added to health information records.

Medication can only be given to the child at school if the parent has provided signed written instructions: Please ask administration for the necessary forms. Medication must come from a bottle labeled by a pharmacy or naturopathic doctor, with date, dosage, child's name, and physician's name.

Peanut and Allergy Policy

We are a peanut-free school. No items containing peanuts are allowed, including but not limited to peanut butter, whole peanuts, and baked goods that may have come into contact with peanuts. Please be aware that peanut allergies can be life-threatening, so adherence to this policy is of the utmost importance.

If your child has an allergy, please ensure your class teacher and the office staff are aware of the allergy and its severity.

If your child's allergy is anaphylactic, please provide your class teacher with an epipen to use in an emergency. We keep an epipen on site for emergency use in the case of previously unknown allergies.

5. Parent Involvement

SSWS embraces the vision of a vital, engaged, and valued parent body. Parent participation in school life and parent educational opportunities help to deepen parent understanding of Waldorf education, which significantly enhances the school experience for students.

Parent involvement in the practical life of the school is therefore essential for both the school and for our students.

There are many ways in which parents can participate in school life. They can join the parent council, one of the working groups, the craft circle, or the board directors, become a class link, and/or volunteer to help organize a particular event or fundraiser.

Less formally they can share ideas, undertake practical jobs, and organize social events.

Other opportunities for parents to participate include classroom help, yard and building maintenance, assisting with events, volunteering at the Airstream Café, and putting up event posters.

Many hands make light work, and there is always something to do! Ask your class teacher or one of our administrators if you are not sure how you can help.

Community Building Hours - Volunteer Commitment

Parent participation and volunteering are a cornerstone of the SSWS community. Our school community's strength is a direct result of the involvement of parents and friends.

It is because of the innumerable volunteer hours contributed every year that we are able to maintain a lower tuition than most other independent schools in the province!

In the 2013/14 school year SSWS instituted a new program to help encourage participation in building our wonderful community. We ask each family to make a commitment upon registration to a minimum of 2.5 community-building hours per month (30 hours per year per family).

For full details please contact your Class Link.

Opportunities for Parent Study and Education

Various study and educational opportunities are provided by the school each year through lectures, workshops, and courses for parents and friends of the school.

These take place at the school and are intended to facilitate acquaintance with the theory and practice of Waldorf education. Notices are posted as these opportunities arise.

Suggestions for topics can be sent to discover@waldorfns.org, or talk to your class teacher or a member of the parent council.

The Borrowing Library

The school lobby houses a small library of books and periodicals relating to Waldorf pedagogy and similar educational and child-raising philosophies.

Parent/primary caregiver engagement with the substance of the school's philosophy and pedagogy is strongly encouraged. We welcome you to take an active interest.

Questions and conversations related to Waldorf education and the anthroposophical understanding of child development are welcomed by all who teach, administer, and volunteer at the school. We encourage parents to inquire about study and reading groups, or to start their own.

6. Parent-Teacher Relationship

Class teachers maintain continuous contact with parents. A detailed written report of each child's progress and development is prepared for grade-school students at the end of each school year. This report does not include marks or grades. Final exams are not given at the school (although the children may take quizzes or unit-tests in the upper grades). Parents are urged to consult the teacher when a question or concern arises.

All of our teachers are available to meet from 3-3:15 daily. Meetings outside this time can be arranged in advance by contacting the teacher directly.

Teachers will communicate with parents in person and via email throughout the year. They will monitor emails outside of class hours Monday through Friday. Please do not use social media as a communication tool with your teachers. For any urgent communication needs please email admin@waldorfns.org.

Parent-Teacher Interviews and Parent Evenings

Parent-Teacher interviews are scheduled for October/November and April/May. Additional meetings can be requested.

Parent Evenings will be held throughout the year to bring awareness to parents of the work the students are doing in class.

Parents will be notified in advance and are strongly encouraged to take part.

Home Visits

It is a tradition among many Waldorf schools for class teachers to visit their students at home; we continue this tradition. The home visit usually takes place during the summer holidays and is especially important for new teachers or students before beginning a new school year.

Your teacher will contact you to set a date and time.

School Work

The grade school students' work is collected and taken home at the end of the school year.

Parents may see the work at any time by making arrangements with their child's teacher or during Parent-Teacher interviews.

End of Term Concerts and Class Plays

Concerts are held at the end of the fall term in December and at the end of the school year in June. Parents and friends are invited for an opportunity to observe work-in-progress from the various classes as well as some finished pieces.

Child Protection & Duty To Report

At SSWS keeping the children entrusted to our care is taken very seriously. All faculty, staff, board members, parents, and any other adults working with students in a volunteer capacity are required to undergo a Criminal Records Check and a Child Abuse Registry Search. These checks must be updated every three years.

A set of clear regulations outlining the school's legal and moral responsibility for its students, together with the steps to be taken should an individual within the school community be suspected of child abuse, of any kind, are outlined in our Policy Guidebook. A copy of the Policy Guidebook can be consulted in the office.

The Police Records Check and the Child Abuse Registry Search can take several weeks to process, so if you are interested in volunteering please consider getting these done early in the school year.

Information about Nova Scotia Duty to Report can be found here:

<https://novascotia.ca/coms/families/changestocfsa/Duty-to-Report.pdf>

7. Unexpected School Closure Days

At the South Shore Waldorf School we recognize that unexpected school closures due to weather or other circumstances can be an inconvenience or burden for parents who send their children to our school, especially those who work outside the home and may experience challenges finding suitable care for their children in the event of an unexpected closure. That said, school closures are a part of life in the maritimes.

Full Day Closures

The school's policy is to follow the announced closures of the South Shore Regional Centre for Education (SSRCE), except in extreme weather situations.

In some cases, SSRCE may not close its schools, or only close some schools, or it may only cancel buses. If the SSWS faculty feels that it is not safe for faculty, staff, parents and students, to travel to school, even though the SSRCE has not made the decision to close all its schools, SSWS classes may be canceled.

This is a decision that we do not take lightly at any time, and we appreciate the support of our parents who are faced with an often difficult and last-minute situation once they hear of that early-morning decision.

