

# **SOUTH SHORE WALDORF SCHOOL**

2018-2019 Handbook

Behind each of you stands his Angel,  
Softly laying his hands on your head.  
This Angel gives you the strength that you need.  
Above your head seeps the circle of Archangels,  
They carry from one to the other what each has to give to the other.  
They unite their souls, thereby you get the courage you need.  
In the movements they make as they weave from one to the other  
They form a chalice.  
The light of wisdom is given us by the sublime beings of the Archai.  
They do not clothe themselves into a circle  
But coming from eternal beginnings, manifest themselves  
And vanish again into the eternal distances.  
They reach this space only in the form of a drop of light  
Which fills for a moment the chalice  
Formed by the movement of the Archangels.

The founding verse of the first Waldorf School in Stuttgart.

Rudolf Steiner, Spring 1919

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# SOUTH SHORE WALDORF SCHOOL

The South Shore Waldorf School is delighted to welcome you to the 2018-19 academic year.

What follows is designed to acquaint you with the day-to-day life of the school as well as to introduce you to some of the ideals of our school community. We hope you will take a few minutes to read this document. If you have any questions or concerns about what you read here please do not hesitate to contact your class teacher or the enrolment and development co-ordinator.

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## HISTORY



Founded in 1995 on a little farm in rural Nova Scotia, the South Shore Waldorf School (SSWS) is a most unlikely success story. Beginning with one teacher, Judy King, for Grades 1 through 6, and a kindergarten teacher and assistant, the school served a small number of children for several years until a second teacher could be hired for a Grades 1, 2, 3 and 4, 5, 6 split. Idyllic as the farm setting was, further growth depended on finding a location with access to a wider community.

In 2001, SSWS moved into a rented century-old school building. It was in need of work but ideally located near a major highway with ample green-space and a wooded area. A dedicated community of parents and friends worked long hours putting enough improvements into the building to pay ten years' rent.

In 2008, the school began to grow at an average rate of 22% each year until it was bursting at the seams. The decision to increase the faculty to allow three two-grade classrooms meant that another space had to be created, and so parents and friends built a beautiful red-roofed portable with two classrooms.

SSWS is the only Waldorf elementary school east of Montreal and has attracted families to it from across Canada and around the world.



One of the reasons families are eager to join this vibrant community is the ethos of the school since its inception. Following Rudolf Steiner's intention when he founded the first Waldorf school in 1919, SSWS makes every effort to provide Waldorf education for any family that seeks it. This means that much effort and enthusiasm is poured into fundraising since there is no government support for independent schools in Nova Scotia. Our Holly and Ivy Fair and Mayfair are annual highlights attracting families from throughout the Maritimes. Anthroposophical workshops, cultural events, and seasonal festivals for children provide exceptional community outreach. Parents and friends show our children how much their education is valued by contributing time, skills, and passion. We have a beautiful and supportive learning space and a committed faculty.

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## GOVERNANCE OVERVIEW

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### THE SOUTH SHORE WALDORF SCHOOL AND KINDERGARTEN ASSOCIATION

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 September. Parents, faculty members, alumni/ae, and interested friends should make every effort to attend. The SSWS board is elected at this meeting and information about working groups is made available.

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### PARENT COUNCIL AND ASSOCIATION

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 life of the school and facilitate a vibrant and positive parent-school relationship. It offers parent orientation, support, and education; it organizes fundraising events; it helps with festival organization and social events; it promotes and organizes volunteering; it offers input and advice to the school regarding school matters that pertain to parents.

Parents who wish to become members of the Parent Council are asked to commit to attending monthly meetings throughout the school year (class parents are automatically Parent Council members). The meetings are formal, with an elected executive, agenda and minutes, reports from committees, the board, and the faculty, and are planning, problem-solving, and organizational sessions. Sitting on the Parent Council is considered being active on a working group.

The Parent Association includes all current SSWS parents. All parents are welcome to attend Parent Council meetings. At the end of the formal PC meeting, time is set aside for informal conversation and social engagement.

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### FACULTY

Unique to Waldorf schools is the position of the teachers as directors of the school. Waldorf schools are ideally faculty-led, meaning that the faculty oversees and directs not only pedagogical aspects of the school, but also administrative, organizational, developmental and governance. Faculty oversees the school's curriculum

development, pedagogical policy, program administration, faculty hiring and dismissal, professional development, and student admissions. Faculty members are voting members of the school's Board of Directors.

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## **ADMINISTRATION**

The SSWS 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: communication, marketing and public relations, finance, enrolment, student records, facilities management, and reception.

At South Shore Waldorf School, we have an administrative team of two part-time positions.

The Enrolment and Development Co-ordinator is responsible for: admissions, enrolment, outreach, working with faculty on program development and offerings, accreditation and is a recognized agent of the board.

The Office Administrator is responsible for clerical tasks such as: collecting the mail, invoicing and payment processing, general reception, record keeping, facilities issues, rentals and keys.

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## **BOARD OF DIRECTORS**

The Board of Directors is responsible for the legal and financial well-being of the school. It is comprised of volunteers who are teachers, current and former parents, community members, and friends of the school. This body has the long-term goals of the school at heart and works to secure the school as an entity within the legal and financial realm of the broader community and state.

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## **WORKING GROUPS**

Much of the work for the school happens in working groups. This is where parents can have an impact on the direction of the school and we strongly encourage each family to participate in a working group.

Each faculty/staff member and each board member is expected to commit to one working group, but only to one.

There are nine (9) working groups at SSWS. Each working group has a co-ordinator. There is a monthly meeting of all the working group coordinators to ensure

transparency among and collaboration between working groups. All are welcome at these meetings.

If you would like to join a working group, please email [board.secretary@waldorfns.org](mailto:board.secretary@waldorfns.org) a list of four (4) working groups you are interested in joining, in order of your preference. An ad-hoc subcommittee of faculty and board members will take your preferences into account and spread volunteers evenly across the working groups.

## FUNDRAISING WORKING GROUP

**Mandate:** to diversify and deepen SSWS's fundraising efforts, liaising with faculty, board, administration, and parent council as needed; to draft a comprehensive fundraising strategy to meet the annual fundraising target; to coordinate the roll-out of this strategy; to organize fundraising events; to coordinate fundraising volunteers; to galvanize and educate the community about fundraising opportunities; to liaise with faculty, board, and administration as needed.

## ENROLMENT AND OUTREACH WORKING GROUP

**Mandate:** to draft a comprehensive enrolment strategy to meet an annual enrolment target, liaising with faculty, board, administration, and parent council as needed; to coordinate the roll-out of this strategy; to work with the Marketing Working Group to draw prospective parents to the school; to work with the Marketing Working Group to create enrolment materials, print and digital; to organize open houses and other events at the school and in the wider community to promote the school; to work with the Marketing Working Group to use social media to promote the school for enrolment purposes; to draft a comprehensive student retention strategy (including exit interviews and surveys) and liaise with the Parent Council and individual parents to increase retention; to work with the Buildings & Grounds Working Group and the Expansion Working Group to ensure our campus expands with increased enrolment; to liaise with faculty, board, and administration as needed.

## EXPANSION WORKING GROUP

**Mandate:** to do all that is necessary to expand the school up the grades starting next September, liaising with faculty, board, parent council, and administration as needed. This will entail: conducting research into how other comparable Waldorf schools have added grades; create surveys for and conduct interviews with SSWS parents to gauge interest in and commitment to staying with the school as it expands; to draft a plan for campus expansion, working with the Building & Grounds Working Group; to liaise with the Fundraising Working Group to raise money for campus expansion; to liaise with faculty regarding the pedagogical and curricular considerations of expansion; to work with hiring committees to expand our faculty/staff as needed; to liaise with the board and administration as needed.

## FINANCE WORKING GROUP

**Mandate:** to produce the annual school budget and present monthly cost reports and cashflow statements to the board, liaising with faculty and administration as needed; to review policy matters that affect the operations budget; to review the school's financial performance against its budget and goals and report its findings to the board of directors; to advise the board of directors about the financial impacts of proposed actions and assist with administrative functions with significant financial implications; to create such sub-committees as its members deem necessary or appropriate to carry out its responsibilities, including the Tuition Assistance Committee; to track long-range financial plans for the school and make recommendations to the board of directors for changes in the plan; to review and approve at its discretion requests for unbudgeted operating expenditures or capital expenditures; to make adjustments to budget items when there is no significant financial or legal impact on groups or members of the community or when the committee has special authorization from the board of directors; to review financial aspects of current school programs and services as well as proposals to add or discontinue programs or services and make recommendations to the board of trustees regarding these; to recommend changes in tuition and aftercare fees; to recommend changes in faculty or other employee compensation; to oversee allocation of tuition assistance through the Tuition Assistance Committee and set the budget for bursaries; to assist with financial aspects of the school administration, including developing and implementing policies regarding account controls and the handling of funds within the school; to develop and implement policies

regarding delinquent accounts; to review significant delinquent accounts and, at its discretion, take action to address delinquent accounts or make recommendations to the board of trustees with respect to actions to be taken; to make recommendations to the board of directors with respect to tuition contract release requests; to present quarterly and annual financial reports to the board of directors comparing the budgeted vs. actual financial results of the school's operations; to liaise with faculty, board, and administration as needed.

