

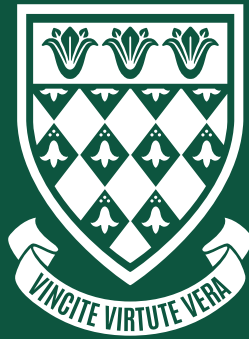
Waynflete

Lower School

2021-2022

Curriculum Guide





Waynflete's mission is to engage the imagination and intellect of our students, to guide them toward self-governance and self-knowledge, and to encourage their responsible and caring participation in the world. Our aim is to provide a program that combines security with challenge, playful exploration with rigorous expectation, and range of experience with depth of inquiry.

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Introduction



Thank you for your interest in Waynflete's Lower School.

This guide offers detailed information about the Lower School's program and curriculum. The school is organized into four multiage groups: Early Childhood (3- and 4-year-olds), Kindergarten and Grade 1, Grades 2 and 3, and Grades 4 and 5. These developmentally oriented programs are designed to meet the wide range of experiences, skills, learning rates, and styles of elementary-age learners in two-year programs. Teaching teams develop deep personal relationships with children and families to support continued growth in all areas of development. The Lower School curriculum provides both subject-specific and interdisciplinary learning experiences. As information is acquired and new meaning is constructed, students are guided in making connections to prior knowledge and in discovering the relevance of their work to the world beyond school.

I encourage you to visit us and spend some time in the Lower School. Come witness teachers skillfully guiding students to inquire, explore, wonder, notice, connect, imagine, play, create, and collaborate. Experience the energy of children who are happy and engaged in their learning—and with one another, the teachers, the space, and the materials. Waynflete's Lower School is a place that allows children to feel known, understood, and valued, and it supports their developing skills and disciplined habits of mind. It is an exciting place to see learning in action.

A handwritten signature in black ink that reads "Anne Hopkins". The signature is written in a cursive, flowing style.

Anne Hopkins
Lower School Director

Personal and Social Skills

Much of the Lower School's work is summarized by three important rules, which serve as a code of behavior for all students in Early Childhood through Grade 5: take care of yourself, take care of others, and take care of the environment. Lower School teachers strive to help children build comfort and confidence by encouraging an appropriate level of self-regulation. Teachers work closely with children to foster interpersonal skills and appreciation for the social setting. Respect and stewardship are concepts the Lower School seeks to develop from the self outward.

Growth of the following personal and social skills is actively encouraged and expected of students throughout the Lower School. As children grow older, they are likely to achieve greater consistency and proficiency in applying these skills.

We also build connections with the greater Waynflete community through our interdisciplinary studies, shared assemblies, and some purposeful programming, including:

- **Pachanga** Our weekly community singing assembly with the entire Lower School.
- **Lower School Buddies** Waynflete's youngest students are paired with older Lower School students and meet regularly to read books, collaborate on activities, and participate in community events.
- **Friends of Founders** Upper School students visit weekly to connect with K-1 students through books, lessons, and projects.
- **Global Focus** A shared Lower School thematic unit that focuses on one country each year. Recent Global Focus countries include Ethiopia, Spain, and Iceland.

Learning Skills and Habits

In the Lower School, children develop a lifelong commitment to learning. They are encouraged to make choices and to take increasing degrees of responsibility for their own learning. Teachers plan group projects and assign individualized work based on a close personal knowledge of each child's unique strengths and needs. Teachers also plan flexibly so that the developing interests and initiative of the children may be embraced and encouraged.

A list of general learning skills emphasized throughout Lower School follows. These skills are important for success in all areas of the curriculum. Listed separately are advanced skills, which become emphasized at higher levels of the Lower School.





Subject Areas

Although the following sections describe curriculum within traditional disciplines, most learning in the Lower School takes place through integrated work involving two or more subject areas. Often a thematic approach is employed, involving children in an interdisciplinary experience connecting language, math, science, social studies, and the arts. This practice allows students to study topics in a richer, more realistic way, and helps them better see the relationships between various points of view.

Though thematic studies are more than the sum of their parts, it is important to identify and acknowledge the essential nature of these building blocks of the curriculum. Teachers and students are also mindful of the components involved in interdisciplinary work. Each discipline contains skills and content that are important to convey, whether in the course of thematic studies or in more isolated work. The essential goals and topics in each subject area are listed in the sections that follow.

Language Arts

Language arts is essential both as a discipline and as a means of communication about all other areas of study. In the Lower School, children are engaged in a language-rich environment where their natural interests and abilities are expanded. They have many opportunities to listen and speak in formal and informal settings, developing their capacity for effective communication. A love of reading is fostered throughout each school day as teachers share stories with children and encourage them to interact with a variety of texts. Literacy instruction follows a dual track of systematic phonics instruction as well as whole-language reading instruction. As their literacy skills expand, students move from deciphering pictures and reciting familiar stories to reading simple books on their own, and eventually to reading more challenging texts. Writing progresses developmentally from the initial stages of drawing and dictation to writing independently using phonetic and increasingly conventional spelling to eventually incorporating the editing process. Students are encouraged to write for a variety of purposes ranging from notes, lists, and simple stories in the lower grades to more detailed stories, poems, biographies, and research reports in the higher grades.