In these circumstances, our decision is based on the predicted road conditions at either the beginning and/or the end of the school day. It has nothing to do with the amount of precipitation, but rather safety for driving conditions. We refer to the provincial department of highways road conditions website, Environment Canada weather reports, as well as early morning phone calls to all staff.

In either of the above cases, as soon as the decision is made, we begin a comprehensive communication plan including sending an email to all parents and faculty, updating our website and social media, and changing the recording on our main school phone number. Additional announcements will be made on CKBW, CBC Radio, and CBC storm centre website. All of this will be done before 7 am.

We also expect each parent to check our website or phone system or listen to the radio to make sure that they are fully informed of school closures on days with inclement weather. If you do not have access to any of the above at home, please make sure your class teacher knows how to get in touch with you in the event of a storm closure.

We suggest that in each class some time is taken in the fall to identify families for whom last-minute childcare arrangements are especially difficult, and see if there are other families in the class who may be able to help.

When school is closed due to weather, all other events in the school scheduled for that day are canceled as well.

Mid-day Closures

If school is closed due to unforeseen circumstances during the school day, a phone tree will be activated and faculty members will remain on site until all parents have been reached and all children have been picked up.

8. Community, Festivals, and Fundraising

In ancient cultures festivals were an integral part of community life marking the changes of the seasons and the calendar year. There is as much joy in the preparation and the anticipation of a festival, as there is in the participation in it.

Parents are invited to attend the school festivals listed below. Dates and times will be available on the school website, in the monthly newsletter, and in the full-year calendar available at the beginning of each year. Please check for any changes before the event in question.

Below is a list of the festivals usually celebrated by South Shore Waldorf School. We are a faith and culture inclusive school, and we welcome and encourage families to share their festivals with the school community. If your family has an annual festival that is part of your cultural traditions not listed below, please speak to your class teacher about incorporating it into our festival life. We all benefit from the richness of our diverse community.

The annual Holly and Ivy Fair and Mayfair, as well as other fundraising events, offer a warm, festive atmosphere, children's activities, good food, and high quality craft items for sale. In the course of the school year, they serve both as important seasonal celebrations and fundraisers.

Rose Ceremony

As students transition from Kindergarten, they often experience trepidation and grief at leaving the warm embrace of Kindergarten. The Rose Ceremony, which celebrates the transition, addresses both excitement and grief. Grade one students have an extra day of summer vacation so that they are not lost in the all school "first day" excitement.

On the second day of school the children in the first grade arrive after everyone else has gone into their classrooms. The children gather with their kindergarten teacher one last time in the kindergarten and they lead them into a beautifully decorated space where their families and new teacher are waiting for them. A harpist plays for them. They hear an archetypal story full of images and wonder about their journey through the grades. Then they meet their new friends in the oldest class and each child is given a flower. They cross through a bower and follow their teacher to their grades classroom for the very first time.

Michaelmas

As part of our self development we have been reimagining what our festivals mean for us here in Nova Scotia. The timing of Michaelmas and Truth and Reconciliation, as the days grow shorter and darkness encroaches, carry significance for us, and we have reimagined our festival in this light. We set up a series of gentle "trials" for our students. These activities will provide them with opportunities to explore their bravery, leadership, grace, inner strength, trust and deeds of goodness.

Halloween Whispers

A magical evening celebration called Hallowe'en Whispers is organized by parents and teachers. Originally inspired by All Souls Day in Mexico and acknowledging those who came before us, the students create short musical vignettes that are performed in different spots in the forest.

Parents, teachers and friends came together and shared delicious food, festive games and crafts and music. This wonderful celebration has evolved into a significant fundraiser for our school.

Lantern Walk

A festival celebrating compassion and inner light in the outer darkness of approaching winter.

This festival invites us to follow the lantern light into the gathering darkness. As the dark nights become long and the air cold, our lanterns represent the light and warmth we wish to send into the world and carry in our hearts. This is one of our most beautiful, and reverent events. The mood is one cultivating an inner quiet. We end the evening by sharing hot apple cider and bread, then quietly making our way home. Many families find this festival becomes their favourite of the year.

Advent

The four Sundays before winter solstice, Christmas, and Hanukkah are those leading into the darkest time of year, just before the turning point of midwinter. It is a time of anticipation, hope and promise, a time when the light is carried within us. Thankfulness for the Mineral Kingdom (first advent Sunday), the Plant Kingdom (second advent Sunday), the Animal Kingdom (the third advent Sunday), and the Human Kingdom (fourth advent Sunday) can kindle in us the strength of will needed to renew tranquility again and again against discouragement. At this time of year advent wreaths are lit in each classroom. On the first advent Sunday the school community gathers to journey down a spiral evergreen path. The apple candle each child carries is kindled in the centre of the spiral and then the light is carried back out to be placed somewhere along the path.

Holly and Ivy Fair

One of our major fundraising events, Holly and Ivy Fair is an annual seasonal festival and celebration with games, craft activities, live music, amazing food, puppet show performances, a silent auction and a handmade market.

Winterfest

Inspired by the Winter Festival in Quebec, Carnaval we spend a week in January celebrating Winter.

Puppet Show and Tea

A fundraising event including a beautiful luncheon served by the older grades and a puppet show that will capture the imagination of all ages.

Mayfair

In ancient traditions, Mayfair was the celebration of the beginning of summer; it was a festival of flowers. Mayfair is good, festive fun and a reminder that warmer days are ahead. Our school is festooned with decorations and we gather as a community to play games, make music and merriment. The day is graced by the children dancing the Maypole and by onlookers clapping and singing along.

This festival offers a warm, festive atmosphere, many children's activities, good food, and an annual plant sale along with a silent auction, puppet performance, live music and field games.

Coordination of Fundraising Events 2024/25

Our Kindergarten and Grade 1/2 classes are responsible for coordinating the clean-up crews needed for each of these events throughout the year. The Class Parents will be contacted by the respective grades class parents to plan what is needed. Kindergarten and Grade 1-2 families also take the lead in supporting the Puppet Show and Tea event.

Our Grade 3/4 class is responsible for coordinating the Mayfair, which is the last major fundraiser of the school year. The Class Parents will coordinate an initial planning meeting in early April. All families of the school will be asked to participate in order to make this event a success. A planning manual is available in the office and welcomes updates.