## MARKETING WORKING GROUP

**Mandate:** to create a comprehensive marketing plan, liaising with faculty, board, parent council, and administration as needed; to coordinate the school's rebranding campaign; to finalize the school's new website; to promote the school via social media and other relevant platforms; to plan and implement all marketing and promotional activities including but not limited to: print, web, social media, press materials, and information sessions (internal and external); to promote the school and Waldorf education to communities beyond the school; to advertise the school's events; to provide communication tools for attracting new students and retaining existing students; to develop a calendar of marketing events targeting a selected market in the South Shore area; to produce a yearly plan of advertising campaigns and mailings; to maintain and renew as needed the school's street signs; to monitor and review the effectiveness of the school's outreach events, community events, and school functions; to work with the board, administration, and faculty to develop and deliver the marketing message to prospective and current parents.

## COMMUNITY WELLBEING WORKING GROUP

**Mandate:** to nurture the spirit of our school and pay attention to the health of our community life; to be aware of where there is crisis, pain, and struggle in our community and to sensitively offer support and care in various forms where it is wanted.

## BUILDINGS AND GROUNDS WORKING GROUP

**Mandate:** to look after overall maintenance and development of the school campus, liaising with faculty, board, and administration as needed; to organize school work parties; to compile a comprehensive list of campus maintenance and expansion projects in order of priority; to work with the faculty, board, and parents to ensure the safety and functionality of school buildings and grounds.

## PARENT COUNCIL

**Mandate:** to promote the community life of the school and facilitate a vibrant and positive parent-school relationship, liaising with faculty, board, and administration as needed; to provide orientation, support, and education to parents; to work with the Fundraising Working Group on fundraising events; to help with festival organization and social events; to provide the care and warmth element to school-wide meetings and special events (set-up, childcare, coffee/tea, treats); to promote and organize volunteering; to offer input and advice to the school regarding school matters that pertain to parents; to organize regular parent association social and educational events.

## AWSNA & GOVERNANCE WORKING GROUP

**Mandate:** to ensure SSWS meets all the requirements of our AWSNA and WECAN accreditations, liaising with faculty, board, parent council, and administration as needed; to liaise with AWSNA and WECAN as necessary; to organize communication and visits between our school and our mentor school, The Bay School; to work with the school's AWSNA delegates (representatives from faculty and administration); to review the recommendations given by AWSNA and create a timeline in which our school will meet the recommendations it has accepted; to be aware of AWSNA and WECAN resources and conferences; to keep faculty and board apprised of AWSNA and WECAN conferences and encourage and facilitate SSWS participation; to research and recommend a clearly-articulated governance structure for SSWS, including policies, protocols, and a flow-chart of decision-making at SSWS.

## CARE COMMITTEE

**Mandate:** to bring care, understanding, and resolution to conflicts, concerns, and complaints that have not been resolved by the school's concerns process.

## TECH SUPPORT

**Mandate:** to fix problems, make changes, and suggest solutions if needed to IT components of school operation. It is available to all working groups.

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## PROGRAM SYNOPSIS

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.

Please contact [discover@waldorfns.org](mailto:discover@waldorfns.org) for registration and fee details for all our programs. To register or enrol for any of our programs, contact [enrol@waldorfns.org](mailto:enrol@waldorfns.org)

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### PARENT & TOT PROGRAM

The Parent and Tot Program offers a weekly opportunity for children under three and a half years to play while the caregiver is close by. The morning session is filled with creative play, singing, verses, movement games, and muffin-making, providing an opportunity to explore the Waldorf approach to early childhood with an SSWS teacher. A snack is provided.

Pre-registration is required.

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### FOREST FRIDAYS

#### Forest Program Schedule

8:30 Arrival in the Kindergarten playground

8:45 Bathroom

9:00 Good Morning in the Circle of Stones

9:05 Hike into the forest

9:00 - 10:15 Free Play in the Forest

10:15 Back to Chickadee Hollow

10:15 - 10:30 wash hands use the bathroom

10:30 Snack

11:00 Free Play / Daily Activity

12:00 Circle and Story

12:30 Home lunch

Throughout the year on Fridays, in 8-10 week sessions, we open our Kindergarten class for children aged 4-6 to join an outdoor based program that includes singing, storytelling, climbing, building and free play. This program offers a rich opportunity for children to be immersed in the natural world.

The program runs from 8:30 am to 1:30 pm. As an outdoor based program, it is important the children have weather-appropriate and temperature rated outdoor gear as well as extra clothing, including spare socks, mittens and a hat.

A nutritious snack is provided. Children bring a packed lunch from home.

Pre-registration is required.

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### 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.



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## 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 math, history, language arts, geography, physics, or biology) for a prolonged period of time lasting two to several weeks. The remainder of the day is comprised 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.

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## MIDDLE SCHOOL AND HIGH SCHOOL PROGRAM

SSWS is growing. We are excited to launch our new Grade 7 class in the 2019-20 school year. SSWS plans to add a grade per year subsequently with the goal of a full K-12 Waldorf school program by the mid 2020s. With the initiative and vision of our faculty and board, the enthusiastic support of our parents, strong alliances with Waldorf schools of our size that are also expanding, and close engagement with our surrounding communities, SSWS is confident and enthusiastic that we will grow into a school that provides a high quality Waldorf education for students of all ages.

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## EARLY MORNING CARE PROGRAM

The Early Morning Care Program offers a quiet start to the day for families who need an early drop off. Available from 7:30 am to 8:45 am on school days. Children will be escorted to their classes by 8:45 am by the program leader.

Pre-registration is required.

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## AFTER SCHOOL CARE PROGRAM

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

The After School Care Program provides care until 5:30 pm on school days. The After Care Program offers an "out breath" 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

winter break, and a one week program during the spring break.

Pre-registration is required.

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## **SUMMER PROGRAM**

The Summer Program consists of an eight week program throughout the summer vacation on the SSWS campus. It is based on the Waldorf teaching method and is open to children ages four to eleven. Each week follows a theme based on a folktale from around the world.

Pre-registration is required.

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## **EXTRACURRICULAR PROGRAMS**

On Fridays throughout the school year, we offer various extracurricular after school programs in 10-week sessions running from 1:30-3:00pm.

There will be posters and notices in the bulletin throughout the year.

Pre-registration is required.

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## **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. Our educational support teacher is available to work with children on an individual basis.

Please consult with your class teacher if you are interested in this program. There is a cost to the family for this extra lesson.

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## SCHOOL LIFE

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### LATE ARRIVAL AND EARLY DEPARTURE

*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.*

Should your child need to leave early in the school day, please ensure that the class teacher knows so that 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 at the end of the month.

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.

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### STUDENT HEALTH

Children must be kept home if they are sick or infectious, and the school should be notified.

Children who become ill during the school day and are unable to participate in class may rest quietly with supervision until their parents can be reached. Parents should ensure that the school has current contact information so they (or an emergency contact) may be reached in such a case. All other medical information should be on file at the school with all necessary medical instructions, including a consent form giving the school permission to take appropriate first aid and emergency action should it be required.

Immunizations and periodical tests are not given at the school. Please provide written notice to the administrative office 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. Medication must come from a bottle labeled by a pharmacy or naturopathic doctor, with date, dosage, child's name, and physician's name.

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### PEANUT AND ALLERGY POLICY

Please note that 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.

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## DRESS CODE

At least once a year we run a "Shop and Support" promotion in partnership with [warmhandweather.ca](http://warmhandweather.ca). Check the bulletin in the autumn for details!



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.

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 with your class teacher.
- Children require a pair of flat soled indoor shoes (not slippers).
- Children should not wear torn jeans or shirts.
- Any jewelry worn must not interfere with movement activities or be a distraction in class.
- Midriffs must be covered at all times, and skirts or shorts must be at least mid thigh length, that is, halfway between hips and knees.
- Children should not wear make up, black nail polish, or have neon-coloured hair.

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## LOST ITEMS

Labels can be ordered through  
[www.emilypress.com/sswaldorf](http://www.emilypress.com/sswaldorf)

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.

Remaining contents will be donated to charity at the end of each month.

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## TOYS/ELECTRONIC DEVICES

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, cell phones, 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.

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## PHONES

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.

For details on mobile phone use on school property, please refer to our Media Policy (page 22.)

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## CLEANING PRODUCTS AND SCENTS

In keeping with our commitment to respecting our environment, instilling kindness to animals, and safeguarding our students' 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.

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## PARENT INVOLVEMENT

SSWSI 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 the school and for the students.

There are many ways in which parents can participate in school life. They can join the parent council, a working group, the school board of directors, join the craft circle, become a class parent, 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 posters.

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

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## **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 Parent.

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## **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](mailto:discover@waldorfns.org), or talk to your class teacher or a member of the parent council.

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## 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 relating 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.

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## 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.

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.

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## PURPOSE AND SOCIAL 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.

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## 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, 6, and 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.



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## **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.

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## **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.

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## **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 in 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 our teachers are available to meet at the end of the school day.

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## **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.

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## **HOME VISIT**

It is a tradition among many Waldorf schools for class teachers to visit their student's at home. SSWS continues 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.

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## **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.

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## **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.

Each grades class puts on a class play during the year.

Please speak directly with your class teacher for details.

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## **CHILD PROTECTION**

At SSWS, keeping the children entrusted to our care safe is taken very seriously. All faculty, staff, board members, and parents and any others 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 two 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 seen 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.

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## 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.

