



Distance Learning Handbook

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Purpose

Although the Waldorf curriculum is best experienced in person, we recognize the need to develop, recommend, and communicate programs and procedures for best practices related to a Waldorf Remote Learning program for the 2020-21 School Year in response to potential physical building closures due to COVID-19. We have created a living document that can be reviewed and refined by the faculty as needed.

Objectives

- Develop Remote Learning scheduling, practices, and programs for Early Childhood and Grades in collaboration with Administration, Board of Directors and Parent Council
- Ensure that the Remote Learning program is communicated to parents, staff and administration through direct emails, the Waldorf Weekly, and the WSNO website.
- Keep up to date on relevant recommendations and guidance from Association of Waldorf Schools of North America (AWSNA), Waldorf Early Childhood Association of North America (WECAN), and other programs.
- Review the schedule and programming of the Remote Learning program through regular communications with faculty and parents.

Accountability / Communications

The 2020-21 School Year Remote Learning Handbook Committee reports to the Leadership Council, Faculty, and Administration.

The 2020-21 School Year Remote Learning Handbook Committee gathered feedback about the Spring 2020 Remote Learning experience from faculty members through specific round table discussions and a faculty questionnaire, as well as from parents through the Remote Learning Parent Survey made available via the Waldorf Weekly.

The 2020-21 School Year Remote Learning Handbook Committee communicates to the Leadership Council and Faculty through updates given at the Leadership and faculty meetings. Communication of its activities to Administration occurs through weekly Administration Meetings through Early Childhood and Grades Representatives. The

2020-21 School Year Remote Learning Handbook Committee will communicate its living document to parents through direct emails, the Waldorf Weekly, and the WSNO website.

Group Membership

The 2020-21 School Remote Learning Handbook Committee has seven official members that are representatives from the different sections of Faculty (Early Childhood, Lower Grades, Upper Grades, and Subject teachers).

All Committee members are volunteers. All faculty are eligible to join.

Current Membership:

Committee Chair: Lesley Rubenstein

- Early Childhood: Diana Miklos, Jan Lopez
- Lower Grades: Rachel Brown
- Upper Grades: Rebecca Nelson
- Subject teachers: Anais Adair

Committee members discuss issues brought up in committee meetings with non-committee faculty members in their prospective realms to gather feedback to share with the Remote Learning Handbook Committee. Committee members also routinely gather information from AWSNA, WECAN, fellow Waldorf schools, and local schools as the committee works on an engaging program that educates the whole child.

Meeting Structure

Weekly meetings were held on Fridays at 3:00 PM until the end of the 2019-20 School Year. All faculty met during Work Week, at the end of the 2019-20 school year, to discuss remote learning in detail. The 2020-21 School Year Remote Learning Handbook Committee continues to meet through the summer months, with meeting frequency to be determined.

Decision-Making Authority

The 2020-21 School Year Remote Learning Handbook Committee will make recommendations to the faculty about the implementation of pedagogical programs, pedagogical matters, and scheduling procedures. Information will be discussed during

Work Week and Remote Learning preparations will take place during summer in the event Remote Learning is required at any point during the 2020-21 school year.

Introduction

One of the underlying tenets of Waldorf education is the emphasis on human connection, so teaching in person is always optimal. However, in the unfortunate circumstance when such face-to face learning is not possible, this unique education is also naturally flexible and innovative to meet the needs and challenges of our times. With Remote Learning, we face a dichotomous need to sustain human connection and community while maintaining social and physical distance. Our WSNO Remote Learning curriculum embraces and reflects our pedagogical capacity to respond to this need. In the spirit of its vision to create an inclusive community that respects every human being, inspires joyful learning, and nurtures fearless curiosity, our faculty and administration have collaborated with enthusiasm and imagination to bring our vibrant curriculum into your home.

The learning opportunities presented to our students will be pedagogically sound, age appropriate, and will utilize physical materials, written form, audio, video, and interactive Zoom content. In these essential ways, we will provide the necessary elements of our unique education.

As we consider the goals of our school's approach to remote learning, we must keep in mind what sets us apart as a Waldorf school and stay true to our values and identity: our students need to be nurtured in mind, body, and spirit; our school is a community hub and should be a strengthening presence for our families; we must continue to allow teachers freedom in teaching within our shared agreements; we remain focused on human relationships; and we work together to find solutions.

The essential elements of Waldorf education, include hands-on learning, developments of intrinsic motivation, building character, and finding joy in the learning process will help the students to be successful in their distance learning.

Curriculum: Early Childhood Program

Building Community At Home: A Simple Home Rhythm

"One can ascend to a higher development only by bringing rhythm and repetition into one's life. Rhythm holds sway in all nature." - Rudolf Steiner

"There is something infinitely healing in the repeated refrains of nature -- the assurance that dawn comes after night, and spring after winter." - Rachel Carson

Rhythm and routine are the pillars of our life in early childhood. For young children they provide the necessary form in which to feel secure and relaxed. Within this form the young child then can feel free to explore, learn and unfold. It is helpful to make a simple rhythm for your home taking your specific needs and circumstances into consideration, so there is no one schedule that fits all.

A reasonable starting point when contemplating your daily schedule is asking yourself what creates calm for you and what creates more tension. You do not want to build your daily rhythm around expectations that make you feel stressed. Instead start with what makes you feel and do your best. Your children will feel this and react positively to your calm and joyful approach.

In our Early Childhood classrooms, we live our daily lives flowing through our days. We mostly do not need a watch to tell us "what time it is." We intuit when it is the right time to clean up after free play, to end our artistic group activities, to rest and to sit down for a snack. If you start with a simple daily rhythm you will soon reach this point of flow which is very rewarding.

Here is a simple rhythm by which you can creatively build your own. Your children can be part of many daily domestic tasks. They will feel integrated into your family life and happy to learn new skills. Please remember, less is more.

Wake Up: Wake up and get dressed. Make the beds (your children can learn to do that independently; it does not need to be perfect). Make breakfast (consider a rhythmical weekly menu), and clean the dishes together.

Morning Walk or Play: Go outside every morning and explore your neighborhood (keep local regulations and social distancing in mind). Pay attention to seasonal changes and

find little treasures for your family nature corner. If possible, have your children play with natural elements by themselves while you can sit close.

Snack: Try a weekly snack rhythm or eat the same snack every day.

Artistic or domestic activity: Try a weekly schedule of a different artistic activity each day of the week. Have a sewing basket with materials your children freely can use. Consider little projects that take many days to complete.

Lunch: Prepare and set the lunch table together. Meal times are wonderful for conversations and little word games.

Rest or quiet time: Take a pause. Young children still nap while older ones can recline and close their eyes (you can too if you have time). Quiet reading is also an option. Rest restores and heals.

Snack: Just like a morning snack, you can try a weekly snack rhythm or eat the same every day for simplification.

