



Education for the Whole Child - Head, Heart and Hands

Northern Lights School Parent Handbook 2024/2025

Northern Lights School is a not-for-profit independent elementary school offering Waldorf-inspired Education.

Our vision is to re-imagine education in Thunder Bay. Our mission is to support the unfolding of each unique individual through an education for the head, heart, and hands.

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About Waldorf

Waldorf schools are worldwide with 1000 schools in 50 countries. Waldorf education celebrated its 100th anniversary in 2019. The education is developmentally appropriate, rigorous, creative, and relevant to its place and time.

At the heart of Waldorf education is the recognition that children pass through distinct stages of development. Each segment of the curriculum corresponds directly in content and presentation to the stages of the growing child. Subjects and skills are introduced at the time when the child is most receptive to learning them.

Subjects are learned holistically, not in isolation. The Waldorf curriculum uses an interdisciplinary approach, and carefully integrates academic, artistic, and practical activity. Healthy emotional development is nurtured by conveying knowledge through direct experience. By freely using arts and activities in the service of teaching academics, an internal motivation to learn is developed in the student. Computers and information technology are not used in the school.

“Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility—these three forces are the very nerve of education.” Rudolf Steiner, founder of Waldorf education.

Kindergarten

The kindergarten environment is warm and supportive, providing a place where children can feel secure and loved. The space is simple, beautiful, and harmonious to the senses, thus avoiding overstimulation and encouraging the development of creativity and imagination. It is a “Land” of work and of play.

Imitation is one of the child’s main learning tools at this age. The teachers strive to be worthy of imitation. *“Each simple deed, if done with quiet and loving reverence, will be imitated in such a way by the child that the qualities of wonder and reverence will grow in the child, nourishing, and sowing seeds of those soul qualities that are so vital—reverence towards living things, respect, consideration and tolerance towards his fellow human beings.”* Rudolf Steiner

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Rhythm and routine strengthen the four- to six-year-old and bring a sense of security and trust. The kindergarten daily rhythm breathes, alternating free, unobstructed play time with more structured activity.

Daily outdoor play time allows children to experience the awe and wonder of nature. The expanse of the outdoors provides opportunity to run, climb, roll, dig, splash and so much more, all contributing to the child's mastery over her physical being. Vigorous outdoor play builds resilience, strengthens growing bodies, and soothes the senses. Good quality outdoor clothing allows for a joyful experience even on cold and rainy days.

Circle time brings the children together into a form that builds cooperation, draws upon a child's innate ability to imitate, and reinforces developmental movement patterns. Songs, verses, rhymes, and large and small motor movements are woven together into seasonal themes or stories.

A much-loved part of the kindergarten morning is story time. Stories that are rich in imagery are told several days in a row allowing the children time to build the pictures in their minds and live into the stories. Some are tales about everyday things while others depict seasonal nature themes. Age-appropriate fairy tales are also told. Some stories are presented as puppet plays. At times a story is acted out by the children giving an opportunity to 'be' the characters in the story. The teacher may create stories that relate to the age and disposition of the group.

Coming together for a snack is an important part of the kindergarten morning. Children may help with snack preparation, setting the table and washing their dishes. The lighting of a candle and singing a song of appreciation for the food brings reverence to the experience.

During indoor free play time children can choose to be involved with a group or play alone. The many natural materials such as wood, wool, stones, silk, and simple handmade toys nourish the child's senses. The open-ended materials call forth imaginative and creative play. Logs may become a race car one day and house for a baby the next. There is an opportunity to participate in various tasks such as cooking, watering plants, dusting, sewing, sweeping, finger-knitting, colouring with beeswax crayons, modelling with beeswax, wet felting, woodworking, and painting.

The child's own natural creativity is honoured and respected. At the beginning of water colour painting the teacher tells a short story, perhaps about a little gnome playing in colourful puddles. She paints with the children, modelling proper grasp and rinsing of the brush. Painting has a therapeutic effect on all children. Insight into the child's mood is sometimes revealed in the painting. The children are free to experiment with the colours with no expectation of form.

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In the process of painting the child fully experiences and lives into the living qualities of the colours and inwardly experiences how one colour interacts with another.

Bits of beeswax are warmed and softened in children's hands, their "little ovens." Nimble fingers form three dimensional figures such as snails or apples or swords. Fine motor dexterity is developed while the sense of smell is nourished. Finger knitting develops small muscle coordination in preparation for holding a pencil to write.