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### FULL DAY CLOSURES



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

In some cases, SSRCE may not close its schools, or only closes some schools, or it may only cancel busses. If the SSWS faculty feels that it is not safe for faculty and staff, and 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 cancelled.

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.



If school is open, our faculty and staff are all needed. Our substitution pool is quite small and unpredictable on any given day, and so the options are quite limited if those that live farther away were unable to make it to school or decide they shouldn't risk the roads. If we were open and only local teachers arrived for work we would not be able to operate in any semblance of what we believe is appropriate for our students and what is expected of a school day at SSWS. Other independent schools find themselves in the same situation as SSWS.

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, social media and changing the recording on our main school phone number. **Additionally,** 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.

It is a tough decision to make knowing that it is so hard for so many people to be flexible and find proper care for their children on such short notice. We know that so many families have both parents working outside the home, in some cases in large part to fund their child's Waldorf education, and when care cannot be arranged the impact on their work situation is also a tremendous difficulty.

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 cancelled as well.

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## **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.

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## **PARENT RESPONSIBILITY AND STUDENT SAFETY**

Even when school is open, we always want families to make their own decision on whether the roads are safe enough to transport their children to school. Our decision to close school certainly factors the safety of parents and students driving to school, but also it is about the safety of our faculty and staff, many of whom drive from quite long distances.

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## **FIELD TRIPS, SPECIAL ACTIVITIES AND EVENTS**

When required for field trips or 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.

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## 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.*

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## 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.

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## COMMUNITY, FESTIVALS, AND FUNDRAISING

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### MONTHLY COFFEE HOUSES

All funds from the coffee houses and coffee corner are donated to the parent education evenings and parent support.

Once a month on a Friday afternoon, a group of parents sets up and runs a coffee house. This is an opportunity to socialize with other families. Parents provide snacks and coffee is available for a \$1 donation. Please bring your own mug, if possible!

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### COFFEE CORNER

Every morning, coffee is available in the foyer of the school for a \$1 donation. Please bring your own mug, if possible!

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### FESTIVALS

Parents are invited to attend many of the school festivals listed below. Dates and times will be available on the school website and in the email bulletin. Please check for any changes before the event in question.

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.

Below is a list of the festivals widely celebrated by Waldorf schools around the world. South Shore Waldorf School is a faith and culture inclusive school, and we welcome and encourage families to share their festivals with the school community. We celebrate some of the below festivals within individual classes and some as a 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.

### MICHAELMAS

As the days grow shorter and darkness encroaches, we celebrate Saint Michael, who with his sword of cosmic iron, truth, and light is the conqueror of the dragon. Stories, songs, and verses of courage shine their way into our Michaelmas pageant.

### THANKSGIVING

From the sailing of candlelit walnut boats in kindergarten to the verses of thanks in older grades, Thanksgiving can be individually celebrated in each class or as a community event, such as through a shared meal. We have much for which to be thankful. Our Thanksgiving first and foremost acknowledges with thankfulness, humility, and contrition the indigenous communities on whose land we teach and learn.

### HALLOWEEN

In ancient times it was thought that the transition between autumn and winter was a time when the elemental forces, which had sprung out during spring-time, now came back to Earth. However, those not spirituality renewed must be coaxed or even driven back into Earth. The magical rites the Druids practiced at this time of year gradually evolved into our Halloween. At school many jack-o'-lanterns are carved. A magical evening celebration is organized by parents and teachers.

## MARTINMAS

Martin was a young lad who tore his cloak in half to cover a man and warm him. The following night, Martin dreamt he saw Christ wearing the same piece of cloak. Martin became known for bringing his warmth and light to those who were previously in darkness. At school we invite the entire community for a festival of lights, where we carry our lanterns to light the darkness in a lantern parade.

## 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. In 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.

## SAINT NICHOLAS

At school, Saint Nicholas comes in person to the grade school. He carries little treats on his back and his golden book is full of praise for and gentle encouragement of beneficial behaviour in each child. Ruprecht, a mischievous soot covered fellow who accompanies him, is filled with devotion for Saint Nicholas. For the child, the image of the compassionate caring Saint Nicholas is a rich one.

## SANTA LUCIA

Santa Lucia's day falls on the shortest day of the year and, like all festivals of light, is celebrated with candles and fire to drive away the cold darkness and to welcome the returning sunlight. Sweden loves its candle-crowned Lucia and begins its Christmas celebrations with her day.

## CHRISTMAS

Even before the birth of Christ, ancients celebrated the time when the sun sends the least power to the Earth. It is a festival which awakens in a human being an inkling of the very wellsprings of existence, of an eternal reality. This is a time when the soul withdraws into the innermost depths to experience inner spiritual light. At the end of term, the students gather with their parents and teachers to share the season of light penetrating the darkness.

## EASTER

Easter derives its name from pre-Christian goddess symbols of rebirth, fertility, and spring. Ancient symbols of the hare and the egg are both understood to signify the return of life and light after winter's end. In our school, the classes have individual celebrations of this seasonal renewal.

## 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

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## FUNDRAISING EVENTS

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.

Specifically, we request that all parents commit to contributing one salad and one dessert to each of these events, to ensure we have enough food to feed the many people from the wider community who attend. We have an excellent and well-deserved reputation for serving tasty, homemade food at our community events. Apart from buns, bread, juice, jams and butter, no store bought items!

When providing food for an event, we would ask that it be wholesome, natural and, if possible, made from organic ingredients. We ask that you avoid refined sugars, flours, additives and food colouring. In this way, you are supporting the environment and your community's health.

Also, please be environmentally conscious in your choice of products for school events. For example, please avoid the use of styrofoam cups, paper plates, plastic cutlery.

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## COORDINATION OF FUNDRAISING EVENTS

### GRADE 1 AND GRADE 2

Our youngest Grades Classes are 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 as we grow.

### GRADE 3 AND GRADE 4

Our middle Grades Classes are 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 as we grow.

### GRADE 5 AND GRADE 6

Our oldest elementary Grades Classes are 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 as we grow.

### KINDERGARTEN CLASSES

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



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## USE OF CAMERAS AND 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 Outreach and Enrolment working group 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.

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## PARENT SUPERVISION DURING SCHOOL EVENTS AND CONCERTS

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

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## 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.)

*The South Shore Waldorf School aims to serve all families in the school and continued communication is promoted in the following ways:*

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## WEEKLY BULLETIN

A weekly bulletin is issued electronically by the office. It includes information about school events and its daily operation. Please take the time to read the bulletin as it is an essential form of communication between the office and parents. If you do not use email please contact the office for a printed copy.

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## SCHOOL POUCH

Each family has a mail pouch assigned to them in the Main Building. Please check your mail pouch every day.

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## CLASS PARENTS

The role of class parent 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 parent 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 Community, Festivals, and Fundraising - Coordination of Fundraising Events (page 31) for further details.

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## PARENT EVENINGS

Parent evenings are a key - and inspirational and fun! - way for parents and teachers to engage with each other, and for parents to meet each other.

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.

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## PROCESS FOR RESOLVING CONCERNS

SSWS has a clearly defined concerns policy based on Non-Violent Communication, as detailed in [Appendix A](#).

Concerns are always dealt with in face-to-face meetings.

Email can be used to set a date and time for the meeting. Please do not put the content of your concern in an email.

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## EMAIL

E-mail is a fantastic means of communicating dates, times and places. It is problematic for almost everything else.

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/disputes.

We do not register concerns/complaints via e-mail or other electronic media platforms.

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## ENROLMENT AND TUITION

Enrolment packages for the coming school year, including a schedule of tuition fees and registration forms, will be distributed to returning families in January.

New families are sent the enrolment package after they have been accepted into the school.

The Enrolment and Development Coordinator is happy to help with the enrolment process if needed, and to field any and all questions throughout the application process. They can be reached by contacting [enrol@waldorfns.org](mailto:enrol@waldorfns.org)

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### APPLICATION AND ENROLMENT PROCESS FOR NEW STUDENTS

STEP 1: Attend a tour or open house.

STEP 2: Complete an application.

STEP 3: Attend an interview with the class teacher.

STEP 4: Student visits the class (grades students).

STEP 5: Acceptance.

Submit a registration form and fee.

Submit a tuition assistance application, if applicable.

STEP 6: Submit an enrolment contract.

Submit aftercare registration form and fee.

STEP 7: Host a home visit with the class teacher.

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### ENROLMENT PROCESS FOR RETURNING STUDENTS

STEP 1: Submit your registration package and fees.

STEP 2: Submit a tuition assistance application or work credit application, if applicable.

STEP 3: Book an appointment with the School Administrator to complete your enrolment contract and Payment Schedule.

STEP 4: Host a home visit with class teacher, if applicable.

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### WITHDRAWAL DURING THE SCHOOL YEAR

As set out in the enrolment contract:

1. The school in its unfettered discretion may require the child's withdrawal if it is determined to be in the best interest of the child and/or the school. This action would only be considered as a last resort in the event of irreconcilable issues. In this case, tuition commitment relief may be considered as follows: a) 50% of the unused tuition fee, based on the original tuition amount divided by 10 months multiplied by the number of months used. This

amount shall be returned to the parent within 30 days of the withdrawal. This refund does not apply to the registration fee or supplies fee.