Online Curriculum Plan

Planning For Learning

Teachers will deliver learning activities through Google Classroom or email for parents to provide to their children. Learning will be presented for parents through weekly written information and sometimes additional pre-recorded videos. Parents will be guided through an age-appropriate rhythm for their child with art, story, songs, outdoor, and cooking activities.

Communicating With Learners

All online learning for parents will be posted in Google Classroom or email. An overview will be sent each week that will include a focus on an aspect of Waldorf Early Childhood pedagogy. Lesson plans will offer parents songs, story, art, inside play, outside play, and cooking activities.

- Each lesson plan will outline the recommended daily rhythm for the child.

- Each activity will offer parents a description and list of supplies. A gift-kit that includes materials for activities will be provided to each family.
- Parents will access Google Classroom with an email set up in their name. Sign-in information will be sent to the parent's email.

Expectations Of Children

Children should participate in the daily life of the family supported by the rhythm and activities provided by the class teacher.

Commitment Of Teachers

Teachers will deliver learning activities through Google Classroom and email, and may be accompanied with the personal drop-off of supplies and projects at the student's home, or at the school building, where parents may pick up items for their children. In Early Childhood, learning will be presented for parents through weekly written information and sometimes additional pre-recorded videos. Parents will be guided through an age-appropriate rhythm for their child with art, story, songs, gardening and cooking activities.

- Teachers will respond to emails and Google Classroom messages daily.
- Teachers will be available to speak with parents by phone upon request.
- Teachers will arrange bimonthly class parent meetings using Zoom or Google Classroom video conferencing.

Expectations of Early Childhood Parents

- Parents will review the weekly overview and lesson plans on their own and not share these resources with their child directly.
- Parents can email questions or contact their child's teacher during office hours on weekdays. Specific hours for each teacher will be communicated to parents.

Communications To Families

All online learning for Early Childhood will be posted in Google Classroom or email. An overview will be sent each week that will include a focus on an aspect of Waldorf early

childhood pedagogy. Lesson plans will offer parents songs, story, art, inside play, outside play, and cooking activities.

- Each lesson plan will outline the recommended daily rhythm for the child.
- Each activity will offer parents a description and list of supplies.
- A gift- kit that includes materials for activities will be provided to each family.
- Parents will access Google Classroom with an email set up in their name. Sign-in information will be sent to the parent's email.

Personal Communication

Response within 24 hours on weekdays

In Early Childhood, Beyond the Classroom includes teachers' office hours, at least 10 hours weekly, to be decided with the individual classes. Please email ahead to schedule a phone conversation. Teachers are also available for individual and class Zoom meetings. Parents can email their child's class teacher to ask questions.

Early Childhood Assessment

First grade readiness will be assessed through a series of interviews with parents, and potentially the students themselves, determined on a case by case basis. These assessments will be handled remotely. A comprehensive plan is being developed in the event that Remote Learning should become necessary for the entire year.

Parental Support and Guidance For Early Childhood Families

- Help your child(ren) create a rhythm for learning. The rhythm will vary depending on their age, but could include getting dressed each morning or starting your day with time outside.
- Set up a clear work area in your home for your child(ren) to do schoolwork.
- Set boundaries around technology, encourage breaks, switch off the computer during breaks and lunch, stow any other devices during the school day, and get outside daily.
- Encourage a routine that includes physical activity

- Allow time for a creative outlet.

During Early Childhood (Preschool, Nursery, and Kindergarten), learning occurs by facilitating self-initiated exploration through play.

In the early years, an emphasis on coordinated bodies, strong imaginations, healthy social interactions, and a love of work and play lays the foundation for academic excellence as students experience the beauty of language arts and literature, the culture of the world's civilizations through history and language, and the empirical qualities of the scientific and mathematical disciplines through a lively and engaging curriculum that introduces increasingly complex and sophisticated subject matter as the students grow and mature.

When children learn in a way that honors their unfolding development (without trying to rush or speed up the process), they gain a quiet confidence, a mastery of skills, and a sustained interest in the world around them. In short, Waldorf students can experience the journey of childhood without having that spark of curiosity and creativity extinguished.

Our Early Childhood program's daily activities build a strong base for future academic success. We foster the children's curiosity and their deep sense of wonder and guide them into a gentle and developmentally appropriate discovery of the world around them.

Songs and nursery rhymes cultivate intimacy with language. Listening to stories, and participating in dramatic play strengthens the power of memory and imagination. Counting games and rhythmic activities playfully trigger a sense for arithmetic and numbers. Artistic activities and crafts help the children develop small motor skills, coordination, and the ability to concentrate.

Ample time for free creative play, both in the classroom and outdoors, enables the children to strengthen their bodies, forge healthy, long-lasting social relationships, and engenders interest in the world around them.

Waldorf Early Childhood Remote Learning Examples

- Weekly Activities (suggestions): painting, tidy jobs, drawing, fine motor activities, gross motor development activities, indoor and outdoor activities, crafts, and gardening.

- Puppet Shows: Little Gnome who Stayed Home (protection-healing story), nature stories.
- Oral Story: An Easter Story (seasonal-rhythm and repetition story), The Fairy Weaver; changes weekly
- Circle Time & Songs: Seasonal songs, finger games and counting songs
- Recipes: Soup, bread, cake/ changes weekly
- Waldorf Words of Wisdom, Therapeutic-Healing stories, Parenting articles/ changes weekly
- Porch or yard visits
- Spring activity baskets
- Extending the garden
- Pancakes on the porch
- Soup day

Connections and Community

Embracing our families, nurturing our communities, and maintaining contact with our WSNO family and friends during this time is critical and can include texts, calls, and even periodic home visits when feasible. The emphasis should be on maintaining connection (in whatever ways possible), offering a calming presence, providing support based on current needs, and keeping the dynamics of the parent-child relationship central.

Curriculum: Grades Program

Philosophy Of Remote Program

Should Distance Learning become a necessity we will continue to educate our students and support our community through our arts based curriculum, project-based learning, online classes, regular communications with families, attention to the child's spiritual life

and reverence for the work we come together to create and share, and a daily and weekly rhythm for our students.

Different Scenarios

If we need to transition From Our Campus Being Open to Temporarily Building Closure - Our 2020-2021 School Calendar has five weeks of extra days built in to accommodate building closure. The five weeks will be used up first as vacation days, and then after that time, we will transition to Remote Learning.

If Schools are Closed and City is Quarantined - As mentioned above, the 2020-2021 School Calendar has five weeks of extra days built in. After the five weeks, we would transition to Remote Learning.

If the Campus is open, but Social Distancing Expectations are in place - Health and safety protocols, set by the CDC and government guidelines, will be enacted at each campus. Class sizes will be made smaller, if necessary, to accommodate space requirements. Students in the Grades with compromised immune systems or who are ill will be offered special accommodations (see below). Please review the Social Distancing Handbook which contains complete plans for our Early Childhood and Grades programs.