The celebration of the seasons is an integral part of kindergarten life. A nature garden table changes throughout the year bringing the magic of the seasons indoors. Children may bring small treasures that they discover in the world outside. Poetry, songs, stories, and creative activities enable the child to live deeply into the seasons.

Seasonal festivals are celebrated throughout the year. Festivals are celebrated within the classroom with the children and teachers while others are celebrated as a community with families.

Social development is an important part of the kindergarten environment. The children become aware of the boundaries that are upheld firmly and lovingly by the teacher. The children are also encouraged by the teacher to begin to develop a sense of responsibility for their own actions and practice skills that are demonstrated by the adults. During the school day it is not uncommon to hear someone tell a friend, "We all play together." The teacher is aware of how the quality of imitation is so active in young children and how important it is for the adults to respond with care, reverence, and respect for others and for the child's surroundings. By doing so, the children will imitate a good example.

The kindergarten brings children together into a little community, the "Royal We", providing opportunity for social development as the parallel play of a younger age shifts to cooperative play. "We learn our kindergarten ways" through interaction with one another. "We" help a friend that is hurt, especially if we did the hurting. "We" take care of our Land and help each other put things in their place. "We" experience disputes that allow opportunity to learn to settle things. "We" learn to take turns and share. A child learns that mistakes can be fixed and that "All is well in our Land."

After a busy morning the children have lunch and are gently ushered into a well needed rest time.

Morning Snack is provided by the school and the children bring their own lunch. The morning snack schedule follows the Waldorf rhythm. Thursday is bread day.

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Kindergarten Daily Rhythm - times are approximate

- 8:45 - 9:00 - Arrival, supervised play
- 9:30 - Indoor Activities & Preparation of shared snack
- 10:30 - Tidy Up and Circle Time - Verses, Music, Stories, Puppet Play
- 11:00 - Snack & Dishes
- 11:30 - Outdoor Adventures & play
- 12:30 - Lunch preparations & washing hands for lunch
- 12:40 - Lunch - Children bring their own lunch
- 12:45 - Dishes & settling in for story and quiet time
- 1:45 - Clean-up & prepare for Outdoor Play
- 2:00 - Outdoor/Indoor Play
- 3:00 - Pickup

A rhythm of handwashing and washroom breaks is integrated throughout the day.

Kindergarten Quiet Time

Following a busy morning the children need time to reflect, to digest and to be still. Even children who are not accustomed to resting in the afternoon eventually learn to enjoy a little nap or relax quietly. Rest time lasts about 3/4 hours, sometimes longer. Most children arise bright-eyed and pink-cheeked after some rest time, where no talking, negotiating, or sharing has occurred. Some will deny that they rest, sleep, or come anywhere close to liking quiet time. Your confidence in the importance of this time helps your child to adjust to resting. Including the practice of rest time at home can be very supportive in integrating rest into your child's life and easing the transition into resting at school. It can be a lovely time of the day for both child and adult.

Please do not bring special dolls or stuffed toys into the classroom. It is often a source of upset when a favourite toy is lost, forgotten, or dirtied. We provide relaxation mats with sheets. Please bring a small blanket, slippers, or shoes for indoor wear.

Grade One Readiness

The transition from kindergarten into school is a big step in the lives of children. Their striving and their way of learning have changed. They are no longer pure 'imitators' but become 'followers' with the ability to follow instructions more and carry them out. This inner shift and development also show physically. The children's limbs stretch; the change of teeth has started, new molars can be seen in the gums, and the first baby teeth fall out.

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Whereas the young child happily plays with everything, the Grade 1 ready kindergarten child can be bored and might need some encouragement to actively engage in play. On the other hand, they start remembering play from the day before and want to continue where they have left off. All the above, amongst others, are signs of healthy cognitive development.

Another aspect is the social emotional development, as demonstrated by the readiness to leave the parents and strive to go to the teacher and the class. Day to day kindergarten life shows where the children are at developmentally.

Teachers use a Grade One Assessment that further helps to further inform teachers and parents of developmental readiness. At the Northern Lights School, the children are assessed before they move on to Grade One. Children born between September 30th to December 30th will be assessed more carefully to determine if they have the developmental capacities, they need for a successful start in Grade One. Parents of Kindergarten children will be given an indication at the April Parent/Teacher meeting as to their child's Grade One Readiness. Students entering the school at other times will be assessed on a case-by-case basis.