2. In the event that the parent(s) decide to withdraw the child(ren) for any reason, the outstanding tuition fee balance shall be paid to the school as originally agreed with the following exceptions:

a) First year children in Grades 1 through 6 who withdraw within the initial two month trial period. In this case, the fee charged would be for the number of months attended plus the initial registration fee (based on the 10 month tuition fee schedule listed under **Payment Options**). A portion of the building maintenance contribution would be returned at the discretion of the finance committee.

b) First year kindergarten children who withdraw after the initial two month trial period, where temperament, maturity, or behavioural issues do not allow their integration into the school routine. In this case, the fee charged would be for the number of months of program participation plus the registration fee. A portion of the building maintenance contribution would be returned at the discretion of the finance committee.

3. In the event the parent(s) consider withdrawing the child(ren) for reasons similar to the following:

a) Disagreement with the teacher, school, board, or other community members;

b) Child becomes dissatisfied with the teacher or other children;

c) Disagreement with other school parents;

d) Disagreement with the school's policies, teaching methods, or curriculum;

e) General or specific dissatisfaction with the school, for any reason;

f) Wish to pursue other educational avenues;

The parents agree to immediately notify the teacher of their concerns and work to resolve the issues. If through this process the issues are not resolved then the parent must notify the School Administrator who will approach the care committee to seek a final resolution. If this process fails to find satisfactory resolution and the parent still wishes to withdraw the child(ren), a request for tuition commitment relief should be made to the finance committee in writing within two weeks of the withdrawal of the child(ren). The finance committee will consider each case on its own merits and render the final decision. Participation in this process does not assure any tuition commitment relief but refusal to participate in the complete process will result in the denial of any refund or credit consideration.

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## OUTSTANDING AND/OR OVERDUE PAYMENTS

Please speak to the Finance Committee if at any point during the year you expect a payment to be late. Do not wait until after-the-fact.

SSWS will apply 1.5% simple interest to any overdue payments at the end of each month.

Tuition assistance cannot be granted to families who have a past-due fees or an arrears balance with SSWS.

A payment plan for any past-dues must first be agreed upon by parents and the finance committee prior to a tuition assistance application being reviewed by the tuition assistance committee.

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## FUNDRAISING AND DONATIONS

SSWS is a registered charity and, as such, will issue tax receipts for any donation of \$20 or more.

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 humbly request that you consider talking to 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 creative, healing holistic education and who will benefit from a tax receipt.

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## WORK CREDITS

In order to help make Waldorf education more accessible, SSWS offers a number of janitorial, maintenance, market, and Airstream Cafe work credit positions each year. If you have questions about what they entail, please contact the Enrolment and Development Coordinator.

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.

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## TUITION ASSISTANCE

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.

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 indicate please speak to the Enrolment and Development Coordinator.

Tuition adjustment is awarded for the current year only. Applications are reevaluated 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.

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# WALDORF EDUCATION RESOURCES

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## 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 Collegueship
- 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/>



# INTERNATIONAL WALDORF 100



Highlights shared themes and activities that will take place around the globe in 2019-2020, in celebration of the 100th anniversary of Waldorf education.

<https://www.waldorf-100.org/en/>

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## 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.

# Kindergarten

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## KINDERGARTEN ROUTINES

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### SCHOOL HOURS

9:00am to 3:00pm Monday to Thursday

9:00am to 1:30pm on Friday

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### RHYTHM OF THE DAY

Kindergarten students may arrive from 8:30am 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 2:45pm and 3:15pm. At 3:15, children who are not picked up by their parents, or an authorized person, will be signed into aftercare. It is important that who ever is picking up the child(ren) lets the teacher know the child is "signed out" for the day.

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### LUNCH AND SNACK

Please remember that we are a peanut-free school. A healthy snack will be prepared for the class each day. Lunch is prepared at school on Tuesdays and Thursdays. Parents are to provide a packed lunch on Mondays, Wednesdays, and Fridays. It is strongly suggested that children bring healthy food for lunch and that containers are re-usable. 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.

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## SHARING BASKET

You are asked to contribute a food item for your child to put into the sharing basket when s/he arrives 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.

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## 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 the Office Administrator.

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.

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## 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 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 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.
3. We go out in most weather so rain boots, rain coat, 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. School lunch will be on Tuesdays and Thursdays. Children will bring a lunch from home Mondays, Wednesdays, and Fridays. Please do not send potato chips, chocolate bars, pop, etc. We are trying to be as healthy and organic as possible.

8. Children should have a lunch box and reusable containers for sandwiches etc. to help cut down on packaging.

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## GRADE ONE READINESS AND ITS 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.

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## 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.

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# 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.

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## 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 his or her wrong. Often the Kindness Basket will be brought out and the child can care for his or her classmate by helping with a band aid, ice pack, tissue or the kindness ball. This gesture of care-giving supports the young child in developing empathy and provides him or her 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 her or him 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 she or he 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.

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## **CHALLENGING BEHAVIOUR THAT CAN BECOME DISCIPLINE 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.
- Disrespect the authority of all teachers and other adults providing supervision.
- Disrespect 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.

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## 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).

# Grades 1-6

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## GRADE SCHOOL ROUTINES

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### SCHOOL HOURS

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

8:30am to 1:30pm on Friday

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### THE SCHOOL DAY

Grade-school students should enter their classrooms at 8:30 am. Students arriving earlier than 8:30 need to be signed in to the Early Morning Care program. 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 8.45am. 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 8:45 am, parents must help their child to get ready for the day and wait with their child until 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 is comprised 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.

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### 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.



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## 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.

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## 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 Administrator.

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.

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## 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.

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# GRADE SCHOOL CURRICULUM

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## 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 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.

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## CURRICULUM OVERVIEW

Below is a brief outline of what you can expect to be covered each year. Please see Appendix B for the planned block rotation schedules for each grades class. For further information, or details on the curriculum, please speak with your child's class teacher.

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### 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

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### GRADE TWO

- Nature legends and animal fables
- Reading, writing, and arithmetic with larger numbers
- Elements of grammar
- Crochet and knitting

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### 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.

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## 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

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## 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

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## 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

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## MUSIC

Music, according to Rudolf Steiner, represents one of the purest art forms in terms of integrating the feeling, will, and soul-life of a child. While singing develops the feeling

life, learning a musical instrument develops the will as children learn to listen and adjust the sound they are creating. Wind instruments such as recorders are the gateway to this process, as the breathing required allows a child to meet the outside world through extending and guiding the configuration of air within h/er being. Playing and singing music in ensembles teaches a child to stay in rhythm and harmonize with others, which strengthens h/er social awareness and sensitivity. For all of these reasons, music is an integral part of the curriculum at Waldorf schools.

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## 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 so doing, we look for a positive approach to discipline. We strive to gently help the child become conscious of that which hinders h/er development and to find creative ways to overcome them.

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## 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 action. This means: be true to yourself, be safe, and be positive about your accomplishments.
- Show respect for others in your language and action. This means: listen and follow the directions of teachers and be polite to 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 action. 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 s/he carries 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 consequence for inappropriate behaviour. This may include repairing damaged items, losing free-play or recess time, or doing extra chores to contribute to the school in a positive way. If appropriate, the parent will be advised of the behaviour.

If the behaviour does not change, escalates, or becomes a recurrent problem, the teacher will meet with the parents

to inform them of the behaviour. Together they will outline a consistent discipline strategy that includes an in-school consequences and how the parents can support a behavioural change at home.

If the behaviour still does not change or escalates, a report from the teacher outlining the behaviour 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 behaviour 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 three times, s/he will be asked to leave the school.

The above is a guideline for parents, students, and teachers. However, if behaviour 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 behaviour, other students, other adults in the vicinity, the school property, and the teacher 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 behaviour 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.

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## **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 rumours 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.

# Appendix A

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## CONCERNS PROCESS

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)

- 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.
- It is SSWS's position that concerns and conflicts cannot be resolved unless all affected parties are involved. SSWS concerns process is based in Non-Violent Communication and includes face-to-face communication between affected parties. Mediators are available to facilitate this.

There are several ways to address a concern:

1. Speak directly to the person about whom you have a concern and/or with whom you are in conflict.
2. Contact the school Ombudsperson.
3. If you have taken steps 1 one and/or 2 and your concern or your conflict has not been resolved, the school Ombudsperson will refer your concern to the Care Committee.

(The Care Committee is an arms-length committee of the school 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.)

### Step-By-Step Protocol

#### 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.

---

## **SSWS OMBUDSPERSON:**

If you feel uncomfortable directly approaching the person(s) about whom you have a concern or with whom you are in conflict, you may take your concern or conflict to the school's ombudsperson. This is the case even for minor concerns/conflicts.

The ombudsperson will listen, facilitate communication between parties, and guide you through the concerns process to satisfactory resolution.

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## **EMAIL COMMUNICATION:**

Avoid expressing and trying to resolve your concern via email or other electronic platforms. We are not in process regarding concerns until we talk in person. You may email your concern to the school's ombudsperson, but only to register your concern and to begin the concerns process with the support of the ombudsperson.

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## **CONFIDENTIALITY**

Concerns are received with care and respect, and will be held in confidence.

"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. Anonymous communication cannot be considered, as there is no opportunity for dialogue or resolution.

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## **WORDING YOUR CONCERNS**

Our concerns process is solution-oriented. At SSWS we believe most conflicts arise from miscommunication about our universal human needs. The following pages can act as a guide to help you navigate expressing your needs, feelings, perceptions and requests in a clear and solution-oriented way.

