
SUNRISE WALDORF SCHOOL PARENT & GUARDIAN HANDBOOK

A Guide for Families



2025 V4
SUNRISE WALDORF SCHOOL
2148 Lakeside Road, Duncan, V9L 6M3

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Welcome to Sunrise Waldorf School

Dear Parents,

Welcome to Sunrise Waldorf School! We are delighted to share this journey with you. This Handbook is designed as a resource and tool by which parents can understand the background and operational aspects of our school and community.

Sunrise Waldorf School acknowledges the injustices and harms committed against Indigenous peoples in this land now known as Canada. Our school commits to a path of Truth and Reconciliation, with special attention to the roles of schools in this history. We strive to engage respectfully and meaningfully with local, Indigenous communities and collaborate in meaningful learning, planning, and relationship building.

We respectfully acknowledge that our school stands on the territory of the Hul'q'umi'num speaking-peoples of Quw'utsun and honours the original seven villages of Kwa'mutsun, Qw'um'yiqun', Xwulqw'selu, S-amunu, Lhumlhuluts', Xinupsum, and Tl'ulpalus. We are grateful to live, work, learn, and play on this land and commit to understanding and honouring truth and reconciliation.

Sunrise Waldorf School has been in operation since 1980 and was incorporated in 1984. In 1990, Sunrise purchased the present school site and began extensive renovations, which were completed in April 1991. The kindergarten building was added in 2003/04. Sunrise earned full membership status in the Association of Waldorf Schools of North America (AWSNA) in 2003 and is a member of the Federation of Independent School Associations of British Columbia (FISA). Preschool and Kindergarten are members of the Waldorf Early Childhood Association (WECAN). Sunrise Waldorf School qualifies as a Class 1 Independent school and meets the requirements of the BC Ministry of Education and Child Care.

Sunrise Waldorf School is co-educational and non-sectarian and is committed to the development of moral values based on the understanding that each person is a spiritual being. Children of all races, religions and social-economic backgrounds are welcome in our classes and we continue to strive towards true inclusivity, equality, diversity, and reconciliation in our classrooms. Tuition fees support fair pay for our teachers, programs, an enriched curriculum, and other opportunities for our students.

Parent involvement and understanding is vital to the healthy growth of our school. We invite participation of all parents, not simply because we are a non-profit society; by building community together as caring adults we are demonstrating collaboration to our children. Growth on all levels of school operation is possible through the involvement and support of our parent community and we invite you to share your gifts, strengths, and energy towards the flourishing of our school.

Sunrise Waldorf School Mission Statement

*To educate and inspire students to reach their full potential
through a rich and artistic Waldorf curriculum.*

School Values

Connection

Creativity

Integrity

School Philosophy

Sunrise Waldorf School educates children through a holistic and transformational education. Rooted in the foundational work of Rudolf Steiner and the ongoing leadership of AWSNA (Association of Waldorf Schools of North America), Sunrise conscientiously integrates and delivers Waldorf and British Columbia curriculums.

Gratefully located on the lands of the Quw'utsun Peoples, Sunrise is dedicated to fostering diversity, reconciliation, equity, inclusion, and accessibility in all areas of school life. Upholding and valuing the beauty and goodness of all people enriches and strengthens the school community. Sunrise creatively integrates the First Peoples Principles of Learning, while working to uphold the Truth and Reconciliation Commission's recommendations for education. Place-based learning and active stewardship fosters reciprocity, gratitude, and connection to place.

At Sunrise, students and teachers discover their own and each other's distinctive strengths and values through collaborative learning. From early childhood through the grades, caring educators meet the emotional, physical, spiritual, and intellectual needs of the developing child, while holding reverence for their unique unfolding. This provides Waldorf teachers the opportunity to engage in professional, personal, and spiritual growth. Sunrise students benefit from the academic rigour that is found in imaginative learning, leading them to be prosocial citizens of the world.

Preschool and Kindergarten offer nurturing, natural environments that immerse children in goodness and joy. Children learn through free, imaginative play and strong daily, weekly, and seasonal rhythms. Work and play are intertwined in a variety of outdoor adventures, supporting well-rounded learning and development. Collaborative, experiential learning builds community, belonging, and safety, supporting fine motor, gross motor, and communications, while enhancing students' sense of self and positive relationships. Families are encouraged to support their child's healthy development by creating a screen-free environment, allowing children to deeply engage in the rich images and stories that are woven throughout the kindergarten day.

As students move through the grades, their changing needs and interests are met through the vibrant curriculum, and they build the foundation for a lifelong love of learning. The lead teacher often stays with a class for multiple years, fostering a strong connection between teacher, student, and family. Specialty teachers offer physical and health education, French, strings, fibre arts (handwork), woodwork and gardening. Creative and critical thinking skills are developed through the intentional integration of art, music, drama and joyful movement into academic subject areas; these are essential aspects of Waldorf education. Meaningful connection and face-to-face learning are prioritized, and technology is used consciously and selectively in older grades.

Sunrise maintains annual rhythms to embed student development in diverse traditions such as festivals, plays, recitals, and special events. Under the generous leadership of the Parent Association, families support festivals, faculty and the school community overall. Working with the Sunrise school values *creativity, connection and integrity*, Sunrise supports students to become leaders in their communities as they graduate and continue their learning journey.

School Information

Contact Information

2148 Lakeside Road, Duncan, B.C.

Phone 250-743-7253 | Fax 250-743-7245

mail@sunrisewaldorf.org

Website: www.sunrisewaldorf.org

Hours of Operation

Preschool

Monday and Tuesday program | 8:35am – 2pm

Wednesday, Thursday, and Friday program | 8:45am – 2pm

Kindergartens:

Monday through Friday | 8:30am – 2pm

After School Care | 2pm – 3:05pm

Parent and Child Programs:

To be announced for each Parent & Child Class, often offered in both the Fall and the Spring on Saturday mornings.

Grade School (Classes 1 through 8):

Monday through Friday | 8:25am - 3:10pm

School Office Hours

Monday to Friday | 8:15 am - 3:30 pm

Parking Lot Etiquette

Parking Lot and School Grounds' Speed: The speed limit is 5km/hr at all times. This is the pace of a person walking. It is very slow and takes practice and patience to drive this slowly. Please look at your speedometer to check your speed. If you are not willing to drive at this speed, please do not enter the school grounds; instead, park on Lakeside Road and walk in.

Lakeside Road Speed: Please observe the school zone speed limit on Lakeside Road, it is 30km/hr.

Pedestrians: In the parking lot, please ask your children to look before they cross the road, and ask them to cross directly versus walking diagonally across the lot/road. Cars must stop for all pedestrians waiting to cross. Pedestrians have the right of way on the school grounds.

Drop Off/Pick Up: There are two drop off/pick up lanes, one in the pull through on Lakeside Road and one along the school side of the main parking lot lane. When dropping off/picking up, please:

1. Do not park and exit your vehicle in the drop off/pick up lanes.
2. Pull all the way over to the side of the drop off/pick up lane so vehicles can pass.
3. Pull to the front of the drop off lane so people can pull in behind you. The main drop off lane ends before the front entrance gate. Stopping in front of the gate blocks people from being able to easily pass you as the road narrows there.
4. Ask your children to exit on the school side of the vehicle.

Besides parking, the drop off lanes are the only places to drop off children. Please don't pull beyond the front entrance gate and then reverse to exit the parking lot.

When using the main parking lot, please maximize parking spots by parking within 2-3 feet of the next car, allowing more vehicles to fit in the available space. Thank you for ensuring there is enough space for both you and your neighbouring vehicle passengers to get in and out of the car and to comfortably maneuver in and out of the parking spots.

Carpooling: Families are encouraged to carpool with other families. This is a terrific way to reduce congestion in the parking lot, save money and help reduce carbon emissions. Thank you to families who already carpool!

Courtesy: When you are asked to slow down or modify your behaviour in the parking lot, please know this is not personal. The primary objective is student and community safety, and we must take collective responsibility to ensure there are no vehicular accidents. Thank you for your cooperation and attention to these requests.

Daily Schedule

Grade School

8:10 - Outside supervision begins both in the front and back of the school; please do not drop your children off before this time. All children outside until start of school.

8:25 - Morning bell - Children line up at class door and teacher welcomes children; Main Lesson begins.

10:25 - Snack at desks

10:40 - Supervision begins and children have recess outdoors (indoors only with permission)

11:00 - Bell - Classes resume

12:40 - Lunch at desks

1:00 - Supervision begins and children have recess outdoors (indoors only with permission)

1:25 - Bell - Classes resume

3:10 - Dismissal

3:25 - Supervision ends and all children are picked up

Kindergarten and Preschool

The rhythms in our Early Childhood Programs are determined by the individual teachers and will be communicated to you directly. Please note that preschool (and possibly kindergarten) does a graduated entry at the beginning of the school year. This means they may not run full classes for the first couple of weeks, and pickup times may vary.

Notifying the office in case of lateness or absence

If your child is late arriving at the school (anytime after 8:25), please come to the front office for a late slip.

If your child will be absent, please text Reception: 1 778 381 7787, or email mail@sunrisewaldorf.org or call the school office: 250 743 7253 ext. 20.

Please provide the following information:

- Parent name
- Student name
- Student Grade
- Reason for absence

Please also notify your child's lead teacher about upcoming absences.

Notifying the school of extended, planned absences

Please note that extended, planned absences must be communicated to your child's teacher and reception ahead of time. Planned absences longer than 10 days need to be approved by the teacher and Education Director and require a learning plan from the teacher. Teachers appreciate having this information at least two weeks in advance to be able to prepare the learning plan and consider lesson planning for their class overall.

Families are strongly encouraged to take their holidays during school breaks. Teachers find that extended absences can negatively impact students' learning and education.

Students are required to attend a minimum number of hours per year to qualify for the full Provincial Education Grant. Families may be responsible for additional fees if an approved extended absence, and homework plan are not in place ahead of time. Thank you in advance for your cooperation and support in this area.

