



South Shore
Waldorf School
Education of the Head, Heart, and Hands

Governance, Policies, and Procedures

REV_26_FEB_2026

Approved by Faculty on 23 February 2026

Approved by Board motion on 26 February 2026

All changes to policies herein must be approved by Board motion as per Appendix 13

Table of Contents

Section A – Our School

1 Governance	
1.1 Vision	
1.2 Mission	6
1.3 The South Shore Waldorf School and Kindergarten Association	6
1.4 History of Waldorf Education and the South Shore Waldorf School	6
1.5 AWSNA and WECAN	7
1.6 Board	7
1.7 Faculty	7
1.8 Administration	8
1.9 Class Links and Parent Council	8
1.10 SSWS Organizational Chart	9
2 Programs Overview	
2.1 Kindergarten	10
2.2 Grades	10
2.3 Aftercare	10
2.4 Parent & Tot	11
2.5 Summer Camps	11

Section B – Students

3 Student Life	
3.1 The School Day	12
3.2 Lunch and Snack	12
3.3 Appropriate Dress	12
4 Kindergarten Curriculum	
4.1 Rhythm of the Day	13
4.2 Grade One Readiness	14
4.3 Three Castle Journey	17
5 Grade School Curriculum	
5.1 Curriculum Overview	17
5.2 Grade School Curriculum	18
6 Student Policies	
6.1 Student Health	21
6.2 Administering Medication	21
6.3 Accidents	22
6.4 Head Lice	22
6.5 Winter Playground Rules	23
6.6 Absence, Late Arrival, and Early Departure	23
6.7 School Closure Policy	24
6.8 Dress Code	25
6.9 Media Policy	26
6.10 Pocket Knives	29
6.11 Dogs	29

6.12 Lost Items	29
6.13 Cleaning Products and Scents	29
6.14 Field Trips	29
6.15 Student Records request	29
6.16 Teacher Request for Education Support or Student Assessment	29
6.17 Incident Report	29
6.18 Behaviour Policy	29
6.19 Major Behavioural Incidents Policy	34
7 Aftercare and Daycare	
7.1 Aftercare Program	35
7.2 Daycare Program	36
8 Spring Break and Summer Camps	
8.1 Drop-off and Pick-up	36
8.2 What to Bring and What to Leave at Home	36
8.3 General Policies	37

Section C – Parents

9 Enrollment	
9.1 Admissions Policy	39
9.2 Admission Process	39
9.3 Tuition Fees	40
9.4 Tuition Adjustment Program (TAP)	40
9.5 Work Credit Program	40
9.6 Exit Interviews	40
10 Community Life	
10.1 Festivals and Events	41
10.2 Volunteering Opportunities and Guidelines	43
10.3 Study Groups	44
11 Parent Handbook	45
12 Concerns Process	45
13 Special Policies	
13.1 Policy on Separated Parents	47
13.2 Child Protection Policy	47

Section D – Faculty

14 Faculty	
14.1 Faculty Mandate	50
14.2 Kindergarten	50
14.3 Grades	51
15 Parent-Teacher Relationship	
15.1 Parent information Evenings	52
15.2 Parent-Teacher interviews	52
15.3 Home Visits	52
16 Mentoring and Professional Development	52
17 Teacher Evaluation	
17.1 Grades Teacher Personal Assessment Form	52

17.2 Kindergarten Teacher Personal Assessment Form	53
17.3 Faculty Assessment by a Peer	53
18 Faculty and Staff Well-Being	
18.1 Recruitment	53
18.2 Hiring Process and Checklist	53
18.3 Remuneration and Benefits	54
18.4 Staff Scholarships	55
18.5 Personnel Records	55
18.6 Substitute Teachers	55
18.7 Professional Teacher Code of Conduct	56
19 Policy on Abusive/Intimidating Behaviour and Bullying in the Workplace	60

Section E – Administration

20 Administrative Function	63
21 Administrative Responsibilities and Roles	63

Section F – Board of Directors

22 Description	
22.1 Responsibilities of the Board	64
22.2 How the Board Works	64
22.3 Directors	65
22.4 Election of Directors	65
22.5 Composition of the Board	65
22.6 Vacancy, Removal, and Resignation of Directors	65
22.7 Duties of Directors	66
22.8 Officers	66
22.9 Meetings	68
22.10 Committees	68
22.11 Accountability	69
23 Leasing agreement and Insurance	71

Section G – Safety

24 Health and Safety Officer	72
25 Fire Safety Plan	72
26 Emergency Management Response Policy	73
27 Emergency Contacts	74

Section H – Facilities

28 Buildings and Grounds Maintenance Policies and Procedures	
28.1 Key Policy	75
28.2 Rental of School Property	75
28.3 Janitorial	75
28.4 Water System and Testing	76

Appendices

1	Administering Medication Permission Form	77
2	Record of Administering Medication	78
3	Accident Report	79
4	Request for Student Records	80
5	Teacher Request for Educational Support and Student Assessment	81
6	Incident Report	83
7	Tuition Fees 2026/2027	84
8	Tuition Assistance Program (TAP)	86
9	Work Credit Program	88
10	Exit Interview	90
11	School Mentoring Agreement Form	92
12	Child Protection Policy Letter to Fulfill Notification	95
13	Changes to <i>Governance, Policies, and Procedures</i> Document	96

Section A – Our School

Welcoming families into a vibrant school community that grows alongside their children.

1 Governance

1.1 Vision

We are a diverse and growing community that acts as a beacon for Waldorf education in Atlantic Canada, inspiring us to live with integrity, creativity, and in rhythm with the Earth.

1.2 Mission

We nurture each being through wholistic education, cultivating strength of will, thoughtful inquiry, and the joy of intentional effort. We foster each child's sense of wonder and reverence, support their love of learning, and empower them to thrive as compassionate citizens within the school community and beyond.

1.3 The South Shore Waldorf School and Kindergarten Association

The South Shore Waldorf School Association registered with Nova Scotia Joint Stocks in 1993 as a Not-for-Profit Organization and was granted Charitable Status on January 1, 1998. The Association includes all those who have children currently enrolled in the school, the faculty of the school, and all friends who have expressed desire to support the school. SSWSA By-laws are found [here](#).

1.4 History of Waldorf Education and the South Shore Waldorf School

In 1919, Austrian philosopher and educator Rudolf Steiner was asked by Emil Molt to develop a curriculum for children of the workers at the Waldorf Astoria factory near Stuttgart, Germany. The vision of the first Waldorf school was to educate children in such a way as to prevent future catastrophes similar to World War I. The goal is not to teach *what* to think, but *how* to think, empowering each child to reach their full potential.

Waldorf Education is international with over 1,200 schools and 2,000 kindergartens in over 75 countries. Waldorf education is distinguished by its curriculum and is designed to meet the various stages of child development. The stated purpose of the Waldorf approach is to awaken the physical, behavioral, emotional, cognitive, social, and spiritual well being of each student.

Founded in Waldorf hopes and dreams in 1996 on a little farm in rural Nova Scotia, the South Shore Waldorf School (SSWS) is a most unlikely success story. Beginning with a single teacher, Judy King, who taught Grades 1-6, a kindergarten teacher, and a kindergarten assistant the school served a small number of children for several years until a second teacher could be hired. 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, originally Blockhouse School, in need of work but centrally located with ample green space, a sunny hill, and a wooded area. A dedicated community of parents and friends worked long hours putting enough improvements into

the building *in lieu* of 10 years of rent. The school bought the property in 2013, with help from the [Vidar Foundation](#) and has continued to prosper and grow.

SSWS is the only Waldorf School in the Atlantic Provinces and continues to attract families from throughout Nova Scotia. In the last few years we have had families join us from the Yukon, British Columbia, Ontario, Quebec, and New Brunswick, from the United States, England, Belgium, Germany, and France, and have hosted visiting students from Colombia.

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 hopes, SSWS makes every effort to provide Waldorf education for any family that wants it. This has taken many forms over the years, but by placing the value of community so high, the school has always found ways for non-financial contributions to be at sufficient levels to keep the school going.

With no government support for independent schools in Nova Scotia, fundraising is crucial. Our Halloween Whispers, Holly & Ivy Fair, and Mayfair are annual highlights, attracting families from throughout the Maritimes. Parents and friends show our children how much their education is valued by contributing time, skills, and passion.

1.5 AWSNA and WECAN

SSWS is an Associate Member of The Association of Waldorf Schools of North America (AWSNA) and a Full Member of The Waldorf Early Childhood Association of North America (WECAN).

AWSNA's vision is to strengthen and nurture Waldorf education and to advance Waldorf principles worldwide. Their mission is to support the healthy self-development and thriving future of independent Waldorf schools and institutes in North America.

WECAN's mission is to foster 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.

1.6 Board

The Board is the governing body of the South Shore Waldorf School and is legally and financially responsible for all its aspects, but it is also one of the three sections of the "three-fold" nature of the school, along with Faculty and Administration, who work together to make decisions on behalf of the school.

1.7 Faculty

The Faculty carry the responsibility for all pedagogical aspects of the school. As in most Waldorf schools, there is no Principal. The Faculty communicate regularly with the Board of Directors on such topics as pedagogical needs, teacher development, and recommendations for maintaining and hiring faculty members. Two members of the Faculty are selected to perform three-year terms on

the Board.

1.8 Administration

The Administration is responsible for the 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.

1.9 Class Links and Parent Council

Class Links are parents who volunteer to help the class teacher communicate with parents and to bring parents' questions and concerns to their class teacher. It is best to have two Links per class.

Possible tasks may include telephoning parents on behalf of the teacher, helping to arrange field trips, and doing simple administrative tasks. More importantly, they foster a sense of community among the parents of each class and can help identify and resolve issues and concerns raised by the teacher or by parents.

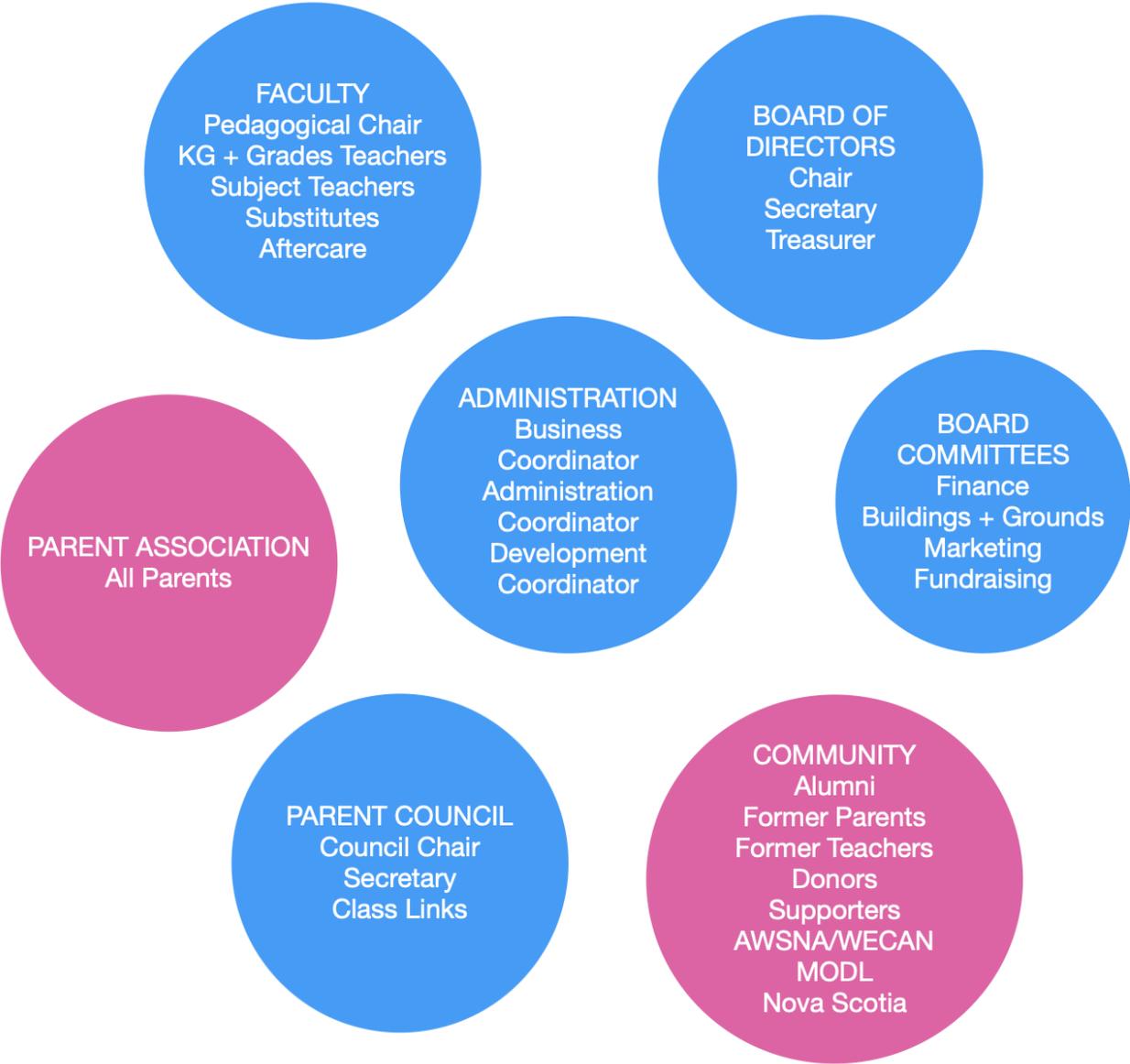
Ideally they represent their class on the Parent Council.

The Parent Council consists of parents who commit to serving as parent leaders for a specified period of time, usually one academic year. The purpose of the Parent Council is to:

- Promote the community of the school and facilitate a vibrant and positive parent/school relationship
- Support and educate parents
- Support the organization of fundraising events, festivals, and social events
- Offer input and advice to the school from parents' perspectives

1.10 SSWS Organizational Chart

We are conscious of the living nature of our organization and its ability to learn, grow, develop, and change, allowing for the development of alternative and more effective approaches to a traditional authoritarian hierarchical management form.



2 Programs Overview

2.1 Kindergarten

The Waldorf Kindergarten is designed to foster the natural curiosity and wonder of the young child. It recreates the environment of a warm and loving home: rhythmical, repetitive, and secure. Through a carefully unified program of structured and unstructured activities the child is encouraged to give full scope to his or her creative faculties. The warm and supportive atmosphere of the kindergarten also helps the child to develop social skills and self-confidence.

The child is engaged in domestic, practical and artistic activities: baking, gardening, handcrafts, and painting. The child's power of fantasy, particular to this age, is nurtured in the telling of carefully selected stories. Free play encourages the children to experience many aspects of life more deeply. Toys are made of natural materials together with other objects from nature.

An attitude of love and reverence towards nature is cultivated. In the daily and weekly rhythms of school life and through the celebration of seasonal festivals, the child's connection to the living world that sustains us is maintained and strengthened.

2.2 Grades

Waldorf learning respects the uniqueness of each child, while working in rhythm with the natural stages all children pass through. Since these stages are in harmony with the development of humanity itself, the great stories told throughout history, from fairy tales and fables to Nordic and Greek myths, become the cornerstone of the curriculum. The young child learns by sparking the imagination through myth and the older child embraces learning through scientific inductive reasoning.

The curriculum strives to appreciate the changing abilities of the growing child in a very concrete way by offering subject matter specifically suited to the faculties which the child is developing at a given age. The main lessons, including language arts, science, math, history, and geography are taught in blocks of three to five weeks during the morning main lesson, when the children are most open to academic work.

In addition to the main lesson subjects our school offers French language instruction, drama, drawing, painting, poetry, singing, recorder, gardening, field trips, handwork: knitting, crocheting, needlework, weaving, sewing and other handcrafts are introduced in progression as abilities develop.

2.3 Aftercare

Aftercare provides a relaxed environment where participants can unwind after the school day. We spend plenty of time outdoors where the children can play actively and then move into the comforting space of the Green Roof Building where there are crafts, games, stories, and songs available for those children who wish to join in as well as toys for those who would rather continue playing freely. Outdoor time is encouraged when the weather and daylight permit.

Aftercare is offered on all school days from 3:00pm-5:30pm Monday-Thursday and 1:30pm-5:30pm on Fridays. Full-day childcare is offered on PD days and Parent-Teacher Interview days. Fees for Aftercare are \$15/day (\$20 on Fridays for Kindergarten), and \$50/day on PD days, to be billed monthly.