Accommodations For Students: Hybrid Model for Social Distance Learning

The Hybrid Model will allow for social distancing yet still ensure that the entire class, no matter the size, can engage simultaneously in daily lessons. Google Classroom will still be a hub for posted assignments and announcements, and will also be a place where students can find daily links to lessons in both Main Lesson and Subject classes. This model will also allow for a nearly seamless transition to complete Distance Learning should that scenario provide necessary at any time. It is recommended for students in Grades 4 and up, but can be implemented for all grades if there is a need.

Students in Class and over Zoom Daily

MAIN LESSON – Main Lesson would be taught in the actual classroom, but also streamed through Zoom. The lecture, presentation, review and discussion portion of Main Lesson will be recorded and posted each day in Google Classroom. This will allow the class to be broken up into two groups in the event that the enrollment numbers exceed the maximum number allowed in the live classroom due to Social Distancing rules. This will also accommodate students with compromised immune systems or

those who must remain home because they are unwell or under quarantine. Students who joined the class through Zoom would also participate in the work period and would be able to ask questions in real time of the class teacher.

SUBJECT CLASSES – The needs of each class would differ with regard to what would be possible to present over Zoom, but utilizing this model, as many classes as possible would be both live and through Zoom, at least partially recorded, especially demonstrations, discussions, and guided interactive periods of the class. Faculty members would work together to determine the best way to engage students from home while still proceeding as a class under Social Distancing guidelines.

Grades One and Two

Through Distance Learning, the Lower Grades will continue to follow the Waldorf curriculum as it was originally scheduled for the classroom, with some necessary modifications due to social distancing guidelines. In Grade One and Grade Two so much of the Main Lesson curriculum is based on story-telling, and the faculty of WSNO have found creative solutions in their remote learning classrooms, in which they can still bring the stories to life for the class.

Grades One and Two students' capacities are very different from that of an Upper Grades student. The faculty and staff of WSNO are committed to educating the whole child, with an emphasis on their feeling, thinking, and willing life. When considering the efficacy of screens and virtual classrooms, it has been made clear through scientific research, and trial and error during the Spring 2020 semester, that a daily Zoom class is not appropriate for the 6 - 8 year old child. We have considered the biological, mental, and spiritual states of our students and the effects of daily screen usage on them, when making choices about how best to bring them their class curriculum. Because of this reality, we will use platforms like Zoom only to enrich the daily lessons being sent home through Google Classroom. The First and Second Grade teachers will use Zoom a couple of times a week, to come together as a class in Circle activities, to bring life to the fairytales and fables we share, and to foster community for the growing class. Subject teachers will take turns joining the last fifteen minutes of the Zoom classes.

In order to build community amongst our class we will participate in social gatherings weekly or bi-weekly like book sharings, show-and-tell, talent shows, birthday celebrations, and seasonal festivals or activities. Google Classroom will be utilized for each class, where Main Lesson and Subject teachers will post assignments, announcements, and study material. New content will be posted daily by Main Lesson

teachers and at least once a week by Subject teachers. All teachers are monitoring their posts regularly to respond to student and parent comments and questions. This content might include written assignments, activity instruction, prerecorded video lessons, and daily podcasts and video recordings of Main Lessons. Every effort has been made to provide necessary curricular supplies that support Remote Study learning. Whenever possible, assignments are submitted online.

In the Spring 2020 semester, the teachers were able to bring the Waldorf experience into each child's home, through imaginative storytelling, Form Drawing, and student-led visual responses to what they were learning, which were indicative of what they had already been taught in the 2019-20 school year. Now with some experience behind us, we are able to effectively plan and prepare for the coming school year, should remote learning become a mandate once more. We will strive to engage the students' imaginations by assigning projects that bring not only the stories to life but Math as well. Whenever possible the teachers will break down the walls of the classroom and send the students outdoors to observe, reflect, and play amidst the healing natural environment of the plant and animal kingdoms.

Remote Learning the Waldorf Way

While there are certainly challenges to face in a more remote environment, here are some examples of how Waldorf Remote Learning Main Lessons have been conducted in the following disciplines:

Math: The Four Process

The final math block of the year was delivered with gusto through an epic tale of the Land of Numeria. The Land of Numeria story has been passed down through Waldorf Schools, but when faced with the challenge of teaching Math in a remote setting, Ms. Brown continued the story for a month, writing and adding more characters to be uploaded to the Google Classroom for guardians to read to their child. She presented new concepts and strategies from within the framework of the story, and asked that the children often utilize their entire house through lessons like adding up all of the windows in each room and using strategies to find out how many windows they have in total. There were games and vivid imagery brought to the children with the continued and very important practice of daily mental math and number dictations.

Language Arts: Drama

The Seven Ravens: The Fairy Tales that drive the Grade One curriculum were still a major part of the daily and weekly lessons conducted in our remote learning program. Unlike the math story of the Land of Numeria, Ms. Brown wanted to meet with the class twice a week through Zoom, so that she could still be the proprietary voice behind these soul-enriching archetypal tales for the students. The First Grade play was also planned for the spring, and even though the students could not come together to perform for the community, First Grade families were able to collaborate and accomplish the presentation of *The Seven Ravens* through a collection of digital audio files. The students still had the experience of memorizing a script and songs, and with the help of their guardians, recorded their voices to be compiled and edited as a cohesive radio broadcast, or podcast of the play. As a social gathering, Ms. Brown asked that guardians assist their children in picking an age-appropriate book which they practiced reading for a couple of weeks together. Once the students were confident in reading the book independently, the class came together over the course of two Friday nights and shared their books in a gathering Ms. Brown titled, "Bedtime Stories." Although pushed into the digital realm, this event was very successful and enjoyed by all. The students were eager to share their books with the class and the mood was a casual, and familial sleepover. It was a very special community enriching event for the First Grade class and may even be something worth pursuing annually in the spring for all future WSNO First Graders.

Form Drawing

Form Drawing was presented for Grade One through visual examples created by the class teacher, very similarly to what occurs in the classroom. Directions were given to the guardians through their shared Google Classroom. Just as in the classroom, the class teacher considered and suggested the guardians bring the forms to life whenever possible. Guardians were asked to engage the child's entire body while practicing the forms, and recommended that the students practice their forms outside on the sidewalk with chalk. In Grade Two the class teacher created soothing Youtube videos, in which the teacher guided the students through each form.

Remote Learning Suggested Daily Schedule For Grades One and Two

8:30am: Your day officially begins. If your child's class teacher is holding a virtual class, please assist your child in being ready for class, just as they would a normal school day. They should be dressed, and seated in a comfortable environment with limited

distractions. They should be finished with their breakfast and have all of their supplies needed for class within arm's reach. If their teacher only holds a virtual class a couple of times a week, please try to stick to a daily rhythm for the wellbeing of your child and to make your life at home easier. Knowing what to expect each day will help eliminate stress in your home. Here are some helpful options for morning activities that you can implement on days that your child does not have a virtual class to attend.