School Organization

Sunrise Educational Society

Your tuition fees include membership in the Sunrise Educational Society, which is the non-profit society that operates Sunrise Waldorf School. As a member of the Society, you are entitled to vote at the Annual General Meeting. For friends of the school who wish to join the society, the fee for membership is \$15 per year for each person. Membership also entitles you to a family subscription to "Renewal

Magazine,” published by the Association of Waldorf Schools of North America (AWSNA) twice per year, available in the foyer of the school.

Board of Directors

The Board operates within the constitution and bylaws of the Sunrise Educational Society. Members of the Board include parents and friends of the school. The Head of School and Education Director serve on the Board in an ex officio capacity, and representatives from the Grade School, ECE and Parent Association attend Board meetings to ensure full communication and mutual understanding and commitment. Membership on the Board is voluntary and open to well-suited and qualified parents and community members by application on the Governance section of the Sunrise website.

The Board of Directors is responsible for long term vision and planning, financial stability, physical well-being of the school, and protection of its financial and legal interests. They work in partnership with the Head of School, faculty, and parents, and employ the Head of School to manage operational oversight. Leadership supports the tenets of Waldorf education and its underlying philosophy. Board meetings are held monthly during the school year, and dates of upcoming meetings are published in the weekly Newsletter and on the website. Meetings are open to all parents, although a portion of each Board meeting may be held in camera. Minutes are available on request.

Head of School

The Head of School carries the vision of Sunrise Waldorf School as an anthroposophically based educational organization, and bridges the responsibilities of faculty, board, parents, and administration. The Head of School leads the implementation of policies and procedures that ensure the overall health of the school, holding responsibilities in five areas of the school: educational leadership, in partnership with the Education Director; governance and internal relations; human resources; administration; facilities, health and safety, and budget and development, in partnership with the Finance Director and the Board of Directors.

The school’s Communications Protocol recommends that parents with concerns first attempt to resolve the concern directly with the individual(s) involved. However, if this is not feasible, the Head of School may be contacted directly and will respond in a timely manner to all questions and concerns from parents. The Head of School is responsible for receiving and responding to any concerns or issues you may have and welcomes your input. If the concern is on an educational nature, please bring it to the Education Director.

Education Director

The Educational Director holds the pedagogical realm of the school in a key leadership role, providing faculty and student support, with primary responsibilities for curriculum development and implementation, faculty review, professional development, and parent/teacher communication regarding pedagogical issues. The Education Director chairs the Care Coordinating Group (CCG) which supports students in the academic, social/emotional, and behaviour/guidance realms and works together with teachers to create inclusive learning environments. The Educational Director works closely with the Head of School to ensure that the educational program of the school is delivered professionally and with high standards of excellence.

Teachers

Ideally all teachers have completed their Waldorf teacher training before they begin teaching at Sunrise; if the school hires a teacher who does not have Waldorf Teacher Training, the school will support the teacher through mentoring. There is an expectation that once hired, the teacher will work towards completing their Waldorf teacher training. Central to the work of a Waldorf teachers is to engage with Steiner's indications of human and child development, which includes an understanding of humanity's connection to the spiritual world. This informs the teachers practice in all areas.

All teachers must hold valid BC teacher certification and uphold the Educational Standards for Independent Schools in BC. Each year teachers participate in creating Professional Development and Growth Plans, and they engage in professional development that is aligned with their goals and areas of growth and development. Teacher self-evaluation and self-reflection is an important aspect of our teacher evaluation process.

Full Faculty

The Full Faculty includes all the employees of Sunrise Waldorf School who attend the regular faculty meetings. This interdisciplinary group shares input and decisions on a wide range of topics and comes together to collaborate in the best interest of the students and the being of the school. The weekly meetings consist of committee reporting, decision making, child and pedagogical study and school related business. These meetings provide time for collaboration, professional development, and developing shared agreements among faculty.

Faculty Chair

The Faculty Chair is an elected position amongst the full faculty. In collaboration with the Head of School and the Education Director, the Faculty Chair offers leadership to the group, setting the agenda for and facilitating faculty meetings, ensuring that anthroposophical study, child study, curriculum study, artistic activity and Council are central parts of faculty meetings. The Faculty Chair may work with the Education Director and Head of School in planning the school calendar and lesson timetables.

Committees

Faculty members hold an important function in guiding the direction of the school by participating on committees. Committees are mandated to make decisions with input from the faculty. They bring reports and invitations for feedback to the faculty.

School Committees

The Festival Committee is made up of faculty, administration and PA representation and plans school-led festivals. It reports to the Full Faculty and works in partnership with the SWPA (Parent Association) in organizing school-wide festivals.

Human Resources Committee is a school-led committee of administration staff and teachers who work confidentially on hiring and human resource topics within the school. The HR Committee will create Ad Hoc hiring panels for staff hiring as needed.

CCG (Care Coordinating Group) is a group comprised of teachers, the Education Director, and the Learning Resource Counsellor. The committee meets weekly, and coordinates student support in the academic, social, and behaviour/guidance realms. In addition, the CCG supports conflict resolution for adults in the community, for example conflicts between colleagues or conflicts between caregivers and teachers. The CCG does not resolve conflicts between parents/caregivers.

DREI (Diversity, Reconciliation, Equity, and Inclusion) is a faculty-led group that works with local, and Waldorf inspired resources to build an equitable and inclusive culture at Sunrise. The DREI Committee is open to partnerships with parents. Please contact them if you are interested.

The Enrollment Committee supports the work of the Admissions Director in planning and implementing enrollment related events and activities, Marketing campaigns pertaining to enrollment, and actively addressing concerns related to retention. This committee is led by the Admissions Director and includes board members and volunteer parents with relevant experience or knowledge.

If you have a question or concern for any of these committees, please see the front office and it will be passed on to the chair of that committee.

Board Committees

These committees are board-led initiatives that involve key faculty members:

The Policy Committee deals with the governance structure of the school and all school policies.

The Finance Committee acts in an advisory capacity to the Board and Faculty regarding all financial matters of the school.

Health & Safety Committee assists in creating a safe and healthy environment for Faculty, staff, students, and visitors to the school.

The Facilities Committee oversees the ongoing care and maintenance of the school campus.

Development Committee assists and advises the Board of Directors in meeting its responsibility to assure fiscal health through philanthropy and fund development.

Administration

The Administration carries out the necessary day-to-day business activities of coordinating and operating an 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. The main staff positions include

Head of School, Education Director, Finance Director, Admissions Director, and Reception/Office Coordinator. The school is supported by Maintenance staff as well.

Sunrise Waldorf School Parent Association

All Sunrise Waldorf School parents are members of the Parent Association (PA). This dynamic community-building association helps to organize and orient the parent community. Parents are heartily welcome to come to any meetings and involve themselves in the activities and projects spearheaded by the PA. Meetings are scheduled on the first Wednesday of every month from 4-6pm and are listed in the weekly Newsletter. You can email the PA at

The Parent Association serves as the vehicle for full parental involvement in the life of the school community and actively supports the work of the board and faculty, and contributes to the physical, cultural, and social climate of the school community. The Parent Association is a non-profit organization and is incorporated under its own bylaws and constitution as legislated by the Society Act. There are several executive positions on the Parent Association that are voted in during the PA Annual General Meeting.

PA Initiatives

The Parent Association has been involved in some exciting projects over the years. As well as hosting large events such as our annual Pumpkin Path and Winter Faire, the Parent Association has also been involved in funding and facilitating initiatives such as:

- Playground improvements and facilities
- signage
- Sunrise Waldorf School branded locally made clothing.
- Parent Education – presentations, screenings, workshops, and study groups
- Student learning garden
- School directories

Volunteering - A Parent's Commitment

All families are asked to commit to 10 volunteer hours a year or have the option of buying out during the registration process if they are unable to contribute this time. The Parent Association relies on parent volunteers to bring about festivals, assist with field trips, classroom projects and school plays, provide snacks and treats for special occasions and more. Funds from the buy-out option go directly to the Parent Association to support their initiatives.

By volunteering, parents get to know the students, their families and each other; these relationships create a strong sense of community. There are opportunities for everyone, and the time and energy that parents give to the school is appreciated.

Parent Lending Library

Check out the growing collection of parenting and Waldorf books. These are housed in the Portable. To borrow a book, please contact [They are also collecting books to build this library](#) - if you have a resource that you would like to donate, please contact them by email.

School Office

We ask that parents remember that the office is a place of business, and the phones are not for personal use, except in cases of emergency. Please ensure that your child understands this and makes arrangements for transportation or social activities while at home.

Admissions and Administration

Admissions:

To be enrolled at Sunrise Waldorf School, a parent or caregiver will go through the following process.

1. Complete an application form along with all relevant documentation. For a grade school age child this will include report cards from previous school. The fee of \$200 that is a non-refundable fee to cover administrative processes must be received.
2. Take part in a school visit or conversation with the Admissions Director to cover policies, school rhythm, expectations, child placement, curriculum, finances, and any other questions pertinent to the situation.
3. Attend an Intake Meeting with the teacher(s) of the class the child will be entering. This 45minute process will involve conversation with both parent(s)/caregiver(s) and with the student. Prospective students are encouraged to bring along a piece of work to show the teacher.
4. On acceptance, registration forms will be sent to the family, to be completed before the child starts school. All needed documentation must be provided prior to starting. A deposit of \$500 is also due on acceptance.
5. A tuition contract will be sent digitally to the family to be completed and signed before the student starts.

The age cut-offs for each grade are as follows:

- Preschool: Children should be 3 by the end of December of the year they are joining
- Kindergarten: Children should be 5 by the end of December of the year they are joining
- Grade 1: Children should be 6 by May 31 to start Grade 1 in September

May 31 is the cut-off age for all grades. Children with birth dates within the cusp period will be considered for both classes, and placement will be based on several factors including students' academic ability, social maturity, and class size and class composition. The decision will be a collaboration between teachers and the Education Director.