Our Grade 5/6 class is responsible for coordinating the Holly and Ivy Fair, which is a major fundraiser for the school. The Class Parents will coordinate an initial planning meeting in early October. All families of the school will be asked to participate in order to make this event a success. A planning manual is available in the office and welcomes updates.

Our Grade 7/8 class is responsible for coordinating Halloween Whispers, which is the first fundraising event of the school year. The Class Parents will coordinate an initial planning meeting in late September. All families of the school will be asked to participate in order to make this event a success. A planning manual is available in the office and welcomes updates.

Use of Electronics at Special Events

We kindly request that no cameras or other electronic devices be used during school concerts, ceremonies, and presentations. Cameras and electronic recording devices create a distraction for children participating as well as for those in attendance. We like to encourage all who gather together to be present in the now of the event.

A designated photographer will take photos for posterity. Please contact the Administration if you are interested in volunteering as an event photographer, and/or if you are interested in obtaining the photos taken during an event.

Cameras are permitted at public events, such as the Holly and Ivy Fair and the Mayfair.

Parent Supervision During School Events and Concerts

Parents are responsible for their children during school events. Please do not leave your children unattended.

9. Communications

The school organizes whole-school gatherings once per term, inviting parents, faculty, staff, friends, and board members to get together to discuss matters important to the whole community. These meetings are an opportunity to learn more about the workings of the school, including financial aspects, to participate in the planning process for the future, and to become involved in committee work.

(Please ensure that your contact information is up to date by contacting the office administrator when you move or if your information changes.)

Monthly Newsletter

A monthly newsletter is issued electronically by the office. It includes information about school events and its daily operation. It will be made available on our website or by signing up to receive it by email.

Class Link

Each year the class teacher and class parents will decide which parent will be the class link for that school year. The role of the class link is to assist the class teacher and to represent their class on the Parent Council.

Each year the specific tasks and responsibilities of this position will be determined according to the needs of the teacher and the availability of the class parent. Tasks may include telephoning parents on behalf of the teacher, helping to arrange field trips, and simple administrative tasks.

The role of the class link is also to foster a sense of community among the parents of each class and to ensure that all parents are kept well informed. The class parent is in a position to help identify and resolve issues and concerns raised by the teacher or by parents.

Grades class parents initiate planning for the major fundraiser that is assigned to their class. Please see Coordination of Fundraising Events above for further details.

Parent Evenings

Parent evenings are a key way for parents and teachers to engage with each other, and with fellow parents.

They are also an opportunity for parents to deepen their understanding of the exceptional and innovative aspects of Waldorf education that are enriching their children's school lives. Parent evenings focus on how the Waldorf curriculum relates and responds to the child's specific needs, abilities, and capacities at each stage of development. A relationship founded on mutual understanding between teacher and parent greatly enhances the child's ability to learn and develop.

For this reason, the school considers attendance at parent meetings a requirement. Please plan ahead to ensure that at least one parent or caregiver is able to attend each parent meeting.

You, your child, and your child's teacher will all benefit greatly from this commitment.

Email

At SSWS e-mail communication is a regularly used convenience. However, we do not use email to engage in discussion. Email is a tool for arrangements, confirmations, and information.

Email communication is used for relaying routine information pertaining to school and class business and not for student-specific information, issues needing discussion, or concerns, complaints, disagreements, conflicts, or disputes.

We do not register concerns or complaints via e-mail or other electronic media platforms. Instead, use email to set up a face to face meeting to discuss concerns, as detailed in the concerns process below.

10. Concerns Process

Concerns and conflicts do not necessarily signal a crisis. They are a natural outcome of a community working together and they offer an opportunity for change and improvement.

A 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, 1920).

The school requests that all concerns and complaints be dealt with through the processes made available by the school rather than through informal discussions (gossip) with those not involved.

DO:

Strive to communicate well, with honesty and integrity.

Strive to resolve a concern or conflict as soon as possible (rather than brooding on it).

Focus on finding a solution with those directly involved rather than talking about the concern or conflict with those farther afield.

It is SSWS's position that concerns and conflicts cannot be resolved unless all affected parties are involved. The process includes face-to-face communication between affected parties. Mediators are available to facilitate this: three Ombudspersons, a Care Committee, and outside professionals where necessary.

There are two available options when you have a concern or are in conflict:

1. Speak directly to the person about whom you have a concern or with whom you are in conflict.

OR

2. Contact one of the school's ombudspersons about your concern or conflict.

Email Communication

Avoid expressing and trying to resolve your concern via email or other electronic platforms. You may email your concern to one of the school's ombudspersons, but only to register your concern and to begin the concerns process with the support of the ombudsperson.

Confidentiality

"In confidence" means that no one beside those involved in the concerns process will be informed about the concern. Those raising the concern and those whom the concern is about are always part of the process.

The Function of the Ombudspersons

Three ombudspersons positions have been created so that any person in the community knows whom to approach when they have a concern and if they can't, for whatever reason, take Step 1 of the school's concerns process.

Each ombudsperson is a neutral community member who is at arms-length from the school but who knows the school well and is familiar with its values and principles.

Each ombudsperson is there to funnel concerns immediately into a solutions-oriented process, thereby de-escalating conflict and preventing disgruntlement from seeping generally through the community.

An ombudsperson's function is also to ensure that proper record-keeping and follow-up occurs so that the school can keep track of concerns, especially those that are repeatedly being brought forward.

Process

Parent(s) or community member(s) who may be uncomfortable directly approaching the person(s) about whom they have a concern or with whom they are in conflict, may take their concern or conflict to one of the school's ombudspersons. This is the case even for minor concerns or conflicts. The ombudsperson will compassionately listen, sensitively facilitate communication between parties, and carefully guide them through the concerns process to a satisfactory resolution.

Ombudperson's procedure:

1. Receive concern via phone, email, or in person.
2. Have a face-to-face meeting with the concerned person.
3. Listen compassionately and ascertain from the concerned person whether they want to continue to the next step or whether having their concern heard and recorded is sufficient.
4. Record the concern in writing and file it.
5. If they want to continue, offer to organize and attend facilitated solutions-oriented face-to face between the person with the concern and the person or persons it implicates.
6. Take minutes of the meeting and file with the concern record.
7. If Step 5 does not lead to a resolution, pass the process on to the Care Committee.