Why we delay academics

The period from birth to age 7 in Waldorf philosophy is sometimes called a "complete childhood". It is a non-academic time of nourishing an individual child's growth and development including their emotions and senses, through an intentional environment. This environment includes daily opportunities for the growing child in developmentally appropriate art, crafts, nature, music, homelife, family, traditions, seasonal cycles, festivals, storytelling, rich language, sensory development, and play. Open-ended free play is very important to encourage creativity and imagination.

This period allows the child to develop a strong sense of self and grounding; a solid period of gross and fine motor development; a strong attachment to and preliminary understandings of nature; a solid ability in imaginative creativity; a strong sense of family traditions; a period of rich language development, extensive vocabulary understanding and context. All these skills need to be nurtured and developed before beginning any academics while creating a strong foundation to build and learn future academics.

Delaying academics until grade one provides many mental health benefits, allowing children to better self-regulate their attention and hyperactivity levels when they do start academic learning. Research that examined the efficacy of starting formal education at age seven in Denmark and the US found that it dramatically reduced the number of students who were displaying attention and hyperactivity problems. It is proposed that by delaying school, a child's

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young brain was allowed to integrate in the prefrontal areas, giving rise to focused attention and impulse control. Pushing academics on a child before they are developmentally ready can create stress, inhibit learning and lead to feelings of inadequacy, anxiety, and confusion.

Grades

Waldorf education follows the principle of human development in seven-year cycles, recognizing the shift in focus towards nurturing the heart and soul of the child after the age of seven. Class teachers, regarded as artists, infuse education with imagination, fostering an inward connection to the subjects taught. This bond between teacher and class endures as teachers accompany students throughout their academic journey.

Each day commences with the Main Lesson, employing a multidimensional approach. Beginning with speech and movement, followed by immersive storytelling and interactive engagement, students then express their understanding creatively in their books. Outdoor activities, including games and exercises, precede lesson time, ensuring students are mentally prepared for classroom learning.

During the Main Lesson, students delve deeply into one subject at a time, with core subjects like language arts, science, and mathematics presented through captivating narratives. After the teacher's oral presentation, students translate their learning into colourful compositions and illustrations, initially with wax crayons and later with coloured pencils, facilitating a deeper connection with the material.

Main lessons span two hours daily, with each subject explored intensively for three to four weeks before transitioning to a new theme. Literacy and numeracy become part of Following the lesson, students enjoy a snack and outdoor recess. before engaging in handwork, French language instruction, painting, and seasonal activities, such as knitting, crocheting, painting, and modelling.

The Waldorf grade school operates within two overarching rhythms: the daily rhythm of lessons and the seasonal rhythm of festivals and activities, ensuring a harmonious balance between academic pursuits and holistic development.

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Grades Schedule

8:45 - Arrival

9:00 - Main Lesson (Subject to grade relevance)

11:00-Snack/Recess

11:40-Period 1 - Extra Main lesson (Mathematics or literacy)

12:20-Period 2 - Form Drawing, French, Cursive Writing, modelling

1:00 -Lunch/Recess

2:00 - Period 3 - Music, Language Arts

2:40 - Period 4 - Handwork, Painting,

3:15 - Pickup

Dynamic Play or Rough and Tumble Play

At Northern Light School, the children spend a good part of their time outdoors. During this free play time children are encouraged to socialize and interact through various forms of activity.

It is important to note that while our school has a clear stance against aggressive behaviour and violence, there has been a deliberate decision to permit students to engage in certain forms of physical play, such as wrestling, during their recess time. This choice is based on the recognition of the numerous benefits that these activities can offer to children.

Participating in dynamic play or rough play fosters social interaction and teamwork among students. It provides a structured yet dynamic environment where children can learn to engage with their peers, negotiate rules, and practice good sportsmanship. These activities often involve cooperation and communication, contributing to the development of interpersonal skills, empathy, and a sense of camaraderie among students.

Moreover, engaging in physical play serves as a healthy outlet for stress release and emotional expression. Research indicates that such activities can lead to the release of endorphins, neurotransmitters that promote feelings of well-being and reduce stress. Allowing students to participate in these activities during recess provides them with an opportunity to release pent-up energy, manage stress, and improve their overall emotional well-being.

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While we understand that individual preferences may vary, and some students may choose not to participate in wrestling or rough play, we encourage a diverse range of activities to accommodate different interests. Safety remains our top priority, and strict supervision ensures that guidelines for safe play are followed, creating an enjoyable and injury-free environment for all students.