Priority placement is given to siblings and those children whose parents are committed to a Waldorf grade school education. Children are accepted in order of application date. If the class is full, an application will be waitlisted until a space becomes available in the class.

Grade 1 Readiness:

At Sunrise, the entry age into Grade 1 is between six and seven years, and readiness is determined by looking at a range of developmental signs that indicate the child is ready to move from a play-based learning environment to a more structured classroom setting. Grade 1 readiness is carefully determined by a team which includes the kindergarten teachers and the Education Director and considers the ongoing well-being of the individual student within the context of the class.

The school will facilitate Grade 1 families meeting their new teacher before the beginning of the school year. This can be in the form of a meeting at the school, a social gathering, or home visits, and the timing will depend on when the teacher is appointed.

Re-registration:

Each spring all families wanting to continue at Sunrise Waldorf School are required to reregister for the following year, and the information and permissions within these forms are necessary for student enrollment. Announcements will be made in the Newsletter with links for the re-registration form. These need to be completed each year for each student, along with a deposit and a contract for the following year. If the parent has not reregistered and paid the deposit to keep the student's place at Sunrise by the deadline, they are marked as "not returning" and their spots may be given to other waiting families.

Students will only be eligible for re-enrollment if their parents and/or guardians are in good standing with the school, as defined in the SES Bylaws

Withdrawal:

We encourage you to set up a meeting with your child's teacher or another member of staff if you or your child's needs are not being met at Sunrise so that we can amend a situation, or the Admissions Director will reach out for a conversation about your decision. We also recognize that there may be practical reasons for your decision to withdraw your child. If you choose to withdraw your child, we will send you a withdrawal form, stating the child's name and grade and brief description of the reasons for withdrawal. If you have already served the 3-month trial period, there will be 2 weeks notice after submitting your withdrawal form before your contract is cancelled. You can choose to serve these out or forfeit the 2 weeks tuition. Following withdrawal, you will receive a link to our exit survey, and we appreciate any feedback you'd like to share with us.

Completing a withdrawal form is not necessary if you are choosing not to return the following year.

Communications

Sunrise Waldorf School serves all families in the school, and ongoing communication is promoted by:

- School website, blog, and social media

- A weekly newsletter, which is sent via email from the office and **is the main way the school communicates with parents. It is important that parents read the Newsletter each week.** The newsletter includes:
 - School updates and announcements
 - Registration, payment information, and other important reminders
 - Information on upcoming meetings and events
 - Articles of interest and what's happening in the school
 - Parent Surveys

Please note that the newsletter does not run ads unless they are directly connected with Sunrise Waldorf School

- Online surveys and direct emails
- Open houses and Sunrise community meetings
- Teacher communications, Report Cards, regular Parent Evenings, and Parent and Teacher Conferences
- Class Rep communications and class newsletters
- Board meetings, held monthly, are open to parents. Upcoming board meetings are posted in the weekly newsletter
- Parent Association (PA) meetings which are held monthly and are open to all parents
- Upcoming PA meetings are posted in the weekly newsletter
- Parent Enrichment and other events

Email and texting policy

- Healthy communication of issues and questions regarding a child or class is best done in person. Please attempt to speak directly with the other person; email can be used to set up a time and date to meet and should be limited to that purpose.
- If a family does not use email at all, or on a regular basis, it is the responsibility of the family to request printed copies from the teacher and administrative staff.
- Email can be used by a teacher to update parents or guardians about a child's progress.
- Sharing emails with children and students is not permitted.
- In emotionally charged situations an in-person conversation is recommended. We suggest waiting 24 hours before writing to request a conversation.
- Email is not to be used as a means of describing events particularly when it is second or third hand information. Please take the time to confirm that information is complete and correct by talking with the teacher or parent who was present.
- Sunrise Waldorf School cannot guarantee that all emails and text messages will be reviewed and responded to within any specific period. Email and text messaging should not be used for emergencies or time-sensitive matters. If you feel that you are waiting an unusual amount of time for a reply, please feel free to follow up.
- Please practice proper email etiquette by:
 - Using appropriate and respectful language

- Not using email lists for soliciting personal businesses or causes outside Sunrise Waldorf School matters.
- Not distributing email addresses unless you have express permission from that person.
- Sending emails only to those directly involved
- Keeping emails succinct and to the point
- Blind Copying (Bcc) on all school-related emails except for specific purposes
- Texting may be available to update the office of a child's absence, lateness, or early pick-up.
- Please check with individual teachers about their texting preferences.

New Employee, PA, and Board Emails

See the list below for current employee emails. Thank you for updating your contact lists:

Ellen Zelikovitz: admissions@sunrisewaldorf.org - Admissions and Communications

Alexis More: amore@sunrisewaldorf.org - Strings

Ange Brooks: abrooks@sunrisewaldorf.org – Grade 7

Barbara Ernst: bernst@sunrisewaldorf.org – Upper Grades Handwork

Bradley Burns: bburns@sunrisewaldorf.org – Grade 2

Dorota Ignaszewska: dignaszewska@sunrisewaldorf.org – Bright Angel Kindergarten

Christiane Mothes: cmothes@sunrisewaldorf.org – Lower Grades Handwork

Cyle Serra: cserra@sunrisewaldorf.org - Gardening

Dana Crudo: dcrudo@sunrisewaldorf.org - Kindergarten Assistant

Shannon Faughnan: sfaughnan@sunrisewaldorf.org - Handwork Assistant

Joy Trapnell: finance@sunrisewaldorf.org - Finance

Denzil Brown: dbrown@sunrisewaldorf.org – Physical and Health Education

Grace Tanying: gtanying@sunrisewaldorf.org – Preschool Assistant

Katia Rheault: krheault@sunrisewaldorf.org – Education Assistant

Lily Greenwood: lgreenwood@sunrisewaldorf.org – Grade 8

Lisa Hitch: lhitch@sunrisewaldorf.org – Grade 6

Stephanie Sayers: mail@sunrisewaldorf.org – Reception

Meaghan Taylor-MacDonald: mtaylor-macdonald@sunrisewaldorf.org – Preschool teacher and After School Care

Michaela Lohsen: mlohsen@sunrisewaldorf.org – Grade 3

Mima Djordjevic: mdjordjevic@sunrisewaldorf.org – Shining Star Kindergarten

Monique Joseph: mjoseph@sunrisewaldorf.org – Hul’q’umi’num Language Teacher

Naeem Datoo: ndatoo@sunrisewaldorf.org – Grade 4

Natasha Paunovic: npaunovic@sunrisewaldorf.org – Preschool Assistant

Shaylynn Cummings: scummings@sunrisewaldorf.org - Preschool

Rachel Cameron: rcameron@sunrisewaldorf.org – Education Director

Rae Calder: rcalder@sunrisewaldorf.org – Head of School

Raja Chrimes: rchrimes@sunrisewaldorf.org – Grade 5

Angele Verrier: averrier@sunrisewaldorf.org - French

Rubeena Sandhu: rsandhu@sunrisewaldorf.org – Primary Learning Resource Counsellor

Sara Wilson: swilson@sunrisewaldorf.org – Kindergarten Assistant

Schuyler Witman: switman@sunrisewaldorf.org – Grade 1 Teacher

Susan Thomas: sthomas@sunrisewaldorf.org – Education Assistant

Communication and Appeal Policy

Sunrise is committed to creating a cohesive and thriving community of individuals and families. This commitment is reflected in our healthy communication practices, which build relationships as a fundamental element of a thriving school community and contribute to each member of our community feeling safe, respected and valued.

At Sunrise Waldorf School, direct and constructive communication strengthens relationships and community, while speaking negatively about others, or the school, can cause harm. All feedback is important as it supports the ongoing growth and development of the school, and Sunrise is committed to hearing feedback and responding appropriately. When any member of our school community, including parents/guardians, staff, volunteers, and older students, has an observation, question, concern, or complaint regarding any aspect of the school, the following steps provide guidance in how to address the topic:

Direct Communication

- If you feel comfortable, approach the other party/parties directly involved to discuss the concern in a private conversation. For example, a parent concerned about classroom issues should make an appointment with the class teacher as the first step in addressing the issue.
- In general, over the phone or in person communications are preferred, and essential for potentially difficult topics. When communicating digitally, please be mindful that your communications are respectful and courteous.
- Please avoid, and be mindful, if speaking about your concerns with others not involved.

- Please keep adult conversation away from children as this impacts their relationship to Sunrise staff, and the school overall.
- If you would like to invite someone to attend as a witness, please make sure the person you're speaking with agrees on who the witness will be.
- If you have reflected on the situation and you do not feel comfortable speaking directly to the other party, please proceed to the next step.

Scheduling a Meeting

If you do not feel there is a resolution to your feedback following your conversation, or you are not comfortable approaching the other party directly, please schedule a meeting with:

- the Education Director (for issues related to teaching and learning),
- the Head of School (for all other school-related issues).

Please inform the person you met with initially if you are taking your unresolved concern to administration. Meetings with administration are to be made by appointment and can be scheduled over phone or email.

NOTE: If your concern involves the Head of School, the Education Director is designated to act in place of the Head of School throughout the process. The Board will be made aware of any concerns regarding the Head of School, as the Head of School is responsible to the Board.

Information Gathering

Whomever is listening to your feedback, whether the Education Director or the Head of School, they will listen to your concerns and record a summary of the issue, including the steps taken to date to address the issue (if any), and the desired outcome.

They will discuss:

- your desired level of confidentiality.
- limitations, if any, that your wishes regarding confidentiality may place on the ability to follow through with resolving the issue.

If the matter requires further actions that cannot be achieved in this meeting, the matter will continue to the next step. If an answer or resolution can be provided within this meeting, then no further actions are required. If the matter does not feel complete to you, it is up to you to clearly articulate the need for further follow up.

Review

After the meeting, the Head of School or Education Director will investigate the matter further.

- Within two to three working days, they will provide a response.