2.4 Parent & Tot

Usually held on Saturdays, Parent & Tot sessions start outside and then move into the Junior Kindergarten room. This is a great opportunity for babies and toddlers to play while parents can chat or make seasonal crafts.

2.5 Summer Camps

Designed to foster the wonder and natural curiosity of children, our summer camps offer a balance of structured and unstructured activities in a home-like setting. Children will be engaged in baking, gardening, handcrafts, and plenty of outdoor play. The Creative Kindergarten is for children aged 4-7 and our themed camps are for children aged 8-12 and differ each summer but include painting and drawing, photography, screenprinting, flying things, woodworking, and ocean science.

Section B – Students

3 School Life

3.1 The School Day

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

Morning lesson begins at 8:30am. Snack and recess follow Morning Lesson from 10:30am-11:00am. The remainder of the school day consists of subject lessons. They include French, handwork, woodwork, music, art, physical education, and other lessons geared to the age and progress of the children. Recess and Lunch break are 12:30pm-1:20pm.

8:30am to 3:00pm Monday to Thursday (KG + Grades 1-7)

8:30am to 1:30pm on Friday (KG + Grades 1-5)

8:30am to 3:00pm on Friday (Grades 6-7)

3.2 Lunch and Snack

Please remember that due to potential peanut allergies we are a peanut-free school.

Each 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.

3.3 Appropriate Dress

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

Umbrellas are not permitted for safety reasons.

Children should have their core organs covered at all times. Wool or wool/silk base layers are excellent in colder weather. All students should keep a bag with an extra set of clothes (top, bottoms, warm layer, underwear, socks) hanging on their assigned hook. All children will need a pair of non-slip, non-marking shoes for exclusive indoor use. Please ensure that children have sturdy shoes for running and outdoor games. Items are to be marked with the 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:

- all clothing should be free of logos, recognizable characters, and words. If you are uncertain if an image is of a “recognizable character,” please discuss this with your class teacher;
- children require a pair of flat-soled indoor shoes (not slippers);
- clothing should not interfere with daily activities, which may include overly flowing or long garments;
- any jewelry worn must not interfere with movement activities or be a distraction in class.

4 Kindergarten Curriculum

4.1 Rhythm of the Day

Kindergarten students may arrive from 8:30am onward, but should arrive 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 quiet time and outdoor play.

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

Lunch and Snack

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

Sharing Basket

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

Attendance and Absence

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

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

What Your Child Needs for the School Year

1. A small blanket and pillow from home for quiet time. There are some available if forgotten. Soft, natural fibres are recommended. Blankets should be big enough to tuck in under feet and around the child's body.
2. Extra clothes, such as underwear, socks, a long-sleeved shirt, a short-sleeved shirt, and a pair of pants should be in a bag or small backpack that will be left on the shelf in the boot-room or hook in the alcove. Label this bag with the child's name and as many clothing items as possible.
3. We go out in most weather so rain boots, rain coats, rain pants, a warm sweater, jacket, and hat should be sent with your child. The child should also 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.
6. Please do not bring shoes that light up or that have logos on them, as per the school's Dress Code.
7. A healthy snack will be served each day in the morning. Children should bring lunch from home. Please do not send candy, chocolate bars, pop, etc.
8. Quiet time is after lunch so having less sugar helps quiet time go smoothly.
9. Children should have a lunch box and reusable containers for sandwiches and other food to help cut down on packaging. Lunch boxes and your child's water bottle should be free of media images.

4.2 Grade One Readiness

For most children in a Waldorf setting the healthy entry-age into Grade 1 is six years old by July 1 of the academic year, which is different from the provincial system where children must be six years old by December 31 of the academic year. Kindergarten teachers will discuss Grade 1 readiness with all kindergarten parents throughout the year.

What Is Grade One Readiness?

Grade One readiness refers to a stage of child development when a child is prepared—physically, emotionally, socially, and cognitively—to engage in formal learning. It is not simply about age or

academic skills such as reading or counting. It is about whether the child has reached a level of maturity that allows learning to be healthy, sustainable, and meaningful.

Some indications of readiness include being able to verbalize needs without crying or becoming distraught and angry; 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.

Why Timing Matters

In the early years, children are primarily focused on growing their bodies and nervous systems. Much of their energy is directed toward physical coordination, sensory integration, and emotional regulation. Research in child development shows that when formal academics begin before these systems are ready, children may experience stress, fatigue, or learning difficulties later on. Waiting until children are developmentally ready supports long-term well-being and academic success.

Physical Signs of Readiness

Children approaching Grade One readiness often show clear physical changes, such as:

- longer arms and legs in proportion to the body;
- improved coordination and balance;
- loss of baby fat;
- emerging permanent teeth;
- stronger posture and endurance.

These changes suggest that the body is becoming more stable and able to support sustained learning.

Emotional Development

Emotionally ready children can manage frustration more effectively and recover from emotional upsets with support. They may express hurt feelings verbally, show empathy toward others, and demonstrate greater emotional awareness. This emotional maturity allows children to participate in group learning without becoming overwhelmed.

Social Readiness

Social readiness includes the ability to form meaningful relationships, cooperate with peers, and understand basic social rules. Grade One–ready children often:

- form deeper friendships;
- show concern for others;
- understand fairness and turn-taking;
- engage in cooperative play for longer periods.

Cognitive and Learning Readiness

Rather than focusing on early academic skills, readiness is better assessed through how a child learns. Children who are ready for Grade One can:

- remember experiences from one day to the next;
- follow multi-step directions;
- focus on an activity for longer periods;
- form mental images and recall them.

These skills are foundational for reading, writing, and math.

The Role of Play

Play is essential to healthy development. Through play, children develop problem-solving skills, creativity, emotional regulation, and social understanding. As children mature, play becomes more structured and goal-oriented, reflecting growing inner organization.

Why Children Are Often Tired in Grade One

Grade One learning requires sustained attention and mental effort. Feeling tired after school is normal and indicates that the child is working hard internally. Adequate rest, outdoor play, and quiet time are important supports.

How Parents Can Help

Parents can support Grade One readiness by:

- maintaining consistent daily routines;
- protecting time for free play;
- limiting overstimulation and screen time;
- supporting healthy sleep habits;
- trusting their child's developmental timeline.

In Summary

Grade One readiness is about readiness for learning, not just readiness for academics. When children begin formal education at the right time for them they are more likely to develop confidence, curiosity, and a lifelong love of learning.

Faculty Process

1. Discuss Grade 1 readiness with kindergarten parents in the autumn parent-teacher interview.
2. Review Grade 1 or 1-2 Class list for the following academic year: returning students, rising grade 1 students, and new students.
3. Prior to the re-enrollment period (February 15-March 31), hold an information session for all parents with children potentially leaving KG to enter Grade 1: explain the policy and our guidelines; discuss class teacher, class size, and classroom; explain the Three Castle Journey; offer resources and literature; listen.
4. Discuss the readiness of each child in the February parent-teacher interview.

5. Complete Three Castle Journey with each child in early March (well before end of re-enrollment period March 31).
6. Meet with each family to review Three Castle Journey and offer recommendation: enter Grade 1 or another year of KG. Listen to the family and add their wishes to the decision-making process.
7. SSWS Guidelines and current research support our recommendation that children be 6½ - 7 years old before beginning Grade 1. These recommendations and our school policy are different from Nova Scotia public school age cutoffs, and this occasionally means that children who would be in Grade 1 in public school would remain in SSWS kindergarten. Minimally, all children entering Grade 1 at our school must be 6 years old by December 31 of that academic year, as per Nova Scotia guidelines.

4.4 Three Castle Journey

The Three Castle Journey is a special event held each spring with the oldest Kindergarten students. The pedagogical purpose of this movement journey is to gain a clear sense of whether the children have reached the developmental milestones required for confidence and success in Grade 1. These include: following the directions of a relative stranger; remembering multi-step directions; recalling mental images; maintaining sustained attention; established hand dominance; eye tracking and crossing the midline; and rich imaginative play.

For the child, the experience is an imaginative movement journey. We ask parents to keep the day a secret so children have no prior expectations. The children should not know that they are being assessed or evaluated. Regardless of the kindergarten and Grade 1 teachers' determination about each child's readiness, the experience itself will be fun, encouraging, and affirming for every child.

Grade School Curriculum

5.1 Curriculum Overview

In the Waldorf grades, the school day begins with a long, uninterrupted lesson called the Main Lesson. The year's curriculum is organized around subject blocks, where class explores one subject in depth each morning for several weeks at a time. This main lesson 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 Main Lesson, practice tongue-twisters to limber up speech, or work with concentration exercises using body movements. Across all the grades, the main lesson integrates movement, experiential learning, book work, and artistic exploration all organized around the subject of the main lesson block.

Morning recess follows the main lesson, and then teachers present shorter practice lessons with a strongly recitational character, usually focused on literacy or math. French is taught to all the grades, beginning with the early grades after recess. 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 Main Lesson, teachers lay the groundwork for a gradual vertical integration that deepens and widens each subject's experience and, at the same time, keeps it moving with other aspects of knowledge.

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

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

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.

5.2 Grade School Curriculum

Below is a brief outline of the subjects covered in each year. At the start of each year, class teachers will provide families with an outline of the planned lesson block rotation. For further information, or details on the curriculum, please speak with your child's class teacher.

Grade One

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

Grade Two

- Nature legends and animal fables
- Folk heroes, saints, and trickster tales
- Place value and arithmetic with larger numbers
- Reading, writing, and elements of grammar (spelling rules, capitalization, basic punctuation)
- Basic crochet and purling, shaping, and gauge in knitting

Grade Three

- Old Testament stories introduce history
- Study of practical life: farming, housing, clothing
- Reading, spelling, original compositions
- Punctuation, and parts of speech (nouns, verbs, adjectives, and adverbs)
- Cursive writing
- Arithmetic: higher multiplication tables, weight, measure, and money
- Crochet, knitting, and sewing
- Pocket knives introduced and given to children who are ready

Grade Four

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

Grade Five

- Greek and Egyptian myths
- Ancient civilizations through Greek times
- North American geography
- Composition with reports and self-expressed opinion
- Spelling, reading, grammar (direct and indirect speech, morphology, paragraphing)
- Arithmetic: decimals, ratio, and proportion
- Botany
- Four-needle knitting

Grade Six

- Roman and medieval history
- World geography
- Minerology
- Physics: acoustic, magnetism, optics, and thermodynamics
- Composition (writing styles and genres), spelling, biographies
- Arithmetic: interest, percentage, geometric drawing with instruments
- Astronomy
- Embroidery of slippers, stuffed animals, puppets, dolls, and doll clothing

Grade Seven

- Speech and drama: romantic poetry and lyrical ballads
- Creative Writing
- Medieval and Renaissance history
- Physics: mechanics, combustion
- Physiology
- Nutrition
- Arithmetic: negative integers, deriving Pi, geometry, business math
- European history and geography: Age of exploration and discovery
- Cyber civics
- Dollmaking, felting, wood working
- Perspective drawing, veil painting, black and white shadow studies
- Singing and Orchestra
- Sports

Grade Eight

- Speech and drama: medieval works
- Creative writing: short stories and poetry
- Literature: study of genres
- English grammar: master the parts of speech and use them in appropriate ways.
- Algebra: fractions and decimal numbers; calculate advantages of simple machines and physics such as pulleys or levers
- Geometry: Euclidean geometry; calculate area of irregular geometric figures
- History: study connections between the American, French, and Russian Revolutions, observing similarities and differences, and exploring the lasting impacts of these events on today's societies
- Cyber civics and digital literacy
- Craft: machine sewing, knitting, woodworking, sewing by hand, dyeing
- Physiology: continue their study of senses and body systems and will begin to talk about the neurological aspect of sensory experience

- Organic Chemistry: explore organic chemistry through plants and food; prepare fermented foods
- Biology: photosynthesis and cellular respiration
- Physics: optics, mechanics, sound

5 Student Policies

5.1 Student Health

Children who become ill during the school day and are unable to participate in class may rest quietly under supervision until their parents can be reached. Parents should ensure the school has current 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 any necessary medical instructions, including a consent form giving the school permission to take the appropriate first aid and emergency action.

Immunizations and periodical tests are not given at the school. Please provide written notice to the Administration of new immunizations to be added to health information records at school. Parents are encouraged to consult their healthcare practitioners such as a family doctor, nurse practitioner, dentist, and optometrist for other regular checks.

Children must be kept home if they are sick or infectious, and the school should be notified. Medication can only be given to the child if the parent has provided signed, written instructions. Medication must come from a bottle labelled by a pharmacy or naturopathic doctor, with date, dosage, child's name, and doctor's or naturopathic doctor's name. Ask Administration for the appropriate forms.

5.2 Administering Medication

Prior to Administering Medication

When requested by a child's parent(s), Faculty and/or Administration are able to administer prescription medication as per the physician's instructions. The following information must be provided by the parents before any medication is given:

- A physician's prescription describing the medication and terms for administering it, such as dosage, timing, meal requirements, etc.;
- Storage requirements of the medication;
- A form (attached below) signed by the parent, class teacher, and administrator.

Administering the Medication

Each time the medication is given to the child this will be documented by the staff member administering the medication and verified by a second adult, a faculty member or another member of the administration, in order to check for the child's name, dosage, date and time, etc., and to sign off that the medication was administered.

This is common practice in health care settings and protects both the child and the person administering the medication from potential human error. This medication log will be stored in the

student's file so the parents can easily access it to ensure their child is being given medication correctly and safely.

See *Appendix 1: Administering Medication Permission Form* and *Appendix 2: Record of Administering Medication*.

5.3 Accidents

Children who have an accident during the school day and are unable to participate in class may rest quietly under supervision until their parents can be reached. An accident form will be filled out by the staff member on duty and filed by the Administration. See *Appendix 3: Accident Report*.

5.4 Head Lice Policy

The South Shore Waldorf School is committed to following the recommendations of NS Dept of Health and supporting our school community in the treatment and prevention of head lice.

The SSWS's focus on the treatment and prevention of head lice is an effort to support student attendance and full participation at school. In accordance with these principles and healthcare standards, students with head lice should be treated at home and continue to attend school as usual. The confidentiality, privacy, dignity, and best interests of students and their families will be respected at all times.

"No-nit" or "no head lice" policies that keep children away from school are not effective. Head lice are common among students: they do not spread disease and cases of head lice are often misdiagnosed. A school-wide notice will be sent home to all parents/guardians when school staff suspect a case of head lice.

Checking for head lice is the responsibility of the parent(s)/guardian(s).

What Are Head Lice?

Head lice are tiny parasitic insects that live on the head and are most often attached to clean hair. Their eggs, also called nits, stick to the hair shaft, very close to the scalp. Head lice are spread most easily through direct head-to-head contact or through personal items used on the head or in the hair (e.g., hats, combs, brushes, ponytail holders), or sometimes held near the hair (e.g., pencils or crayons). The department of Education and Early Childhood Development recognizes that the discovery of head lice on your child(ren) can result in your family feeling discomfort and embarrassment. Head lice are a common condition that can affect anyone.

Treatment and Prevention

The Nova Scotia Health Authority's Public Health division provides specific guidance on how to prevent, find, and treat head lice (see link below). Notify your child's teacher or administration if your child has or had head lice.

Assistance in Treating Head Lice

Parents/guardians who are experiencing difficulties in addressing head lice issues at home should notify their child(ren)'s teacher(s) or administration of the situation. SSWS will assist families in

accessing the specific supports that they require, such as additional information and means of obtaining head lice treatments, while respecting the confidentiality, privacy, dignity, and best interests of students and their families.

For further information, see “How to Prevent, Find, and Treat Head Lice” (Nova Scotia Health Authority): <https://www.nshealth.ca/sites/default/files/documents/pamphlets/07135.pdf>.

6.5 Winter Playground Rules

General Rules:

- No throwing snowballs in the playground at any time
- No throwing snowballs towards cars or road
- No large sleds in kindergarten yard
- In severe icy or cold conditions, teachers may decide to keep children inside during lunch, recess, and movement

Sledding Rules:

- Be aware of others and sled with care
- Sleds shall be shared with others
- No sledding without the presence of at least two teachers or staff members
- Kindergarten children should use the right hill only
- Grade children can use the left hill
- Jumps: left hill only, not higher than teacher’s knee
- No sledding on stairs
- No pushing
- No Snowboards or “GT snow racers” at any time
- Sleds/shovels must be brought back from hill at end of sledding
- Sleds brought from home need to be clearly marked with child’s name

6.6 Absence, Late Arrival and Early Departure, and Pick-up

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 admin@waldorfns.org.