- Morning walk in the neighborhood
- Gardening
- Outside play
- Snack preparation (Monday-Bread making, Tuesday-Fruit Salad/Soup making, followed by outside play)
- Coloring on Wednesday at 8:30, followed by outside time.
- Watercolors on Thursday at 8:30, followed by outside time.
- Your classroom teacher will most likely send a suggested seasonal Circle with movements, songs, poems, verses, etc. and this can be practiced even on days that the virtual classroom is not held. Circle is enjoyed most in the morning, after breakfast, and a lovely way to come together and greet the day.

Depending on what time the virtual class ends: If the class ends before 10:30 AM, please allow your child outside playtime before snack

10:30 Come inside, transition to inside shoes, wash hands.

10:45 Snack (child can set table with water glass, napkin, utensils; child can pour water)

- Monday - bread and fruit. You might want to find a quick bread recipe or a muffin recipe to use.
- Tuesday - Soup or fruit salad with bread or crackers. We usually switch to fruit salad when it gets warmer. This might be less daunting than making soup each week. I prepare the fruit by cutting it into slices that the child can manage with a table knife. Their job is to cut each piece into bite size pieces. You could make this together in the morning and then head out for some outside play.
- Wednesday - Oatmeal served with raisins and walnuts
- Thursday - Rice and veggies

- Friday - Popcorn and fruit slices

11:00 Clean up from snack. Child can wipe down the table, wash snack dishes or bring them to the kitchen sink, sweep the floor. Toileting and handwashing follows.

11:00 Ten minute rest. Cover the child with a silk or a light blanket. Sing a quiet song or lullaby, interspersed with silence. Encourage the child's whole self to relax. A lovely time for a transitional song to take place or poem they can memorize.

11:10 Inside play and projects: After introducing the project, play, or work. You should be able to do your work close by, but you do NOT have to entertain your child at this time. They are quite capable of playing imaginatively by themselves. For subject classes please develop a weekly rhythm that works best for you and your child. During this time, choose from one of the following: a Handwork project, Spanish assignment, Music assignment, or practicing a musical instrument, reading a new book, or any Library assignment. They can also assist with a project or seasonal craft, or prepare food for snacks during the week, such as chopping walnuts for oatmeal, or shopping or shredding veggies to cook with the rice.

12:00 Tidy up

12:15 Lunch. We have a 10-minute quiet candle. If your child is not using their lunchbox, they can again set the table and put out their food. Give your child some quiet time at the table for meals, so that they can continue to work on prioritizing their time, as we do in the classroom, and focus on one task at a time. Even eating lunch takes focus, doing so will also assist in the child being able to hear their body and the signals it is sending them, letting them know when they are full and when enough is enough. Offering a quiet space for a child to eat food can also ensure they are taking small manageable bites and chewing their food safely.

12:45 Clean up lunch

1:00 Outdoor play

1:30 Movement assignment, games, sports, and or outdoor activities like gardening, cloud watching, puddle jumping, balancing and practicing, jumping rope, etc.

You're encouraged to create your own rhythm of doing different activities on different days in the afternoon, just as you have for the morning subject classes. Anytime you use a rhythm it helps with discipline, and feelings of security and well-being. For example, Monday might be sports practice, Tuesday: going to a park, Wednesday:

water play (tubs of water, shells, containers, boats, washable dollies), Thursday: gardening, Friday: ride bike

Grades Three and Four

Remote Learning the Waldorf Way

At this point in development, the child is beginning to exit the world of imagination, and they begin to view themselves as autonomous beings. To support the student through this phase, Waldorf education brings home arts, hands-on projects and stories.

Here are some examples of how we continued addressing the child's needs through remote learning:

Farming Block - During the farm block, children were asked to spend 15 minutes daily in the same spot outdoors to observe changes and to simply experience nature. They were also tasked with sprouting a seed or growing a small plant and creating observational drawings and writings. During the shelter block, children were asked to work on weekly free builds to explore the process of creating three dimensional space. The final task was to write a minimum three paragraph essay and build a model of the shelter they were studying. The children were then asked to present their projects over Zoom.

Class Play - Students created a plethora of homemade costumes and hand-drawn virtual backgrounds for their annual class play. *The Light of Isis and Osiris*, their play, was based on a story that the students had worked with in the previous block. Whole class rehearsals took place, as well as small group rehearsals led by the students. The play was then recorded and shared with our community.

Nature Spot Observations - Students were asked to choose a special location outside that they would visit at least fifteen minutes each day. As a kind of meditation, the students would observe closely their surroundings and discover the changes that occurred over time. Students then drew pictures and journaled about what they had experienced.

Community Sharing - Every Friday, the class had a sharing that was directly related to the block. In order to build community, students also had talent shows, virtual tours of their rooms, and introduced their pets.

Grades Three and Four Organization and Scheduling Example

Time:	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 - 10:00	Main Lesson	Main Lesson	Main Lesson	Main Lesson	Main Lesson
10:00 - 11:00	ML Assignment Support	ML Assignment Support	ML Assignment Support	ML Assignment Support	ML Assignment Support
11:30 - 12:00	English Zoom Class	Spanish Zoom Class	Music Zoom Class	Movement Zoom Class	Library Zoom Class
1:00 - 2:00	Handwork Zoom Class (45 min)	Math/English Office Hour	Individual Meetings Handwork Office Hour	Math/English Office Hour	Math Class, Practice and Chess (1 hr)
2:00 - 3:00	Individual Meetings Handwork Office Hour	Individual Meetings	Handwork Office Hour	Individual Meetings	Individual Meetings Library and Handwork Office Hour
3:00 - 4:00	Handwork Office Hour				Handwork Office Hour Library Book Club MONTHLY

Week Day Schedule for School Work

9am-10am Zoom class with (1hr.)

Complete Main Lesson assignments on your own or on Zoom (45minutes -1 hr.)

Take a break (30 minutes)

Math work (30-40 minutes)

Practice instrument (20 minutes)

English work (20 minutes)

Lunch Break (45 minutes)

Spanish work (15 minutes)

Read and fill out log (40 minutes)

Movement and complete movement log
(30 minutes)

End of the day should be around 2:30 - 3:00

Upper Grades

As with the Lower Grades, the Upper Grades will continue to follow the Waldorf curriculum as it was originally scheduled for the classroom, with some necessary modifications due to social distancing guidelines.

Upper Grades Remote Learning the Waldorf Way

Waldorf education strives to meet the individual child where they are, but also builds community. In the Upper Grades Distance Learning classroom, the core of the Main Lesson experience can still be transmitted effectively through daily live Zoom meetings. While there are certainly challenges to face in a more remote environment, here are some examples of how Waldorf Remote Learning Main Lessons have been conducted in the following disciplines:

Language Arts: Drama - Students donned homemade costumes and presented the musical *Eureka! The Life and Times of Archimedes* over Zoom in two sessions. Students divided up ensemble songs so that each sang a few solo lines in turn. In one session, the piano accompanist played the transition music as well as the introductions to every song, to add to the experience.