- If no immediate resolution is possible, you will be notified about the timeline for pursuing resolution of the concern.
- They will keep you informed throughout the process and facilitate a resolution to your concern as quickly as possible.

Referral

Depending on the nature of your concern, the Education Director or the Head of School may refer the issue to the individual, committee, or authority best suited to resolve the issue (e.g., the Human Resources Committee for staff-related concerns; the Care Coordinating Group for social issues; the Sunrise Education Society Board of Directors for business-related concerns, etc.).

The Education Director and/or the Head of School is responsible for:

- Ensuring that any parties with a conflict of interest are not involved in considering or influencing a resolution to the issue.
- Ensuring that the body the issue has been referred to follows procedures mandated by school policies to resolve concerns.
- Ensuring that the procedures to be followed are explained to you fully.

Resolution

The Head of School, or Education Director will:

- Deliver the result of the communications process.
- At the delivery of the outcome, ensure that you are informed about the timeline limitations of the appeal process, if there is continued dissatisfaction with the outcome.

Appeal Process

1. Requests for appeal may be directed to the Vice President of the Sunrise Educational Society within seven days of notification of the decision that is being appealed, at vicepresident@sesboard.org
2. The Head of School will be informed about the appeal by the Board Chair or Vice President as soon as possible.
3. The Vice President, or Designate, of the Sunrise Educational Society will then form an ad hoc committee consisting of a minimum of two members (one being a Board Member) and one or two Faculty members. Potential Appeal Committee members should not have had influence or bias toward the original decision. The Vice President, or Designate, of the Society will chair the Appeal Committee and has discretion as to its make-up and structure.
4. The Appeal Committee will meet within ten working days of the request for appeal to decide whether to hear the appeal. If the committee decides to hear the appeal, the

- appeal process must be completed (including communication) within 20 working days of the appeal request.
5. At the completion of the appeal process, a feedback form will be sent out to the individual who brought the concern forward.

Independent School Ombudsperson

The Federation of Independent Schools of BC (FISA), Associate Member Society, of which Sunrise is a member, provides an independent school ombudsperson for issues that have “exhausted all avenues of redress, appeal or review” provided by Sunrise, including this Appeal Process. If the individual continues to be dissatisfied with the outcome, they can email info@AMsofFISA.ca or phone 1-(604)-684-6023 to inquire about this process. The cost of the independent school ombudsperson is carried by Sunrise.

Parent Code of Conduct

Purpose

The Parent Code of Conduct outlines the expected behaviours of parents and guardians and clarifies accountability in the response process. Parents and guardians play a vital role in their children’s education and are expected to support Sunrise’s efforts to maintain a safe, caring and respectful school environment for all students, staff, and community members. This code applies to all individuals involved in activities or communication related to Sunrise Waldorf School, including guardians, stepparents, grandparents, extended family, caregivers, and advocates.

Everyone has the right to a safe and respectful workplace, as defined by WorkSafe BC.

Commitment

By registering at Sunrise Waldorf School, and signing this agreement, families agree to the Parent/Guardian Code of Conduct, which includes the following expectations:

1. Treat Everyone with Respect and Kindness

Be positive role models by using courteous and respectful communication and practicing high standards of safe, kind and ethical behaviour.

Assume best intentions when assessing and addressing changes and perceived challenges.

Follow the Communication and Appeal Policy to address concerns, including discussing concerns through face-to-face meetings rather than written complaints.

Respect the dignity, privacy and confidentiality of community members, including on digital platforms.

Support teachers and students and their classroom expectations.

2. Be Inclusive

Treat everyone with respect and consideration, regardless of race, ethnicity, age, ancestry, religion, gender identity, sexual orientation, ability, socio-economic status or any other element of a person's unique identity.

Teach and model to your children how to be inclusive, helpful and respectful toward others, particularly those with visible or invisible disabilities.

Celebrate cultural differences and learn about other cultures and perspectives within the school and broader community.

3. Participate Fully and Positively

Ensure your child attends school regularly, on time, and comes prepared to learn.

Read and understand the expectations outlined in the Parent Handbook, which include adhering to the Media Guidelines, completing volunteer hours, and attending parent meetings and conferences, as requested.

Support students in understanding and abiding by the Student Code of Conduct, including the Dress Code.

Read teacher emails and weekly newsletters, and participate in school events and activities.

4. Create a Positive School Culture

Trust the professional judgment of faculty and staff and be curious and respectful with your questions.

Speak positively about the school, staff, and faculty, publicly and especially in front of children, while taking your concerns directly to an individual or to the school administration team.

Take interest in Waldorf Education. Take advantage of Parent Enrichment opportunities.

Directly supervise your children at community events and before and after school hours to ensure respectful play, and refrain from disciplining other people's children. Approach the parent directly and productively if you have a concern.

5. Treat School Property with Care, Safety and Respect

Care for school buildings, grounds, and materials and help maintain and enhance the school environment.

Respect our neighbours, our neighbourhood and the greater community.

Follow the [Parking Lot Etiquette](#), especially the requests around speed management and drop-off/pick-up

Response Plan

Parents are expected to respect the response plan. If a breach of the Code of Conduct occurs, the following actions may be taken, depending on the severity or recurrence of the breach:

Informal Notice: A verbal or written notice will be issued.

Formal Warning: If the breach persists or is deemed more serious, a written warning will be issued by the Head of School, a designate, or the Board President.

Resolution Meeting: The parent(s) may be required to meet with the Head of School, or designate, to resolve the issue.

Prohibition from School Property: The Head of School and/or the Board President may prohibit or remove an individual from school property. Re-entry will require prior written approval from the Head of School.

Deregistration: If breaches persist or a resolution is not reached, the school may deregister the parent's child(ren) or refuse re-registration for the following school year.

In extreme cases involving threats or violence, local authorities may be contacted and/or legal action pursued to protect the community.

The Head of School reserves the right to determine consequences for non-compliance and may prohibit or remove any individual deemed a threat to the safety of students, staff, or community members. The Head of School will notify appropriate school personnel, the Board President and, if required, the local authorities of such actions.

Teachers and Parents in Partnership

Regular communication about a child's progress validates the parents' and teacher's mutual concern for the child. Knowing what is happening at home will greatly benefit the teacher's understanding of the child. Families can expect regular newsletters from teachers over email about what is happening in their child(ren)'s class.

Teachers will make every effort to communicate their expectations and needs to the parents in class newsletters, personal check-ins, Parent Evenings and Parent Teacher Conferences. Teachers understand that parents know the child best and must make decisions about what is best for their wellbeing.

If difficulties arise, the teachers will work with parents without judgement to support and help to bring about the best outcome. If the student needs additional support, the teacher can refer the child to the CCG Committee and will inform the parent about this referral.

The CCG holds various tools and processes for supporting children and parents in overcoming challenges, and can assist teachers, students, and parents in implementing these. If a student is suspended, teachers will put much thought into the return of the child by meeting with the child, parent(s) and the Education Director or a CCG (Care Coordinating Group) member. This usually involves implementing a check in process and growth plan for the student.

Parent Evenings

During Parent Evenings you will learn what is going on in the classroom, about the curriculum, Waldorf pedagogy and how it meets the children's needs and interests at their developmental stage. There will be opportunities to ask about upcoming events and activities for the class.

The social health of the class, including positive relationships and communication, is greatly benefitted by parents meeting together with the teacher in a spirit of collaboration and mutual support. As such, it is required that each student is represented at each parent evening. We greatly appreciate each family's effort in attending these meetings.

Your child's class teacher will hold several class meetings during the year. The dates and times will be announced directly to the class by the teacher or the Class Parent via email. Please attend Parent Evenings to support your child's learning.

Parent Teacher Conferences

Parent Teacher Conferences are held in fall and again in spring. Classes are not in session for these days and the teacher is available by appointment for meetings throughout the day. These dates will be posted in the Newsletter, and sign-up sheets are available in advance of each scheduled interview day. Specialty teachers are also available by appointment.

Parents are strongly encouraged to take advantage of this one-on-one time with their child(ren)'s teacher(s) to discuss their progress, challenges, and strengths, and to come up with strategies to offer

more support if needed. This is a good time to bring up any observations or concerns, and to mention family events that may impact their child's behaviour or learning at school. Parents and teachers alike benefit from each other's perspectives and experience in understanding and meeting the needs of the child.

For the upper grades student-led conferences will substitute the Parent Teacher Conferences. This means that students are present and take an active role in the process of self-assessment and creating learning strategies.

Class Rep Role

Class Reps are an asset to the Sunrise community as they serve several bodies of the Sunrise community: the school and teachers, the Parent Association, and the parents in general. They hold the parent contact list for their class and take on class wide communication.

Class Reps serve their class community and teacher by:

- Organize holiday, birthday, and year-end gifts.
- Organize needs for the classroom, such as regular flower deliveries, work-bees, sewing groups for pillows or crayon cases, donating items etc.
- Communicate information from the teacher regarding school events, parent evenings and so on.
- Assist in organizing field trips, for example recruiting drivers.
- Organize food trains for a teacher or parent who needs extra care, and so on

Other tasks include:

- Communicating to the class parent body notices from the Parent Association, for example PA organized events.
- Organizing the parents for that class in PA led initiatives such as Winter Faire and Pumpkin Path. This involves recruiting volunteers to sign up for specific tasks.
- Organizing faculty snack (schedule provided by the PA). This is usually three times a year for each class.
- Actively welcome new families and help with integration.

Each class will have two Class Reps, the primary Class Rep taking on organizational and communication role, and a Festival Parent being responsible for organizing festival activities for the class, or another arrangement that works for individual strengths and interests. The Class Rep is either chosen by the teacher, nominated by other parents, volunteers themselves, or any combination of the above, at the discretion of the class teacher. A Class Rep is encouraged to serve in this role for two years, and to be active in recruiting a new one at the end of their term to ensure continuity. Class Reps are strongly encouraged to attend PA meetings, take interest in PA initiatives and decisions, and read the minutes.