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## **GUIDE TO WORDING MY CONCERN**

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### **OBSERVATIONS**

What I observe (see, hear, remember, imagine), factual and free from evaluations, criticisms, blame and judgements:

"I see/hear ....."

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### **FEELINGS (SEE ATTACHED LIST FOR HELP IN IDENTIFYING THESE)**

How I feel (emotion or sensation rather than thought) in relation to what I observe:

"I feel ....."

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### **VALUES/NEEDS (SEE ATTACHED LIST FOR HELP IN IDENTIFYING THESE)**

What I value/need (rather than a preference, or a specific action) that causes my feelings:

"I value....."

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### **REQUESTS**

Without demanding, clearly request the concrete actions you would like taken:

"Would you be willing to ....."

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## THE FOLLOWING PAGES ARE EXCERPTS FROM THE CENTRE FOR NONVIOLENT COMMUNICATION WEBSITE

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### FEELINGS WHEN YOUR NEEDS ARE NOT SATISFIED

**AFRAID:** apprehensive, dread, foreboding, frightened, mistrustful, panicked, petrified, scared, suspicious, terrified, wary, worried

**ANNOYED:** aggravated, dismayed, disgruntled, displeased, exasperated, frustrated, impatient, irritated, irked

**ANGRY:** enraged, furious, incensed, indignant, irate, livid, outraged, resentful

**AVERSION:** animosity, appalled, contempt, disgusted, dislike, hate, horrified, hostile, repulsed

**CONFUSED:** ambivalent, baffled, bewildered, dazed, hesitant, lost, mystified, perplexed, puzzled, torn

**DISCONNECTED:** alienated, aloof, apathetic, bored, cold, detached, distant, distracted, indifferent, numb, removed, uninterested, withdrawn

**DISQUIET:** agitated, alarmed, discombobulated, disconcerted, disturbed, perturbed, rattled, restless, shocked, startled, surprised, troubled, turbulent, turmoil, uncomfortable, uneasy, unnerved, unsettled, upset

**EMBARRASSED:** ashamed, chagrined, flustered, guilty, mortified, self conscious

**FATIGUE:** beat, burnt out, depleted, exhausted, lethargic, listless, sleepy, tired, weary, worn out

**PAIN:** agony, anguished, bereaved, devastated, grief, heartbroken, hurt, lonely, miserable, regretful, remorseful

**SAD:** depressed, dejected, despair, despondent, disappointed, discouraged, disheartened, forlorn, gloomy, heavy hearted, hopeless, melancholy, unhappy, wretched

**TENSE:** anxious, cranky, distressed, distraught, edgy, fidgety, frazzled, irritable, jittery, nervous, overwhelmed, restless, stressed out

**VULNERABLE:** fragile, guarded, helpless, insecure, leery, reserved, sensitive, shaky

**YEARNING:** envious, jealous, longing, nostalgic, pining, wistful

---

### FEELINGS WHEN YOUR NEEDS ARE SATISFIED

**AFFECTIONATE:** compassionate, friendly, loving, open hearted, sympathetic, tender, warm

**ENGAGED:** absorbed, alert, curious, engrossed, enchanted, entranced, fascinated, interested, intrigued, involved, spellbound, stimulated

**HOPEFUL:** expectant, encouraged, optimistic

**CONFIDENT:** empowered, open, proud, safe, secure

EXCITED: amazed, animated, ardent, aroused, astonished, dazzled, eager, energetic, enthusiastic, giddy, invigorated, lively, passionate, surprised, vibrant

GRATEFUL: appreciative, moved, thankful, touched

INSPIRED: amazed, awed, wonder

JOYFUL: amused, delighted, glad, happy, jubilant, pleased, tickled

EXHILARATED: blissful, ecstatic, elated, enthralled, exuberant, radiant, rapturous, thrilled

PEACEFUL: calm, clear headed, comfortable, centred, content, equanimous, fulfilled, mellow, quiet, relaxed, relieved, satisfied, serene, still, tranquil, trusting

REFRESHED: enlivened, rejuvenated, renewed, rested, restored, revived

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## NEEDS INVENTORY

The following list of needs is neither exhaustive nor definitive. It is meant as a starting place to support anyone who wishes to engage in a process of deepening self-discovery and to facilitate greater understanding and connection between people.

CONNECTION acceptance affection appreciation belonging cooperation communication closeness community companionship compassion consideration consistency empathy inclusion intimacy love mutuality nurturing respect/self-respect safety security stability

SUPPORT to know and be known to see and be seen to understand and be understood trust warmth

PHYSICAL WELL-BEING air food movement/exercise rest/sleep sexual expression safety shelter touch water

HONESTY authenticity integrity presence

PLAY joy humour

PEACE beauty communion ease equality harmony inspiration order

AUTONOMY choice freedom independence space spontaneity

MEANING awareness celebration of life challenge clarity competence consciousness contribution creativity discovery efficacy effectiveness growth hope learning mourning participation purpose self expression stimulation to matter understanding

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## HEARING AND RESPONDING TO CONCERNS

Your main job is to receive the concern empathetically, without hearing blame or criticism. Resist the urge to offer advice, reassurance, or defend your position.

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## OFFERING EMPATHY

Listen with your whole being. Listen only for their observations, feelings, needs, and requests (emphasis on feelings and needs). You may then want to reflect back, paraphrasing what you have understood, especially when the message was intensely emotional. Do not move on to solutions before allowing the person to fully express themselves and feel heard. You will know when this has happened if they run out of things to say.

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## WHAT NOT TO DO

- Advise
- Educate
- Tell stories
- Sympathize
- Explain
- One-up
- Console
- Shut down
- Interrogate
- Correct

It is okay to stop at this point and ask the person for a follow-up meeting. Taking time to think about your response can be helpful, especially when a concern is very emotionally charged, or if you are having a hard time giving an empathetic response. Allow yourself time to reflect on what you have heard and formulate a response that is solution-oriented rather than reactionary.

**REMEMBER:** Behind intimidating messages are merely people appealing to us to meet their needs and contribute to their well-being.

# Appendix B

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## GRADE ONE

Grade one marks a significant change in your child's schooling. To aid in the transition from Kindergarten into grade school, please keep in mind the following:

Morning Lesson begins promptly at 8:45. Please arrive in time to allow your child time to visit the bathroom and wash hands. If you arrive early, take some time to walk around and play in the playground. Classroom doors open to receive students at 8:30.

Please allow your child to enter the classroom independently. If your child needs help the Class Teacher will be ready to assist.

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## MORNING LESSON BLOCK PLAN

### Form Drawing – Straight and Curved Lines

September 6 to September 21

Coming together as a class and working together socially ( respect for classmates, teachers, self, environment.) Classroom practises, ( lesson rhythm, moving desks and chairs, rhythms and routines, following instructions, raise hands, line up, clean up.) Preparation for writing [posture, pencil grip, use the materials, spatial organization on a page.] Listening to and remembering stories, rhymes, verses and songs.



### Language Arts – Fairytales

September 24th to October 19

Introduction of uppercase consonants via imaginative pictures in the fairytales. Writing letters and words. Learning sounds. Drawing with block and stick crayons.

### Math – the Quality of Numbers

October 22 to November 16

Exploration of the numbers and where we see them in the world. Counting forward and backward. Introduction of the “ancient” numbers Roman numerals. Daily mental math practises through math stories. Math games with dice, cards and other manipulatives.

### Language Arts – Fairytales from around the World

November 19 to November 30

Completion of writing and reading uppercase consonants.

**Festival of Lights – Traditions**

December 3 to December 13

During this time we will explore different traditions from families within our school and around the world.

**Language Arts – Fairy tales, Vowels and Introduction of our Play**

January 7 to January 25

Introduction to the vowels.



**Math – Gnomes and Numbers**

January 28 to February 22

Introduction of the four processes. Continued counting and practice.

**Language Arts – Fairytales from around the World**

February 25 to April 5

Introduction to the lowercase alphabet. Continuation of long and short vowel sounds.

**Math – Gnomes and Numbers**

April 8 to May 3

Continued Math Practice. Writing Math Problems.

**Language Arts - Nature Stories**

May 6 to May 24

Word families and sight words.

**Play Practice and Year Review**

May 27 to June 7

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## **DISCIPLINE IN GRADE 1**

How we handle discipline in grade one marks a transition from kindergarten. D.A.A.D. is an every day tool for working with children's arguments and put downs. (A restorative discipline and social wellness tool.)

This tool can be used to deal with a simple clash between children, or it can be used over the space of days when the issue is more complex. The aim of learning this strategy is that when the children need help, you will be able to intervene with quiet confidence without seeming to be on anybody's side. Because only one out of every 10 put downs is actually witnessed by adults it's important to speak up when the opportunity presents itself. When we are silent we are implicitly condoning the behaviour as we witness.

First... Disapprove

Begin by expressing clear disapproval for the action. "it is hurtful to behave as you did." "We don't speak that way in our class." Speak with quiet directness. Mean it.

And... Affirm

We know that we are supposed to separate a child's actions from his/her whole being but it's not always easy. To achieve this, disapproval needs to be followed up right away with an affirmation... "You hardly ever speak like that." "So often you say helpful things."

Then... Discover

Then the adult discovers with the subtle issues are. "What's up?" "Something must be bothering you." This question must come at the right time to get an honest response.

Finally... Do-over

When the issue is clarified the adult can help the child to do over. "Let's work out a way to say what you need to say without being hurtful." Or "You'll need to apologize for the words you used but then say what is bothering you." In this way we honour everyone's need while acknowledging our responsibilities towards others.