Ombudspersons for 2024/25

Paula Cheal	paulacheal@zoho.com
Mary Knickle	quinte@ns.sympatico.ca
Kathy Lucking	kathylucking.lucking@gmail.com

Care Committee

The Care Committee is the next step in the process if no resolution is found through an Ombudsperson. The Care Committee is an arms-length committee mandated to conduct mediation by offering compassionate listening and determining further concrete actions within already available school policies or procedures. It may call in help from professionals familiar with SSWS who have agreed to be contacted as necessary.

The Care Committee for 2024/25

Donna Himmelman	donna@windyhilldevelopers.com
Paul Pickering	paulwpickering@gmail.com

11. Discipline Code

We recognize and welcome the unique gifts brought by each child we serve and we are committed to supporting all of our students in their development. In doing so, we look for a positive approach to discipline. We strive to gently help the child become conscious of hindrances to development and to find creative ways to overcome them.

Expectations

To ensure a positive learning environment, rules and expectations are communicated to the students in an age appropriate way at the start of the school year and reviewed as needed. These expectations are:

- Show respect for yourself in your language and actions. This means: be true to yourself, be safe, and be positive about your accomplishments.
- Show respect for others in your language and actions. This means: listen and follow the directions of teachers, peers, parents, and guests. It also includes being supportive of others' accomplishments, resolving conflicts satisfactorily, and helping others.
- Show respect for the school environment in your language and actions. This means: contribute to the care of the classroom, its contents, and the grounds of the school, and be an advocate for the physical environment in and around the school.

Although teachers work from a common understanding, each teacher will vary in how they carry out the above shared understanding. Parents may meet with teachers to clarify individual classroom management styles.

If the above expectations are not met, the student will be given a natural or logical consequence for inappropriate behavior. This may include, for example, losing use of items that have been damaged (natural consequence) or repairing damaged items (logical consequence). If appropriate, the parent will be advised of the behavior.

If the behavior does not change, escalates, or becomes a recurrent problem, the teacher will meet with the parents to inform them of the behavior. Together they will outline a consistent discipline strategy that includes in-school consequences and how the parents can support a behavioral change at home.

If the behavior still does not change or escalates, a report from the teacher outlining the behavior and the strategies attempted will be put in the student's file and a copy given to the parents. The parents and teacher may meet again.

If the behavior still does not change or continues to escalate, the student's parents will be called and the student must be picked up immediately. Once a student is sent home they may be asked to leave the school.

The above is a guideline for parents, students, and teachers.

However, if behavior warrants it, the teacher may take whatever appropriate steps they determine necessary to ensure the safety and well-being of the student carrying out the behavior, other students, other adults in the vicinity, the school property, and the teachers themselves.

At the South Shore Waldorf School, we want the standards of the school to be clearly understood by the parents. We ask that parents address discipline and behavior problems directly with their child's teacher, and teachers will address parents directly if there are concerns. If this does not bring satisfaction either one or both can request assistance through the Concerns Process.

Bullying

Bullying is distinct from normal social conflict among peers. It is aggressive in nature and includes a perceived imbalance of power and repetitive threats.

Bullying includes, but is not limited to, a written, oral, or electronic expression, the malicious spreading of rumors or social exclusion, physical attacks, or threatening gestures. These are not tolerated in any form, nor is retaliation against any person who reports bullying or witnesses or provides information during an investigation. Bullying is prohibited on school grounds, at school-sponsored events, after-school activities and outside of school as it creates an unhealthy environment for an entire class and school.

When a complaint of bullying, cyber-bullying, or retaliation is brought to the attention of faculty or staff, it is documented and an assessment as to what initial steps are to be taken to protect the well being of students and to prevent disruption of their learning environment while the investigation is being conducted. The school will notify the parents of all students reported to be involved immediately after a complaint has been made.

Once the school has determined to what extent the allegation of bullying, cyber-bullying, or retaliation can be substantiated the class teacher will determine what disciplinary action and/or remedial action is socially and developmentally appropriate for the age of the student(s) involved and how it will be implemented. The response students and parents can most likely expect is immediate dismissal from school of the aggressor(s) until a plan, satisfactory to all parties, is put in place. Suspension and/or expulsion are consequences of last resort.

Confirmed incidents are documented and placed in the child's file for reference purposes.

Bullying should not be confused with teasing, social disinterest, random acts of violence, or physicality and conflict among equals. While children will often tease or fight, this bickering, even when upsetting to one or both of the children involved, should not be confused with bullying. The dynamics of bullying are complex. We recognize that it takes a collaborative process between parents and teacher, indeed an effective partnership, to resolve and heal both the aggressor(s) and the target. It can include whole family and class solutions.

12. Fundraising, Donations, and Financial Accessibility

SSWS is entirely self-funded and receives no government assistance. In an effort to keep tuition affordable and to make Waldorf education available to all parents and students who want it, the school community raises approximately 30% of the school's operating budget through its fundraising activities and donations.

All SSWS families benefit from low tuition because of our collective fundraising activity. If we did not supplement our operations budget through fundraising, we would need to increase tuition substantially.

We appeal to those who are able to contribute financially beyond their child(ren)'s tuition fee to do so. This gift could ensure the attendance of a student who may otherwise be excluded. It is possible to make a targeted donation which allows you to direct how your support is put to use. We encourage you to consider a monthly donation. The Enrolment and Development Coordinator can set this up for you during your enrolment meeting.

In addition, we ask that you consider talking to extended family members—grandparents, godparents, aunts, uncles, and so on—about donating to the school, including making a bequest in their will. Visit the **DONATE** page of the school's website to explore the options.

Approaching businesses with which you are affiliated to make a donation of money and/or materials/services will also be much appreciated by the school, as will your discussions with anyone in your community who recognizes the need for a creative, healing, and holistic education and who will benefit from a tax receipt: SSWS is a registered charity.

Work Credits

In order to help make Waldorf education more accessible, SSWS offers a number of cleaning, maintenance, market, and Airstream Café work credit positions each year. If you have questions about what they entail, please contact Administration.

To apply for a work credit please complete the application form in the enrolment package.

Work credits are assigned through a calculation that combines need and availability. The office maintains a waitlist for mid-year changes to work credit availability.