Good communication and collaboration can be a huge support to the teacher, the class, and consequently to the well-being of the school culture. This role thus requires commitment to Sunrise and some level of impartiality. Familiarity with Waldorf education and Sunrise policies – particularly the Communication and Appeal Policy - will be an asset.

Care Coordinating Group: Supporting Student Needs

Many diverse student needs can be met within the classroom environment. When students need additional support in the social, behavioural, or academic realm, they are referred to the CCG (Care Coordinating Group) who coordinate additional student support. The CCG is a committee that meets weekly and is comprised of teachers, the Student Resource Counsellor, and the Education Director. The CCG works in collaboration with teachers and caregivers to support student needs. Teachers, staff members, caregivers, or students can make referrals to the CCG. When a student is referred to the CCG committee, caregivers are informed by the student's lead teacher who keeps families informed about supports being put in place.

Students with special needs may qualify for a special education grant from the BC Ministry of Education. These funds are used to pay for services to meet student needs. Services could include learning assistance, counselling, and working with educational support staff (educational assistants). Sunrise Waldorf School may ask caregivers to have their student assessed by a professional to determine if the student qualifies for special education funding. Please speak to the Education Director or Head of School if you believe your child may qualify for funding.

Student Code of Conduct - Five Pillars

1. Treat everyone in our school community with respect and kindness.
2. Be inclusive and accepting of diversity.
3. Participate fully and with a positive attitude.
4. Create a positive school environment by listening attentively and following staff instructions.
5. Treat our buildings, grounds, equipment, and materials with care and respect.

Student Code of Conduct Overview

To create a safe, inclusive school community for students and adults, students are asked to uphold the following behaviours:

Social and Emotional Wellbeing

- Be polite and courteous to teachers, staff, fellow students, and guests.
- Speak positively about others and refrain from put-downs.
- Seek help from teachers and staff if you witness unkind behaviour.
- Valuing diversity and being inclusive are central to Sunrise Waldorf School's ideals. Students are expected to uphold these values in their behaviour towards others.

Physical Safety

- Students are asked to walk in hallways. Running is for recess, outside.
- Wear appropriate clothing – see the Dress Code.
- Please refrain from climbing structures, buildings, trees, and fences. Helmet must be worn for biking or rollerblading on campus.
- Dangerous items such as knives, or anything that could be a weapon, and lighters, etc. should stay at home.
- Students are asked to stay on school property at all times during school hours.
- Some games and activities may include physical contact. Students are encouraged to express themselves if they feel uncomfortable in any situation. Consent and respect are important when making physical contact, for example in PE.
- If a student is angry or frustrated, they are encouraged to talk to a teacher or staff member who will help them process their feelings while keeping themselves and others safe.
- Treat the school and grounds with love and respect by picking up garbage, cleaning up after yourself, refraining from graffiti and vandalism. Report areas that need attention to the front office.
- Students are to be outside during recess unless a special arrangement has been made with the teacher, recess teacher or office.
- The offices of the Counselling and Resource Teacher, the Education Director and the Head of School can be safe spaces for students who need time away from the class. Students who are feeling unwell are welcomed to take some time to sit in the chairs outside the main office.
- Students are asked to notify a teacher or staff member if they are leaving a space for any reason, for example going to the washroom, rejoining their class, or going with a parent/caregiver.

Study Environment

- Students can demonstrate good learning habits by carefully following the guidance and instructions of teachers and staff. Teachers clearly communicate expectations to students and these expectations are outlined in classroom guidance plans.
- Students and teachers work together to create classroom strategies that can support students' skills in the areas of focus and self-regulation.
- Toys, gum, and other distracting items should stay at home.
- Following classroom agreements, rhythms, and routines creates form and predictability for the whole class and will support learning and growth for all.

Sunrise Student Discipline

Sunrise is committed to fostering a safe, inclusive, and supportive learning environment where all students can thrive academically, socially, and emotionally. Our approach to discipline is rooted in respect, accountability, and

restorative practices, ensuring students understand their responsibilities and the impact of their actions while maintaining their dignity. Sunrise strives to empower students to make positive choices while upholding a learning environment where everyone feels safe, valued, and respected.

Overview

- **Respect & Responsibility:** Students are expected to engage in respectful and cooperative behavior, following the Sunrise Student Code of Conduct.
- **Restorative Approach:** Discipline is an opportunity for connection, learning and growth, emphasizing accountability, reflection, and meaningful repair.
- **Consistency & Fairness:** Clear expectations and consequences are applied consistently while considering individual student needs.
- **Collaboration:** Open communication between students, teachers, and families ensures a collective effort in supporting student success.

Disciplinary Processes

Classroom Management & Early Intervention: Under the guidance of the Education Director and the Care Coordinating Group (CCG), teachers set clear expectations and use positive reinforcement to encourage appropriate behavior.

Student Action Plan (SAP): When concerns arise, in Grades 5 through 8, students reflect on their behavior and commit to corrective actions through the Student Action Plan (SAP) process. This process shall be overseen by the Education Director and the CCG.

Escalation & Restorative Actions: If problematic behavior persists, additional measures such as school service and behavioral support plans may be implemented.

Incident Reports: In escalated situations that warrant a more serious response, Incident Reports are issued and may accompany the SAP process. If the behaviour was not directly witnessed by a staff member, then students shall be interviewed to accurately assess what occurred. Incident Reports must be signed by the Education Director and/or the Head of School. Incident Report forms should be sent home on the same day as the incident, and no later than the following school day. The lead teacher and/or the Education Director will follow up with the family when an Incident Report is issued and have a conversation to discuss strategies to support student success. Incident reports are noted on the Traffic Report and lead teachers shall inform subject and duty teachers asap if the situation requires immediate awareness. A third Incident Report in one school year, or a 12-month period, may result in expulsion.

Suspension & Expulsion: Severe or repeated violations may result in suspension or expulsion, following fair procedures and collaboration with families.

Suspension and Expulsion

Leading to a suspension or expulsion, concerns are to be recorded as teachers and staff implement early interventions and track problematic behaviour. This will usually occur through the Student Action Plan (SAP) processes, or through Incident Reporting. Student Participation in the SAP process, or Incident Reporting includes reflection, taking accountability and restorative actions. Details are included in the SAP Instructions. With additional occurrences, supports and interventions increase. Parent/guardians are informed of each SAP process to be able to collaborate in the support process.

In cases where a student's behavior poses a significant disruption to the classroom, school community or threatens the well-being of themselves or others, suspension or expulsion may be necessary. Our approach to discipline prioritizes restoration, accountability, and collaborative problem-solving, ensuring students learn from their actions while maintaining the dignity of everyone involved.

Suspension

Suspension is a structured consequence used when other restorative and corrective measures have not resulted in the desired behavior improvement, or when a student's actions pose a serious threat to safety, respect, and order within the school. Suspensions may be in-school or at-home, depending on the circumstances.

Grounds for Suspension

A student may be suspended for:

- Repeated violations of the Student Code of Conduct despite prior interventions.
- Physical aggression, including fighting, bullying, or other acts of violence.
- Verbal aggression or extreme disrespect towards peers, staff, or community members.
- Deliberate damage, theft, or vandalism of school or personal property.
- Continued disruption that prevents others from learning, after multiple interventions.
- Refusal to follow school safety protocols that endanger themselves or others.
- Possession or use of prohibited substances, including drugs, alcohol, or tobacco.

Decision-Making: When a student's behavior continues to escalate despite interventions, or in cases of severe misconduct, the Education Director and/or Head of School will determine if a suspension is warranted. Parents/guardians will be notified in writing and provided with a detailed explanation.

School Re-Entry: Re-entry meetings will be scheduled to support the student's transition back to school. The day the student returns, they are to meet in the morning with the Education Director, and the parent(s) are encouraged to attend. The goal of this meeting is to support reintegration and to outline a clear plan for success

moving forward. A second meeting would be scheduled with the Education Director, parent(s), and teacher to discuss the situation, and relevant supports and strategies for school and home.

Types of Suspension

- **In-School Suspension:** The student completes assigned school service (e.g., assisting a younger class, community service) and reflections, while completing their academic work, as agreed upon.
- **At-Home Suspension:** Reserved for more serious infractions, requiring a structured plan for the student to complete assignments and reflect before returning.

Expulsion

Expulsion is a last resort used in cases where a student's behavior presents a persistent, severe disruption to the classroom, school community or poses a serious safety risk. Every effort will be made to support the student through alternative interventions, if appropriate, before expulsion is considered.

Grounds for Expulsion

A student may be expelled for:

- Repeated and ongoing disciplinary violations that persist despite multiple interventions and suspensions.
- Extreme aggression or violence that endangers the safety of others.
- Possession, use, or distribution of illegal substances or dangerous items.
- Significant and deliberate vandalism or theft.
- Severe non-compliance and persistent defiance that disrupts the learning environment.
- Repeated suspensions without behavior improvement.

Review: The lead teacher, Education Director, and Head of School will review all documented interventions, Student Action Plans, and Incident Reports.

Decision-Making: The Head of School, in consultation with the Education Director and the lead teacher, will determine whether expulsion is necessary. If expulsion is decided, parents/guardians will be provided with a written notice and a meeting will be scheduled to discuss the expulsion, including guidance on alternative education options.

Child Abuse Policy

Under B.C. law, any school personnel who suspect or have information that a child is being abused or is at risk of being abused must promptly contact the Ministry of Children and Family Development, which has lead responsibility for responding to suspected child abuse and neglect. Everyone has a

responsibility to be alert to signs of child abuse or neglect and have a legal duty to report any reasonable concern immediately rather than to attempt to investigate the suspicions independently.

Please refer to Appendix A: Sunrise Waldorf School Child Abuse and Neglect Policy for the full text of the school's policy. Further information can be found in the B.C. Handbook for Action on Child Abuse and Neglect. The Handbook is available online at:

www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf

Progress Reports

Teachers report on student progress regularly throughout the school year. Two written progress reports are issued during the school year, and a final progress report is issued at the end of the school year for all students in Kindergarten through to grade eight. In these progress reports, teachers communicate student areas of strength, areas for growth, and describe ways to support student learning. Parent Teacher Conferences occur twice per year, and they are important opportunities for teachers to report on student progress. Parents are encouraged to meet with all their children's teachers. In addition, teachers are available to consultation by appointment whenever necessary. See *Parents and Teachers Working Together*.