Ways Parents Can Support Your Child's Learning Experience

- Regular bedtime - In bed by an age-appropriate time allows a child to be well rested.
- Allow enough time in the morning for an unhurried nourishing breakfast at the table
- Be on time dropping off and picking up.
- Communicate your observations, questions, and concerns to the teacher.
- Dress your child warmly and appropriately for the weather. Refill the extra clothing bag when necessary.
- Come to parent and community events.
- Familiarize yourself with Waldorf education.
- Your patience and Support - It takes 40 days for a child to settle into a new program and routine.

A Media Policy that Grows with your Child

Parents are encouraged to give the gift of a media-free childhood. Teachers are available and willing to assist with transitions to a media-free environment. Students learn best to use electronic media as a resource and tool when these media are introduced after children have developed a rich experiential foundation. Media thus becomes a supplement, and not a substitute for, the richness of direct experience.

Consistent with Waldorf education's emphasis on learning through direct experience, parents of children in the lower grades (1-4) are encouraged to foster and support the development of new ideas and attitudes based on real personal interactions, by eliminating media use during the school week and minimizing it on weekends.

As the child grows into Grades 5, 6, and 7, it is appropriate for students to have a gradual and guided introduction to the applications and use of electronic media. During these transition years, use and exposure to media should be very moderate, under clear parental guidance and participation, and work towards the social and educational climate of the class. Media exposure

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can be a socially divisive influence in these years so care and attention must be brought in guiding the use of media during these years.

What to Bring and What not to Bring to School

Extra clothes in a clothing bag, to be hung on a hook at school.

- 1 pair of underwear
- 2 pairs of socks
- 1 sweater
- 1 undershirt
- 1 t-shirt
- 1 pair of pants
- 1 long sleeved shirt
- Rain/mud pants & jacket

When your child brings home wet or soiled clothes, be sure to send in clothes the next day to replace the ones taken from their extra clothes bag. Check your child's bag from time to time to make sure it is stocked and that everything still fits.

Clothing Essentials:

Dress your child in layers.

-Indoor shoes with ties. We ask that the shoes be plain without lights. These are to be left at school.

-Appropriate seasonal hats are to be worn during outdoor time.

- Fair weather splash pants.

- Sturdy raincoat and rain pants. They must be rainproof (not just water resistant) and breathable is best. It is best if the rain gear is large enough to fit over the snowsuit. Some days are cold and wet.

- Winter boots. Boots with removable liners are best. Check at the end of the day to make sure the lining in your child's boots are dry.

- Snowsuit. Snow suits need to be large enough to allow unrestricted movement and that your child can get it on and off.

Lost and Found Items

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Please label your child's coat, sweaters, hats, and boots. All contents will be given to charity at various times in the school year, so please check it regularly for your belongings. A lost and found bin can be found in the hallway of the school.

School Dress Code for Students

To support an active and engaged learning environment, and the healthy development of all our students, we ask parents to be conscious of their children's clothing. In general, we ask that the students be able to move comfortably and safely without any worry. The Waldorf curriculum involves movement and activity in all classes and throughout each day as well as outdoor play in all weather (severe storms excepted), so we ask that your child is ready for school each morning.

The school dress code is designed to create a positive and respectful learning environment that aligns with our core values. All students are expected to adhere to the following guidelines:

- Indoor and outdoor shoes are ready at school and support jumping and running (they firmly fit the whole foot.
- All clothes are free of distracting images and character/logos/patterns such as spiderman, pokemon etc.
- Shorts and skirts are mid-thigh length. Shorts are worn under skirts to allow for comfortable cartwheeling, running, and climbing.
- Shirts have shoulder straps with material at least 5 cm wide.
- Undergarments fit comfortably and are fully covered.
- All appropriate outdoor clothing needed for the day is available at school (ie: hats for each season, splash pants, snow pants, warm mittens etc.)
- With temperature and weather changes, all layers of clothing still meet the guidelines.
- Student is free of make-up, hair dye and nail polish

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- Student is free of strong scents or perfume.
- Student's change of clothing bag is regularly updated for the seasons and size changes.

Whenever there is a situation where these guidelines are not met, the class teacher may provide support such as alternative/additional clothing. It is much more supportive and comfortable for the students, however, if they are well-prepared each day to prevent any need for such adjustments. Thank you for your attention to creating a shared learning environment filled with the celebrations of learning without worrying about clothing!

For further information Please see our positive discipline policy.