Considering the temperaments is the last and very important component to this new regime if it is to be right for each child. Timing is all important in DADD practice and there are few better ways to get this right than to know the temperament of the child. If it is tricky to determine the child's temperament try asking... "Which temperament is the child the least?"

The **Choleric** needs to be spoken to away from friends and usually after he/she has calm down.

The **Melancholic** needs to be spoken to with an understanding of the vulnerability they often experience.

The **Phlegmatic** can become very stubborn if he/she feels their side has not been heard. Don't take them by surprise. Let them know for example, that when you are home you will want to understand why are they are speaking in that way.

The **Sanguine** needs to be tackled right then and there. If you don't he/she will wonder what you were bothering about 10 minutes later.



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## GRADE TWO

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### THE GRADE 2 CHILD AND LEARNING EXPECTATIONS

Between age 7 and 8 the children are transitioning from a dreamy, fairytale consciousness where the world is seen as primarily good, into a newly developing consciousness of the endless dualities of human nature

As the growing children mature, they begin to gain awareness of their own challenges and how they choose to meet them. For example, polarities such as patience vs impulsiveness, kindness vs selfishness, humility and arrogance are allegorically presented to the 2nd graders.

As they explore these themes in the curriculum, they begin to approach the delicate understanding of how their own personal choices define their character, and how one can grow towards goodness, beauty and truth.

The 2nd grader still loves to learn through games, including gross motor cooperative exercises and rhythmical movement activities, as well as fine motor exercises, poems, prose, verse and song. The 2nd grader is eager and ready to learn and their motto is "practice, practice, practice."

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### LANGUAGE ARTS: SAINTS AND FABLES



Grade 2 children are awakening to the fact that not all is good in the world. While they still strive to be good and do well, they are increasingly aware of the more complicated temptations and lower inclinations of human nature.

At this time, the child is introduced to the rich and varied stories of saint and fables.

The Saint stories tell of everyday people who strove to unusual heights of moral conduct during their lifetime. The stories inspire the children and call to their inner desire to strive towards good deeds in the world.

In contrast, the fables, drawn from Aesop and other sources, illustrate the lower nature of human beings. These often delightful stories speak to the child deeply as well, acknowledging the struggle to rise above their own lesser instincts, such as greed, vanity, or pride. This polarity of images needs the child's soul as he or she develops new cognitive faculties, moral feelings, and burgeoning will forces.

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## FORM DRAWING

Form Drawing in grade 2 further assists orienting at the developing child in space. Children benefit as they practice finding their own centre, as well as the centre and periphery of a page or room. Practice of these basic forms along with continuous, careful drawing of horizontal, vertical and curved lines will aid their Main Lesson book work and social interactions alike.

The focus in 2nd grade is on forms that reflect a mirror image horizontally, though sometimes quadrants are also drawn. These forms challenge students to use greater will power in their thinking, as well as skill in their drawings as they flip images in a variety of directions, promoting fluidity of thought.

The mirrored, symmetrical forms reflect the 2nd graders task - to experience the duality of the higher and lower aspects of the self. Running forms that link together also help the children achieve balance with one another. The forms and colours can be used therapeutically. Usually a story or an image offers an imagination of the movement of the line.

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## THE SECOND GRADE

### IMAGES

Concepts are most easily understood and remembered when presented with a pictorial image.

Through stories and imagination the children develop this picture-forming memory.

Retelling stories help students establish a strong thinking life and memory skills

Using full sentences and precise speech helps to develop a good communication.

### 7 TO 14 YEARS

With the change of teeth children pass through to a new developmental stage.

Where imitation used to be their main driving force, now they seek help from an authority figure.

Now their physical body and its organs have completed most of its growth, etheric forces are freed to work on memory, habits, rhythm, health and morality.

### HABITS

This is a good time to develop healthy habits, as by 11 years of age habits are already formed. Caring for their belongings, washing hands before eating, and helping with chores all develop good habits.

## MEMORY

With this change comes enhanced ability to learn things and memorize facts. Rhythms, songs and times tables strengthen the memory.

## RHYTHM

Rhythm is a tool for helping the memory as well as regulating and forming the young child. Rhythmic bouncing and skipping are helpful, for as the body moves, the mind is helped to learn. Movement is natural to the young child and after moving into rhythm, settling into concentrated work is easier.

## FORGETTING

An important part of learning is letting new concepts lie dormant for a time. The child "forgets" and upon revisiting several weeks later the learning is strengthened and deepened.

## HEALTH

The child's individuality remodels the body they have inherited and developed in the first seven years. We help children create a "finally tuned" instrument (a healthy body) through:

- Chores in the classroom
- Recess-climbing, skipping, jumping, swinging, throwing and hopscotch.
- Handwork
- Flute playing, beeswax modelling, painting, form drawing and writing.

## MORALITY

Form drawing, modelling and drawing develop an inner sense of judgment.

Stories help give a good moral foundation and nurtures flexibility of thought by enriching imagination and creativity.

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## CLASS BLOCK ROTATION

**September 6 to October 5** Number families-operations (Math 1)

- Count forward and backward to 100
- Order numbers to 100, odd and even
- Review of four processes (+, -, x, ÷)
- Walking, bouncing ball, clapping while counting
- Learn 2,3, and 4 times tables and division
- Form drawing circles, mirror images
- Aesop's fables
- Michaelmas, Thanksgiving

**October 9 to October 31** Lowercase buddies (Literacy 1)

- Lower case letters recognition, writing
- Saying alphabet forward and back
- Beginning sight word bank
- Word families - short vowel combinations
- Stories of the Saints and other good people
- Poems about autumn and Halloween
- Songs of the harvest, Martinmas prep
- Listening and speaking games
- Recorder B-A-G songs
- Auditory discrimination
- Visual memory
- Spatial orientation

**November 5 to December 13** Patterns and light (Math 2)

- Count forward and backwards to 500
- Recognize and write numbers to 500
- Greater than, less than
- Times tables 5, 6, 7, 8
- Pattern searches
- Martinmas
- Odd and even numbers to 500
- Estimation weight, distance
- Time: seasons and months of year
- Rhythmic activities with number facts
- Four processes - flexibility and memory work
- Listening and speaking
- Celebration of Light, Advent, Saint Nicholas, St. Lucia, Hanukah

**January 7 to February 8** The King of Ireland's Son (Literacy 2)

- Long vowel families, silent "E"
- Sight word bank building
- Beginning reading using context, sight words and phonics
- Simple punctuation - capitals and periods
- Spacing between words automatic
- Begin creative writing - story reflections
- Stories from King of Ireland's Son
- Listening and speaking games
- Memory games
- Vowel partners
- Recorder introduce "D"
- Three Kings
- Carnival week preparations

**February 12 to March 8** Every number in its place (Math 3)

- Place value (ones, tens, hundreds, thousands)
- Counting to 1000 forward and backward
- Days of the week
- Multiplication and division tables 9, 10, 11, 12
- Addition and subtraction with two digits
- Create own sentences from stories

- Molding with beeswax
- Painting with primary colours - blending
- Reading simple patterned books

**March 25 to April 26** Writing like grown-ups (Literacy 3)

- Dictation of words, word bank
- Introduction of cursive writing
- "R" controlled vowels, word families
- Multicultural stories
- King of Ireland's Son
- Reading and writing seasonal poems
- Creative writing
- Visual memory work
- Recorder note "E"
- Easter
- Times- times in the day (breakfast lunch bed)

**April 29 to May 17** Looking back-filling in gaps (Math 4)

- Stories from other lands
- Poems and songs of spring
- Nature stories
- Review place value, all multiplication and division tables
- Addition and Subtraction to 100, (84 + 8)
- Dramatize parts of stories
- Reading books with new words and less patterning using context and phonics
- Right sight words independently
- Identify punctuation (? ! , .)
- Understand naming words and action words
- Use senses to observe the natural world
- Solve math challenges orally and written

**May 21-June 12** World awakening (Literacy 4)

- Need your stories-observe, wonder
- Read all of main lesson books
- Read and write seasonal poems and songs
- Play roles in dramatization
- Read more complex text using context, phonics and sight words
- Read an extended word families
- Perfect cursive writing
- Wright and nature journal about observations
- Recorder note "C"
- No o'clock times
- Salve mental math challenges
- Review our math facts
- Painting-identify secondary colours and know how they are made
- Transform a farm drawing from straight lines to curving lines and vice versa

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## GRADES THREE AND FOUR

### GRADE THREE

In grade three the children passes through their 9<sup>th</sup> and into their 10<sup>th</sup> year. This is a significant time in the developmental life of the students as they begin to experience a sense of separation from the younger childhood years in which they has been more intimately connected to their surrounding world. The students often struggle to find a balance between who they are becoming and who they have been. Our second parent night of the year will be on the 9 year change and temperament.

As they become more aware of their individuality and of the world, the curriculum supports their striving by providing practical opportunities on living and surviving day to day, such as farming and gardening. We will focus a great deal of time on skills of living in the bigger world they are now discovering.

The language arts curriculum revolves around the Old Testament stories of the Hebrew people and their struggles in finding their place in the world and with their god. The students are introduced to grammar, sentence forming and punctuation as they begin their own composition work. There are weekly reading classes and they move from printing to cursive writing. We will participate in the Michaelmas play, Hallowe'en Whispers and our class play in May will be based on the Old Testament.