Assessments

As part of their daily practice, teachers are regularly assessing students to gain a deeper understanding of individual students and the class as a whole. Teachers use this information to form their lessons and programming. Most assessment of students is through observing students as they are actively engaged in learning activities or by reviewing student assignments. Students also participate in peer and self-assessment to gain more understanding of their own learning. In addition, teachers assess students at the end of a block or unit of study to understand more about how students can apply the skills that have been taught during a period of time. These assessments may take the form of a quiz, test, project, or assignment. Foundation Skills Assessments are administered annually in grades 4 and 7 as per Ministry of Education requirements. The information from these assessments helps the teacher and the school understand more about how our students are progressing compared to their same-age peers across the province.

Foundation Skills Assessment Exemption: Students in Grades 4 and 7 participate annually in the Foundation Skills Assessment (FSA), a provincial assessment that provides information to the Ministry of Education and Child Care about student learning in literacy and numeracy.

While participation is encouraged, families may request that their child be excused from the FSA under certain circumstances, in accordance with provincial guidelines.

Requests for exemption must be made in writing to the Head of School at least two (2) weeks prior to the assessment. Valid reasons may include:

- Extenuating circumstances such as illness or family emergency
- Significant learning needs outlined in an Individual Education Plan (IEP)
- Limited English language proficiency (ELL/ESL)
- Other exceptional circumstances

Exemptions are granted at the discretion of the Head of School, in consultation with the family. Families will be notified of the decision prior to the assessment period whenever possible.

For questions or to submit a request, families should contact the school office.

Student Dress Code

The student dress code is created with care by our faculty for the reasons outlined below. Please note that if a student comes to school wearing clothing that does not meet the Dress Code, the child's lead teacher will speak with the parent in the case of younger children, and directly with the student of the upper grades.

Safety

Clothing should fit properly and allow students to easily move from working at a desk to getting up and playing actively and safely. The following is outlined to allow students to fully participate in all school activities.

Jewelry Class 1-5: Only small studs or sleeper hoops and home-made friendship bracelets are permitted.

Jewelry Class 6-8: Simple jewelry may be worn. Dangling or large hoop earrings and nose rings are not permitted. If the jewelry poses a safety risk, the teacher may ask the student to remove it.

- Body and nose piercings are not permitted.
- Students must wear footwear at school inside and outside. Special circumstances may exist for supervised activities.
- All footwear including sandals must be closed toed, no flip flops or high heels permitted.
- Sleeves should not hang down over hands.
- Students must arrive at school with weather appropriate clothing. Sun hats, rain hats, rain boots and outerwear, as well as layers for unexpected changes in weather.

Freedom of Movement

Students at Sunrise Waldorf School spend a great deal of time in movement and games. Students' clothing should allow them to move with ease and comfort, and without revealing undergarments.

- Hemlines and necklines should allow for freedom of movement without concern for clothing falling off or lifting to reveal undergarments.
- Tube tops, off the shoulder tops, and strapless tops are not permitted.
- Shirts and tops must meet the tops of pants such that midriffs are covered.
- Pants and shorts and skirts should fit properly or be belted such that undergarments are not revealed.
- Skirts and shorts must be mid thigh length or longer.

Promoting a Study Environment

Sunrise Waldorf School is a study environment. Our priority is to have students focused on the work and activity of being at school. We are also committed to maintaining a non-commercial environment which promotes a healthy sense of well being and positive self esteem in all our students.

- Colours, patterns, and prints are permitted.
- Torn and defaced clothing is not permitted.
- Clothing must have completed or rolled hems.
- Logos, pictures, images, words, sparkles/sequins are not permitted.

Exceptions for Sunrise Waldorf School embossed t-shirts and sweatshirts as well as Waldorf School Greek Olympics T-shirts, Every Child Matters T-shirts, and Pink Shirt day T-shirts.

- Small logos on shoes, hats and outer wear is permitted.
- Small emblems on the breast of a t-shirt are permitted.
- Caps, hats, and hoods must be removed before entering the classroom. Exceptions made for health, cultural or religious reasons, and hats or hoods may be worn during outdoor assemblies.
- Nail polish is not permitted.
- Makeup: Class 1-5 makeup is not permitted.
- Makeup: Class 6-8 light makeup is permitted.
- Hair dye is not permitted.
- Body transfers and tattoo pens are not permitted.
- Light-up and rolling shoes are not permitted.

Physical and Health Education (PHE)

Grades 3 to 7 all engage in regular PHE lessons with Ms. Georgia and should come to school equipped for movement. Check your child's class schedule to find out which days of the week they have PHE.

Please ensure you have the following items that are adjusted seasonally:

- Running shoes (Please no crocs, Bluntstones, rubber boots, winter boots etc.) Properly fitting running/gym shoes, support your feet and reduce potential for foot, ankle and knee injuries as well as injuries to others.
- Shorts/sweatpants
- Short sleeved T-shirt, or polo shirt and/or sweatshirt
- Cap or toque
- Water bottle (so you don't have to leave class to hydrate)
- Removal of any jewelry*, watches, wrist bands (except allergy alerts) during lessons and recess games.

During the muddy season, please make sure you have indoor runners along with spare pair of socks.

*Simple ear studs following new ear piecing may remain in place, however during intermural games these may prohibit your child from playing.

Festivals and Recitals

For some festivals, students are requested to wear special clothing to suit the festival. For all school recitals, students are asked to wear white tops and black (dark) bottoms.

We ask that students, parents, and teachers work together in upholding the Dress Code at our school.

Please send your child with indoor shoes and a bag containing a change of clothing that remains at school.

Please label clothing and check the Lost and Found Box often!

Lost and Found

Any items of clothing or other personal belongings that are unclaimed and found on campus will be put in the Lost and Found box. This is in the entrance of the school opposite the student bathrooms. Parents and caregivers are encouraged to check the Lost and Found box regularly. Twice a year, the Lost and Found will be pulled out for additional visibility, and a notice will be put in the Newsletter prior to unclaimed items being brought to good will.

Parents are reminded to label clothing, footwear, jackets, and lunch kit items so that they can be returned to their owner. Parent support in managing Lost and Found is appreciated.

Media Guidelines

What do we mean by (electronic) media?

- TV, movies, shows, reality TV
- computers, internet, smartphones, iPads email, instant messaging, texting, apps
- Social media: Facebook, twitter, Instagram, YouTube, TikTok, snapchat.
- Recorded music: radio, iTunes, other music streaming apps
- Games: internet and computer gaming, arcade games, Nintendo, PlayStation, Wii, Xbox etc., handheld games

Our media guidelines aim to support the objectives of Waldorf education and child development, and to be workable in the homes and lives of school families in our current times. Our goals for the students at Sunrise Waldorf School include:

Early Childhood

A child in ECE programs should not be exposed to any electronic media in daily life. Exposure to radio and recorded music is best limited and age appropriate. The younger the child, the more vitally important this is. No media, particularly on nights preceding and following school days. We are very grateful for your support in creating a media-free sanctuary for young children.

Grades 1 to 4

A child in this age group should still not be exposed to electronic media in daily life. Exposure to radio and recorded music is still best limited and age appropriate. No media, particularly on nights preceding and following school days. We are very grateful for your support in continuing to create a media-free sanctuary for the children in this age group.

Grades 5 and 6

At this age, it may be appropriate to begin allowing your child some media exposure. Carefully monitored introduction to age-appropriate movies may occur occasionally, preferably at home and not at the movie theatre. However, watching videos of themselves (e.g., in class plays) and using electronic media or technology to create movies, videos, artwork, etc., is not recommended for this age group. Still no media on nights preceding and following school days. Computers and TVs should be in a shared space in the home, not in a child's bedroom. Provide rules for media usage – content, times, and amount of use need to be decided by parents. Prohibit access to any website where the child may post his or her personal information, including instant messaging and emailing. Review all media content before hand, watch with the children and discuss it afterwards. Encourage media time to continue to be a part of family time.

Grades 7 and 8

Media exposure must be limited, age-appropriate and closely supervised and guided by parents. Media exposure can take place on weekends and vacations. However, still no media during the school week and no media on nights preceding school days. Computers and TVs should be in a shared space in the home, not in a child's bedroom. Provide rules for media usage – content, times, and amount of use need to be decided by parents. Prohibit access to any website where the child may post his or her personal information, including instant messaging and emailing.

- Review all media content before hand,
- watch with the children and discuss it afterwards.
- Encourage media time to continue to be a part of family time.
- Encourage regular study habits in a quiet environment, without a backdrop of recorded music or video.
- Limit time spent listening to digital music.
- Screen music for content and lyrics.
- Observe PG-13 and R-ratings for movies.
- Rock concerts are not yet appropriate.

Conversations between the class teacher and class parents are crucial to creating a common ground around the use of media by students, as teachers have experienced that varying levels of media exposure among classmates are socially divisive and erode social interaction at school. Furthermore, it is crucial that parents educate themselves on the use and abuse of social media, particularly on issues such as cyber bullying, sexual exploitation, internet exposure, loss of privacy, and the addictive nature of video and computer games.

Smartphones

Research indicates that smartphones can affect brain activity. Furthermore, phones provide unlimited internet access and act as a status symbol. We kindly request parents, other family members and visitors to our school to teach by example and refrain from using their phones (and other electronic devices) on school grounds, whenever possible.

Cameras during performances

We understand that you want to capture the joy of your children's performance; however, we kindly appeal to our audience not to take photos or record the performances as it detracts from the experience and the focus of the children and of the audience. Arrangements for recording or photographing for a particular purpose may be made in advance with the teacher in some circumstances. We, the Sunrise Waldorf School faculty, thank you in advance for your kind cooperation in complying with these requests.