Lunches

We ask that parents pack a wholesome, nutritious lunch for their child with minimum packaging and that is free of corporate logos, cartoon characters, etc. The children require nutritious food for a successful day of learning. No candy or pop are allowed at school. Please provide each child with a water bottle. The kindergarten program provides a daily morning snack. Grades children will also require a snack provided from home.

Birthday Celebrations at School

Birthday celebrations are a special event in the life of a child. Parents are invited to join in celebrating your child's birthday. We ask that you not bring younger siblings to the celebration as they often take attention away from the birthday child. Parents are invited to join for part of the morning. We will celebrate summer birthdays at the end of the school year. You will receive details about your child's celebration closer to the date.

If your child is having a birthday party at home and wishes to invite all the children in his or her class, you are welcome to distribute the invitations at school. However, if invitations are selective, we ask that you extend them away from school.

Often when a family is hosting a party right after school, they collect some of the children from school and carpool them to the party. Please be sensitive to the fact that this can create a feeling of being left out for the other children who are awaiting pick-up. If you are hosting a

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party that is right after school, please collect gifts from other parents at drop off in the parking area.

Drop Off

We as a school hold the tremendous responsibility of the safety of your child. With that, we need to know the whereabouts of your child, and if they are going to be in our care through the days of school. If you know your child is going to be late, absent, or on vacation, please contact your child's teacher as soon as you know. Drop off time is between 8:45-9:00. Arrivals after 9:00am are considered late. Teachers will contact every absent child's guardian to ensure they are coming to school or if they indeed will be absent. It saves time and disruptions to the classrooms if everyone is punctual, or the teacher is at least notified. Please take this into consideration. Repeated unexcused tardiness and/or lateness will be communicated to administration.

Pickup

When picking up your child, the parent(s)/guardian(s) should inform the teacher that the child is leaving at 3:15. This is essential for the safety of all children. Unless otherwise arranged, children will not be released to any person other than those specified on the registration form or through a formal communication with the parent/guardian. A person delegated by the parent(s)/guardian(s) will be required to show identification when picking up the child to indicate such a person is indeed the delegate.

Health and Illness

Colds, coughs, and fevers are part of illness and every childhood. A child who is not well enough to play outdoors is not well enough to participate fully in the program. We ask, out of consideration to other families at our school, that you keep your child at home if she/he is ill with an active cold, pink eye, lice, fever, or any other illness to speed healing. Common symptoms of a cold are runny nose, sneezing, cough, tiredness, sore throat, headache, and fever.

When a child is unwell s/he needs quiet and rest. A child should not return to school until he has been free of fever, vomiting, diarrhea, or other symptoms for 24 hours.

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Parents should inform the class teacher if there are any changes in home life that may affect a child's behaviour: parent's absences, serious illness in the family, the death of a family member, the need for medication, or other such information.

Snow Day

Our procedure is to check Student Transportation Services of Thunder Bay early in the morning. We will call a snow day if they are cancelling ALL buses. The teachers will contact the parents in their class via the Slack to inform them that school is cancelled for the day.

<https://www.ststb.ca/en>

Communications

The main means of communication with parents is through the Slack app.

School newsletters will be emailed once a month.

One-on-one parent/teacher meetings are scheduled in November and April of each school year. Further meetings with teachers can be scheduled at any time during the school year to discuss student learning.

If a parent has a concern regarding their child or an incident in the classroom, they are encouraged to speak first with the class teacher or subject teacher and ask for clarification on the perception the child brings home. If, out of this conversation, an issue or question arises it is important to clearly communicate and work towards a resolution. Email and telephone calls are best used to arrange meetings towards resolution. All issues and concerns raised by parents/guardians are taken seriously by the teachers and will be addressed. Every effort will be made to address and resolve issues and concerns to the satisfaction of all parties and as quickly as possible.

If a conversation with the class teacher or subject teacher does not resolve the issue to the satisfaction of either party involved, they should contact the Northern Lights School Administrator. Responses and outcomes will be provided verbally or in writing upon request. The level of detail provided to the parent/guardian will respect and maintain the confidentiality of all parties involved.

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For questions concerning financial and legal policies as well as fundraising, tuition, etc., please speak with Administration. He/she will assist you or direct you to the person or group that can best assist you.

Community Events

The Gnome Fair is an annual community event in the fall. We strive to host this according to the volunteer support available. It is a chance to invite the community to see the school as well as enjoy making seasonal crafts with their children.