The experience of measuring during the building project and in cooking leads into measurement studies in math class. The students measure the world around them, first in imperial form and then in the metric system. Time, weight and money are also introduced. The other major subjects in math are long division and multiplication, and carrying and borrowing with addition and subtraction. The rhythmical learning of multiplication tables continues and we begin to work with them out of order on a regular basis.

Science is integrated in Grade 3 as we study farming and gardening. Through story, observation and practical activities such as composting and planting /harvesting the school garden, the students experience first-hand how the farmer and gardener work with the elements of nature.

Old Testament stories are told throughout the autumn and will form the content of our class play. In the spring They give images that have played an important part in Western culture and provide the experience of a framework that clearly defines universal concepts of right and wrong.

Along with their Main Lesson work, the students of grade three have a weekly double period of practical arts. This class has three components that reflect the theme of humanity on earth. We will build a shelter, a chicken coop. We will garden, and we will learn to cook and preserve fresh whole foods. We will explore fibres used throughout the world to clothe ourselves.

Subject lessons for grade three include: French, handwork, music, choir, art, practical arts and movement.

Students will be visiting Ross farm several times this year to take part in their school programs. These will include a range of trades – farmer, cooper, and blacksmith. We might visit a sugar bush in Maplewood to see how the trees are tapped if the sap is running before or after Spring break.

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## LANGUAGE ARTS

- We will be shortening circle time but increasing the complexity of speech work with rhythm, poetry, song, pronunciation, enunciation
- Our retelling will be done more independently, and the class play will have individual parts as well as choral parts.
- Writing is based on stories from the Old Testament and material from other main lesson blocks
- Cursive will be introduced or furthered
- Vocabulary will be emphasized, spelling rules introduced and take home practice will begin, we will have a weekly reading class, and a period where we

read aloud to the grade 1/2 class and our special friend Bella.

- We will continue sentence structure and punctuation; precursors to formal grammar ('naming words") to introduce basic parts of speech
- Children will be composing in groups and individually some of the time, there will be an emphasis on correct spelling in final copies.
- The library will offer practice sorting alphabetically

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## **MATH**

- Recite time tables 1-12 in chorus and individually
- Place value to 4 places if not covered
- Carry larger numbers across columns in addition
- Carry numbers across columns in multiplication
- Taking from next column in subtraction
- Estimating/Measurement (linear, liquid, weight and time); imperial and metric will be introduced.
- Introduction to money in a practical sense
- Introduction to long division

---

## **SCIENCE**

Grade 3 students study farming and gardening. Through story, observation and practical activities such as composting and planting /harvesting the school garden, the students experience first-hand how the farmer and gardener work with the elements of nature.

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## **HISTORY**

Old Testament stories are told throughout the autumn and will form the content of our class play. In the spring They give images that have played an important part in Western culture and provide the experience of a framework that clearly defines universal concepts of right and wrong.

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## SUBJECT CLASSES

Subject teachers design their programs to meet the developmental stage by introducing and then increasing writing, relating their lessons to the current main lesson block, and doing more work in groups or 'parts'.

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### FRENCH

In Grade 3 the foreign language teacher works strongly with the element of imitation. The French language is introduced through group recitation, singing, verses, finger games, movement, dances, and circle games. The content is understood through gestures, props and imitation and deals with weather, festivals, colours, numbers, parts of the body and clothing.

In Grade 3 we work with the seasons, animals, the days of the week, house building, trades and farming.

Much of the material is learned by heart and learning is very much a group activity. Individual children will gradually start speaking on their own as it reflects their comfort level with the new language. In the early Grades the emphasis is on having the children experience the sounds, gestures and mood of the foreign language.

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### MUSIC

Grade three will continue with the diatonic recorder. Throughout the year, they sing many songs of the seasons in unison and rounds, which the children learn by ear and rote. The children use and create actions to go along with the story within the song. This gives the children opportunities to develop rhythm, and keeps them moving.

---

### MOVEMENT

As their Main Lesson teacher I will take the class for one movement class per week, along with a nature walk for two periods a week. The grade 3 as a standalone class will have one 45 minute period of Games with our Movement teacher, Kathy. The classes are held outside unless the weather is extreme then the Assembly Hall or classroom is used. Activities and games are chosen that strengthen the students sense of movement in space, their sense of balance and their sense of others around them. Consideration is given to activities that engage their gross motor muscles in a coordinated way, and balancing games that improve fine motor movements. Each class consists of bean bag coper rod or ball work, a running/tag game, then a group/circle game, and skipping. Through the winter we'll focus on folk dances. In addition, Audrey McAllen's Zoo Exercises are incorporated into the lesson depending on the needs of the students.



The presentation of activities and games in these grades is made vivid and alive with appropriate images, poems or even a story. A 'walk through' of the game is completed before the real play begins. Weaving nature, the seasons, animals, and story themes in this way into the activities engages the students' imagination and helps to keep them involved.

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## **VISUAL ARTS**

- Access for free drawing with coloured beeswax crayons
- The teacher models reverence for the task which the children imitate
- The children are given the three primary colours with which to paint, out of which they will experience the secondary colours in paintings inspired by the work we are doing in Main Lesson.
- Have a 90 minute art class once per week with their Miss Tia.
- The creation of main lesson books with beeswax crayons and/or coloured pencil crayons.
- Beeswax modelling and clay will be incorporated into Main Lesson as well.

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## **HANDWORK**

The grade threes will have one period of Handwork with Miss Carter where they will focus on crochet, building skills until they make a hat. This work supports the 9-year change with individual patterns and healthy challenge; decision making and problem solving skills are strengthened (they need to make decisions on forms); builds effort and perseverance (may even need to start again). They will also have a combined class with the grade fours where we do a sewing project that is in service of the school.

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## **PRACTICAL ARTS**

Along with their Main Lesson work, the students of grade three have a weekly double period of practical arts. This class has three components that reflect the theme of humanity on earth. We will build a shelter, a chicken coop. We will garden, and we will learn to cook and preserve fresh whole foods. We will explore fibres used throughout the world to clothe ourselves.

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## CLASS TRIPS

Students will be visiting Ross farm several times this year to take part in their school programs. These will include a range of trades – farmer, cooper, and blacksmith. We might visit a sugar bush in Maplewood to see how the trees are tapped if the sap is running before or after Spring break.

## GRADE FOUR

The grade four students ease into a new stage of childhood in which they find comfort in themselves and the world after coming through a significant change. They have strong convictions about justice. They are ready to take on challenges, are able to make more conscious decisions and take on more academic work. Their developmental stage is met in the stories of the Patriarchs of the old testament and of Norse Mythology and the Finnish Kalevala which we will transition into after winter break. Our second parent night of the year will be on the 9 year change and temperament. I hope you all will share your wisdom on this change with the grade 3 parents.

Students continue to develop their composition skills in writing as they work with these stories. I will introduce formal weekly spelling tests. Recitation continues and more complex language is explored through drama and verse. In recognition of their work on developing a clear and tidy cursive penmanship each fourth grader will receive a fountain pen during the school year. There are two weekly reading classes, one led by the class teacher and one focussed on reading aloud in small groups, to the grade 1/2 class, or to our special helper Bella. We will participate in the Michaelmas play, Hallowe'en Whispers and our class play in May will be based on the Old Testament.

In math the grade four curriculum focuses on fractions. The students are given opportunities to divide things into parts that up to now they have experienced as whole, such as food, music, the class (working in groups) etc. The mastery of mathematical concepts from grade three continues to grow through practice in grade four. Experience with square measure might be added to division, long and short methods, and to multiplication. The grade fours will lead the grade threes in doing all the computations for our building project and cooking. More complex form drawing will lead us into freehand geometry.

Our science block will see students studying animals as they relate to the human being. They will explore local geography and history through visits to Ross Farm and other local resource farms.

Subject lessons for grade four include: French, handwork, music, choir, art, practical arts and movement.

Students will be visiting Ross farm several times this year to take part in their school programs. These will include a range of trades – farmer, cooper, and blacksmith. We might visit a sugar bush in Maplewood to see how the trees are tapped if the sap is running before or after Spring break.

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## LANGUAGE ARTS

- Writing based on Norse Mythology stories and other main lesson blocks
- Riddles, speech exercises, alliterative verses, longer narrative verse; Kalevala
- Recitation in groups and individuals, shift in drama to more individualized roles
- Fountain pens usually introduced
- Dictation introduced as an additional method of lesson material write-ups
- Letter writing, pen pals, thank you notes, invitations, may be introduced
- Continue practice in writing mechanics: 4 types of sentences; punctuation; paragraph indentation; capitalization etc., grammar and spelling work expanded and becomes more formal
- Scheduled reading class for both independent and class reading
- Human and animal project assigned requiring independent research, reading and writing

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## MATH

- Mental math in narrative and written form
- Carry out all four processes with numbers competently
- Read and understand numbers up to 6 figures
- Know times tables up to 12 out of sequence
- Long multiplication with up to 3 digit multipliers
- Find factors of a given number
- Identify prime numbers less than 100
- Measurement of temperature
- Long division including remainder and estimating answers
- Fractions – terminology; adding, subtracting

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## SCIENCE

In Grade 4 students begin a more formal study of science. The connections between the human and the animal kingdom are explored, beginning with the human being. The students undertake their first in-depth, individual project in the block entitled Human and Animal.