Tuition Assistance

The school does not have an established endowment that funds bursaries. All funding for the Tuition Adjustment Program (TAP) comes from tuition revenues, fundraising, and donations. The ability to offer families an appropriately assessed tuition level is affected by the number of applications received in a given year. The total TAP budget is limited to approximately 10% of the operational budget of the school year in which it is awarded. In any given year, between 20-30% of our families utilize the Tuition Assistance and/or Work Credit programs.

If your family has any questions about applying for Tuition Assistance, please speak to the Enrolment and Development Coordinator.

Tuition adjustment is awarded for the current year only. Applications are re-evaluated each year.

Please see your enrolment package for the TA application deadline. Any applications submitted after the deadline will be reviewed when applications received within the deadline have been completed and will depend on remaining resources. Mid-year applications will be considered if resources remain.

It has always been a foundational principle of SSWS to make attendance available for all families who value Waldorf education, within the limits of the school's resources. These resources are not only financial but derived from in-kind contributions by members of the school community in support of the health and operation of the school.

Appendix A: Purpose and Context of the Media Policy

The South Shore Waldorf School electronic media policy is designed to support the objectives of Waldorf education, and to be workable in the homes and lives of school families. Parents have consistently found that reducing the influence of media on their family life has encouraged family members to develop a keener interest in one another, enlivened and deepened their communication, and fostered a deeper connection to the world around them.

The school expects that each parent understands and supports the media policy for the good of their own children and their children's peers.

All members of the SSWS community depend on the parents of SSWS students to help create in their homes an environment that supports and reinforces Waldorf education. Each family's respect for the media policy has a far-reaching positive effect on the students' educational and social experience in school. A failure to make best efforts to respect the media policy has a correspondingly negative impact on our own children and their classmates. The impact of media exposure is passed on to other children, reverberating through the community and showing up in other children's play, attitudes, language, and inner life. It is therefore important for the health of the entire SSWS community for each family to comply with the media policy.

To these ends, the school reserves the right to require students to reduce or alter their use of media if that exposure is undermining their education or the education of others.

For purposes of this policy, "Electronic Media" includes television, movies, computers and all other video and audio devices, including cell-phones, tablets, personal digital assistants, video games, and music/MP3 players. The scope of this definition may well change as media technology and its applications evolve.

While SSWS's media policy specifically governs interaction with certain media, care and judgment also should be applied to permitting exposure to media that is not expressly covered by the media policy, including print media (newspapers, magazines, and catalogs) and radio (news and recorded music). Developmentally inappropriate exposure to any media can have harmful effects and may create a level of "background noise" in students' lives that interferes with their direct connection to their environment and is thus antithetical to the principles of Waldorf education.

A Media Policy That Grows With Your Child(ren)

Children enrolled in the Early Childhood programs at the South Shore Waldorf School should be given the gift of a media-free childhood. Teachers are available and willing to assist with transitions to a media-free environment.

Consistent with Waldorf education's emphasis on learning through direct experience, children in the lower grades (1-4) should be allowed to develop new ideas and attitudes based on real personal interactions, without the distortion of mediation through technology. Children in the lower grades should not be exposed to electronic media in their daily lives.

During grades 5 to 7 it is appropriate for students to have a gradual and guided introduction to the applications and use of electronic media. During these transition years, use and exposure to media should be very moderate, under clear parental guidance and participation, and not work to the detriment of the social and educational climate of the class. Media exposure can be a socially divisive influence in these

years and often works directly against what is brought in the classroom. Children in these grades should not be exposed to electronic media during the school week, and should have, at most, limited exposure on weekends and vacations.

Implementing the Media Policy at School

The use of cell phones for any purpose by students is not permitted on campus between 8:00am and dismissal time, during school activities or on school sponsored trips without a teacher's permission. During school hours, all cell phones must be turned off. This policy extends to adults as well. On campus, phones may only be used as telephones, and never for Internet access, as cameras, gaming or audio devices.

Cell phones may never be used by students inside of school buildings.

Note: If a SSWS student will be bringing a cell phone to school, the phone must be kept in a backpack, not on the child's person, and must be registered with the school office. Personal audio or video devices (such as music/ MP3 players, PDAs, cameras) are not permitted on SSWS's campus, during school activities, or on any school trips without a teacher's permission.

When determined by a teacher to be appropriate, media may be used in some instances for supervised educational purposes.

Implementing the Media Policy Outside of School

It is essential to the successful implementation of the media policy that parents guide their children in the appropriate uses of electronic media outside of the school environment. We encourage parents to keep an open dialogue with their children, other class parents, teachers, and advisors regarding media. Specifically, parents should speak to teachers either privately or with other parents in class or other group meetings about their questions and challenges related to media, so that together they can work out viable approaches.

Parents who are interested in a Media Resource Group, which will discuss media impact on students, families and classes, are encouraged to contact their class teacher for information.

Appendix B: Waldorf Education Resources

Associations

Association of Waldorf Schools of North America (AWSNA)

AWSNA's mission is to support schools through collaborative regional work, professional and resource development, accreditation, community outreach, and advocacy. The Association's work is based on four core values. These values are:

- Evoke and develop Quality and Integrity in everything we attempt and achieve
- Promote Strength and Resourcefulness in every school community
- Foster, encourage, and support inspired Leadership and Colleagueship
- Work towards conscious and collaborative human Community and Relationships

<https://www.waldorfeducation.org/>

Waldorf Early Childhood Association of North America (WECAN)

Fostering a new cultural impulse for the work with the young child from pre-birth to age seven. Based on an anthroposophical understanding of human development, WECAN is committed to protecting and nurturing childhood as a foundation for renewing human culture.

<http://www.waldorfearlychildhood.org/>

Research Institute for Waldorf Education

Working to deepen and enhance the quality of Waldorf education, to engage in serious and sustained dialogue with the wider educational-cultural community and to support research that would serve educators in all types of schools in their work with children and adolescents.

<http://www.waldorfresearchinstitute.org/>

Books

Understanding Waldorf Education: Teaching from the Inside Out, Jack Petrash, Gryphon House

Waldorf Education — A Family Guide, Pam Fenner, ed., Michaelmas Press

You are your Child's First Teacher, Rahima Baldwin, Celestial Arts

Education Towards Freedom, Frans Calgren, SteinerBooks

The Education of the Child, Rudolf Steiner, Anthroposophic Press

School as a Journey, Torin Finser, SteinerBooks

Many other wonderful resources exist. If you are looking for something specific, please speak with your class teacher.