We also hold quarterly festivals. The seasonal festivals are heartwarming opportunities for the community to gather. Throughout history, in all civilizations, there have been rituals and celebrations reflecting nature's rhythms. These celebrations or festivals reflect our relationship to nature and spirit and to our life on earth. Festivals bring shared consciousness, and they help to unite the community.

While no formal religious instruction takes place in the Waldorf school curriculum, parents should be aware that reverence and an appreciation and respect for the natural environment are present in the day-to-day activities of the school. We live in a Christian-Judeo influenced society and some of the celebrations and festivals of the year reflect this culture. Families who celebrate other festivities are encouraged to speak to their teacher about ways that they can share these celebrations with the class.

The elements of festivals such as light, food, song, and story capture children's imaginations. In a Waldorf school, weekly school rhythms and the annual seasonal festivals of nature and humanity are celebrated in ways that help foster wonder, reverence, and gratitude. These qualities nourish the child's capacity to be responsible to the human community. Teachers, parents, and children work together in anticipation of a variety of festivals that are celebrated and appropriate to the child's age and curriculum. There are many books available about festivals around the world.

Parents Circle

Parents are one of the pillars that hold up and create the school. How do we collectively do that? Emails are important, and so are face to face meetings.

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Our Parent's Circle is a gathering of parents who want to share their talents, ideas, feedback, and support to have a positive impact at the school.

Funding the School

Choosing independent education for your child and family is a decision that requires much contemplation both on a philosophical and a financial level. In an ideal world we would be able to choose the educational system we want for our children on its relative merit and not based on financial means. However, since our current reality is such that alternative choices are not funded by the government, we must raise the needed funds to pay our teachers, provide for the facilities and supply equipment for our classrooms.

While we endeavor to keep fees as low as possible, it is impossible to not have these fees. While most teachers in a Waldorf school would admit that they choose this career more because it is a calling than for strong financial benefit, the school community must take responsibility for providing a livable salary so that the teacher may be free to provide the best education for our children.

Gift Campaign

Northern Lights School is entirely self-funded through tuition fees and fundraising activities to operate and offer the best possible school experience for our families. Each year we run a Gift Campaign which is a fundraising initiative. The Campaign is an opportunity to seek gifts from friends and family for the school. We ask all families to support the Annual Campaign, to whatever extent possible. Every gift is significant and helps strengthen the school and the community.

Accessible Tuition Program

We are committed to ensuring that no student for whom the school is a good fit will be turned away due to financial hard-ship. An Accessible Tuition Program is available by applying for a reduced tuition fee. The process is outlined on our website, or please make an inquiry with the school Administrator.

Prior to requesting tuition adjustment, we ask applicants to consider the following questions:

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1. What can our family provide to ensure that the school is financially healthy and viable, ensuring that this education is available to my family in the future?
2. Are there any other sources of income that may be pursued? Is there a parent, grandparent, aunt, or uncle who would be inspired to help with tuition or donate to the school?
3. What choices have we made to free up our finances to allow us to contribute to the school?
4. Is our family's need for tuition adjustment temporary? When our financial income changes positively, can we provide more?

Tuition adjustment awards are granted confidentially and without judgement. We trust that every family will evaluate their financial situation honestly and provide what they can to ensure all students get the best education possible. Additionally, there are other means of contributing to the school to offset tuition; volunteering their time to teach a skill, volunteering at our community events, support for school administration, donation of items/supplies, etc.

Faculty and Parent Development

The faculty meets once a week with the School Administrator to study, share child observations, and discuss the life of the school. We are fortunate to have mentors for each of our teachers. Mentors meet with the teachers monthly, supporting them with the program, curriculum, and challenges. Teachers attend yearly Waldorf teachers' conferences and are Waldorf trained or are working on their Waldorf teacher education. Parents are encouraged to take up opportunities for parent development.

There is a wealth of material available which describes Rudolf Steiner's views on childhood development and education. There are also several books, which do not deal specifically with Rudolf Steiner or Steiner schools but are valuable and recommended. Please ask your teacher for resources or check out whywaldorfworks.org. Additionally, Northern Lights School has a large library to borrow any resources from.

Compliance with the Parent Handbook

Compliance with the requirements under this Parent Handbook forms part of the obligations for enrolment at Northern Lights School. Ongoing and repetitive non-compliance will result in discussions with administration to address the issues. After warnings and discussions,

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continued disregard for the Parent Handbook guidelines could result in termination of the enrolment contract.

We look forward to creating a holistic education with you and your family.