Social Studies: History - Students learned a variety of biographies about important historical figures of the Middle Ages such as Chalemagne and Eleanor of Aquitaine, while viewing photo presentations through PowerPoint. Each day, they were able to take guided notes, and participate in live discussions about the time period, and how each of these people shaped our history.

Social Studies: Ancient Cultures - Students dove into the origin stories of Ancient Babylon and Ancient Egypt. Through these stories told live and our class reviews, the students were able to find similarities between prior stories in our curriculum as well as discovering these new characters in history. The stories were brought into deeper understanding as the students heard about and discussed the lives and culture of the regions. Writings and drawings were used as a way to artistically display our studies and reinforce the information. The writings were completed through a mixture of notes, dictation in class and memory. Students' writings were assessed and edited by the teacher.

Science: Chemistry - Students joined their Main Lesson teacher in performing a variety of simple Chemistry experiments in real time from their kitchens. As the teacher performed the experiment, students could choose to observe, or follow along with the ingredients and materials they had gathered in their own homes. Students could then share their own results and compare them for the benefit of their observing classmates. The students then discussed their conclusions.

Science: Botany - Each student was tasked with caring for and journaling about a plant. Students studied different plants through live presentations, live class reviews, writings and drawings. Students' writings were assessed and edited by the teacher. Individual nature walks were taken, and students reported their findings to the class.

Remote Learning Organization and Scheduling

Google Classrooms have been prepared for each Main Lesson and Subject class. Teachers will post assignments, announcements, and study material. New content is posted daily by Main Lesson teachers and at least once a week by Subject teachers. All teachers will monitor their posts regularly to respond to student comments and questions within 24 hours during the school week. This content might include written assignments, activity instruction, prerecorded video lessons, and daily podcast and video recordings of Main Lessons. Every effort has been made to provide necessary curricular supplies that support Remote Learning. Whenever possible, assignments are submitted online. Students may submit work directly through Google Classroom, email it, or arrange for physical copies to be delivered by parents to their teachers. All materials posted are available for WSNO Remote Learning only and should not be shared outside the WSNO community.

A sample of a proposed 7/8 Grades schedule can be found below. This schedule is based on previously used schedules, as well as feedback received from faculty and parents. Please note that this is a *proposed* schedule - the dates and times posted are theoretical. Actual dates and times will be similar, but based on teacher availability:

Day / Time	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
8:45 - 9:15	English Zoom Live	Math Zoom Live	Spanish Zoom Live	Music Zoom Live	Handwork Zoom Live
9:30 - 10:30	Main Lesson Zoom Live	Main Lesson Zoom Live	Main Lesson Zoom Live	Main Lesson Zoom Live	Main Lesson Zoom Live
10:45 - 11:15	Library Zoom Live	Study Skills Zoom Live	Movement Zoom Live	8th Grade Zoom Live	Art Zoom Live
11:15 and Later	Homework Club 11:30 - 12:30 Subject Office Hours 1:00 - 3:00	Math Office Hours 11:30 - 12:30 Spanish Office Hours 12:30 - 1:30	Handwork Office Hours 1:00 - 2:00 Book Club 5:00 - 6:00 Every Other Week	Math Office Hours 11:30 - 12:30 Subject Office Hours 12:30 - 2:30	Chess Club 12:00 - 1:00 Subject Office Hours 1:00 - 3:00

Suggested Schedule Listed By Class

Main Lesson - 60-Minute Zoom Class 9:30 -10:30 Daily; Homework Club on Mondays from 11:30 - 12:30; 15-minute individual student check-ins at least once a week

Art - 30-Minutes Zoom Class each week; Individual and Class Check-Ins on an Ad Hoc basis

English - At least one 30-Minute Zoom Class each week; Supplemental meetings and recorded material will be provided on an ad-hoc basis

Library / Book Club - 30-Minute Zoom Class each week; Book Clubs bi-weekly; Office Hours by appointment

Math - At least one 30-Minute Zoom Class each week; Regular office hours at least twice a week; Supplemental and recorded material will be provided

Handwork - 30-Minutes Zoom Class each week; Individual by appointment and Class Check-Ins on an Ad Hoc basis

Movement - 30-Minutes Zoom Class each week; Individual and Class Check-Ins on an Ad Hoc basis

Music - 30-Minutes Zoom Class each week; Individual Check-Ins and Practice Sessions by appointment

Spanish - At least one 30-Minutes Zoom Class each week; Recorded and Supplemental materials provided; Office Hours and Language Lab sessions weekly

Communicating With Learners

We intend to support and nourish the entire WSNO community through our daily connection. Parents can access all posted materials by signing into Google Classroom with the email address that they have designated for their child to use, or by joining the classroom through their own email. Parents also are invited to communicate with teachers via email, and by phone. Teachers are providing instruction to the class and creating opportunities to check in with individual students. In addition to this, class teachers have 15-minute individual conferences with each student at least once a week. They also are providing Homework Clubs or office hours during which students may join a Zoom meeting to work alongside their teacher to get more one-on-one assistance.

Subject teachers are offering office hours, homework help sessions, one-on-one assistance, mentorship programs, and after school clubs, depending on the subject.

Main Lesson Assessments

Grades One and Two

In Grades One and Two the students' guardians assist their children in submitting completed work to Google Classroom. In most cases more time is allotted than what occurs in the live classroom to submit the assignments. Reasonable due dates are generated, so that guardians will have adequate time to oversee the completion of the task and document and upload the work. The students are also asked at times to share their completed assignments with their class during their Zoom meeting times. For an assessment similar to that of the live classroom to occur, much attention is paid again to the whole child and their overall wellbeing as they work towards completion of their classroom assignments. This is true especially in subject areas like Form Drawing, the parents were made aware in the spring semester of remote learning, that the end result or product, is not often the most important observation that can be made but how was the child's state, i.e. their feeling and willing life while they worked? Clear communication and discussion is highly important here and questions were discussed between the classroom teacher and families like, did the student complete the task in one sitting willingly? Was their breathing smooth and calm, and were they eager to try each form?

Grades Three and Four

In Grades Three and Four students' guardians will assist their children in submitting their completed work to Google Classroom. Reasonable due dates will be created so that guardians will have adequate time to oversee the completion of the task and upload the work. Please communicate with the teacher if a change in due date is needed. Some independent writing will be assigned. The teacher will use a program to edit the writing and return it to the student so they may complete the final draft. Aside from the classwork, students will be asked to participate in weekly one on one meetings with the teacher. Teachers will also assess based on participation in live Zoom classes.

Upper Grades

In the Upper Grades, student work is assessed in essentially the same way that it was in the classroom. Students have a variety of options available to them with regard to the way that work is submitted. Rough drafts of papers and essays are then corrected and returned by the teacher, also digitally. Whenever possible, it is posted through Google Classroom, but students may also email the teacher with files or photos of hand-written assignments and tests. Block tests are emailed to students, who take the exam in the presence of an adult proctor (such as a parent or guardian). The students then have 24 hours to submit the test back to the teacher. Though rough drafts may be typed, final drafts in Main Lesson books are still expected to be completed by hand. Photos of each page in the completed Main Lesson books are submitted digitally, or delivered to the teacher's home. An end-of-block assessment is then generated based on the students' overall performance. This can then be emailed to the family. Paper copies can also be sent through the US Postal Service upon request.