Should your child need to leave early in the school day, please ensure that the class teacher knows so the child will be ready. If a child will be arriving late, please contact Administration.

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 Aftercare Program. Please notify your class teacher, the office, or the Aftercare coordinator if someone other than your child’s parents or legal guardian will be picking up your child.

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

6.7 School Closure Policy

There may be times during the school year when we have to close due to inclement weather or other unforeseen circumstances. In the event that school is closed for any reason, an email from SSWS Administration will be sent out to all parents as soon as possible; on storm days the Administration will send an email to all parents before 7:00 am.

When school is closed for any reason all other events in the school scheduled for that day are cancelled as well.

This is never a decision we take lightly, and we appreciate the support of our parents who are faced with an often difficult and last-minute situation once they hear of an unexpected school closure.

If school is to be open our faculty and staff are almost all needed. Our substitution pool is quite small and unpredictable on any given day, and so the options are quite limited if those that work 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.

Community Arrangements

We understand it can be hard for many people to be flexible and find proper care for their children on such short notice. We know that 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. The Administration is happy to facilitate this.

Storm Days

SSRCE updated their policy in February 2025. They will now close a Family of schools or all schools, depending on the local conditions. The Family of schools is based on which high school the elementary or middle school feeds into. For SSWS this is the Park View Family. When SSRCE closes the Park View Family of Schools or all schools then our school will also be closed. It is important to note that some of our staff and families live in three other Families of schools. We may decide to close our school if these others families are closed.

The SSRCE has also implemented a late start policy, which will apply to a Family of schools, which we also follow.

There are a number of ways to find out if school has been cancelled:

- An announcement will be made on the SSRCE Facebook page (<https://www.facebook.com/SSRCENS/>) by 6:00 am.
- An email from SSWS Administration will be sent out to all parents by 7:00 am; text messages will be sent to those parents who live more than 45 minutes from the school.
- Announcements will be made on CBC Radio, CKBW, and Hank FM by 7:00 am.

Our policy is to follow the South Shore Regional Centre for Education (SSRCE <https://ssrce.ca/>) storm day school closures. The reason we do this is because the SSRCE follows guidelines and recommendations from the NS Department of Transport (DoT), whose 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 the safety of driving conditions.

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, especially those who drive quite long distances.

For more information on storm day school closures in Nova Scotia see *School Storm Days in Nova Scotia Discussion - 2009*, which can be found online.

Closure for Other Reasons

In extreme weather conditions where the SSRCE has not cancelled school, and the administration and faculty feel that it is not safe for students, parents, and staff members to travel, they may cancel school. In this case, an email from SSWS Administration will be sent out to all parents by 7:00 am and text messages will be sent to those parents who live more than 45 minutes from the school.

School can also be cancelled during a power outage, fire emergency, loss of drinking water, etc. If this occurs during the day the Administration will notify all parents immediately and will not leave the school until all children have been picked up by parents or by authorized relatives or friends.

6.8 Dress Code

Footwear and shirts must be worn at all times on school premises. The children spend time outdoors every day, so please dress them appropriately. Children should come with waterproof raingear and boots in autumn and spring, and snow boots, coats, hats, scarves, and mittens in winter. Children should have their core organs covered at all times. We recommend children wear wool or wool/silk base layers in colder weather.

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.

All students should keep a bag with an extra set of clothes (shirt, pants, underwear, socks) hanging on their assigned hook.

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

- Please ensure all clothing is free of logos, recognizable characters, and words. If you are uncertain if an image is of a "recognizable character," please discuss this with your class teacher;

- Children require a pair of flat soled indoor shoes (not slippers);
- Please ensure all clothing is mended and in good repair;
- Clothing should not interfere with daily activities. This may include overly flowing or long garments (hazards during movement and science classes) as well as bare legs (a hazard in cold or inclement weather, and during some science classes);
- Any jewelry worn must not interfere with movement activities or be a distraction in class.

Umbrellas are not permitted for safety reasons.

Middle School Dress Code Policy

Students must wear clothing including both a shirt with pants or skirt, or the equivalent, and shoes at all times indoor and out. Clothing and shoes must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Hats and other headwear, including hoodies, must allow the face to be visible and not interfere with the line of sight to any student or staff.

Our campus includes students as young as age three and during Parent and Tot this expands to include infants. Attire must not be frightening or confusing to our youngest students. Clothing may not do the following:

- depict, advertise, or advocate the use of controlled or illegal substances;
- depict violence, pornography, nudity, or sexual acts;
- depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups;
- display profanity;
- threaten the health or safety of any other student, staff, or parents visiting the school.

If the student's attire does do any of the above, then discipline for dress code violations should be consistent with discipline policies for similar violations. In the event that there is a dress code violation the teacher reporting will confer with another member of staff before speaking to the student. Solutions will seek to minimize disruption to the student's school day.

6.9 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.

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 tablets, cellphones, and cameras.

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

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

Media Policy Rationale and Context

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

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

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

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

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

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

A Media Policy that Grows with Our Children

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 - 7, it is appropriate for students to have a gradual and guided introduction to the applications and use of electronic media. During these transition years, use and exposure to media should be very moderate, under clear parental guidance and participation, and not work to the detriment of the social and educational climate of the class. Media exposure can be a socially divisive influence in these years and often works directly against what is brought in the classroom. Children in these grades should not be exposed to electronic media during the school week, and should have, at most, limited exposure on weekends and vacations.

Implementing the Media Policy at School

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

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

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

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

Implementing the Media Policy Outside of School

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

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

6.10 Pocket Knives

Pocket knives are introduced in grade three, at which time safe handling and proper use are taught. Children are allowed to bring their own pocket knives to school when they have demonstrated to their class teacher that they understand how to handle one safely and have the maturity to work with one unsupervised during recess. Parents must agree and sign a permission form.

6.11 Dogs

As much as we all love dogs, please do not bring them inside the kindergarten yard at any time. 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.

6.12 Lost Items

A Lost and Found Box is kept inside the school near the front entrance. Please check promptly for misplaced articles. To minimize lost items, please label your child's clothing and lunch containers. Unclaimed contents will be donated to charity periodically.

6.13 Cleaning Products and Scents

In keeping with our commitment to respecting our environment, instilling kindness to animals, and safeguarding our students' and teachers' health, we use only natural and chemical-free 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.

6.14 Field Trips

Permission for field trips can be given by parents when they sign their contract in Ravenna. When a member of faculty intends to take their class on a field trip, they will notify their class parents a minimum of two weeks prior to the trip taking place. Parents are often asked to volunteer to drive and chaperone students on the day of the field trip.

6.15 Student Records Request

Administration will request this for all new students admitted to the school by sending *Appendix 4: Student Records Request Form* to the former school(s).

6.16 Teacher Request for Educational Support or Student Assessment

To make a request for such to the Pedagogical Chair, a teacher should complete *Appendix 9: Teacher Request for Educational Support or Student Assessment Form* and send by email.

6.17 Incident Report

If an incident occurs the teacher or member of staff on duty should report the incident and complete the form (see *Appendix 6: Incident Report*) and pass it to the Administration.

6.18 Behaviour Policy

Support Rather than Rescue

In Waldorf education, we strive to nurture the unfolding capacities of each child, offering developmentally appropriate challenges that strengthen their inner confidence and sense of self. As we walk alongside your child we remain mindful of the importance of allowing space for growth through experience.

Recent research by clinical psychologist Dr. Julia Asbrand offers valuable insight into how children develop resilience. Her studies show that when children are regularly shielded from difficulties, such as conflict with peers, moments of frustration, or natural consequences, they may begin to feel uncertain about their abilities, and this can lead to increased anxiety and hesitancy in approaching new or challenging situations.

Rather than shielding children from every discomfort, Dr. Asbrand encourages parents and educators to foster environments where children can meet obstacles with support rather than rescue. In and out of our classroom, we practice this by allowing space for problem-solving, mediating social challenges with care but not over-direction, and celebrating both effort and mistakes as part of the learning process.

By trusting your child to navigate age-appropriate difficulties, we help them develop inner strength and the courage to meet the world. This path may feel slow at times, but it aligns with the Waldorf view of education as a process that honours the rhythm of the child's becoming. I sincerely appreciate your partnership in this unfolding journey. Your support and trust in our unique approach to education are invaluable and greatly appreciated.

Kindergarten Behaviour Policy

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.

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

Because young children learn through imitation, our teachers work to model correct behaviour to help them work and play in healthy peer relationships. The rhythm and routine of the kindergarten, along with clear expectations, help to create a calm and joyful atmosphere where children can experience success and pride in what they do. When a child is disruptive or displays aggressive or

hurtful behaviour, the teachers work to address the problem within the classroom in subtle but effective ways. For instance, teachers may simply come closer to where the child is playing or bring the child to their side. Slowing down, listening, paying attention to the child's needs will, in many cases, solve the problem. Curative stories are often helpful when dealing with these behaviours. It often brings all of the class together.

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

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

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

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

Elementary and Middle School Behaviour Policy

We recognize and welcome the unique gifts brought by each child we serve, and we are committed to supporting all of our students in their development. In doing so, we look for a positive approach to

discipline. We believe in the central importance of healthy interpersonal relationships, and our connection to others is vital to a vibrant school community. Working through difficult situations together strengthens us not only as individuals, but the school as a whole.

For these reasons, we also do not tolerate hate speech, sexual assault, or physical violence within our school community.

Expectations

At the South Shore Waldorf School, adults and children work with mutual respect and out of a shared sense of responsibility and dedication to the work of school. To this end the Faculty pledge to be leaders in the following rules and expectations for behaviour at school, expectations which equally apply to other adults at the school and the children themselves.

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 include:

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

When Expectations Are Not Met

When a student's behaviour does not align with the vision and expectations of our school community, **teachers and parents must work together to find ways to support the student.** If the above expectations are not met the student will be given a natural consequence for inappropriate behavior, which may include repairing damaged items, staying close to supervising staff, or doing extra chores to contribute to the school in a positive way.

With behaviour that warrants more than in-the-moment correction the following steps are in place:

First occurrence: In the case of serious infractions (violence, leaving campus, using hurtful language, etc), the student will be spoken to and the parents will be advised of the behaviour by email before dismissal. It is recommended that the parents speak with the class teacher at dismissal.

Second occurrence: If the same behaviour occurs a second time the child may be sent to the office for a brief period. The teacher will email the parents before dismissal and ask to meet at dismissal to discuss the issue. Following this meeting, a behavioural plan is created by the class teacher and parents, thus a plan is in place *if* a third occurrence happens.

Third occurrence: If the same behaviour occurs a third time, the child will be sent to the office, the teacher will telephone the parents to inform them of the behavior and will also arrange a

meeting to occur as soon as possible to implement the behavioural plan already created. **It is imperative that the parents can support the teacher to elicit a behavioral change at school.**

Fourth occurrence: If the same behaviour occurs a fourth time the teacher will telephone the parents and the student must be picked up immediately. SSWS will evaluate our capacity as a school to support the child's behavioural needs and follow up with the parents in a meeting to assess the school's suitability. If it is determined that we cannot meet this child's needs, then we may require the family to find an alternative educational placement.

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

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

Bullying

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

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

When a complaint of bullying, cyber-bullying, or retaliation is brought to the attention of faculty or staff, it is documented and an assessment is made as to what initial steps are to be taken to protect the well being of students and 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.

6.19 Major Behavioural Incidents Policy

Information received

Faculty receives information about a major behavioural issue through staff, faculty, parents, children, or someone else.

Immediate action

If the issue has been directly observed by a member of faculty or staff; then immediate action can be taken.

If a child leaves school property and their location is unknown

Police are called immediately and some of the staff immediately searching. If the issue hasn't been directly observed by staff, the students involved are called in for an immediate conversation about the issue. Depending on the issue these conversations may happen separately or in the same space.

Vandalism, physical, verbal violence (racist, transphobic, personally degrading, genderbased) are all treated equally. Sexual offences are reported to the police.

1. Student(s) is removed from class and asked to remain in the front office until their guardians arrive.
2. Guardians are called immediately to attend a meeting at the school. The intention of the meeting is to clarify what has happened and to take further action.
3. An incident report has to be filed to the admin.
4. It is our duty to report sexual offences to the police.

First Meeting with Guardians (on day of infraction)

First meeting with guardian: The meeting's sole point is to communicate what has happened, what's been said, and what's been done. The student is sent home with parents **until faculty has had a chance to decide** what is to be done.

Note: If the guardian is a staff member, they will no longer act as an employee of the school, but will act solely as a parent so they can be fully present. If children of other members of staff are involved, the staff member can not be present at the meeting.

Minutes should be taken and shared. Minutes verified by everyone present at the meeting will be shared with everyone involved.

Faculty Meeting (ASAP or Thursday)

Faculty meeting: Faculty should be presented with the issue at hand, information shared and discussed, and further course of action agreed.

Faculty decision: Following school policy, faculty have the right to decide and navigate in every situation, given that every child and situation is different and the faculty acknowledge that this is true also for the decisions needed to be made in every case.

Faculty action: Faculty aims to ensure that similar situations won't happen again which ultimately could lead to expelling a student. The well-being of the entire school and the grades involved should be considered before any other considerations.

Second Meeting with Guardian

Should the Faculty decide to tell the family they are required to find an alternative educational placement for their child, the guardian should be called for a meeting to receive reasoning and arguments.

Communication with the guardian should be written to ensure that any actions taken will be documented. Any meeting shall have minutes, which will be shared with the involved parties.

Dealing with the issue in the class

It is very important to acknowledge that major behavioural issues will impact life at the school and should be dealt with accordingly. Healing the class should be considered by any class teacher.

6 Aftercare and Daycare

7.1 Aftercare Program

Cost: \$15 per day per child (Monday - Thursday) and \$20 on Fridays. Invoices will be sent monthly.

The Aftercare program is available on a drop-in basis, however children and teachers do appreciate being notified with as much notice as possible. This can be done by filing in the monthly Google sheets sent to all parents each month, by emailing admin@waldorfns.org, or calling the office at (902) 624-0874.

Those children who have not been picked up from school by 3:15pm will be placed in Aftercare and fees will be applied.

Children who have not been picked up by 5:30pm will be charged \$5 for the next 15 minutes, and \$10 for every 15 minutes thereafter.

Please send a healthy snack along with your child. The following items are not allowed: Candy, chocolate bars, chips, pop, caffeinated drinks, products containing peanuts.

No electronic or digital devices of any kind are to be used in Aftercare.

No activity is permitted out of sight, without supervision of the caregiver(s). This includes entering the adjacent woods, playing on the perimeter of the property, and sliding on the tobogganing hill.

In the event that the school is cancelled in the morning due to inclement weather or for any other reason, there will be no Aftercare. See School Closure Policy above for full details.

7.2 Daycare Program

Daycare is offered on PD days and Parent-Teacher interview days and runs from 9:00am to 4:00pm. Policies and procedures for the Aftercare Program apply.

Cost is \$50/day.

7 Spring Break and Summer Camps

8.1 Drop-off and Pick-up

Kindergarten children arrive on the school playground and will be received by their camp leader at 9:00am; 8+ Camp children will meet in the Room of requirement. If you arrive before 9:00am, please stay with your child(ren) until a camp leader is present on the playground or in the building.

Pick up for full days is at 4:00pm.

Please ensure that any adult dropping off or picking up your child introduces him/herself to your child's camp leader on the first day of camp. All adults picking up children must be listed on the child's registration form as permitted to pick up the child, or the child will not be released. Other adults can be added to this list by the parents.

Please call (902) 624-0874 during camp hours to speak with Administration.

8.2 What to Bring and What to Leave at Home

Your child should bring:

- a healthy lunch with snacks
- well-fitting weather-appropriate outdoor and indoor shoes (no flip flops please)
- a change of clothes including underwear and socks
- bathing suit and towel
- sunscreen
- hat
- backpack to hold all belongings
- Creative Kindergarten Camp: please provide a light blanket and any soft toy or pillow needed for rest time

Please ensure that your child's name is written on all items with permanent marker.