Appendix C: Kindergarten Routines

School Hours

8:30am-3:00pm Monday-Thursday

8:30am-1:30pm on Fridays

Rhythm of the Day

Kindergarten students may arrive from 8:30 am onward. Please bring your children by 9:00am. Parents are asked to accompany the children to meet their teacher in the morning.

Kindergarten mornings include a nature walk, snack, creative play, seasonal activities and crafts, including wet-on-wet painting and domestic activities such as bread- making followed by circle- and story-time. Afternoons include a quiet time and outdoor play.

Parents are able to come into the kindergarten yard to pick their children up between 2:45 pm and 3:15pm. At 3:15pm, children who are not picked up by their parents, or an authorized person, will be signed into aftercare. It is important that whoever is picking up the child(ren) lets the teacher know the child is “signed out” for the day.

Lunch and Snack

Please remember that we are a peanut-free school. A healthy snack will be prepared for the class each day. Parents are to provide a packed lunch. It is strongly suggested that children bring healthy food for lunch and that containers are reusable. Please, no gum, candy, soft drinks, juice boxes, or items containing food colouring. For more detailed information about our food please speak to your child's teacher.

Sharing Basket

You are asked to contribute a food item for your child to put into the sharing basket when they arrive each morning. It could be a carrot from your garden, an egg from your coop, or any store- bought vegetable or fruit: an apple, a potato, an onion, a stalk of celery. Organic is preferred whenever possible. Bigger items are also welcome, like coconut oil, olive oil, or butter. Children take great pride in contributing to the communal food basket.

Attendance and Absence

If your child is unable to attend school on any school day for any reason, please inform the school by phone by 8:15am. You may leave a voice message at 902-624-0874 or email admin@waldorfns.org

The opening and closing days of each term are of great importance to the life of the school and to the experience of the child in the school. Please take this into consideration in the case of planned absences, such as family trips.

What Your Child Needs for the School Year

1. Please bring a small blanket and pillow from home for quiet time. There are some available if needed. Soft, natural fibres are recommended. The small pillow should feel soft and cozy. Blankets should be big enough to tuck in under feet and around the child's body.
2. Extra clothes, such as underwear, socks, a long- sleeved shirt, a short-sleeved shirt, and a pair of pants should be in a bag or small backpack that will be left on the shelf in the boot-room so it is available at all times. Please label this bag with the child's name, and if possible try to label as many clothing items as possible.
3. We go out in most weather so rain boots, rain coats, rain pants, and a warm sweater or jacket and hat should always be available. The child should have winter- appropriate temperature-rated winter gear, as well as extra mittens and socks.
4. It is important to label your child's coat, boots, shoes, etc.
5. Indoor shoes that are easy to put on and take off with good tread should be provided. Please remember these shoes need to be worn outside when we have a fire drill on a rainy or snowy day.
6. Please do not bring shoes that light up or that have logos on them. Please refer to the Dress Code section of this handbook.
7. A healthy snack will be served each day. Children bring a lunch from home. Please do not send candy, chocolate bars, pop, etc. Quiet time is after lunch so having less sugar helps make quiet time quiet.
8. Children should have a lunch box and reusable containers for sandwiches etc. to help cut down on packaging. Lunch boxes and your child's water bottle should be free of media images.

Grade One Readiness and Importance

The senior kindergarten teacher will discuss Grade 1 readiness with the parents throughout the year at parent-teacher meetings. Physical, emotional, and social abilities are considered, as well as age- and intellectual-readiness.

For most children, the healthy entry-age into Grade 1 is 6 1/2 to 7 years. Some indications of readiness include: loss of baby teeth, appearance of 6-year molars, being able to verbalize their needs without crying or becoming distraught and angry; having good small and large muscle control; showing an interest in activities outside of free- play; showing an ability to carry a project to completion; listening to stories without interruption; clapping, walking, and skipping to a rhythm; and singing with the teacher.

Children entering Grade 1 are assessed for readiness again in September by the class teacher in conjunction with the kindergarten teacher. This assessment should be completed after one month. In unusual circumstances, a child deemed unready may be asked to complete a further year in kindergarten. A second month of probation and observation might also be suggested if, for example, there has been a change in the home that may have affected the child's ability to adapt.

Acceptance into preschool and kindergarten does not automatically ensure acceptance into grade school.

Adjustment Period

Following the initial interview between teachers, parent, and child, there is a six-week adjustment period before final acceptance. This may vary in special circumstances, and is a time of additional communication between school and home. Extensions to this probationary period may be requested in writing by either the parent or the teacher.

Kindergarten Behaviour

At the South Shore Waldorf School we take a positive, developmentally appropriate approach to behaviour and discipline. Students, as well as adults, are expected to show respect for others, themselves, and the school. This being said, young children are still learning social and communication skills and therefore adult guidance of behaviour is continually required.

Guidance and Discipline in the Kindergarten

The kindergarten teachers at the South Shore Waldorf School work to create an atmosphere of warmth and comforting predictability for all children. The daily schedule creates a rhythm that balances activity and rest, indoor and outdoor activity, and free play in an imaginative and lively learning environment that meets the development of the young child. The teachers guide the children toward right action and help them develop self-discipline through redirection and positive reinforcement. Through nurturing guidance, role-modelling, and a consistent expectation of care and respect for others, the teachers create a healthy community of children in which all can grow.

Because young children learn through imitation, our teachers work to model correct behaviour to help them work and play in healthy peer relationships. The rhythm and routine of the kindergarten, along with clear expectations, help to create a calm and joyful atmosphere where children can experience success and pride in what they do. When a child is disruptive or displays aggressive or hurtful behaviour, the teachers work to address the problem within the classroom in subtle but effective ways. For instance, teachers may simply come closer to where the child is playing or bring the child to their side. Slowing down, listening, paying attention to the child's needs will, in many cases, solve the problem. Curative stories are often helpful when dealing with these behaviours. It often brings all of the class together.