Subject Classes

English

Grades 1 and 2: English class will be addressed as part of the Main Lesson, with practice activities and games demonstrated by the Main Lesson teacher; potentially, there may also be some videos provided to reference at home.

Grades 3 through 8: At least one 30-Minute Zoom class will be held each week supplemented by regular assignments and office hours.

Assessments are made upon participation in meetings, through Google Classroom, via email, and through assignment fulfillment.

Handwork

Grades 1 and 2: Families will be provided with a selection of materials and instructions for simple projects. Optional extra projects uploaded weekly in Google Classroom made from easy to access materials; a mixture of video lessons and written resources. Ms. Anaïs will host a weekly Zoom check in at the end of Main Lesson to recite Handwork verses, answer questions, and give students an opportunity to share work and

inspirations with their classmates. Additional mentorship available to students by appointment during afternoon office hours. Student assessments will be based on participation and sharings during weekly Zoom meetings.

Grades 3 through 6: Weekly 30-45 minute Zoom class for sharing, work time, and questions. Students will take part in a community quilt collage project, which will be assembled when we are able to hold class at the school building again. Each student will be responsible for the creation of a single square utilizing their individual skill sets and materials available. Students will be required to have their project materials ready and be working during class time. Optional extra projects uploaded weekly in google classroom; a mixture of video lessons and written resources. Mentorship available to students by appointment during afternoon office hours. Student assessments will be based on participation during our weekly Zoom classes and completion of their assigned quilt squares.

Grades 7 and 8: Weekly 30 minute Zoom class. Students will take part in a community crazy quilt project, which will be assembled when we are able to hold class at the school building again. Each student will be responsible for the creation of a single square utilizing their individual skill sets and materials available. Instruction for extra passion projects provided by the teacher upon request. Mentorship for passion projects and quilt assignment available to students by appointment during afternoon office hours. Student assessments will be based on participation during our weekly Zoom classes and completion of their assigned quilt squares.

Office Hours will be held during afternoon hours for mentorships with students and support for parents.

Handwork Club will be held once a week in the afternoon on Zoom. Students may join on a drop in basis to work on their projects alongside their schoolmates and receive extra help.

Library

Grades 1 through 3: Twice-weekly recorded storytime videos will be posted to Google Classroom for children to enjoy. Mrs. Lesley will host a weekly Zoom check-in at the end of Main Lesson once a week to share a story, answer questions, and give the students an opportunity to share books with their classmates. A live storytime will be offered once a week in the afternoon.

Grades 4 through 8: Weekly 30 to 45 minute Zoom Library classes for instructional time, book talks, and book sharing will be held for each class in grades fourth through eighth. One-on-one check-ins will also occur during class to hear what students are reading. Projects and instructional activities (some optional and some required) will be posted weekly in Google Classrooms. Book clubs will be offered in the afternoons.

Math

Grades 1 and 2: Math class will be addressed as part of the Main Lesson, with practice activities and games demonstrated by the Main Lesson teacher; potentially, there may also be some videos provided to reference at home.

Grades 3 through 8: At least one 30-Minute Zoom class will be held each week, supplemented by regular office hours to provide individual assistance with students. Potentially there may also be some videos provided to reference at home. Whenever possible, games and fun activities will be utilized to ensure that math class is not too heavily dependent on worksheets.

Students in the Lower Grades will be assessed by their Main Lesson teacher through observation of their participation in class as well as individual check-ins that will involve an oral assessment component. In Grades 3 and 4 this may also include a demonstration of problem-solving using paper. Upper Grades students will be assessed both through observation of their participation in class and regular quizzes that gage the students' mastery of the skills introduced.

Movement

All grades will be given a supply list for equipment needed to accomplish lessons, such as finger strings, jump ropes, balls for catching and throwing, staves for dancing or fencing, and example log sheets for upper grades. Where possible the school will work with families to ensure that all needs are met. Whenever possible students will be encouraged to make use of the materials they already have to complete assignments.

Grades 1 and 2: Recorded weekly skills videos will be provided and uploaded to Google classroom. Students may access them at the time that works best for their distance-learning schedule, however they must be reviewed and practiced before our weekly check in. There will then be a check in with both classes once a week after Main Lesson. During that check in the students will do their opening and closing verses with movements as a group. In addition during those check-ins Ms. Campbell will review the

weekly skill, answer any questions and also check in with each student about their weekly movement, which will serve as their participation and assessment.

Grades 3 and 4: Grades 3 and 4 will each have a weekly Zoom lesson for 30 minutes with some time reserved for a check in with students. Students will participate in the opening verse, a brief lesson and complete the lesson with a closing verse. Via Google classroom students will be requested to submit a weekly share. The share will be one other example of how they moved that week, and is the students choice such as riding a bike, jumping rope, playing tag with a sibling or hopscotch. Both the weekly check in and the weekly share will amount to two classes worth of participation and assessment a week.

Grades 5 through 8: Grades 5/6 and 7/8 will each have a weekly Zoom lesson for 30 minutes with some time reserved for a check in with students. In addition, each student will be responsible for weekly assignments due on Fridays. No work will be assigned over the weekend, however students may wish to use this time to complete the assignment before the week begins. Examples of assignments may range from written assignments to active ones such as movement logs and goal setting projects or fitness challenges. For active assignments students will be required to record themselves completing the activity. Student participation in Zooms, Google classroom and timely completion of assignments will serve as formal assessments and participation.

Music

Grades 1 and 3: Suggested songs selections that can be learned and sung at home. Once a week Zoom check-ins at the end of Main Lesson for a recap of song selections. Students will be allowed to share any musical offerings, and questions. One-on-one Zoom meetings can be set up for any extra support. Conducting a monthly extended Zoom class visit where the teacher engages students with musical games/activities that would allow me to assess a student's pitch and rhythmic recognition skills.

Grades 4 through 8: At least one 30-Minute Zoom class will be held each week, supplemented by regular office hours to provide individual assistance with students. This will allow the teacher to create lessons that can be complemented with assignments. The assignments will be evaluated and provide a clearer picture of each student's level of development. Two one-on-one Zoom lessons/check-ins with each

student per semester. The one-on-one check-ins will contribute to a more in-depth analysis of each student's instrumental progress.

Students will be allowed to share any musical offerings, and ask questions. One-on-one Zoom meetings can be set up for any extra support. progress with assigned music materials. . A virtual concert/recital will be created for students who would like to participate. Assessments will occur based on observation and participation in class, and mastery of skills.

Spanish

Grades 1 and 2: Receive weekly recordings of songs, finger plays, stories, etc, posted in their Google Classrooms.

Grades 3 and 4: Receive weekly assignments in Google Classroom and attend weekly Zoom class.