Please strongly consider these media guidelines and your teacher's recommendations, in making choices around your child's exposure to media. Thank you for your cooperation and support.

Supervision

Before & After School

Supervision starts each morning 15 minutes prior to classes, with a duty person at the front entrance and another at the back of the school where those classes line up. Please do not drop children off before 8:10am unsupervised.

Afternoon supervision begins at the end of the school day with a teacher supervising in the front of the school until 3:25 p.m. Teachers dismiss their students at 3:10 pm, with Grades 1 through 4 children being dismissed directly to their parents. Grade 5 through 8 students is required to remain in the front of the school within sight of the afternoon supervisor until picked up. Any students not picked up by 3:25 are taken to the Office for the office to follow up with their parents/guardians or designated drivers. There is no supervision on the school grounds after 3:25pm. If you are going to be late picking up your child, please call the office to notify reception. If you cannot pick up your child before 3:30, please find an alternative solution to their supervision or pick-up.

Playground Safety

Supervision is covered by staff at each break. The bell is rung to indicate when the students are to go outside, and supervision commences.

Students remain in class until the bell is rung. When recess is over, the bell is rung to signal that all playground equipment is to be put away and students must return to classrooms in an orderly and timely manner.

School Closure

In the event of school closure due to inclement weather, Sunrise will mostly follow the decisions of School District 79. On a rare occasion, Sunrise will make an additional closure because of the road plowing on Hillbank/Lakeside as a low priority on the plowing route. To watch for a weather-related closure, an announcement will be made on the SD79 website and through Sunrise's main communication channels. Please note **WE ONLY ANNOUNCE IF WE ARE CLOSED**; in other words, no news means the school is open. If SD79 not in session while Sunrise is open (for example if holidays do not align), the Head of School will decide about school closure and let families know through main communication channels. If school is closing after classes have commenced, parents will be advised by the office staff to pick up their children as soon as they are able.

Alcohol and Smoking

Alcohol, tobacco, and vapour products may not be consumed on school premises or while accompanying children on school field trips.

Dogs

Dogs are not permitted on the school grounds during school hours. Please keep them safely in your vehicle during pickup and drop-off. Some exceptions may be made, for example for service dogs or Show and Tell if prearranged with the teacher.

Adult Bathrooms

Our school has adult bathrooms, located at the back of the school past the Handwork Room. There are signs indicating direction. Parents, Caregivers, friends, and guests are asked to use these bathrooms and leave the original ones for students only.

Food

Children in Class 1 through 8 should bring their own healthy morning snack and lunch, which is eaten sitting in class with their teacher. Re-usable containers are encouraged. The school composts organic leftovers.

As a child's behaviour and concentration can be affected by food, particularly foods with a high concentration of sugar, colouring, and preservatives, we ask that special care is taken when packing lunches. Gum, candy, and pop are not permitted at school. If your child has any food sensitivities, please alert your child's teacher.

Allergies

Please pay attention to the allergy alerts. These will be announced in the Newsletter or through your teacher. These may change from year to year and may be school wide – for example if there is a serious anaphylactic allergy school wide or within your class.

Events at Sunrise

Public and internal events are part of what make Sunrise a wonderful community and are often important for outreach and fundraising initiatives. Parents are reminded to uphold agreements and policies contained in this Handbook during events outside of school hours. This includes student conduct for safety and parking lot etiquette. Please note that your children are under your supervision at any time outside of school hours.

Assemblies and Performances

At various points throughout the year, the grade school children perform plays, music and poetry recitals for each other, parents, and faculty. Notices of upcoming events are sent out in the weekly Newsletter or in an email from your class teacher. Parents are encouraged to attend performances to become familiar with, and enjoy, what the students are learning throughout the school. It is also rewarding for the children to present their work to a large and appreciative audience.

Assemblies provide an avenue for students to demonstrate skills learned in movement, speech, drama, music, and academics. As well, performing in public assists students to develop confidence, social group skills and improved self image. Thank you for not taking photos or videos of these events but to simply be present and enjoy the magic and wonder with each performance.

Festivals

Sunrise is committed to providing a rich and varied cultural component to the education that speaks to the diversity of our population. The school marks festivals, ceremonies, and seasonal rituals from our local indigenous culture and those from around the world, including Europe, China, Africa, India, the Middle East, and South America. Many festivals are observed only in conjunction with the specific curriculum of a particular grade while others are celebrated in the context of all school assemblies or celebrations.

Festivals and celebrations may or may not have religious roots, and all students are welcome and respected for their own traditions and beliefs, and may be invited to share traditional foods, crafts, or activities with their class.

Festivals are a vital part of our school life and curriculum as they celebrate the seasonal changes and acknowledge and incorporate central human values and virtues. The festival motifs are brought into the classroom through story, song, movement, drama, and decoration.

Starting two years ago, we mark the Truth and Reconciliation Day on September 29 in honour of the First Peoples of this land and the ongoing work of repair.

The Autumn festival season reflects the bounty of the harvest as well as inner and outer preparation for the coming darkness of winter. Some of the festivals Sunrise Waldorf School celebrates are Truth and Reconciliation Day, Michaelmas, Halloween and Martinmas.

The Winter festival of lights season reminds us of the light shining within each in the midst of the encroaching darkness of the season. Some of the festivals celebrated are Advent, Diwali, Santa Lucia, Hannukah, Christmas, Epiphany, Chinese New Year, and Candlemas.

The Spring festival season reflects nature's breathing out, the growth of new plant life and the lengthening of the daylight hours. Some of the festivals Sunrise Waldorf School celebrates are Mardi Gras Easter, May Day, and Earth Day.

Religion and Spirituality

Waldorf education recognises that humans have a spiritual dimension, and that there is a higher power. This is reflected in many of the verses and songs that form the daily and yearly rhythm in all Waldorf schools. 'God' is mentioned in some of the verses. It can be interpreted as Creator, or any other higher power that feels true for you and your family. It is not limited to a Judeo-Christian God.

Throughout the grade school curriculum children are hearing Old Testament stories, fables, creation stories and myths from around the world, including our local indigenous myths. These form a foundation for strong moral development in the students.

Field Trips

Field trips are an important part of the student experience at Sunrise Waldorf School and create wonderful learning and chances to bond as a class. All field trips will be communicated by the teacher in advance and parents are required to complete a permission form for each field trip. Extra arrangements around pickup times and locations may be necessary, as well as additional supplies and occasionally funding. Teachers are appreciative of additional drivers or other assistance with field trip organization. Drivers' Authorization Forms, Abstracts and Criminal Record Checks for parent/caregiver volunteers are required in advance of accompanying a field trip. Please complete this at least two weeks prior to the field trip to allow enough time for the Criminal Record Check to be processed.

If a parent does not wish their child to participate in a field trip for any reason, the parent must make appropriate arrangements for the care of the child. The school is not able to provide alternative supervisory care for students not participating in field trips. All drivers of vehicles carrying children during a school outing must have completed the Driver Authorization form and requirements. A minimum of \$2,000,000 liability insurance is required. It is the law in BC that all occupants travelling in a vehicle wear a seatbelt and that the school requires drivers to follow B.C. regulations for the use of car seats.

Fire, Lockdown, Hold and Secure, and Earthquake Drills

Drills are carried out regularly following Ministry of Education and Child Care guidelines. The school participates annually in the Great British Columbia ShakeOut, which is a province-wide earthquake preparedness activity. Parents are reminded at the beginning of the school year to supply a "Comfort Pack" for their child, consisting of water, waterproof poncho, small snack and activities and comfort items for the child. These are kept together by class in case of emergency and refreshed annually by the parents.

Comfort Packs

Comfort packs are a small pack containing items that your child will appreciate in the event of an emergency while they are at school. Parents bring these packs in during the first week of school in September, and collect them again in June. They are stored by grade during the school year.

A comfort pack could include the following items:

- One or two prepackaged granola bars, nuts, fruit leather, beef jerky.
- One bottle of water
- One rain poncho or garbage bag for shelter
- One Individual sized facial tissue or individual sized wet wipes
- One pair of socks
- For amusement and emotional comfort, a family photo and a note of comfort from mom, dad, grandma etc.

Optional: A note pad/crayons/pencil; LED light; special stone/piece of string/ pocket game/deck of cards

Medication: Our office requires a 3-day supply of any necessary medications. Please see school administration for more information.

Please ensure that everything is contained in a large Ziploc bag with the child's name clearly written on the outside.

Library

Our school has a small, but growing library, thanks to school funding as well as donations and gifts from families. The growth and development of our library has been the result of the efforts of dedicated parents and teachers. If you are interested in helping in this area, please contact the school. The library is currently housed in the portable and students may visit it with their class.

Accidents

Illness or injury may occur from time to time either on school grounds or on a school field trip. The school acknowledges that prompt attention is required, and the severity of the incident shall determine the appropriate action to be taken. Our teachers and administrative staff maintain valid first aid certificates.

Incidents of injury or illness involving students, employees, or visitors on the school premises or at a school function/field trip held off school premises, requiring emergency medical attention, shall receive first aid and, if necessary, be transported for treatment by the safest possible means to the nearest medical facility. Any loss of consciousness, including but not limited to, fainting, epileptic seizures exceeding the Seizure Response Plan time limit or other factors and unconsciousness resulting from head injuries will be treated as an emergency requiring transportation to a medical facility. The parent or guardian will be notified as soon as practicable of the incident and the action already taken.

First Aid

Minor cuts, scrapes and bruises are taken care of with standard first aid treatment, comforting care, and the use of heat or ice as appropriate. In the case of burns or stings a standard topical burn gel will be used.

Prescription medication brought from home will be administered only with a completed permission form. Containers must be labeled with the child's name, medication name and amount to be given and the name of the prescribing doctor.

Immunization

Sunrise Waldorf School does not have an immunization program and does not require students to be immunized. Registration for preschool requires a statement of immunization records for their files (whether or not the child has been immunized). Please contact the Public Health unit for further information.