Your child should not bring:

- money
- electronic devices

- toys

Sunscreen

Junior Camp: The children's day starts outside. Parents are responsible for applying sunscreen before the children arrive at camp. Full-day children need to bring sunscreen with them in their backpacks, and camp staff will apply a second layer of sunscreen before going outside again.

Senior Camp: Children are responsible for applying their own sunscreen.

Clothing

Campers venture outdoors in all weather unless deemed dangerous, therefore please prepare for rain with boots and raincoat (no umbrellas please).

What to Pack for Snack and Lunches

- Please note that the South Shore Waldorf School is a peanut-free zone
- Chilled water is available to all campers at all times
- All lunches and snacks should be litterless as much as possible: all items and packaging not recyclable or compostable will be sent home in children's lunchboxes
- **Food items to include in lunches:** Please do your best to provide a healthy lunch for your child
- **Food items not permitted:** candy, chocolate bars, chips, pop, caffeinated drinks, products containing peanuts, and other products that pose an allergic reaction danger (camp leaders will inform you of these items, should the need arise)

8.3 General Policies

Code of Conduct

All campers, parents, guardians, and visitors to the South Shore Waldorf School Summer Camp will adhere to the following guidelines at all times. Ongoing failure to adhere to the guidelines by any camper, parent, guardian, or visitor, may result in the dismissal of that person (or camper associated with the parent, guardian, or visitor) from camp without refund.

- Offensive or vulgar language of any kind is not permitted at any time, anywhere on school grounds
- Language that is offensive to a particular group, race, ethnicity, etc. is not permitted at any time anywhere on school grounds
- Violence of any kind is never tolerated. This includes, but is not limited to, hitting, pushing, pinching, restraining, biting, bullying, and/or verbal assault

Child Health

- Children who become ill during the day and are unable to participate in camp activities may rest quietly under supervision until their parents can be reached. Parents must ensure that the school has current information so they (or an emergency contact) may be reached in such a case.
- All pertinent medical information should be on file at the school with any necessary medical instructions, including a consent form giving the school permission to take the appropriate first aid and emergency action.
- Children should be kept home if they are sick or infectious, and the school should be notified.

- Medication must come from a bottle labeled by a pharmacy or naturopathic doctor, with date, dosage, child's name, and doctor's name.

Section D – Parents

8 Enrollment

8.1 Admissions Policy

The South Shore Waldorf School and Kindergarten welcomes all students. Each class teacher is responsible for interviewing students for their own class and they work with Faculty and Administration to determine whether or not to accept a student for admission, primarily based upon their academic readiness, social/emotional readiness, and the appropriateness of fit between the family and the school.

It is the policy of the school not to discriminate in violation of the law on the basis of ethnicity, gender, sexuality, colour, religion, national origin, ancestry, or disability which is unrelated to the ability to enjoy the benefits of the school's programs, facilities, or services. All persons are encouraged to apply.

In all cases, the school retains the right to determine whether or not to admit a student.

8.2 Admissions Process

We welcome inquiries from parents and families wishing to learn more about the South Shore Waldorf School. Our [website](#) is a great place to start learning about our school. Tuition fees are found [here](#).

To begin the process, an inquiry form is filled out through Ravenna Student Management. Once completed, you will be led through the application process, with members of both the administration and the faculty. The brief description of the process below is designed to help families understand what to expect.

STEP 1: Inquiry through Ravenna Student Management

Complete the [Inquiry](#) form, providing us with some basic information about your family.

STEP 2: Take a Tour of the School

Tours can be [scheduled](#) with the Administration who will provide a tour of the school and answer any general questions you may have.

STEP 3: Application through Ravenna Student Management

The application form, once completed, will be read by the student's potential teacher prior to the family meeting with their class teacher. Once the form is completed and the non-refundable \$75 application fee per student is paid, you will be ready to meet the teacher.

STEP 4: Parent/Child Interview with Class Teacher

The class teacher will arrange for an interview with you and your child. At the South Shore Waldorf School, we recognize that individual children develop at different paces and the teacher will therefore carry out an assessment at the same time to determine the proper placement.

STEP 5: Acceptance

The parents will be informed within two weeks whether the child has been accepted. Should there not be a current opening in the appropriate class, your child's name will be added to the waiting list.

STEP 6: Student Visits the Class

At this point students are invited to join the appropriate class for a 3-day trial. They will have the opportunity to experience school days with their peers at our school and the teacher will have the opportunity to see the child at work in the class.

STEP 7: Registration and Contract

Once the student has been accepted by the teacher, the Administration will send the registration package to the family. The family will have one to two weeks to return the completed registration package and submit Tuition Adjustment Program (TAP) application if necessary. The registration fee is due on April 1 or upon being accepted to the school if after this date.

8.3 Tuition Fees 2026/2027

The Re-enrollment period for returning families is February 15 to March 31. New Enrollments will begin April 1. Contract signing and choice of payment method will be done through the Ravenna Parent Portal. See *Appendix 1: Tuition Fees* for specifics.

8.4 Tuition Adjustment Program (TAP)

The Tuition Adjustment program has been an important part of the South Shore Waldorf School. It has always been a foundational principle of our school that we strive to make attendance available for all families who value Waldorf Education, within the limits of the school's resources.

As the school does not have an established endowment for bursary funds, all funding for the Tuition Adjustment Program comes directly from tuition revenue, 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 deadline to apply is **March 1** for returning parents and **April 1** for prospective new families. For more information see *Appendix 2: Tuition Adjustment Program (TAP)*

8.5 Work Credit Program

In order to help make Waldorf education more accessible, we offer a number of custodial, farmer's market, and social media work credits each year. If you are interested in work credits please see *Appendix 9: Work Credits*.

8.6 Exit Interviews

In order to help our school improve over time, we ask families who leave to participate in an exit interview with one of our ombudspersons. For more info see *Appendix 10: Exit Interview*.

10 Community Life

10.1 Festivals and Events

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

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

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

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

Opening Ceremony

The Opening Ceremony welcomes families and friends at the end of the first day back to school. The Faculty and staff for the year ahead are introduced and songs are shared.

Rose Ceremony

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

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

Michaelmas/Fall Festival

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

Halloween Whispers

A magical evening celebration called Hallowe'en Whispers is organized by parents and teachers. Originally inspired by All Souls Day in Mexico and acknowledging those who came before us, the students create short musical vignettes that are performed in different stations in the forest. Parents, teachers, and friends come together and share delicious food, festive games and crafts, and music. This wonderful celebration has evolved into a significant fundraiser for our school.

Lantern Walk

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

Advent Spiral

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. On the first advent Sunday the Kindergarten teachers prepare a spiral of evergreens, and hold a special ceremony for the kindergarten students. Each child is given an apple candle, which is kindled in the centre of the spiral and then the light is carried back out to be placed somewhere along the path.

Holiday Concert

The end of term Holiday Concert is a performance put on by each grade, who will perform music or theatre they have prepared throughout the autumn term. All families are strongly urged to attend this lovely event and to invite loved ones and friends. This event usually happens in the evening on or near the last day of school.

Holly and Ivy

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

Puppet Show and Tea

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

Mayfair

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

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

Beach Day

Beach Day happens near the end of the school year. The entire school goes on a field trip to a local beach to spend the day together. We require drivers and parent volunteers for this day.

End of Year Concert

The End of Year Concert is a performance put on by each grade, who will perform music or theatre they have prepared throughout the winter and spring terms. All families are strongly urged to attend this lovely event and to invite loved ones and friends. This event usually happens in the evening on or near the last day of school.

Use of Electronics at Special Events

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

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

Cameras are permitted at all public events open to the broader community.

Parent Supervision During School Events and Concerts

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

10.2 Volunteering Opportunities and Guidelines

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

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

There are many ways in which parents can participate in school life. They can join the parent council, become a class link, join the craft circle, or volunteer to help organize a particular event or fundraiser. They can also join a committee or become a member of the Board.

Less formally they can share ideas, undertake practical jobs, and help with social events. Other opportunities for parents to participate include classroom help, yard and building maintenance, assisting with events, volunteering at the Farmers Market, and putting up event posters.

Many hands make light work, and there is always something to do! Teachers and administrators are available to help direct parents to volunteer opportunities.

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. 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).

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.

Parent Drivers

For our Horse Block, Field Trips, and other various activities requiring travel throughout the year, we sometimes need parent drivers. All parents or volunteers who will be responsible for the care of any children at SSWS are required to have Vulnerable Sector Checks as well as Child Abuse Register checks. We do not require these checks for our event volunteers.

10.3 Study Groups

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 admin@waldorfns.org, or talk to your class teacher or a member of the parent council.

The Borrowing Library

The school lobby houses a small library of books and periodicals relating to Waldorf pedagogy and similar educational and child-raising philosophies, found on the shelf next to the office. There is also a small library in the classroom upstairs in the main building.

Parent engagement with the substance of the school's philosophy and pedagogy is strongly encouraged.

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

11 Parent Handbook

The Parent Handbook is updated every year and can be accessed on the website [here](#) and will be aligned with this policy document.

12 Concerns Process

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

A healthy social life is found when, in the mirror of each human soul, the whole community finds its reflection and when, in the community, the virtue of each one is living. (Rudolf Steiner, 1920)

The school requests that all concerns and complaints be dealt with through the processes made available by the school rather than through informal discussions with those not involved. Please strive to communicate well, with honesty and integrity, to resolve a concern or conflict as soon as possible, and to focus on finding a solution with those directly involved.

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

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

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

Step 2: Contact one of the school's Ombudspersons about your concern or conflict.

Email Communication

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

Confidentiality

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

The Function of the Ombudpersons

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

The Ombudsperson can funnel concerns immediately into a solutions-oriented process, thereby de-escalating conflict. They can also ensure that proper record-keeping and follow-up occurs so that the school can keep track of concerns, especially those that are repeatedly being brought forward.

Procedure

Parents or community members who may be uncomfortable directly approaching the person/people about whom they have a concern or with whom they are in conflict, may take their concern or conflict to one of the Ombudpersons. This is the case even for minor concerns or conflicts. The Ombudsperson will compassionately listen, sensitively facilitate communication between parties, and carefully guide them through the Concerns Process to a satisfactory resolution.

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

Ombudpersons for 2025/26

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

Care Committee

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

Care Committee for 2025/2026

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

13 Special Policies

13.1 Policy on Separated Parents

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

13.2 Child Protection Policy

This policy addresses the South Shore Waldorf School's position pertaining to individuals within our school community who come under investigation for, are charged with or convicted of offences involving child abuse of any kind. It is designed to fulfil the legal and moral responsibility that the School bears to protect the safety of the children entrusted to its care. A set of clear regulations on this subject protects the interests of both the pupils of the school and the school community as a whole.

All faculty, staff, board members, volunteers, and community members who are in direct contact with children must have a valid and current (dated within the last 3 years) Vulnerable Sector Criminal Records (VS) check and Child Abuse Registry (CAR) check. For the VS check, bring the letter provided by Administration to the RCMP along with a piece of government ID; for the CAR follow this [link](#) and complete the online form. Then send both to admin@waldorfns.org or drop them off in the office.

Any offence towards a child serious enough to result in a criminal conviction and/or a listing on the child abuse registry is considered by the school board to be sufficient grounds for full application of our child protection policy. The South Shore Waldorf School acknowledges the rights of an individual to make amends for his or her offence, to fulfil the demands of the sentence, to heal and to move on with his or her life. However, as our primary responsibility is to safeguard the children in our care, unless the convicted individual has received a pardon, we are unable to make any exceptions based on the severity of the offence, the nature of the offence, or the length of time that may have elapsed since the offence occurred. In the interests of child safety, this policy also applies to individuals under investigation for or charged with an offence involving child abuse of any kind.

Abuse Defined

Physical abuse is a deliberate non-accidental physical assault on a child or youth that results in physical harm inflicted by a parent or guardian of the child, or caused by the failure of a parent or guardian to supervise and protect the child adequately. Physical abuse may also result from excessive inappropriate discipline.

Sexual abuse is a generic term used to describe a range of sexual activity and behaviour committed by an older person upon a child (under 16 years of age), with or without the child's consent. An older person is generally defined as someone five years older than the victim. The abuse can occur within the family, or outside the family, and can be homosexual or heterosexual in nature. Examples include instances where a child is encouraged, coerced, forced, or even enticed into acts such as sexual molestation, fondling, sexual intercourse, fellatio, cunnilingus, exhibitionism, or any sexual exploitation including pornography.

Emotional abuse is the most difficult type of abuse to define and identify. It may range from habitual humiliation of the child to withholding life-sustaining nurturing.

The Policy

A) The following persons are required to undergo both a Police Record Check and a Child Abuse Registry Check:

1. Anyone employed by the South Shore Waldorf School on a paid or volunteer basis (an individual donating services for which they would ordinarily be paid is considered to be employed);
2. All members of the Board of Directors;
3. Individuals acting in various volunteer capacities, e.g. Class assistant, chaperone on school outings, etc.

B) Both the Police Record Check (VS) and the Child Abuse Registry Check (CAR) must be renewed every three years. It is the responsibility of the Administration to ensure that these checks are up to date.

C) Any individual who is under investigation for, or who has been charged with, or who has been convicted of an offence relating to the safety of children:

1. Will not be eligible for employment by the South Shore Waldorf School;
2. Will not be allowed on school property while children are present, with the following exceptions:

Exception 1: the individual may be on the property for the sole purposes of 1) delivering his/her children to school and collecting his/her children from school; and 2) attending parent-teacher meetings.

Exception 2: the individual may attend events open to the public such as meetings, markets, fairs, plays, and concerts on the condition that he or she is personally invited and accompanied at all times by an individual authorised by the Board.

D) Should an individual employed by the School come under investigation for an offence involving child abuse of any kind, the Board will suspend that individual, regardless of the outcome of the investigation, with pay and with three months notice of termination. Should the investigation not be concluded at the end of three months, the Board, at its discretion, may review the matter. Should the investigation be terminated without the laying of charges, the Board, at its discretion, may reinstate the employee.

E) Should an individual employed by the School be charged with an offence involving child abuse of any kind, the Board will suspend that individual, regardless of the outcome, with pay and with three months notice of termination. Should the matter still be before the courts at the end of three months, the Board, at its discretion, may review the matter. Should the charges be dropped or the individual found not guilty, the Board may, at its discretion, reinstate the employee.

F) Any individual on the School's Board of Directors who comes under investigation for or who is charged with child abuse of any kind will immediately be suspended from the Board, regardless of the outcome. If the investigation is concluded without evidence or the individual found not guilty, the Board may, at its discretion, reinstate the member.

G) No individual under investigation for, charged with, or with a history of child abuse of any kind will be eligible to sit on the School's Board of Directors.

H) Should the school become aware that an individual under investigation for, or charged with, or convicted of an offence compromising the well-being of children is transporting children other than his or her own to and from school, the chair of the Board or his/her designate will notify the child(ren)'s parents of this person's history pertaining to children after the individual has been notified. Notification will take the form of both direct personal contact (by telephone if time necessitates) and mailed letter. See *Appendix 12: Child Protection Policy Letter to fulfill Notification (Obligation of Paragraph H)*.

Section C – Faculty

14 Faculty

14.1 Faculty Mandate

The Faculty carry the responsibility for all pedagogical aspects of the school. The teachers meet weekly on Thursday evenings to study, share teaching experiences, discuss pedagogical and curricular matters, and to coordinate details of the school routine, all the while working closely with the Administration. They communicate regularly with the Board of Directors on such topics as pedagogical needs, teacher development, and recommendations for maintaining and hiring faculty members.

As in most Waldorf schools, our school is a faculty-led school and there is no Principal. Pedagogical concerns may be directed to Class Teachers, Pedagogical Chair, or Faculty Chair.

14.2 Kindergarten

The Kindergarten has two classes, a junior class called Chickadee Hollow (for children ages 3 ½ by December 31 - 5) and a senior class called Robins Nest (for children ages 4-6).

Early Childhood Education (ECE) Chair

One of the Kindergarten teachers takes on the role of ECE Chair. As with all faculty, they will attend weekly faculty meetings and, in addition, will conduct one Kindergarten Faculty meeting monthly. They will oversee kindergarten enrollment, which includes meeting with potential new families and working with Administration to prepare the list of children in each class the following year.