Grades 5 through 8: Attend weekly Zoom class. A recording of the class and assignment for the week is posted in Google Classroom.

All students are welcome to request an individual Zoom session if help or clarification is required at any time.

Grades 3 through 8: Students will have weekly assignments that will serve as formative assessments. Summative assessments will take place once formative assessments show mastery of content. This will happen every 3-5 weeks, depending on the difficulty of the topic.

After school Clubs

After school clubs such as homework clubs, book clubs, handwork clubs, and service clubs will be offered. Special segments on gardening, nature, and cooking may occur.

Community Service during Remote Learning

Engaging students in service to their community fosters a lifelong appreciation and commitment for serving others. Community service is an important part of Waldorf Education and will continue during remote learning. Community service can take place

with the community as a whole, in a few classrooms or in individual classrooms. While there are many hurdles to overcome when attempting to volunteer remotely, there are simple, beautiful ways that we, as a community, can reach out. .

Projects such as making cards for the elderly, writing letters to the sick, collecting cans or supplies for the homeless are all ways we can continue to serve the community during remote learning

Community and Connection

One of the core values of Waldorf Education is building community. When together, we are able to build through festivals, pageants, community circles, and class activities. Community within our classrooms continues to be a priority, even in the case of distant learning. With some creative thought, this ideal is still possible. Some examples of how this priority can still be implemented are virtual events such as class plays, student led DIY classes, show and tell sessions, etc. Aside from the daily classes, student teacher relationships are maintained through weekly check-ins. Not only does this give the teacher an opportunity to have an academic check-in, but a personal as well.

Parent Teacher Conferences in Fall and Spring

Parents can expect Parent-Teacher conferences via Zoom or by phone in November and March. Written block reports will be submitted via email. Written mid-year reports for their child(ren) will be submitted via email in November and end-of-the-year reports will be emailed in June. Paper copies of any of these reports will be provided upon request

Communicating With Learners

Guardians can access all posted materials by signing into Google Classroom with the email address they have designated for their child to use, or by joining the classroom through their own email. Guardians are invited to communicate with teachers via email and by phone. We intend to support and nourish the entire WSNO community through our daily connection. Teachers are providing instruction to the class and creating opportunities to check in with individual families. Teachers are checking in with the students' families regularly.

Expectations Of Students

- Students should understand that Remote Study is an important part of this year's school experience.
- Students will engage in lessons with concentration and goodwill, bringing their best efforts to this new experience.
- Students will ask their guardians for assistance, but strive to work independently when possible, and know that their families, or they themselves in the upper grades, may contact teachers with questions

Expectations Of Guardians

- Guardians should provide a dedicated place and time for students to work at home. Following a regular daily schedule is strongly recommended.
- Guardians are encouraged to provide as much support as they are able given their personal contexts.
- It is not appropriate for guardians to complete the work for their child(ren); however, ensuring the child understands the learning task, has the required resources, and is situated in a productive learning space, is most appropriate.
- Guardians are encouraged to reach out to any teacher via email. It also is possible to schedule a Google Chat or a phone call (based on an individual teacher's availability).
- Guardians might be asked to visit Waldorf School of New Orleans to pick up needed supplies and might need to assist their children in submitting assigned work.
- If a child is unwell and unable to participate in Remote Study, please advise your Main Lesson teacher.

Commitment Of Teachers

The Faculty of Waldorf School of New Orleans is dedicated to providing the best possible distance learning experience to our students. There are weekly faculty meetings, as well as frequent communication and collaboration between teachers to share ideas and continually improve our program. This collaboration enhances the

quality of the teaching and the well-being of the teachers. If necessary, teachers will organize needed supplies for easy pickup at school. Weekly class parent emails will be sent. Teachers each have speaking partners to reach out to if they need support. Teachers will contact parents of students who are not engaging to make plans for their child(ren).

Tips For Learning At Home

- Help your child(ren) create a rhythm for learning. The rhythm will vary depending on their age, but could include getting dressed each morning ready to sign in or starting the day with time outside.
- Set up a clear work area in your home for your child(ren) to do schoolwork.
- Set boundaries around technology use. Take regular digital breaks. Switch off the screens during the breaks, snacks, and lunches.
- Encourage a routine that includes physical activity, and quiet time for reading and meditation or reflection
- Allow time for a creative outlet
- Set up an organization system that works for you (a calendar system, create to do lists, establish goals) . Consider creating a visual calendar of the daily schedule for younger students.
- Encourage your child to strive to stay up to date with your work. Procrastination is not their friend.
- Ask for assistance when you need it, and gently remind your child they should do the same.
- Encourage your child to take breaks, get outside, and enjoy nature
- Ensure proper rest
- Encourage older students to take advantage of teachers' office hours, mentorship opportunities, homework clubs, and one on ones.
- Give yourself and your child a break during this time. We are all doing the best we can under challenging circumstances.

Technology and Remote Learning

WSNO will deliver an online curriculum to all students on two platforms, primarily

- Google Suite, which includes programs such as Classroom, Docs, Drive, Slides, Sheets, and so on
- Zoom Live video conversations and chat

Distance Learning Tools

WSNO teachers have set up Google Classrooms for each grade and each subject class. Prior to commencing distance learning, there will be an orientation offered to all parents to walk them through the process of using this platform, as well as answer any general questions concerning Remote Learning at WSNO. In brief, however, here are some basic instructions for accessing and using Google Classroom and Zoom:

Setting Up a Google Classroom Account - You will receive a classroom code for your child(ren)'s classrooms submitted by the faculty. An email address will be required to set up an account for your child. Parents may use their own email or designate an email account for their child if they feel comfortable doing so. Most will be able to access the Classroom by clicking on the link in the invitation email. It can also be accessed in Google Suite by clicking on the "waffle" icon (nine squares in three rows of three) in the upper righthand corner of your screen and then choosing the Classroom icon (green chalkboard with the word "Classroom" below it). The platform will walk you through the process of joining the class, but your child's teachers will also be able to assist you if necessary.

How to Access Lesson Materials - After logging in to Google Classroom, the "Stream" tab will be open. This is where Lesson materials, such as links to podcasts and videos, PowerPoint presentations, handouts, and other supporting materials can be accessed. Typically, the most recent material will be posted first, with older material accessed by scrolling down the screen.

How to Access Classwork and Turn in Completed Work - After logging in to Google Classroom, there is a tab on the top of the page labeled "Classwork". Assignments are posted by category in this tab. You may post completed work to Google Classroom by accessing the assignment tab, clicking on the assignment, and then using the "Your

Work” tab in the upper right hand corner of the screen. Documents as well as images can be downloaded in this fashion.

How to Join a Zoom Class - First ensure that you have downloaded the latest version of the Zoom app onto your computer. Then click on the embedded link in the email invitation sent by your child’s teacher. You should be connected automatically. If not, please follow the prompts.