If a child hurts another child, the teachers involve that child in righting their wrong. Often the Kindness Basket will be brought out and the child can care for their other classmate by helping with a band aid, ice pack, tissue. This gesture of care-giving supports the young child in developing empathy and provides them with new habits that help navigate social dynamics.

If inappropriate, harmful, or disruptive behaviour continues, the child will be asked to stay with the teacher, helping with their work until it is clear that the child is ready to enter group activities again. Sometimes a child will leave the classroom with a teacher for a quiet moment before re-entering the classroom. In other cases, if it is clear that the child is not able to participate in the classroom in a healthy way, the parent(s) will be called to pick them up to spend the rest of the day at home. The teachers are always looking for what is in the best interest of the child, other children with whom they may be experiencing conflict, and the group as a whole.

Disciplinary approaches at home and at school lay the foundation for our children's future self-discipline. This perspective helps to strengthen our resolve to hold boundaries as an act of love for our children. When a problem persists the teachers will work with parents to support the child in a collaborative way at school and in the home. Intervention may include working with and supporting families whose children are affected directly by another child's behaviour. When behaviour issues cannot be corrected in the classroom the discipline process is as follows:

1. The teacher of the child exhibiting unwanted behaviour makes contact with the child's parent(s) and describes the situation.
2. If the unwanted behaviour continues, a meeting will be set with the parent(s) and a plan will be developed with clear expectations for guidance and support of the child/ children.
3. In some cases the parent(s) may be called to take the child home for the rest of the day.
4. The teacher will follow up with the parent(s) to evaluate the situation, based on the time- frame outlined in the plan.
5. In cases where there are ongoing behavioural issues that cannot be resolved through a plan developed collaboratively between teacher and parent(s), the parent(s) will be advised that their child must remain at home.

Challenging Behaviours That Can Become Issues

Fighting or aggressive behaviour, bullying or violence.

Harmful or threatening behaviour.

Exclusion of other children.

Teasing or name calling.

Unsafe play including fighting, pushing, tripping or throwing objects which might hurt or injure another child.

Disrespecting the authority of all teachers and other adults providing supervision.

Disrespecting the Daily Rhythm of the classroom.

Running in the school or classroom.

Unwillingness to respond when singing begins, or to line up in an orderly fashion.

Rude or aggressive language.

Disrespect to all people regardless of age, sex, race or religion.

Destruction to all property including school equipment, gardens, buildings and personal property.

Overcoming our Harmony Addiction

Kim John Payne - a psychologist and former Waldorf teacher who lectures worldwide on parenting, education, and social issues - is opening new areas of inquiry within Waldorf schools by encouraging a more direct approach to conflicts among children of all ages. During a lecture entitled "When Push Comes to Love: How to Raise Civilized Children in an Uncivilized World" Payne said: "As adults, we need to get over our 'harmony addiction' and develop policies both at home and at school for dealing with conflict in a more straightforward way." He urges us to embrace conflict by not immediately separating children when they are arguing but instead helping them to work it out so that they can develop a sense of who they are in relation to others and feel that it's possible to resolve conflict themselves.

Sharifa Oppenheimer is another advocate for teaching children conflict resolution skills. In her book, *Heaven on Earth: A Handbook for Parents of Young Children*, she says:

It will require us to take our own emotions in hand and work with ourselves, not only to model justice, but also to shed light on human dynamics and creative problem-solving at an early age. [When guiding children] there are three essential elements to remember.

1. Use the same tone of voice you use for "here's the towel": simple, informative, clear.
2. Rarely is there a situation in which "victim" and "aggressor" can be clearly identified: there are two sides to every child's disagreement, and you need to know both.
3. Keep it simple. A few words used skillfully are far more effective than the best lecture on justice and equality. (Oppenheimer, 202).

Appendix D: Grades 1-8 School Routines

School Hours

8:30am to 3:00pm Monday to Thursday

8:30am to 1:30pm on Friday (Grades 1-6)

8:30am to 3:00pm on Friday (Grades 7-8)

The School Day

Grade-school students should enter their classrooms at 8:30am and are welcome to arrive at the school at 8:15am. Grade school children may be dropped off at the door; parents need to ensure that each child has entered the building.

Morning lesson begins at 8:30am. Parents should make every effort to ensure that their child arrives on time so as not to disrupt the class and in order to receive the full value of the class day. If students arrive

After 8:30am, parents must help their child to get ready for the day and wait with their child until they are invited to join Morning Lesson, the first class of the day, which will already be in progress.

Snack and recess follow Morning Lesson. The remainder of the school day consists of subject lessons. They include French, handwork, woodwork, music, art, physical education, and other lessons geared to the age and progress of the children. The class teacher will provide parents with a copy of the weekly schedule.

Lunch and Snack

Please remember that we are a peanut-free school. Each grade-school child will require a nutritious lunch and one or two snacks, according to individual need. It is strongly suggested that children bring healthy food for lunch and snacks, and that containers are reusable. Please do not pack gum, candy, soft drinks, juice boxes, or items containing food colouring. For more detailed information on our food policy please speak to your child's teacher.

Attendance

The Waldorf classroom is organized around a daily, weekly, and seasonal rhythm, and emphasizes the social development of your child. For this reason and in order for your child to fully benefit from the whole experience of the school, it is extremely important for your child to attend school regularly. Once your child is enrolled, the school has the responsibility to ensure that your child is attending school. In light of this, we have developed the following attendance policy:

- 1) Unexplained absences requiring a phone call from the school may require a meeting with the teacher.
- 2) Repeated, unexplained absences may result in dismissal.

3) Planned absences for non-medical reasons (e.g. vacations) need to be discussed with the child's teacher in advance. Unless special arrangements have been made with your child's teacher, your child's enrolment in the school will have to be reviewed if s/ he misses more than 20 school days for non-medical reasons.

Absence

If your child is unable to attend school on any school day for any reason, please inform the school by 8:15am. You may leave a voice message at 902-624-0874 or email the Office at admin@waldorfns.org.

The opening and closing days of each term are of great importance to the life of the school and to the experience of the child in the school. Please take this into consideration in the case of planned absences, such as family trips.

Please ensure that you talk to your child's teacher to arrange for covering missed lessons. It is important that your child does not fall behind the rest of the class.

Tardiness

Being on time, greeting your teacher at the door with a handshake, and gathering together for morning verse effectively adds one hour of concentrated class time to our day. It also reduces behavioural issues by 30%.