They will work with the other Kindergarten class teacher and assistants to procure groceries and supplies and work with Administration to ensure consistent staffing for both classrooms.

Kindergarten Class Teachers

Each Kindergarten class will be led by the class teacher. They are responsible for planning the week for that class, communicating with their class link and class parents, and holding parent-teacher meetings throughout the year. They will attend weekly faculty meetings and at least one meeting with the ECE Chair each month.

The classroom will be set up and the teacher will be ready to start receiving the children at 8:15am. The teacher will remain on site until children have left with parents or been turned over to Aftercare no later than 3:15pm.

Assistant Teachers

Each kindergarten class has one assistant teacher who helps the class teacher. They help with the preparation of meals and snacks, but should also be prepared to take the lead position if the Class Teacher is absent or otherwise indisposed. They will attend the monthly meeting with the ECE Chair and weekly faculty meetings when required.

14.3 Grades

Pedagogical Chair

The Pedagogical Chair serves as the steward of the school's educational integrity and collegial life, ensuring that the work of the faculty remains grounded in Waldorf pedagogy and centred on the developmental needs of the children. The role includes guiding and supporting teachers in the study and application of Waldorf and AWSNA-aligned principles; leading professional development, child study, and curriculum review; and working to develop coherence and continuity across grades. The Pedagogical Chair mentors faculty through observation, reflective dialogue, and practical support in planning, classroom management, assessment, and parent communication.

Working collaboratively with the Faculty Chair and administrative leadership, the Pedagogical Chair helps align governance and policy with pedagogical practice (for example, grade one readiness), safeguards the rhythm and cultural life of the school (helping educate parent body on appropriate fundraising activities), and contributes to accreditation and self-study processes. The position functions not as a regulatory authority but as a collegial coordinator committed to professional growth, shared responsibility, and the health of the school's educational life.

Faculty Chair

The Faculty Chair serves as the outward representative of the Faculty to the school community and to the broader community of the South Shore. The Faculty chair ensures smooth communication between the rest of the faculty and the administrative team, the Board, the Parent Council, and parents at the school.

Their responsibilities include: writing the faculty contribution to the monthly newsletter; writing faculty reports to the Board; meeting with concerned parents (concerns about their children's experiences in the grades, concerns with school policies and practices, concerns about other faculty and staff); liaising with PD day guest speakers; participating in the organization of the Waldorf East conference; and receiving and replying to offers of support/donations from extended members of our community. The Faculty Chair is also part of the executive group, along with the Board Executive, who decides whether to terminate family or staff contracts with the school.

Class Teachers

The class teachers are responsible for providing a Waldorf curriculum to the students in their class. They teach from 8.30am until 3:00pm on Mondays to Thursdays, and on Fridays from 8:30am until 1:30pm (grades 1-5) or 3:00pm (grades 6-9). The classroom will be prepared and the teacher ready to accept students by 8:30am. The teacher will remain on site until the children have left with parents or have been sent to aftercare at 3:15pm.

Class teachers attend weekly faculty meetings, hold regular parent evenings throughout the year, and hold parent-teacher interviews twice a year to report on students' progress and address any concerns. They also write an end of year report for each student, one copy of which is to be given to the parents and another to be placed in the student's file: these reports are due on the last day of June.

Subject Teachers

Subjects include French, Movement, Music, Handwork, and Math. Subject teachers are responsible

for integrating their subjects into the Waldorf curriculum taught by the class teachers. They can teach from 10:30am until 3.00pm on Mondays to Thursdays, and from 10:30am-1:30pm on Fridays (usually after main lesson). Subject teachers submit paragraphs on each student for class teachers to include in their year end reports: these paragraphs are due before the last day of June.

15 Parent-Teacher Relationship

15.1 Parent Information Evenings

Parent Evenings will be held throughout the year to bring awareness to parents of the work the students do in class, to discuss pedagogical matters, and any other topics deemed important by the teachers. Parents can of course bring topics to be discussed. Parents will be notified in advance and are strongly encouraged to take part.

15.2 Parent-Teacher Interviews

Parent-Teacher interviews are scheduled in October and March. Additional meetings can be requested by parents as matters arise.

The grade school students' work will be reviewed during interviews, and parents may see the work at any time by making arrangements with their child's teacher. All their work is collected and taken home at the end of the school year.

Administration will be available in the office to field questions from parents after their interviews.

15.3 Home Visits

There is a tradition in many Waldorf Schools for the teacher to make visits to each of his/her student's home. This usually takes place during the summer holidays and especially before the child begins school. If the parents are willing and able to receive their child's teacher, an appointment can be arranged.

Good communication between home and school is an essential component of Waldorf Education. As such, the teachers will endeavour to maintain continuing contact with the child's parents.

A detailed written report of each child's progress and development is prepared for grade school students at the end of the school year. This report will not include marks or grades. Final exams are not given in the school, although the children may experience quizzes or unit tests in the upper grades. Parents are urged to consult the teacher as soon as possible whenever any questions, problems, or concerns arise. A child's Class Parent, sometimes called the Class Link, can also help direct parents to the appropriate person for further discussions.

16 Mentoring and Professional Development

See *Appendix 11: School Mentoring Agreement Form* for a copy of the form that should be used by a grades teacher when beginning a mentoring program.

17 Teacher Evaluation

17.1 Grades Teacher Personal Assessment

See [this link](#) for a copy of the form that should be used by a grades teacher when completing their self assessment.

17.2 Kindergarten Teacher Personal Assessment

See [this link](#) for a copy of the form that should be used by a Kindergarten teacher when completing their self assessment.

17.3 Faculty Assessment by a Peer

See [this link](#) for a copy of the form that should be used by members of the Faculty when assessing peers.

18 Faculty and Staff Well-Being

18.1 Recruitment

When hiring new faculty members, the Faculty will bring the initial request to the Finance Committee who will recommend budget allocation to the Board for approval based on financial availability. Once the position is approved by the Board, the Faculty will form a hiring committee for the role.

They will produce an advertisement, which the Administration will post to the following sites:

- <http://www.waldorftoday.com>
- <http://www.waldorf.ca/>
- <http://www.waldorfworld.com/category.php?cat=employment>
- <http://www.jobbank.gc.ca/intro-eng.aspx>

A deadline will be placed on the job posting at which point Faculty will review all the applications and choose who to interview. Faculty will then interview candidates, bring their recommendation to the Faculty for discussion and, once approved, will offer their chosen candidate the position.

Once the faculty has decided on a candidate they wish to offer the position to, they will inform the Board and Administration. See Process and Checklist below.

The Board of directors is responsible for hiring Administrative staff. The process is otherwise identical.

18.2 Hiring Process and Checklist

Process

SSWS hiring follows the following steps:

1. A Hiring Committee, made up of two teachers and one member of Administration is created for each new position to be filled; the choice of faculty members will reflect their expertise related to the position.

2. The Administration will post ads for all positions.
3. Once the Administration has received a biographical letter and a CV from the candidate they will arrange an interview with the Hiring Committee.
4. The candidate's information will be placed in a file folder.
5. The Hiring Committee conducts the interview, following the document Interview Process.
6. The Hiring Committee presents their recommendation to the Faculty.
7. Faculty presents their recommendation to the Board.
8. The Board approves or denies the recommendation.

New Hire Checklist

Following approval the following steps must be completed:

1. The Administration will send the following documents to the candidate:
 - Contract
 - TD1
 - Banking info for Direct Deposit
 - Professional Teaching Code of Conduct
 - Link for Child Abuse Registry online check
<https://beta.novascotia.ca/apply-child-abuse-register-search>
 - Letter for Vulnerable Sector Check
 - Timetable
 - School Handbook
2. The new hire will be announced to the school community in the subsequent newsletter.
3. Administration will transfer the Applicant file to Current Staff file, and will include:
 - Bio Letter
 - CV
 - Completed interview
 - One signed copy of contract
 - One copy of signed Professional Teaching Code of Conduct
 - TD1
 - Banking info for Direct Deposit
 - CAR check
 - VS check
4. Administration will add the new employee to the contact list.
5. Administration will issue the new employee a firstname.lastname@waldorfns.org email address and add them to faculty@waldorfns.org and any other appropriate groups.

18.3 Remuneration and Benefits

Full Time Teachers

Full time teachers will be on a yearly contract and paid a monthly salary that is agreed upon with the Finance Committee. Payment will be made in respect of the month and paid in two equal payments on the 15th and last day of the month. Pay increases will be approved annually by the Finance

Committee.

There will be a trial period for all new full time teachers to ensure that both they and SSWS feel that it is the right position for them.

Full Time Assistants

Full time assistants will be on a 10 month contract running from September to June. They will be paid a monthly salary that is approved by the Finance Committees. Payment will be made in respect of the month on the last working day.

Part Time Members of Staff

Part time members of staff, which includes members of the Administration, Aftercare working less than 30 hours will be on an hourly paid contract. Their hourly rate and number of hours worked per week will be approved by the Finance Committee.

18.4 Staff Scholarships

Tuition scholarships amounting to 90% of the total tuition will be awarded to the first child of all members of staff (Administration and Subject Teachers) working a minimum of 20 hours/week and to all children for full-time Class Teachers.

Under legislative changes to section 3.18 of Folio S1 F2 C3 any benefit received or enjoyed by the family member of a taxpayer under a program offered by the taxpayer's employer that is designed to assist the family member in furthering his or her education, will not be included in the taxpayer's income. As currently worded, this new legislative change applies to benefits received or enjoyed by the family member with respect to the family member's attendance at an elementary, secondary or post-secondary school (private or otherwise). Full rules regarding the income tax treatment of scholarships can be found in section 3.18 and 3.9 of the CRA Folio S1 F2 C3 attached at the back of this file.

18.5 Personnel Records

The responsibility for the personnel files lies with the Administration. The files are intended to clearly document the understandings and agreements between the employee and the school. They contain a great deal of sensitive and personal information and should be kept locked away with access to their contents properly controlled. The following items are routinely kept in personnel files in our schools:

- Applications
- Resume
- Copy of offer letters
- Contracts
- Performance evaluations
- Salary/status change documents
- Certificates of courses and further studies undertaken
- Notices regarding corrective action taken
- Termination notice and related correspondence

18.6 Substitute Teachers

A list of Substitute Teachers is maintained by Faculty and Administration. Teachers needing substitutes should arrange directly with their favoured substitutes or with the help of Administration.

18.7 Professional Teaching Code of Conduct

This Code will be attached to all employment contracts.

Our code is a continually evolving set of guidelines that examines professional conduct in terms of the probability of causing harm in any relationship. The main point is to express our understanding that, as helping professionals, we require behavioural guidelines to promote the respect, safety, and protection of those who are in a vulnerable position with us.

These guidelines reflect the coded wisdom of the teaching profession and inform our ability to respond with strength and compassion in relation to those we help. The Professional Code of Teaching Conduct applies to all employees, officers, and directors of the South Shore Waldorf School and South Shore Waldorf School Association.

The heart and soul of our code is that we seek to acknowledge the additional and increased power that comes with being in a professional helping relationship in the role of teachers. This power is our authorized ability to have an effect and influence on those we help. The right use of this power depends on our ability to sustain relationships, and this comes from our personal desire and professional capacity to prevent, reduce, resolve, and repair harm.

Our professional capacity for relationships also depends on our clear understanding of how to act in the world as teachers and can be further framed as our conscious determination to be

Informed and guided by our code;

Compassionate, caring, and thoughtful in the practical application of the code;

Responsible for governing the many impacts of our additional and increased power;

Effective in using the code to protect our integrity and the vulnerability of those we help.

Seven Principles of the Code

1. Above all do no harm
2. Practice with competence
3. Do not exploit others
4. Treat people with respect for their dignity as human beings
5. Protect confidentiality
6. Act, except in the most extreme cases, only after obtaining informed consent
7. Practice, insofar as possible, within the framework of social equity and justice

Conduct in Relation to Students

1. The teacher seeks to preserve the dignity of all persons and to treat each person with impartiality, respect, and consideration for their individual circumstances and moral principles. The teacher will protect the professional relationship with the student.
2. The teacher seeks to preserve the rights of all persons without prejudice as to age, race, colour, religion, sex, sexual orientation, gender identity, gender expression, physical or mental ability, place of origin or residence, ancestry or community of origin, cultural or linguistic background, or socio-economic status.
3. The teacher protects the confidentiality of any personal or domestic information about a student obtained in the course of professional duties, except as required by law or where, in the professional judgment of the teacher, to do so is in the best interests of the student.
4. The teacher seeks to prevent confidential information about any student from passing beyond professional consultations that serve the best interests of the student.
5. The teacher seeks to understand their students' educational needs, and decides on the most advantageous strategies and paths for helping their students progress. The teacher may consult with colleagues and other allied professionals in the course of meeting these responsibilities.
6. The teacher clearly defines and supervises all pedagogical tasks or responsibilities entrusted to any person who is not a teacher.
7. The teacher takes charge of the safety and well-being of students in all circumstances during the school day, as far as is reasonable and prudent.
8. The teacher submits to the discretion and approval of the Faculty and Administration if asked to provide any professional service to any student at the school in return for money or personal gain.
9. The teacher may not take advantage of a professional position to profit from the sale of goods or services to students in the teacher's charge. The teacher may not fundraise for personal causes when it involves students' participation.
10. The teacher acknowledges their unique position of trust and authority, and preserves professional boundaries with students at all times, including when off-duty. While there is a distinction between a teacher's professional and private life, the teacher acknowledges that off-duty conduct matters and that sound judgment and due care must be exercised. The teacher preserves appropriate professional boundaries with students by:
 - not treating students as friends or peers;
 - not attempting to initiate an informal or inappropriate relationship (i.e., personal and intimate);
 - not engaging them in any kind of sexualized manner.
11. The teacher acknowledges the implication that any real or perceived violation of professional boundaries, even though seemingly innocent, may be later determined as a prelude to sexual misconduct.
12. The teacher commits to take a student's disclosure of sexual abuse or exploitation seriously, and failure to report constitutes professional misconduct. Reports must be made directly to the police.

Conduct in Relation to Colleagues

1. The colleague seeks to preserve the trust and confidence that students, parents, and other faculty and staff hold towards a colleague. The teacher will not undermine this trust and confidence.
2. The colleague seeks to preserve the dignity of all colleagues. The teacher does not take, because of animosity or personal advantage, any steps to secure the dismissal of another colleague.
3. The colleague raises questions about the professional competence or reputation of another colleague only in confidence to the proper school authorities, and only after the other colleague has been informed.
4. The colleague shall not sexually, physically, or emotionally harass a colleague. Harassment occurs when someone is subjected to unwelcome, threatening, and/or intimidating verbal or physical conduct. The colleague understands that their employer is legally responsible for actively discouraging and prohibiting conduct or language that is humiliating and that makes one employee's work conditions less favourable than another's.
5. A colleague, if making a claim of harassment, will make certain that the accused is informed through direct means (with support if needed) and in clear terms before submitting the claim.

Conduct in Relation to Parents

1. The teacher seeks to promote and develop professional relationships with parents based on a foundation of mutual trust and confidence, and to work proactively, positively, and productively with parents towards fulfilling the teacher's duty of care to the children.
2. The teacher understands that their interactions with parents reflect on and represent the school and faculty as a whole, and so seeks to preserve parents' faith in the school's organization, communication, operations, and personnel.
3. The teacher understands that parents are first and foremost members of the school community. The teacher seeks to prevent harm to this relationship and also consciously manages multiple-role relationships to reduce the likelihood that any undue influence and/or conflict of interest may occur. The teacher agrees that it is their responsibility to manage multiple-role relationships, and to place focus in these relationships on:
 - setting and holding impeccably clear boundaries;
 - understanding and making known to parents the vulnerability and risks of these relationships and their impact on the school and the students;
 - communicating with clarity, ease, and skill.
4. Undue influence occurs when a helping professional knowingly or unknowingly impairs their client's ability to freely exercise their independent will.
5. Multiple-role relationships are any additional or ongoing relationships with a client that occur simultaneously with the professional relationship.

Conduct in Relation to School Authorities and Administration

1. The teacher will make it known to school authorities whenever they are experiencing conditions that make it difficult to render professional service, or whenever they are being asked to undertake assignments, tasks, or responsibilities that are beyond their comfort, competency, or qualification.