Technology Requirements

All students should ideally have the following resources at home:

- Internet-Connected Device with a physical keyboard and video capability such as a laptop, or desktop computer.
- High-Speed Internet that supports several devices and allows for smooth, high-quality video streaming
- Scanner or photo sharing technology

If you do not have internet access in your home, please notify your class teacher so that alternative arrangements can be made. We are working to purchase a handful of laptops to loan out to families who need one to access our online curriculum.

Teacher Training

Over the summer of 2020, all teachers will undergo training tailored to the needs of the faculty and school

Communications

Even if the physical school buildings are closed, Faculty, Administration, and Staff are working and want to answer your questions. Communication is critical and knowing the correct person to contact is key.

- All questions concerning pedagogy, school and classes should be directed to the Faculty. Contact the Main Lesson teacher or Subject teacher directly with any questions having to do with your child’s class.

- If, after speaking with your child's teacher, you still have an unresolved question, please contact the appropriate chair via email for further discussion:
 - Early Childhood Chair
 - Grades Chair
- Contact the appropriate administrator or staff member for business, financial, and facility issues.
 - Finances, Tuition, TADS, Human Resources:

Financial & Human Resources Director Michelle Fridman
(financedirector@waldorfnola.org)
 - Office Issues:

Front Office Coordinator Nicole Rixner (nrixner@waldorfnola.org)
 - Admissions, Campus Tours:

Enrollment and Outreach Director Margaret Runyon
(enrollment@waldorfnola.org)
 - Donations, Capital Campaign, Starry Night, Give Nola, Development:

Development Coordinator Christina Kogos (development@waldorfnola.org)
 - Communications, Items for Waldorf Weekly, Waldorf Website:

Communications Coordinator Tammy Barney
(communications@waldorfnola.org)
 - Facility Issues:

Facilities Manager Odette Thomas (facilitiesmanager@waldorfnola.org)
 - Head of School Joseph Peychaud
(headofschool@waldorfnola.org)
 - Parents Council

Parents Council Co-Chair Alicia Square

Families may keep informed of important announcements, updates, and community building opportunities through the following avenues:

- Waldorf Weekly
- Classroom Facebook pages
- Social Zoom gatherings
- Coffee chats hosted by the Parents' Council

Communications From Faculty Members To Families & Students

Faculty will typically communicate to students and their families through the weekly update sent by Class Teachers, the Google Classroom portal, and via email using their WSNO account, which is the first initial of the faculty member's first name immediately followed by their last name followed by "@waldorfnola.org" (Ex: Irubenstein@waldorfnola.org). Office hours and individual check-ins will also be scheduled in order to ensure that communication remains strong through the Remote Learning experience.

Personal Communication to Faculty and Staff

A response can be expected within 24 hours on weekdays. Communications sent on Fridays will be responded to on Mondays, unless it is an emergency situation. Faculty and Staff will provide their availability with regard to office hours and other opportunities to call or Zoom with them directly.

Community & Festival Life

Festival life in Waldorf Education fosters community and honors the passing of the seasons and the growth of our students through pageants, stories, food and music. The festivals we have chosen to celebrate at WSNO are either traditional Waldorf festivals or cultural celebrations. Festivals can take place with the community as a whole, in a few classrooms or in individual classrooms. While there are many hurdles to overcome when attempting to celebrate festivals remotely, there are simple, beautiful ways that we, as a community, can celebrate these moments.

Grades Festival Calendar

Our current schedule in the grades is as follows:

- Michaelmas
- Thanksgiving Sharing
- Winter Solstice
- Martin Luther King Day & Lantern Walk
- May Day
- Class plays throughout the year

Aside from these occasions, individual teachers choose to celebrate certain cultural events based on the students in the classroom or in the curriculum. For example, in the past, classes have celebrated Diwali, Kwanzaa, Purim, Lunar New Year, Santa Lucia, and Eid' al Adha.

Early Childhood Festival Calendar

All Verses are from *Calendar of the Soul* - Rudolph Steiner

Autumn - Michaelmas - Harvest

Autumn Verse

When to my being's depths I penetrate, There stirs expectant longing
That self-observing, I may find myself As gift of summer sun, a seed
That warming lives in autumn mood
As germinating force of soul.

Practical Activities:

- Harvesting and preparing food from garden - Making Dragon Bread for Michaelmas
- Having something intentional from nature on a special table, or corner, or dinner table

- Dipping leaves into beeswax
- Leaf crowns!
- Drying flowers

Martinmas - Lantern Walk - Late Autumn

These festivals mark the journey into the dark of winter with our inner (and outer) light. There are many stories of Saint Martin for all ages. The Lantern Walk is celebrated from Nursery through 4rd grade. Lanterns can be made out of all sorts of things - a few being:

- Mason Jars
- Water colored paper
- Tissue paper and glue - Turnips

Winter - Advent - Hanukkah / Christmas

Winter Verse

To carry spirit light into world-winter-night My heart is ardently impelled,
That shining seeds of should
Take root in grounds of worlds
And Word Divine through senses' darkness Resounds, transfiguring all life.

Practical Activities:

- Advent wreath/advent calendar
- Tissue paper stars
- Paper snowflakes

- Simple felt decorations (leaves, berries, stars, felted balls, etc.)
- Making candles
- Baking - gingerbread, cookies, soups
- Singing!
- For Solstice, leaving the lights (or a few) off and having dinner by candlelight

Spring - Easter - May Day

Spring Verse

When out of world-wide spaces

The sun speaks to the human mind, And gladness from the depths of soul Becomes, in seeing, one with light, Then rising from the sheath of self, Thoughts soar to distances of space And dimly bind

The human being to the spirit's life.

Practical Activities:

- Spring/Easter tree
- Egg dying/decorating
- Planting
- Decluttering
- May crowns with flowers
- Easter/may baskets with wheatgrass

Summer - St Johns Tide - Summer Solstice

Summer Verse

Surrendering to senses' revelation

I lost the drive of my own being,

and dreamlike thinking seemed

To date and rob me of myself.

Yet quickening there draws near

In sense appearance cosmic thinking.

Practical Activities:

- Picnics
- Making soap bubbles
- Fairy tea parties
- Tissue paper kites, suns
- Water play

Ideas For Incorporating Waldorf Into Home Life

- Create a “Nature Table” that is in a place in the home that everyone can see. This can be as simple as a flower or branch from the current season, a poem or a painting.
- Invite what you are already connected with into the intention of the festivals/seasons. Writing, meditations, walks, hikes, baking and cooking, and general care of your home environment can be done with an intention to carry a larger connectedness into everyday life tasks.
- Eat and sing together!

- Be aware of the role of Rhythm in daily life. Especially for little children, this makes life easier for everyone! For example, is there a routine for bedtime? Is there room for a quiet time after school? Is there a certain chore the child always does? A blessing before meals?
- Revisit values that are important for your family. It is not the perfection and rightness but the striving that inspires and enlivens!
- Encourage a sense of wonder through process experiences that demonstrate transformation. Examples include gardening (seed, plant, fruit/veg, prepared food, etc.); baking; crafts/art; and house projects.