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## HISTORY

The formal study of history is introduced through the study of local history and geography. Emphasis is placed on how people came and settled on the land that was originally in the care of the First Nations People.

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## GEOGRAPHY

The fourth grader has now separated to some extent from his/her immediate environment and is now able to step back and engage with the larger world with an appreciation for past, present and future. We begin with the geography of the local surroundings – the rivers and hills, meadows and lakes – and from this, gain an understanding of the economic foundations of the areas such as how rivers are used for transport and the building of canals and railroads. We also study the indigenous culture in the area and how they used the land. Finally, we build on these concepts to understand the links between human beings and their natural environment. Simple map-making also begins in this grade as the children draw maps of their bedroom, classroom and their route from home to school.

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## **SUBJECT CLASSES**

Subject teachers design their programs to meet the developmental stage by introducing and then increasing writing, relating their lessons to the current main lesson block, and doing more work in groups or 'parts'.

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### **FRENCH**

As of Grade 4 the children are more aware of what they have learned and what has been collectively learned is now more individualized. Individual speaking and little dialogues are a new experience as is the introduction of reading and writing. Reading and writing is practiced by using poems and songs which they learned in previous years as well as new short stories. The students also learn to create their own little sentences and in this context study and practice the nouns and the conjugation of the verbs.

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### **MUSIC**

The Grade Four children continue with singing and playing recorder. They become proficient in the singing of rounds. Children now engage in learning written music notation beginning with the treble clef. Through this process, the children begin to understand harmonies created within rounds and two part singing and recorder playing.

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### **MOVEMENT**

The main Lesson teacher takes the class for one movement class per week, along with a nature walk for two periods a week. Starting in Grade 2 and continuing until Grade 4 the students participate in two 45 minute periods of 'movement' classes a week with the Movement Teacher. The classes are held outside unless the weather is extreme then the classroom is used. Activities and games are chosen that strengthen the students sense of movement in space, their sense of balance and their sense of others around them. Consideration is given to activities that engage their gross motor muscles in a coordinated way, and balancing games that improve fine motor movements. Each class consists of bean bag or ball work, a running/tag game, then a group/circle game, and skipping. In addition, Audrey McAllen's Zoo Exercises are incorporated into the lesson depending on the needs of the students.

The presentation of activities and games in these grades is made vivid and alive with appropriate images, poems or even a story. A 'walk through' of the game is completed before the real play begins. Weaving nature, the seasons, animals, and fairy-tale themes in this way into the

activities engages the students' imagination and helps to keep them involved.

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## **VISUAL ARTS**

- Access for free drawing with coloured beeswax crayons
- The teacher models reverence for the task which the children imitate
- The children are given the three primary colours with which to paint, out of which they will experience the secondary colours
- Have an art class once per week with their class teacher doing wet-on-wet painting reflecting the subject matter of the main lesson.
- The creation of main lesson books with beeswax crayons and/or coloured pencil crayons.

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## **PRACTICAL ARTS: HANDWORK**

Learn to cross stitch; develops precision, concentration and dexterity; create patterns and intricate woven forms – recognize symmetry and balance; students need to be more precise; strengthens individuality.

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## **CLASS TRIPS**

Students will be visiting Ross farm several times this year to take part in their school programs. These will include a range of trades – farmer, cooper, and blacksmith. We might visit a sugar bush in Maplewood to see how the trees are tapped if the sap is running before or after Spring break.

## The Desert Is A Beautiful Place

The desert is a beautiful place / Of sand, of sun, of sky, of space.  
Down the desert path I stride / I keep my eyes open very wide.  
To the right, to the left, I turn my head / While the animals scurry for a shady bed.  
My jack rabbit friend who hops so swiftly / Over the sands then quickly leaps  
Over a tumbleweed... / That rolls on by in the warming breeze.  
I step quite quickly upon the ground / To scare any rattlesnakes that may be around.  
Freeze! There's one! I stop and stand / As he slithers sideways across the sand.  
A busy fellow is the little packrat. / He picks up this, he picks up that.  
Here's something shiny! He stops to linger, / Doesn't see the scorpion raise its stinger.  
High over its back it arches and strikes! / And the packrat goes down without a fight.  
Alert, upright, the mountain lion / Sits poised, watching the silent fire  
Of the light as it blazes on the canyon walls. / Silently he listens to the wind's wild call.  
The bobcat paces on the boulders below, / Her lynx's tail caught in the glow  
Of the sun as it fades in purple and red. / The hunting owl soars silently over my head.  
Up the desert path I stride / Stepping firmly, eyes open wide.  
To the right, to the left, I look around / As the night creatures crawl from their holes in the ground.  
In darkness I return to my clean warm house. / I think of my friends, the rabbit and mouse,  
And the snakes and the lizards and scorpions all, / The cougar and bobcat and the coyote's call.  
The desert is a beautiful place / Of sand, of sun, of sky, of space.

## I stand circle roundelay

Taken from Bothmer's gymnastic education. The students stand in a circle and then turn so that they are single file behind one another. The teacher speaks the roundelay with a strong rhythm. The students stand upright, heels together, firmly on the ground; then they walk, upright but easily, one behind the other; then they run, and while running they hold themselves naturally. The leaps, strong and high, go with the rhythm of the spoken word. Gradually the running comes to a soundless standstill and the students turn toward the centre of the circle. Then they jump to feet apart and open their arms wide. The "wall" stands there, strong and wide! The students then let their arms fall and swing down across one another to the front, like a swing of the pendulum; the returning swing is carried right up to height, both arms swinging sideways and up, bringing the whole body with them. The "tower" stands, tall and slim! The ringing of the bell is a rhythmical swinging movement, led by the arms as though they were pulling the rope and reaching from height to depth and back. The ringing ends with a vigorous jump in which the body reaches up as high as possible. The jump should be easy and springy and the arms accompany it by making a wide circle, coming right down sideways and then swinging up again in front to the horizontal, bringing the body up again after the jump. The arms then show the sound of the bell going out. The students then slowly lower their arms once more and stand quietly and firmly on both feet again.

I stand... I walk... I walk faster... I run... I run faster... I leap... I leap... I leap... And stop without a sound. I leap on the wall... And swing to the tower... To ring the bell... To ring the bell... That strikes the hour... Far and wide... Wide and high... Higher still... I stand.

## CLASS BLOCK ROTATION



September	Form drawing & Math Review Story: The Tower of Babel
October	Old Testament Stories (Moses) Grammar
November	Measurement Story: Joseph the Dreamer and Jacob's Ladder
December	Hanukkah Celebration Story: The Maccabees
January	Norse Mythology Grammar
February	Fractions Story: Stories from the Kalevala
April	Human and Animal Story: Stories from the Kalevala
May	Play: Joseph the Dreamer
June	Review and binding Main Lesson Books

"Humanity of Earth" will run throughout the year as studies into food and farming, shelter, fibre and clothing.



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## GRADES FIVE AND SIX

### Grade 5

Fifth grade in a Waldorf School is usually referred to as the "Golden Year." Students generally have achieved a skill level in basic academic work that allows them to meet new challenges with enthusiasm and energy. Their capacities also reflect a confidence in working with various forms of artistic expression. Physically, their bodies move with balance, grace, and agility. Even in the social arena, fifth graders display a harmony and integration that will soon be challenged by the demands of adolescence. The fifth grade curriculum meets this golden age through a balance of academic, artistic, and movement work.

Fifth grade also marks the important transition from mythology to history. Language arts and history curriculum is based upon the ancient civilizations of India, Egypt, and Greece. Through the mythologies of these cultures, the children hear creation stories, explore the human being's relationship to the earth, and discuss ancient perspectives on death and spiritual life. The ways in which the geography and landscape influenced each culture's world-view is also explored as well as learning how geography has affected their local history. With the study of these civilizations, children can experience, through story, an evolution of human consciousness that meets their growing interest in the deeper questions of life.

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## CURRICULUM



Ancient Civilization: India, Egypt, Greece

Science: Botany

Geography: Local Geography, Atlantic Canada

Mathematics: Long and short division, continuing work with fractions including all four processes, perimeter and area, metric measurement, mental math

Language Arts: Book reports, using dictionaries and thesaurus, poetry, composition, parts of speech, paragraphs

## GRADE 6

Grade six is an exciting year full of many developmental and intellectual milestones. The early adolescent years are a crucial time in a child's development. This age group craves challenging academics, connections to the world beyond home and school, and relationships with adults they can look up to. We look to the heavens through astronomy, learn the secrets of the universe through physics and geometry, connect to the past through historical events, culture and biographies of fascinating men and women through the study of the Ancient Romans and the Middle Ages.

The physical changes in your child's body are also accompanied by an emerging intellectual capacity. Twelve year-olds develop a sense for cause and effect. This is the first year we bring science experiments into the classroom through a hands on study of physics and a greater emphasis is placed on strengthening the students' growing connection with the world. Peer values also become increasingly important. Grade six is a year of dramatic physical, social, and emotional growth.

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### CURRICULUM



Ancient Civilizations: Rome and Medieval Europe

Science: Astronomy and Physics

Mathematics: Geometry using compasses, Percentage, Decimals, Economics, continuing work on the four processes

Language Arts: sentence structure including subject, predicate, and direct and indirect object, active and passive voice, reports, composition, thesaurus and dictionaries, peer editing

Geography: Provinces and Territories of Canada