2. Teachers will bring forth their objections, opinions, and suggestions about policies and practices which they cannot accept in clear conscience; and will do so in a timely and direct way, in good faith. The teacher understands that discussing personal objections with parents and the community is inappropriate. The teacher also understands that the Faculty must adopt a position of authority if administration by consent fails or if a resolution cannot be reached.
3. The teacher will fulfil contractual obligations to the employer until released by mutual consent or according to law.
4. The teacher will provide as much notice as possible of a decision to terminate employment. The teacher will withdraw interest in continuing employment for the following school year by the first faculty meeting in January of that year. This notice will be given in writing. In the event of a teacher experiencing extraordinary circumstances, the teacher shall give written notice of resignation at least eight (8) weeks prior to resignation.
25. The teacher will stick to agreements negotiated on the teacher's behalf by the Faculty.
26. The teacher seeks to preserve a reasonable and reciprocal level of professional cooperation with the school's Administration.

Conduct in Relation to the Profession and to the Self

1. The teacher seeks to prevent any gainful employment outside of the contract from adversely affecting their professional status or their honourable standing with students, colleagues, and the community. This involves obtaining approval from the Board before accepting a second job.
2. The teacher seeks to preserve the honour of the teaching profession in their private life. This involves voluntary disclosure of potentially harmful information about the teacher's private life.
3. The teacher keeps up with professional learning to develop their professional competence and effectiveness, and to enhance their responsibility to their teaching duties. This includes attendance at professional development days, regular classroom observations with feedback, meeting regularly with a peer mentor, and attending pedagogical courses throughout the summer in alignment with their professional goals and the feedback they have received.

Conduct in Relation to Electronic Communication and Technology

1. The teacher understands that electronic communication does not substitute for direct conversations with parents or colleagues on serious matters about the school, class, or pedagogical program. The teacher seeks to prevent conflict, surprise, dismay, confusion, and frustration by avoiding electronic communication to broach, discuss, or deal with difficult circumstances.
2. The teacher seeks to preserve the integrity of their communications when dealing with difficult circumstances by documenting any conversations, meetings, or phone calls so that events can be summarized and confirmed with parents, and then recorded.
3. The teacher seeks to promote a sense of healthy connection in the community by setting and holding professional boundaries regarding all forms of electronic communication. The teacher will not communicate to parents any confidential or school-related matters through personal email or social media.

3. The teacher will not associate with students through social media networks, nor by telephone and email. Communication should always go to the student's parents.
4. The teacher will check phone calls, messages, and emails during the day only in non-instructional and non-duty times, and only when students are not present. The only exception is in the case of emergencies. All colleagues model a healthy relationship with technology by not attracting attention towards their personal use of technology.

Conduct in Relation to Confidentiality

1. The teacher seeks to uphold confidentiality by keeping privacy around personal information shared about students, parents/guardians, colleagues, and members of the school organization, except in certain circumstances as required by law (i.e., duty to report) or with permission (i.e., informed consent to disclose).
2. The teacher commits to use their best judgment and sensitivity when deliberating on whether to honour or disclose confidential information. The criteria for disclosure is when there is a real, serious, and imminent possibility of harm.
3. The teacher seeks to promote confidentiality by explicitly stating when they are about to share information that is intended to remain confidential, and by asking others if private information they are sharing with the teacher is intended to be confidential.

19 Policy on Abusive/Intimidating Behaviour and Bullying in the Workplace

Freedom is the sense of being capable of actions motivated solely by love. (Rudolf Steiner)

At the South Shore Waldorf School, we are committed to tolerance, sensitivity, understanding, and mutual respect everywhere within our community, across all levels and ranks of our school life, festival events, and stakeholder functions.

This policy ensures that ethical, moral, and legal matters may be raised without fear of repercussion. SSWS expects all staff to be responsible for their actions and encourages members to bring forward information of which they may have become aware related to potential or actual violations of this policy.

This policy does not support actions in bad faith, those knowingly false or done with malicious intent.

This policy forbids retaliatory action for good faith reports of potential or actual misconduct and supports the reporting of the same.

SSWS is firmly committed to maintaining an environment free from abusive and/or intimidating behavior (i.e. bullying or harassment), such as words or actions that humiliate, degrade, demean, intimidate, and/or threaten an individual or group. Violations of this policy typically involve severe, pervasive, or persistent mistreatment such that a reasonable person would find the behavior

inhospitable to working conditions and/or impairs their ability to carry out responsibilities to the school. Such behavior may include, but is not limited to:

- Abusive expression (including spoken, written, recorded, visual, digital, or nonverbal) directed at another person in the workplace, such as derogatory remarks or epithets that are outside the range of commonly accepted expressions of disagreement, disapproval, or critique in Waldorf culture and setting that respects free expression;
- Unwarranted physical contact or intimidating gestures (police may be immediately informed);
- Noticeable and unwarranted exclusion or isolation having the effect of harming another person's reputation in the workplace and hindering another person's work;
- Abuse of authority or using threats or retaliation in the exercise of authority, supervision, or guidance, or impeding or attempting to impede another person from exercising authority and autonomy within the school's practices;
- Damage or threaten to undermine another person's work or career advancement.

This policy is not intended to interfere with ordinary working relationships, including those involving the solicitation or delivery of constructive negative feedback where appropriate. It simply affirms your right to conduct professional activities in an environment free from abusive behavior.

Non-Retaliation Policy Statement

SSWS expressly forbids anyone to take any form of retaliatory action against any member of our staff who in good faith (subjective sincere belief) voices concerns, seeks advice, files a complaint or grievance, participates in Executive Group's compliance investigations and proceedings, or seeks the aid of Chair of Faculty, Ombudsperson, Board member, or other approved support staff within the SSWS community.

Note: Retaliatory action is any form of intimidation, threat, coercion, discrimination, or reprisal.

Reason for Policy

SSWS has an interest in encouraging the reporting of wrongdoing, and members of the community must be free from fear of retaliation to support that interest. In addition, the school has a responsibility to protect its employees from illegitimate retaliation, and this policy clearly establishes that retaliation will not be tolerated.

Reports

Violations of this policy may be made to: Faculty Chair; ECE Chair; Board Secretary; or Ombudsperson.

Appropriate SSWS investigation and Decision Making

Typically, the Executive Group. Usually, this would be the Chair of the Board, Secretary and Treasurer, and, if appropriate, other invited individuals including other Board members, or Chairpersons within SSWS leadership.

Consequences of Violating this Policy

Anyone found to have retaliated against any member of SSWS will be subject to disciplinary action up to and including discharge. If the violator is not subject to the direct control of SSWS (e.g. contractors, visitors), they may be barred from our property and from doing business with SSWS in the future. This section does not preclude civil or criminal legal action if warranted.

Principles

SSWS is motivated to serve our community with strength of will, depth of feeling, clarity of thought, and the ability to work with others through respect, integrity, and accountability. These core values support and further the school's mission of education and should be always embodied by all our staff members. It is very important that we base our work on a culture of openness and a free exchange of ideas. As Steiner points out, openness and freedom come with the responsibility to be the best possible stewards of the resources entrusted to us. Because our reputation and the trust invested upon us are among our greatest assets, we have a solemn obligation to protect them.

Section E – Administration

20 Administrative Function

Drawing on a threefold social order perspective, the three administrative roles function in relation to one another: Business provides the foundation, ensuring resources flow sustainably; Administration stabilizes the present, supporting what must happen now for the school to function day-to-day; and Development opens the future, tending to growth, relationships, and the school's evolving place in the wider community and world.

Using the image of the school as a living organism, this can be understood as follows:

1. Administration functions as the nervous system—coordinating immediate actions and responses so the organism can function smoothly.
2. Business acts as the circulatory (metabolic) system—ensuring the healthy and sustainable flow of resources.
3. Development represents the breathing and growth of the organism—how the school relates outwardly and inwardly to its future.

21 Administrative Roles and Responsibilities

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

The Administration Coordinator will oversee the administrative operations for the South Shore Waldorf School. This person works closely with the Business Coordinator, Development Coordinator and the Faculty; with the Board Treasurer and Bookkeeper; and with the Board of Trustees.

The Business Coordinator will oversee the business office, faculty and staff well-being, finances, facilities, and health and safety for the South Shore Waldorf School. This person works closely with the Administration Coordinator, Development Coordinator, and the Faculty; with the Board Treasurer and Bookkeeper; with the Board of Trustees; and with Facilities Work Credit staff.

The Development Coordinator will oversee the enrolment process, marketing fundraising, community outreach, and non-curricular programs. This person works closely with the Administration Coordinator, Business Coordinator and Faculty; with the Board Secretary; with the Marketing and Fundraising Committee, social media and marketing work credit staff; with the Board of Trustees; and with the Parent Council. The Development Coordinator ensures the development processes in place work towards our strategic plan.

Section F – Board of Directors

22 Description

The South Shore Waldorf School Association (SSWSA) has been registered as a Not For Profit Corporation in Nova Scotia since 1993, and has maintained its charitable status with the Canada Revenue Agency since 1997.

The Association acts in accordance with the registered bylaws updated in 2023.

The Association includes all those who have children currently enrolled in the school, the current faculty of the school, and all friends who have expressed the desire to support the school, many of whom are former parents, teachers, or administrative staff.

The Association holds an Annual General Meeting (AGM) within 120 days of the end of the financial year, June 30th. At this meeting, the Board of the school for the coming year is elected. It is composed of up to ten directors from parents and declared friends, including two directors selected by the faculty.

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

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

22.1 Responsibilities of the Board

School Governance

- establish policies and procedures for the management of the School
- ensure the School's operations are compliant with relevant legal and fiduciary standards
- establish and oversee the administration and operations
- support faculty operations
- respond as required to parent concerns
- respond to legal issues that arise during the School's operation

Financials

- establish an operating budget and oversee its implementation
- manage the School's assets and investments
- establish capital budgets as needed consistent with the School's long-term plan

Strategic Planning

- support the pedagogical decisions of the Faculty
- create and implement long-term strategic plans in support of the School's mission
- plan, develop, and maintain the School's buildings and grounds
- promote the mission of the School to the community at large
- raise and maintain funds for operating and capital needs

22.2 How the Board Works

The Board realizes its responsibilities through:

- regular communication with Faculty, Administration, and Parent Council via representatives, reports, and regular communication
- establishment of committees with mandates
- regular oversight of committees and administration

Because the Board holds legal and fiduciary responsibility, it holds final authority to operate the School. However, the Board is expected to delegate authority to members of Faculty and Administration.

22.3 Directors

The Board is composed of parents, faculty, and friends, chosen for their ability to help execute the Board's mission, support the School, and advance its long-term prospects. Financial acumen, legal expertise, advocacy potential, and a love for Waldorf education are criteria that need to be present on the Board.

22.4 Election of Directors

All board directors shall serve a term of one year. At the AGM, all board directors resign. Members of the Association then elect a new board. Except in the case of a vacancy replacement, a term begins in October at the AGM election and ends at the dissolution at the AGM the following year.

22.5 Composition of the Board

Any member of the Association, barring legal disqualifications, may offer to become a director.

Faculty, no later than the last faculty meeting before the annual general meeting, shall appoint two representatives to be directors of the Board; one of these shall be the Faculty chair. There is an expectation that faculty representatives shall reoffer to be Directors for three consecutive terms.

All formal communication between Board and Faculty shall occur via these representatives. Faculty minutes shall be accessible to board directors in the event faculty representatives or their reports do not sufficiently clarify any situation arising.

There shall be an Administration team representative at all board meetings. All formal communication from Board to Administration shall progress via the appropriate representative. Administration team minutes shall be accessible to board directors. Administration representatives

are non-voting.

The Parent Association is encouraged and welcome to select and send a representative to regular board meetings. This is a non-voting position. Parents are, of course, welcome to be elected as voting directors.

22.6 Vacancy, Removal, and Resignation of Directors

A Director may resign by submitting a written notice to the board chair/co-chair or secretary. The resignation is considered effective upon receipt unless another date is specified in the notice. Any Director may be removed from the Board at any time with or without cause by a majority vote of the entire Board. A vacancy as a result of resignation, removal, or death of a Director shall be filled at the Board's discretion by a majority of the entire number of Directors then serving on the Board.

22.7 Duties of Directors

Directors are entrusted with the long-term future of the institution, and they must act in a way they believe necessary to secure its long-term health and prosperity. Each Director must:

- actively support and promote the School's mission
- be knowledgeable about the School's mission and goals, as well as current operations
- attend meetings familiar with all distributed materials in order to be able to participate as fully as possible in all matters
- balance involvement in specific management, personnel or curricular issues with the legal and fiduciary responsibilities required of Directors
- accept and support Board decisions and respect Board confidentiality
- guard against conflict of interest, whether business-related or personal, and separate the interests of the School from the specific needs of a particular constituency
- support the School, the Faculty and the Administration
- understand that authority is vested in the Board as a whole and not deal with a situation individually
- share the responsibility for sound financial management

22.8 Officers

Definition and Eligibility of Officers

The officers of the Board shall be a chair, two-co-chairs or a chair and vice-chair ; a secretary and a treasurer. The same individual may hold more than one position at a time with the exception of serving as both the chair and the treasurer.

Terms of Officers

The term of an officer is one year. There is no limit to the number of terms that can be served.

Election of Officers

Officers of the Board shall be elected annually by the Board either at the AGM or at the first Board

meeting held after the AGM.

Vacancy, Removal, and Resignation of Officers

An officer may resign from office by submitting written notice to the Board secretary. The resignation is considered effective upon receipt unless another date is specified in the notice. An officer may resign from office without resigning as a Director, if such position is also being held. An officer may be removed from the Board at any time with or without cause by a majority vote of the entire Board. If there is a vacant office, it shall be filled by the Board as soon as possible. Such vacancy must be filled by no later than the next regularly scheduled Board meeting.

Specific Duties of the Officers

The duties of officers, in their individual capacities, are as follows:

Board Chair or Co-Chairs

- be president (co-president) of the Association for legal purposes
- be a member of the executive committee
- when directed by the Board, sign with the proper officers of the Association all contracts and other obligations of the Association in the name of the Association
- preside at all meetings of the Board and of the executive committee unless delegated
- approve Board agenda as circulated by the Secretary
- support Administration and Faculty in their work through encouragement and feedback
- represent the School to the public

Board Vice-Chair

- perform the duties of the chair in case of the chair's absence or inability

Board Secretary

- be secretary of the Association for legal purposes
- be a member of the executive committee
- keep the minutes of all meetings of the Board
- ensure that minutes of all meetings of Board committees are properly stored
- maintain the Board calendar
- keep records of all Board actions
- keep the roster of Directors, including contact information and attendance of regular Board meetings
- ensure adherence to document management policies and procedures

Board Treasurer

- be treasurer of the Association for legal purposes
- calculate and keep track of the current and prospective financial position of the School
- report on the fiscal state of the School to the Board at each regular Board meeting
- be a member of the executive committee
- chair the finance committee

There are no implied duties or authority for the officers beyond those listed here. Officers shall perform all duties customary to their offices. Officers shall do and perform such other duties as from time to time may be assigned to by the Board or the Board chair (or co-chairs) and as are incident to his or her office.

22.9 Meetings

Organization

Meetings of the Board are to be held monthly, on the second Thursday of the month. Meetings of the Board shall be held at the South Shore Waldorf School unless otherwise agreed by the Board.

The agenda for the meeting, along with any supplementary reports and documents should be distributed to the Directors at least three days prior to the meeting. All board meetings are open to any member of the society other than *in camera* portions of meetings in which only elected Directors, and invitees if appropriate, take part.

Attendance

The attendance of Directors at regularly scheduled Board meetings is required. In the event two meetings in a row are missed without apologies sent, contact by phone shall be made to enquire the cause. Three meetings in a row, with or without apologies shall require a board assessment as the suitability of the Director's commitment.

A quorum shall consist of 3 members, in order to transact business.

Actions

Except as otherwise provided in the by-laws, the Board approves actions based on consensus of Directors or an affirmative vote of the majority of the Directors voting at a meeting at which a quorum is present. Directors may not vote by proxy.

An action is brought for a vote as follows:

- a motion for an action is made by a Director
- the motion must be seconded by another Director or it shall not be considered further
- once seconded, further discussion may be had on the motion at the discretion of the chair
- when the chair feels that no more productive discussion is to be had, a vote may be taken; however, the Board may approve an action by unanimous consent.