Communicable Diseases

If a parent or teacher suspects that a child may have a communicable disease, the parent will be asked to keep the child at home until there has been a diagnosis and treatment. Guidelines for communicable diseases from the [BC Health Guide](#) will be followed, if possible. Since the [BC Health Guide](#) is no longer published, additional information will be resourced at www.healthlinkbc.ca.

It is the policy of the Sunrise Waldorf School that all communicable diseases are treated in the same manner. Staff shall be subject to the same guidelines as specified above for students.

Some individuals may choose to wear masks to protect themselves or others from communicable disease. We respect these individual choices.

Lice are a common problem in schools and can be controlled and kept from spreading. Parents will not be notified of an outbreak of lice and are expected to check their children's hair regularly and complete treatment as necessary before children return to school.

Campus

Gardens and Outdoor Educational Spaces

Sunrise has several areas that are dedicated gardens, including the Student Learning Garden, Orchard, Memorial Rose Garden, Market Garden, Medicine Wheel, smaller edible gardens around the classrooms and others. There are also several outdoor classroom spaces, including the gazebo on the big field, the outdoor classroom in the

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student garden, and willow circle. These spaces are cared for by students with the support of parent volunteers, school gardeners, and the Green Space committee. Students have regular opportunities to participate in campus upkeep growing food and flowers interwoven with Waldorf curriculum such as agriculture, botany, and native ecosystems.

Parent & Community Garden Volunteering

Weekly parent volunteer help in the garden is warmly welcomed and regular gardening sessions will be announced in the school newsletter.

Maintenance and Upkeep

The employs landscape and field care and a maintenance person who oversees repairs, pest control, paths and road surface safety, and structure upkeep year-round as well as a janitor who cares for indoor spaces.

There are times when the school appreciates parent volunteers to assist with maintenance, painting, gardening, and cleaning, and requests go out in the Newsletter. Our student garden is always in need of parental help. We are thankful to our parents and supporters who ensure the upkeep of our school. Students and teachers also clean their classes after school.

Commitment to the Environment

Sunrise Waldorf School is committed to sustainable practices including using environmentally safe paper and cleaning products, being vigilant about recycling and composting whenever possible and avoiding chemicals for cleaning or gardening. We try to avoid disposable products and use compostable ones when available.

Scents and Chemicals

Please refrain from using scents and scented laundry products when coming to school. Some of our community have sensitivities to these products.

Privacy Policy

Safeguarding personal information of parents, students, volunteers, and teachers is a fundamental concern of the Sunrise Waldorf School. The school is committed to meeting the privacy standards established by British Columbia's *Personal Information Protection Act*. The Head of School serves as the privacy officer.

Parents have the option during registration to sign a media release waiver allowing pictures taken during school to be published in newsletters or online.

Financial Information

Sunrise Waldorf School funding includes tuition/fees collected from families and operating grant money received from the provincial government. A small amount of additional funds is received from various sources, such as donations to the school and grants received for specific purposes.

Tuition agreements are commitments for the full school year, and we hire our teachers based on those commitments. It is important for the financial well-being of the school that everyone upholds their agreements.

The following is an overview of policies regarding attendance and payment of fees:

- a)** If a child is removed from class to take a vacation, while school is in session, full payment of tuition is still necessary.
- b)** If a child is withdrawn before the end of the school year, two weeks' written notice is to be given to the school.
- c)** Parents are required to sign a tuition agreement and provide for automatic withdrawal from their bank account or post-dated cheques for the school year. A service charge is levied on all N.S.F. cheques. Please notify the Finance Director at least 5 days in advance if you expect a PAD payment or post-dated cheque to not be covered by your bank.

Sibling Discounts

- 1)** A 20% reduction in fees is offered for the second child in school.
- 2)** A 40% reduction in fees is offered for the third or more child(ren) in school.

Tuition Adjustment

The Tuition Adjustment Program has been developed to ensure that families who are committed to Waldorf education are able to send their children to Sunrise Waldorf School when they are unable to pay full fees according to the published fee schedule. The purpose is to make Waldorf education accessible to as many families as possible, balancing the financial health of the school.

The Tuition Adjustment Committee has been mandated by the Board to review and approve applications for tuition adjustment. Members of this committee are anonymous to protect against undue influence being exerted upon them. The Finance Director acts as the intermediary between the applicants and the committee members.

Funding for the Tuition Adjustment Program comes directly from the tuition revenue received from Sunrise's parents and the provincial government. The ability to offer families an appropriately assessed tuition level is affected by the number of applications received in a given year and by school revenues. The total Tuition Adjustment budget is limited to maintain a balanced budget each year.

Tuition adjustment is available for families with children in kindergarten to grade 8. Children in preschool qualify for the Provincial ACCB (Affordable Child Care Benefit) and the CCFRI (Child Care Fee Reduction Initiative).

All families wishing to be considered for tuition adjustment are asked to fill out an application form in the Spring for the following September. The process provides verification of income and other documentation, as requested. Applicants may be asked to provide further information through the Finance Director.

Tuition Adjustment awards cannot be made to any family who has a past due or arrears balance owing to Sunrise Waldorf School. A payment plan for paying down any past due balance must first be agreed with the Finance Director prior to a Tuition Adjustment application being considered. If you are in arrears, please make an appointment with the Finance Director before submitting your Tuition Adjustment application.

Tuition adjustment is awarded for the current year only and is expected to be a temporary measure to alleviate hardship. Subsequent applications are re-evaluated each year. Parents who sign an agreement for reduced tuition fees are expected to honour that agreement.

Donations to the School

Donations to the school are tax-deductible and are greatly appreciated.

Grade School

Curriculum

Each teacher provides information to the parents in the class about the block outline for the year. A block rotation schedule and an overview of the topics for the year will be available to parents early in the school year.

Grade 1:

- Pictorial, experiential, and phonetic introduction to letters, writing, and reading
- The qualities of numbers and introduction to division, multiplication, addition, and subtraction
Mental arithmetic through rhythmic experience
- form drawing as preparation for writing and later, geometry
- Speech, drama and recall of Fairy and Folk tales and nature stories
- Making needles, knitting

Grade 2:

- Nature legends and animal fables
- reading, writing, spelling, and composition
- form drawing continues
- arithmetic with larger numbers
- elements of grammar
- Crochet and knitting

Grade 3:

- Old Testament stories
- study of practical life including farming, housing, clothing
- reading, spelling, compositions; grammar, punctuation, and parts of speech
- cursive writing
- form drawing continues
- higher multiplication tables
- weight, measure, and money
- Crochet, knitting and sewing, weaving

Grade 4:

- Historical mythologies and sagas
- tenses and grammar, composition, letter writing
- local history, First Nations history, geography, and map-making
- study of the animal kingdom; comparative zoology
- fractions
- Form drawing continues and includes drawing knots and braids
- Cross stitch, embroidery, sewing

Grade 5:

- Ancient civilizations through Greek times
- North American geography
- composition with reports and self-expressed opinion, grammar, spelling, reading
- freehand geometry
- arithmetic: decimals, ratio, and proportion
- botany
- four-needle knitting

Grade 6:

- Roman and medieval history
- world geography
- mineralogy, physics (acoustics, magnetism, optics, and heat)
- composition, grammar, spelling, biographies
- interest, percentage
- geometric drawing with instruments
- astronomy
- Embroidery of slippers, stuffed animals, puppets, dolls, and clothes for dolls

Grade 7:

- Voyages of discovery, the Renaissance
- world geography
- physics (mechanics)
- nutrition and physiology (blood and muscles)

- chemistry of combustion, electricity
- composition, grammar, spelling, literature
- arithmetic, algebra
- geometry
- sewing by hand, quilting

Grade 8:

- Literature including short story, letters, dramatic contrast in Shakespearean drama
- composition, grammar, spelling
- arithmetic (review of solids and measurement)
- algebra, geometry
- world geography
- world and Canadian history
- physics (hydraulics)
- climatology, meteorology, organic chemistry, biology, anatomy
- Sewing with a machine

Grade 8 Projects: students engage in a self-directed research or creative project on a subject of their choice that is presented to an audience towards the end of their graduating year.

Grade 1 to 8:

Throughout the grade school, the topics of study are enriched with singing, recorder playing, painting, clay and beeswax modeling, drama, speech, games, Council, gardening, and outdoor education.

Specialty Subjects

Students in Grade School spend a lot of time each day with their lead teacher. In addition, they receive instruction from our specialty teachers. The specialty subjects are listed below. Sunrise Waldorf School is grateful to have these experienced teachers and instructors that are passionate about their chosen field. There may be times when we are not able to offer all the following, due to staff or resource shortages.

PHE

Physical activities, games and sports start in preschool. Starting in Grade 1, students have designated PHE lessons, and from Grade 3 the PHE lessons will be taken by our PHE teacher. The PHE curriculum changes as the students grow.

French

Students in Grade 4 and up receive immersive French Language education.

Strings

Music starts in preschool. In Grade 1 students start to play the pentatonic flute, and switch to a C-scale flute in Class 3. In Class 4 all students start to learn the violin. They have the option to choose cello, viola, bass or stick with violin.

Handwork

Students from Grade 1 up have classes with our designated Handwork teacher and Handwork Assistant, starting with knitting and moving through the Waldorf handwork curriculum, ending with machine sewing in Class 8.

Woodwork

Students in grade 5 and up receive woodwork lesson. They learn traditional woodwork skills and complete a woodwork project each year.

Gardening

Students in Grades 1 to 4 participate in weekly gardening classes with our designated Garden Instructor, and participate in growing food and maintaining our student gardens and campus.

School Verse

To Wonder at Beauty

To wonder at beauty
Stand guard over truth,
Look up to the noble
Resolve on the good.

This leadeth us truly
To purpose in living
To right in our doing,
To peace in our thinking
And teaches us trust
In the workings of God,
In all that there is
In the widths of the world,
In the depths of the soul.