Coming together as a group benefits everyone in the class.

If your child is late, they are missing out on an integral part of the day.

Habitual lateness will result in a parent-teacher meeting to discuss ways to make mornings easier.

Grade School Curriculum

Daily Rhythm

In the Waldorf grades, the school day begins with a long, uninterrupted lesson called the Morning Lesson. One subject is the focus; the class deals with it in depth each morning for several weeks at a time. This long lesson— which may well run for two hours—allows the teacher to develop a wide variety of activities around the subject at hand. In the younger grades, lively rhythmic activities get the circulation going and bring children together as a group; they recite poems connected with the subject of the Morning Lesson, practice tongue-twisters to limber up speech, or work with concentration exercises using body movements.

After the morning's lesson, which includes a review of earlier learning, students record what they learned in their Morning Lesson book. After Morning Lesson comes morning recess, following which teachers present shorter "run-through" lessons with a strongly recitational character. Foreign languages are customarily taught from first grade on, and these lend themselves well to later morning periods. Afternoons are devoted to lessons in which the whole child is active: for example, handwork, music, or movement. Thus the day has a rhythm that helps overcome fatigue and enhances balanced learning.

The curriculum at a Waldorf school can be seen as an ascending spiral. As students mature, they are engaged by each subject at a new level. Through the Morning Lesson, teachers lay the groundwork for a gradual vertical integration that deepens and widens each subject's experience and, at the same time, keeps it moving with other aspects of knowledge.

All students participate in all basic subjects regardless of their special aptitudes. The purpose of studying a subject is not to make a student into a professional mathematician, historian, or biologist, but to awaken and educate capacities that every human being needs.

Naturally, one student is more gifted in math and another in science or history, but the mathematician needs the humanities, and the historian needs math and science. The choice of a vocation is left to the free decision of the adult, but one's early education should give one a palette of experience from which to choose the particular colours that one's interests, capacities, and life-circumstances allow.

In a Waldorf high school, older students pursue special projects and elective subjects and activities, nevertheless, the goal remains: each subject studied should contribute to the development of a well-balanced individual.

If the ascending spiral of the curriculum offers a "vertical integration" from year to year, an equally important "horizontal integration" enables students to engage the full range of their faculties at every stage of development. The arts and practical skills play an essential part in the educational process throughout the grades. They are not considered luxuries, but fundamental to all practical, emotional, and intellectual growth and development.

Curriculum Overview

Below is a brief outline of what you can expect to be covered each year. Please see the prospectus for further details. At the start of each year, class teachers will provide families with an outline of the planned lesson block rotation. For further information, or details on the curriculum, please speak with your child's class teacher.

Grade One

- Pictorial, experimental, and phonetic introduction to letters.
- The qualities of numbers and introduction to division, multiplication, addition and subtraction.
- Mental arithmetic through experience
- Form drawing as preparation for writing and later geometry
- Speech, drama and recall
- Fairy and folk tales and nature stories
- Making needles and beginning to knit

Grade Two

- Nature legends and animal fables
- Folk heroes, saints, and trickster tales
- Place value and arithmetic with larger numbers
- Reading, writing, and elements of grammar
- Purling, shaping and gauge in knitting, basic crochet

Grade Three

- Old Testament stories introduce history.
- Study of practical life: farming, housing, clothing.
- Reading, spelling, original compositions.
- Grammar, punctuation, and parts of speech.
- Cursive writing.
- Arithmetic: higher multiplication tables, weight, measure, and money.
- Crochet, knitting, and sewing.

Grade Four

- Norse mythology and sagas
- Tenses and grammar
- Composition, letter writing
- Local history, geography, and map making
- Study of the animal kingdom
- Comparative Zoology
- Arithmetic, fractions
- Cross stitch, embroidery, and sewing

Grade Five

- Greek and Egyptian myths
- Ancient civilizations through Greek times
- North American geography
- Composition with reports and self-expressed opinion
- Grammar, spelling, reading
- Arithmetic: decimals, ratio and proportion
- Botany
- Four-needle knitting

Grade Six

- Roman and medieval history
- World geography
- Mineralogy
- Physics (acoustic, magnetism, optics and heat)
- Composition, grammar, spelling, biographies
- Arithmetic: interest, percentage, geometric drawing with instruments
- Astronomy
- Embroidery of slippers, stuffed animals, puppets, dolls and clothes for dolls

Grade Seven

- Speech and drama-romantic poetry and lyrical ballads
- Creative Writing – Wish Wonder Surprise
- Medieval and Renaissance themes
- Physics (mechanics)

- Combustion, physiology, nutrition
- Arithmetic: (negative integers, deriving Pi, geometry, business math)
- European history and geography Age of exploration and discovery
- Dollmaking, felting, wood working
- Perspective drawing, veil painting, black and white shadow studies
- Singing and Orchestra
- Sports

Grade Eight

- History- The Industrial Revolution to present day
- Geography as related to World Economics
- World religions
- Physics (Acoustics, thermodynamics, mechanics, electricity and magnetism, hydraulics, aerodynamics) meteorology, ecology, organic chemistry and physiology
- Geometry, measurement of surfaces and volume, practical applications of arithmetic, algebra and geometry, graphing
- Machine sewing, darning, artistic hand-sewing projects and embroidery, soapstone carvings, carpentry
- Poems with contrasting moods, short stories, famous speeches, Shakespearean drama
- Persuasive writing, essays
- Painting: highlights and shadows in portraits and landscapes
- Sports

Grade Nine

- The Hero's Journey- study of story structure and archetypes
- Rational numbers, powers and exponents, similarity and transformations
- Square roots and surface area, linear relations/graphing, polynomials, algebra, Euclidean geometry, probability and statistics
- Essay skills, novel study, memoirs, short stories, parts of speech, composition
- Reproduction/cell theory, atoms and elements, The Periodic table, electricity, geology, organic chemistry, ocean sciences
- Modern History WWI and WWII, History through art history, Canadian history
- Introduction to forms of government, the Canadian government, Business laws, citizenship
- Handwork and Practical arts such as spinning, weaving, basket weaving, blacksmithing, woodworking, bicycle repair, gardening, natural building projects, beekeeping
- Leadership/volunteer work