Minutes and Reporting

Minutes for each meeting shall be recorded by the Board secretary or another person designated by the Board secretary, or by the board chair in the absence of the board secretary. Minutes should record the date and those in attendance and shall record all actions formally taken by the Board. The narrative should summarize routine business and then introduce each item of Board business followed by the Board action, if any.

Minutes shall be sent to the entire Board within the two weeks of the meeting for review and an opportunity to amend, if necessary. Minutes from *in camera* sessions must be reviewed by the

executive committee and filed separately from regular minutes to ensure the confidentiality of the closed session.

Minutes should be formally approved, with necessary amendments, at the next Board meeting.

Minutes shall be available on the School Drive after approval. A summary of the meeting should also be presented to the Faculty and Parent Council through designated Representatives.

Joint Meetings

Occasionally, a joint meeting of the Board and the Faculty is requested. A joint meeting shall follow the general rules of a closed meeting of the Board with the following exceptions:

- all members of the Faculty shall attend
- the agenda shall be circulated in advance
- the meeting is led by the Board chair but the decision shall be arrived at by consensus of all present

22.10 Committees

Committee Mandates

All Board committees operate according to a mandate. The mandate of a committee explains the specific purpose of the committee. Every mandate must include the following elements:

- Purpose: this is a brief statement regarding the purpose or objective of the committee, which must relate to either the Board's permanent responsibilities or a particular aspect of the School's strategic plan
- Core Responsibilities: this is an expansion of the committee's purpose by providing details related to the issues to be dealt with by the committee
- Authority: this specifies any authority that is being delegated to the committee
- Composition: committee membership is open to any member of the community and can serve as a good testing and training ground for potential Board members or provide a chance for people to be involved who do not have the time to commit to Board service

It is good practice to have a Board Member on, or familiar with the activities of, each Board Committee; but it is essential to have a member of the administration working with each committee.

Reporting

All committees and task forces must provide the Board with written reports of their activities at each monthly meeting of the Board. These reports are to be circulated with the agenda prior to the Board meeting.

22.11 Accountability

Pursuant to Nova Scotia Law, the Board cannot be held legally accountable to the Faculty, Administrative, or parent body. However, the Board, to the best of its ability, shall maintain close communication with the Faculty, Administration, and Parent Council in order to keep all bodies informed of Board activities.

Accountability to the Faculty

- the Board provides access to minutes
- Faculty appoints representatives to be voting Directors of the Board to attend all meetings, serving as a conduit for regular and accountable communication
- Faculty selects representatives to attend or be part of Board committees as mutually deemed appropriate
- Board members may attend faculty meetings as arranged

Faculty may issue a formal request for or dissent with a Board action. If the Faculty issues a formal request of the Board, the following should take place:

- the request must be stated in writing and delivered to the Board chair
- the request must include a deadline by which a response from the Board should be delivered
- the Board chair will determine where responsibility for responding to the request lies (e.g., the Board, a particular committee, or an individual) and assign the response accordingly
- an initial assessment must be made as to whether the deadline can reasonably be met; if it cannot, negotiation must take place to establish a deadline that meets the needs of the Faculty and the ability of the responder
- the response must be returned to the Faculty chair in writing by the deadline
- the Board chair will follow up to ensure that the response is both adequate and delivered in a timely fashion
- the request and response shall be circulated among the full Board
- if the Faculty issues a formal dissent with a Board action, the matter is referred to the Board for further deliberation. The Board can choose to affirm the Board action, repeal the Board action, or reach no decision and refer the matter to a joint meeting of the Board and the Faculty for discussion

Accountability to the Administration

The Board shall request the attendance of a member of the Administration at every monthly meeting as well as special meetings if deemed necessary serving as a conduit for regular and accountable communication.

The Board must make available at least a portion of any regular scheduled Board meeting to the Administration in order to present important School issues and concerns.

Accountability to the Parent Body

The Board must report a summary of its activity to the parent body on a regular basis.

The Board, in conjunction with the Faculty, Administration, and Parent Council, will hold three all-community meetings each year, one per school term, to bring forward Board business.

The Board requests monthly reports from the Parent Council and welcomes regular attendance from a representative of the Parent Council at any or all regular meetings.

The Board must make available upon request at least a portion of any regular scheduled Board meeting to parents in order to present important School issues and concerns.

Board Self-Evaluation

The Board shall develop and implement a process for Board evaluation consisting of a whole Board evaluation and an individual self-evaluation to be measured against the responsibilities of the Board and the responsibilities of an individual Director.

23 Leasing agreement and Insurance

See documents in the office.

Section G – Safety

24 Health and Safety Officer

The Health and Safety Officer for 2025-2026 is John Corker.

Duties include:

- Deciding on the safest means of evacuating the building;
- Announcing an evacuation;
- Check for fire in all buildings.

25 Fire Safety Plan

Fire Drill

Whole school fire drills are required by provincial law three times in autumn term and three times in winter and spring term, for a total of six drills per year. Fire drills in the kindergarten must be done monthly, so in addition to the six whole school fire drills, an additional three drills should be done (June is a short month and it is not necessary to do one): these extra drills can be 'silent', where the administrator can enter the room and repeat "fire drill, fire drill, fire drill" while the teachers are preparing the students to exit the building.

Announcement: Once an emergency is identified, the person-in-charge will announce the evacuation by the safest and most expedient means. If a specific area of the building is determined to be unsafe for any reason, the person-in-charge may choose to give directions for alternative exits.

Alternate Exits: Include alternate exits to be used if usual exits are unsafe.

Evacuation Procedures outside the classroom: Include evacuation procedures during lunch, assembly etc. Faculty will remain with their students in the back field until the safety officer notifies them they can return to their classrooms.

Fire Drill Procedure

The Health and Safety Officer or a member of the Administration will sound the fire alarm by opening a pull station and removing the glass bar. They must ensure staff in the portable buildings hear the alarm or are notified.

All children leave their classrooms immediately and walk in single file to the muster point in the back field and gather in single file with their classes. Each class teacher takes attendance to account for all children. In the case of a fire drill the Officer gives the OK to faculty to return to class.

26 Emergency Management Response Policy

An emergency is defined by the Nova Scotia Emergency Management Organization as “an abnormal situation which, in order to limit danger to people or damage to property or environment, requires prompt action beyond normal procedures.”

The person-in-charge will have full authority and responsibility within the provisions of this plan in addition to the other responsibilities of their office. A predetermined chain of command will be established should the person-in-charge not be available to delegate their authority.

Types of emergency include Evacuation, Relocation, Isolation or Hazardous substance release.
Evacuation in Case of Fire: If the fire alarm sounds, all students, staff and visitors will follow existing recognized procedures.

Evacuation in Case of Other Emergency: In the event of another type of emergency, the person-in-charge will assess the situation and determine if an evacuation is warranted.
Fire: If a fire is suspected within the building, all staff, students and visitors have the responsibility to sound the fire alarm.

Other Emergency: In the event of another type of emergency, the person-in-charge will give clear instructions to the students, staff and visitors on the safest means of leaving the building.

Announcement: Once an emergency is identified, the person-in-charge will announce the evacuation by the safest and most expedient means. If a specific area of the building is determined to be unsafe for any reason, the person-in-charge may choose to give directions for alternative exits.
Alternate Exits: Include alternate exits to be used if usual exits are unsafe.

Evacuation Procedures outside the classroom: Include evacuation procedures during lunch, assembly etc.

Decision to re-enter or re-locate: Once the evacuation is complete and all occupants are accounted for, the person-in-charge will consult as appropriate with responding emergency services and or faculty on whether or not to re-enter the building, relocate to another site, or dismiss.

The decision to re-enter the building will follow the re-entry procedures used during fire drill alarms. If the person-in-charge decides to relocate, they will follow the procedures as listed under the relocation section of the SSWS Emergency Management Response Plan.

27 Emergency Contacts

School Address: 64 School Road, Blockhouse, NS B0J 1E0, 902-624-0874

EMERGENCY: 911

Fire / Ambulance / Police / Accident / Poison / Hazardous Materials

Health Information: 811

Provincial road information: 511

NS Community and Social Services: 211

Police (RCMP)	902-634-8674
Blockhouse Fire Dept. (Non-Emergency)	902-624-9227
Poison Control Centre	1-800-565-8161
Public Health Lunenburg County	902-543-0850
South Shore Regional Hospital	902-543-4603
Environmental Emergency	1-800-565-1633
Wildlife – Emergency Situations	1-800-565-2224
Electrical Emergency (NS Power)	1-877-428-6004
The Water Clinic (George)	c: 902-521-3941 o: 902-543-6212
Water Emergency (after hours)	902-543-2353 (Len's Plumbing)
Bell Aliant	611 or 1-800-663-2600
Eastlink	1-888-345-1111
MODL	902-543-8181
NS DOT	902-543-8169
NS Health + Safety: Michael McDonald	902-543-4685

Section H – Facilities

28 Buildings and Grounds Maintenance Policies and Procedures

See Buildings and Grounds Maintenance [Manual](#) for full details, plans, schedules, etc.

28.1 Key Policy

Keys to the school will be issued to the following groups, Faculty, Administrative Staff, Board Chair, Cleaners and Maintenance crew. All keys are numbered and logged through the office and are only be issued by office staff.

Each person that has keys are responsible for them and MUST adhere to the following:

At no time should anyone get extra keys cut unless instructed to by the office staff.

At no time should keys be loaned to anyone.

If anyone loses their keys they should inform the office staff immediately and they will arrange for a replacement set, which will be logged through the office. No one should get keys cut by borrowing another set.

If keys are needed for an event a main building and portable key can be checked out through the office and should be returned at the end of the event.

28.2 Rental of School Property

If part or all of the school property is to be rented out for any period of time by a member outside of the immediate school community a rental agreement should be signed.

Fees

The Rental of the Room of Requirement is at the following rate: \$75/day, \$50/half day (up to 4 hours), or \$20/hour. Additional fees will apply for the use of other rooms.

The fees are adjusted to the following categories:

Category 1: School rate: No charge to the board, board committees, school events and fundraisers, parent council meetings..

Category 2: Complimentary rate: No charge, but suggested donation. Non profit events run by school benefactors, such as the Anthroposophical Society or other community organizations.

Category 3: Discount rate: 50% of full rate. Events run by Friends of the school which indirectly benefit the school and fit the school ethos closely.

Category 4: Full rate: Events which make a profit for someone else.

28.3 Janitorial

Daily Work Credit Cleaning Procedures

The Janitorial cleaning blocks start from the first day of school and run until the last day of school. Cleaners will not be required to come in during the Christmas break or the two week March break. Cleaning is to be carried out after the school day has finished, the following jobs need to be

completed:

- Vacuum carpets
- Sweep and mop floors
- Clean toilets and sinks in bathrooms and sinks in kitchenettes
- Restock toilet paper, paper towel, and soap in bathrooms
- Empty garbage, recycling, and compost bins into proper bags, and take to wooden bin on the road

Cleaners **ARE** responsible for:

- Ensuring the classroom set-up is not disturbed (arrangement of desks, tables, displays, etc.)
- Communicating supply needs to Administration as soon as possible
- Bring questions, concerns, or suggestions to Administration

What is **NOT** included in cleaning duties:

- Tidying classrooms/mudrooms
- Doing dishes in classrooms
- Cleaning after weekend/evening events which are not a part of the regular school year
- Dusting, washing walls, windows (except for this specific work credit)
- Exterior care of the school

Supplies and Equipment: One vacuum and mop are kept in the storage room in the JK boot room, another vacuum and mop are kept in the mechanical room next to the kitchen. You will find the following supplies in the storage room between the two KG classes:

- Toilet paper
- Paper towels
- All-Purpose Cleaner
- Toilet Cleaner
- Hand Soap
- Clear garbage bags
- Blue recycling bags
- J-cloths/scrubbers
- Replacement broom/mop heads

For more information see Buildings and Grounds Maintenance [Manual](#).

28.4 Water System and Testing

See Buildings and Grounds Maintenance [Manual](#).

Appendix 1: Administering Medication Permission Form

I am requesting the School give medication to my child and give permission for them to do so. I have read the health policy set forth above and agree to comply fully with its terms and conditions, and provide the necessary information for staff to properly do so. When the medication is no longer needed I will promptly notify the School and collect the medicine.

Child's Name:

Name of Medicine:

Dosage and Timing:

Other requirements:

Storage requirements:

Date:

Parent Name:

Signature: _____

Teacher:

Signature: _____

Administrator:

Signature: _____

Appendix 3: Accident Report

Name of individual injured:

Date Reported:

Date and time of accident:

Name of on duty faculty:

Was the student engaged in a risky or rigorous activity for which parental permission had been obtained?

Description of accident:

Appendix 4: Request for Student Records

Student Details

Full name:

DOB:

Please forward by email the cumulative and confidential records of the above named student to admin@waldorfns.org, attention to Development Coordinator.

Records to be transferred from

School:

Address:

Principal:

Administrator:

Email:

Phone:

Appendix 5: Teacher Request for Educational Support and Student Assessment

This form is to be completed by a teacher when there are concerns about a student's learning, behavior, or well-being and when additional educational support and/or a formal assessment may be beneficial.

Student Information

Student Name:

Date of Birth:

Grade/Class:

School:

Teacher Completing Form:

Date of Request:

Reason for Referral

Please indicate the primary area(s) of concern (check all that apply):

- Academic progress / learning difficulties
- Attention / focus
- Behavior / self-regulation
- Social skills / peer relationships
- Emotional well-being
- Speech and language
- Motor skills (fine or gross)
- Attendance concerns
- Other (please specify):

Description of Concerns

Please describe your concerns in detail. Include specific observations, examples, and how long these concerns have been present.

Academic Information

Areas of Strength:

Areas of Difficulty:

Current Performance Compared to Peers:

- Above expected level
- At expected level
- Below expected level

Strategies and Interventions Already Implemented

Please list strategies, accommodations, or interventions that have been tried, including duration and outcomes.

Student Perspective (if known)

How does the student describe their own learning or challenges?

Family Communication

Have concerns been discussed with parents/guardians?

Summary of parent/guardian input (if applicable):

Requested Support

Please indicate what you are requesting at this time (check all that apply):

- In-class support / accommodations
- Small-group or targeted intervention
- Consultation with learning support / resource staff
- Behavioral or social-emotional support
- Speech-language assessment
- Psychological / psychoeducational assessment
- Occupational therapy assessment
- Other (please specify):

Additional Information

Please include any other information that may be relevant (attendance patterns, medical information shared with the school, recent changes, etc.).

Signatures

Teacher Signature:

Date:

Administrator / Support Staff Review:

Date:

This form is confidential and should be handled in accordance with the school’s confidentiality policy.

Appendix 6: Incident Report

Name of student(s):

Date Reported:

Date and time of incident:

Name of faculty member on duty:

Description of incident:

Action Taken:

Report made by:

Parents Notified:

Outcome/Follow Up:

Appendix 7: Tuition Fees 2026/2027

Registration Fee

The Re-enrollment period is February 15 to March 31. New Enrollments will begin April 1. Contract signing and choice of payment method will be done through the Ravenna Parent Portal. This non-refundable deposit is 10% of your total contract obligation and secures your child's space for the 2025-26 school year and is due no later than March 31.

The Registration Fee applies to the needs of the current school year only, and includes general school supplies such as lesson books, writing implements, and arts + crafts materials; specialized supplies and equipment; kindergarten supplies; Buildings & Grounds Fee.

Kindergarten Tuition Fees

Kindergarten is offered Monday through Thursday 8:30am-3:00pm and Friday 8:30am-1:30pm.

Program	Tuition Fee
5 days	\$11,950
4 days	\$9,800
3 days	\$8,600

Elementary and Middle School Tuition Fees

Grade school hours are Monday through Thursday 8:30am-3:00pm and Friday 8:30am-1:30pm for grades 1-5 and 8:30am-3:00pm for grades 6-9.

Program	Tuition Fee
Grades 1-5	\$11,735
Grades 6-9	\$12,250

Sibling Discounts

A family with two or more children enrolled at SSWS will receive a sibling discount on their tuition. If the children are not attending the same program, the discount will be applied to the lower tuition amount.

First sibling	15% discount on tuition
Other sibling(s)	10% discount on tuition

Payment Options

Payments can be made by credit card, by e-transfer, or by cheque.

Option 1: Payment in full

by April 1	3% discount on tuition
by July 1	save the financing fee

Option 2: Following payment of the Registration Fee two (2) equal payments on June 1 and December 1. A 3% finance fee will be added.

Option 3: Following payment of the Registration Fee four (4) equal payments on June 1, September 1, December 1, and March 1. A 3% finance fee will be added.

Option 4: Following payment of the Registration Fee ten (10) equal payments on June 1, July 1, August 1, September 1, October 1, November 1, December 1, January 1, February 1, March 1. A 3% finance fee will be added.

Arrangements regarding any outstanding amounts owed to the school from previous years must be made with the Finance Committee before payment options 2, 3, or 4 will be approved.

Overdue Amounts

An interest charge of 1.5% per month applies to all payments overdue by 30 days. If payments are late more than twice consecutively, a meeting with the Finance Committee will be arranged to discuss options.

Tuition Cancellation Policy

In the event of withdrawal from the Kindergarten or Grades, parents are required to give notice in writing to the Administration and the following will apply:

Withdrawal April 1 - June 30: Registration Fee is payable.

Withdrawal July 1 - August 31: Registration Fee and 25% of annual tuition fee is payable.

Withdrawal September 1 - January 1: Registration Fee and 50% of the annual tuition fee is payable.

Withdrawal after January 1: Registration Fee and 100% of the annual tuition is payable.

Please Note: In a situation where a student remains in the school when a sibling has been withdrawn, ongoing tuition will then be determined through a re-analysis of your original application.

Appendix 8: Tuition Adjustment Program (TAP) 2026/2027

The archetype of the human community on earth is that groups do not come about in order that an individual receives something for himself, but so that people form each other, and each person advances the development of others.

Bernard Lievegood

Overview

The South Shore Waldorf School believes in the ideal that Waldorf education should be accessible to all families who wish it, regardless of their economic status. We demonstrate our commitment to this ideal through our Tuition Adjustment Program (TAP), which is designed to assess tuition based on family income, thus supporting equitable access within the school's financial capacity.

Our approach recognizes that resources include not only tuition revenue but also community contributions, fundraising, and donations. These efforts collectively enable us to uphold our commitment to making Waldorf education available to as many families as possible.

All applicants will be initially evaluated by a third-party service, Apple Financial Services, in order to maintain confidentiality and equity during the process.

Tuition adjustment decisions are made for the current year only. Families need to reapply annually to remain eligible. All information provided during the TAP process is handled with strict confidentiality.

Our goal in the tuition adjustment process is to find a balance between a family's ability to pay and meeting the School's financial obligations.

Key Information for the 2026/2027 School Year

- a) **Application Deadline for returning families is March 1, 2026 and for new families is April 1, 2026.** Applications submitted after the deadline will be reviewed based on the availability of remaining resources. Mid-year applications are considered on a case-by-case basis.
- b) Minimum cash tuition per child:
 - Families joining in 2026/2027: \$5,500
 - Existing families (grandfathered): \$4,500
- c) No tuition adjustments for families with accounts not in good standing.
- d) Adjustments apply only to tuition fees and exclude programs like Parent + Tot, Aftercare, or additional costs such as field trips.
- e) Families must prioritize Waldorf education in their financial planning. Changes in financial status should be reported to the school promptly, potentially leading to adjustments in tuition commitments.
- f) Application Fee for Apple Financial Services is \$130, paid by the family at the time of application.
- g) The School offers a number of work credits to assist families in increasing their contribution to the school, including janitorial, maintenance, and social media roles. Assignments depend on

needs and availability. A waitlist is maintained if demand exceeds available credits. A separate work credit contract will need to be signed.

Starting the Process and TAP Application Timeline

Re-enrollment/Enrollment

Returning families should notify Administration at the time of re-enrollment to indicate that you intend to apply for TAP. New families submit the TAP application upon acceptance to the new academic year.

Supporting Documents

Submit all required financial documents to Apple Financial Services by the stated deadline. Incomplete applications cannot not be processed. Apple Financial Services requires 3-4 weeks to review an application and report back to the School.

Evaluation and Communication

- Apple Financial Services provides the Board Treasurer with a financial report and analysis of the family's situation and recommends a tuition amount;
- The Board Treasurer reviews the report and notifies the family of the recommended adjusted tuition amount;
- The report is not shared with the family nor with other staff members;
- This is followed by a meeting with the family and the Board Treasurer to keep communication open and make sure the amounts suggested work for the family.

Confirmation

Families must confirm acceptance within two weeks of receiving the notification. They will sign the payment schedule at this time.

Tuition Adjustment Example

Generally, tuition adjustments are based on Net Income and Standard Cost of Living.

1. Net Income (NI): After-tax income from all sources, including but not limited to Canada Child Benefit, rental income, dividends, alimony, child support, etc.
2. Standard Cost of Living (SCoL): \$56,000/year for a family with one child, plus \$3,000 for each additional child.

Tuition is the greater of: 1. the difference between NI and SCoL; or 2. 10% of NI; or 3. The minimum tuition amount. Examples for a family with 1 child:

1. Family with NI of \$49,000: Tuition = \$5,500 (minimum tuition)
2. Family with NI of \$60,000: Tuition = \$6,000 (adjusted tuition)
3. Family with NI of \$80,000: Tuition = \$11,735 (full tuition)

For more information contact Rita Landgraf, Board Treasurer, at tuition.adjustment@waldorfnfs.org.

Appendix 9: Work Credit Program

Introduction

To help make Waldorf education more accessible, SSWS offers work credits each year so families can take on certain jobs in exchange for a tuition credit.

A contract with a description of the work and schedule will be signed upon agreement. Wages are equivalent to \$18/hour.

To apply for a work credit please fill in the details below and tick the one(s) you would like to be considered for. Once all applications have been received, they will be reviewed, and jobs will be allocated. Applicants are welcome to apply for more than one credit. Please note there are a limited number available, and priority may be given to those applying for tuition adjustment or with multiple children at the school.

Application deadline April 30, 2026.

Name(s) of Parent(s)

Custodial Work Credits

The custodial work credits are vital in creating a healthy and beautiful learning environment for the children. They help keep our school clean and welcoming to students, teachers, staff, volunteers, and visitors. These credits involve working closely with the Buildings + Grounds Committee.

Tick	Position	Description	Credit Value
	Cleaning Credit 1 1 day/wk Mon-Fri 2h/week 38 weeks September-June	Main Building (Yellow school house) Clean office, classrooms (3), washrooms (2): empty bins, sweep and mop floors.	\$1,368
	Cleaning Credit 2 1 day/wk Mon-Fri 2h/week 38 weeks September-June	Main Building (Extension) Clean room of requirement, library, washrooms (2): empty bins, sweep and mop floors.	\$1,368
	Cleaning Credit 3 1 day/wk Mon-Fri 1h30m/week 38 weeks September-June	Red Roof Portable Clean the classrooms (2), washroom, boot room and entryway: empty bins, sweep and mop floors.	\$1,026

	Cleaning Credit 4 1 day/wk Mon-Fri 1h30m/week 38 weeks September-June	Yurt Clean the classroom, boot room, and entryway. Aftercare Building (Green Roof Portable): clean the classroom, boot room, and entryway.	\$1,026
	Cleaning Credit 5 2 Saturdays/month 3h/shift 19 weeks September-June	All Buildings Clean windows, remove cobwebs, dust, clean doors, marks on walls, etc. NOTE: Throughout the year, not each session, everything should get attention as per Cleaning Plan.	\$1026
	Cleaning Credit 6 Summer Cleaning 3h/week 12 weeks June 16-August 31	All Buildings (esp. those used for summer programs) Clean washrooms, classrooms, boot rooms and entryways.	\$648

Marketing Work Credits

The Marketing work credits entail promoting and marketing the school throughout the year, and involves working closely with the administration and the Marketing and Fundraising Committee to ensure all events on the calendar are promoted in a timely fashion. A bank of photographs will be available.

Tick	Position	Description	Credit Value
	Marketing 3h/week 50 weeks throughout year	Work with the Marketing plan to promote the school. Manage online advertising, monitor results of the School's social media, and communicate regularly with Administration and the Marketing + Fundraising Committee. This credit involves working closely with the person doing the social media work credit.	\$2,700
	Social Media 3h/week 50 weeks throughout year	Create regular social media postings to promote the school online, manage online advertising, monitor results of the School's social media, and communicate regularly with Administration and the Marketing + Fundraising Committee.	\$2,700

Appendix 10: Exit Interview

The exit interview should bring thoughtful and respectful closure to a family's relationship with the School, while also allowing the family's experience to be reflected upon and meaningfully responded to by faculty, staff, and board members.

The exit interview is not intended to serve as a vehicle for complaints or to resolve concerns. Should such issues arise, they will be addressed separately in accordance with the school's established Concerns Process. If feedback received raises concerns regarding any staff member, the Board would follow up in a confidential and appropriate manner.

Procedure

When a family leaves the school they will be offered an exit interview with an ombudsperson. The family may also request another member of staff or a Board member to be present.

The meeting will cover the following:

- Thank the family for their involvement in the school;
- Wish the child well in their future;
- Clarify the reasons for the departure and whether there were any factors that could have been changed;
- Ask if the family would like the opportunity to comment on any areas of development that they feel the school could focus on.

The family will also be provided with a template letter (see below) from Administration, inviting them to share reflections on their experience at the school, including what initially drew them to the school, how they experienced membership in the school community, and any identified areas for growth.

This letter indicates that the family's response should be returned to Administration and that its contents may be shared with members of the Faculty and the Board; the notes will be filed securely and made available for review by faculty members. The family may request complete confidentiality, in which case the notes will be filed securely, but made available only to the Board Executive.

Sample Letter (Modify as Necessary)

Dear [Family],

We are aware that you have decided that your child should leave SSWS. On behalf of the entire school community we would like to thank you for your commitment and contribution whilst you and your child attended our school.

We understand that you may have had discussions with your child's teacher, and now we would like to offer you the opportunity to provide us with some written and/or in-person feedback on your experience at the school, and if there are any areas that you feel could be developed on our part. Your response may be shared with the faculty and may be discussed by the Board. We appreciate your cooperation.

Reflection Questionnaire

The information gathered through these questions are intended solely to inform reflection and guide future growth at our school. Responses may be shared with full-time Faculty members and the Board and will be treated with the utmost respect and confidentiality.

Please respond to any questions that you feel are relevant to your child's experience at the school. You are welcome to answer as many or as few questions as you wish. If desired, you may also request a follow-up in-person meeting, should one not already be arranged.

1. What initially drew you to SSWS and its curriculum? At the outset, did you envision your child remaining at the school for a longer period than ultimately occurred?
2. What positive experiences stand out for you and your child/children during your time at SSWS? (This might include relationships, learning moments, community life, or particular practices.)
3. How did you experience the Waldorf pedagogy at SSWS? Are there aspects of the approach or its delivery that you feel could be strengthened or refined?
4. What factors contributed to your decision to leave the school? Looking back, are there circumstances or supports that might have influenced a different outcome?
5. Did you encounter any challenges in your experience as part of the SSWS community? From your perspective, how might the school continue to grow toward more inclusive and supportive practices?
6. Did you feel you had access to supportive relationships within the school? Were faculty or staff approachable, responsive, and able to provide guidance when needed?
7. How do you perceive the governance roles within the school (Board, Faculty, Administration)? Are there ways these roles could work more effectively together in service of the school community?
8. Additional reflections: If there are any other insights, questions, or reflections you feel are important and not captured above, please share them here.

Appendix 11: School Mentoring Agreement Form

Date:

School:

School Coordinator:

Mentoring Time Frame: Current School Year

Mentor:

Mentor has formal mentor training (Trained Mentor)

Mentor has no formal mentor training (Untrained Mentor)

Mentee:

Mentee has Waldorf Teaching Certificate (Trained Mentee)

Mentee has Public School Teaching License (Licensed Mentee)

Mentee is currently enrolled in training (Mentee in Training)

Mentee has no formal training (Untrained Mentee)

Purpose:

Mentoring (Trained Mentee)

Coaching (Public Teacher Licensed Mentee, Mentee in Training, Untrained Mentee)

Support for a Performance Plan (make relevant changes to this form if being used for in the context of a performance plan)

Reporting:

Mentor will provide verbal/written updates on progress monthly/quarterly/per semester/annually (circle the appropriate periodicity)

School coordinator/Mentor/Mentee will meet in April/May/June to review the year based on the agreements in this document (circle the appropriate periodicity)

I. Guiding Principles:

School Coordinator, Mentor, and Mentee understand and agree that (all initial at the bottom):

The specifics of the mentor/mentee support are confidential

After every meeting the mentor and mentee fill out the Mentoring Log

The mentor and mentee agree to be receptive listeners

In case of concerns from either the mentee or mentor, the following procedures are followed (please describe your school procedures for both mentee and mentor concerns):

Example (change as appropriate): Concerns are brought by the mentor or mentee to the other party, with a discussion, documentation, and agreed upon period of time to address concerns. If there are still concerns when the period of time passes, the individual with the concern may choose to bring this to the school coordinator, with the knowledge of the

other individual.

A concern from the mentor may be related to a lack of progress in addressing areas of focus for the mentee. In the event of a serious concern raised by the mentor and expressed to the school coordinator/committee, the school may create a performance or support plan, including clarity regarding the mentor's role with the mentee going forward.

A concern from the mentee may be related to a feeling that the mentor does not see the mentee's progress, or is mentoring the mentee in a way that does not work for the mentee.

The primary areas of mentorship include (select all that apply)

Pedagogical Support

- Lesson planning
- Pedagogical practices
- Supporting specific student needs
- Classroom management
- Class social fabric
- Field trips
- Class plays
- Student assessment
- Other:

Parent work

- Communication
- Volunteerism
- Parent evening
- Other:

Colleagueship

- Relationship with school leaders
- School responsibilities (report writing, committee work, professionalism, etc.)
- Other:

II. Mentor/ Mentee expectations:

- h) The mentor will observe in the classroom at the following frequency (select as appropriate):
Weekly, monthly, 2-3 times/semester, 2-3 times/school year
- i) The mentee will do peer observations at the following frequency (select as appropriate):
Weekly, monthly, 2-3 times/semester, 2-3 times/school year
- j) The mentor and mentee will meet at the following frequency (select as appropriate):
Weekly, monthly, 2-3 times/semester, 2-3 times/school year
Virtual, in-person

III. School's Responsibilities: (school coordinator initial at the bottom)

- The school's leadership will support the mentoring program with the necessary budget
- The school's leadership will ensure there is adequate time, space, and substitution coordinated for both the mentor and mentee to meet and observe lessons

- The school's leadership will ensure mentoring meetings are a part of both the mentor and mentee's schedule
- The school's leadership will facilitate substitution for *peer* observations
- The school coordinator will keep a copy of this signed agreement in the mentee's files. The school may request that the Log be submitted by the mentee for the mentee's files.

Appendix 12: Child Protection Policy Letter to Fulfill Notification (Obligations of Paragraph H)

Letter 1: Notification of person charged, under investigation or with conviction

Dear _____:

It has come to our attention that you have transported _____ to/from school. It is our legal obligation as a school to inform _____'s parents that you have been convicted of/charged with/are under investigation for an offence involving the abuse of a child.

Sincerely,

Letter 2: Notification of parents

Dear _____:

It has come to our attention that _____ has transported (child's name) to/from school. It is our legal obligation as a school to inform you that he/she is under investigation for/has recently been charged with/has been convicted of an offence involving the abuse of a child. Please take whatever action you feel is necessary under the circumstances.

Sincerely,

Appendix 13: Changes to *Governance, Policies, and Procedures* Document

The document in pdf form is the approved document and will take precedence over other versions of this document. No changes can be made to this document without following the procedure below.

Procedure

If any policy needs updating at least one member of the Board, one member of Faculty, and one member of Parent Council must nominate the policy for immediate review.

When a policy needs to be modified, removed, or created a committee will be asked to carry out the initial work to create a draft and rationale. The committee will also create a timeline that allows the Faculty and Board adequate time to review and approve the revised, new, or deleted content.

Following a draft version, the Faculty and Board will review and then approve the work done by the committee, or ask the committee to incorporate changes.

Once approved by Board motion, the new policy will be added to the *Governance, Policies, and Procedures* document, and the entire document will be saved in pdf form in the Drive.

Publishing

The updated policy document will replace the previous version on the website and in physical form.

Mandatory Review

The entire document will be reviewed formally every three (3) years.