Mathematics

The Lower School math program provides practical experience in mathematical skills and helps children see the importance and aesthetic qualities of mathematics. Children are engaged in a rich learning environment using a wide range of manipulative materials so they may build a strong, broad-based understanding of math concepts and relationships. Concepts are introduced and practiced at the concrete level with hands-on work; abstract representations are then learned through projects, games, and written work. Students also work toward computational fluency using whole numbers, fractions, and decimals. Using a problem-solving approach, the program follows recommendations from the National Council of Teachers of Mathematics Standards and draws from the Common Core Standards for Mathematics.

Social Studies

In the Lower School, children begin to build the skills and knowledge for participation as informed citizens living in a democracy. They are engaged as active participants in a wide range of in-depth, interdisciplinary topics that encourage both cooperative learning and independent inquiry. Building on their own existing knowledge, students begin by studying themselves and move outward to family, school, and communities. Key tenets of civics, history, geography, and economics come to life through the use of open-ended questions, observation, reading, writing, discussion, and debate. Integration of social studies with language, math, science, and the arts provides a rich, meaningful experience, enabling children to pursue concepts in depth. Teachers strive to incorporate local community resources into classroom studies and welcome opportunities for exposure to varied backgrounds and cultures. A yearly highlight is the Global Studies program, which involves the entire Lower School in a shared study of one country or region.

Science

The Lower School science program seeks to nurture children's natural curiosity about the world around them. Students are engaged in interdisciplinary, experiential activities that help them develop proficiency in the processes of scientific inquiry. They observe closely and ask questions, design ways to generate and test hypotheses, conduct experiments, and discuss what they have learned. Integration of science with language, math, social studies, and the arts provides a rich, meaningful experience, allowing children to pursue concepts in depth.

In addition, Lower School science teachers strive to plan flexibly in order to respond to and facilitate the pursuit of children's interests. Often, science learning results from unplanned observations or experiments designed to answer spontaneous questions. Such opportunities are the lifeblood of genuine scientific inquiry and are welcome in this curriculum.



Visual Arts

The Lower School visual arts program is designed to help students develop capabilities for creating, understanding, and appreciating symbols and images. Students participate in a wide range of activities to encourage and expand creative expression, to broaden their understanding of the arts in a historical and cultural context, and to develop a personal sense of aesthetics. Sequential instruction in drawing, painting, ceramics, and printmaking forms the core of materials-based learning. World cultures, historical and contemporary artists, and stylistic movements are blended into the curriculum.

Music

In the Lower School music program, students develop musical literacy through creative participation in individual and group experiences, gain understanding of our rich musical heritage and those of other cultures, and develop an appreciation of the connections between music and other forms of artistic expression. Incorporated into these guiding principles are pertinent areas of study as defined by state and national standards for arts education. These include listening, creating/improvising, movement, rhythm, singing, reading and writing notation, playing instruments, and evaluating and understanding artistic culture.

The Lower School music program offers the necessary time and space for exploratory play, and provides scaffolding to guide students toward musical form and understanding.

Creative Movement

The Lower School creative movement program enhances the learning of curricular concepts and nurtures the well-being, imagination, and movement expression of each child. The program introduces the principles of dance movement through improvisation, fosters creativity, and improves muscular coordination and strength through vigorous and expressive activities. The basic elements of movement—space, shape, force, and rhythm—are explored as students create and practice movement often related to a theme. Travelling through space (run, gallop, skip) and responding to text and music are also essential parts of the experience.

Individual work helps students develop a greater awareness of themselves in relation to the surrounding space, while group studies encourage collaboration and organization. Movers start the year relating activities to general themes, including word opposites and the environment. As the year progresses, new curricular themes are interwoven into each class, encouraging students to create detailed, expressive movement studies. Historical events, scientific inventions, mathematical challenges, and literature (traditional and original) come to life through movement exploration. The program promotes active learning and discovery, and nurtures confidence and a sense of accomplishment, all at a pace that is both comfortable and challenging.

Physical Education

Physical education in the Lower School promotes the mental, physical, social, and emotional growth of each child in an environment of mutual respect, personal challenge, and fun. With close attention to individual differences, our physical education teachers help students develop both fine and gross motor skills. Our learning objectives also include locomotor movements and manipulative skill themes. Concepts of fitness, sportsmanship, cooperation, and individual growth are central to the philosophy of the program. Through trial and error (with instruction and feedback), students learn how to grow at their own pace with specific skills and objectives.

Health

Lower School faculty and staff members are committed to promoting a healthy lifestyle throughout the school day. The Lower School fosters self-confidence and responsibility in a learning and social environment structured specifically for children. Students are encouraged to make increasingly informed and independent decisions and to better recognize the outside influences that affect their personal health. Students develop interpersonal skills, learn scientific knowledge essential to a healthy lifestyle, and gain fitness and confidence through physical education. Health goals overlap with personal and social skills, science, social studies, and physical education, and promote the interpersonal skills, scientific knowledge, and social understanding that underlie a healthy lifestyle.

Spanish

Taking advantage of the benefits of early language instruction, Lower School students study Spanish in Grades 2–5. The Lower School Spanish teacher and members of the 2–3 and 4–5 faculty teams collaborate to design curricula integrated with other disciplines in the Lower School program.

Goals for the Grades 2–5 Spanish programs include the development of listening, speaking, reading, and writing skills, as well as knowledge of Spanish-speaking cultures. Activities include songs and chants, role-playing and skits, games, reading, arts and crafts, and the use of props and culturally authentic materials. The 4-5 Spanish program marks a shift from primarily oral and aural activities to more reading, writing, and grammar skills development, laying a foundation for the continued study of Spanish and other foreign languages in Middle School.

Digital Literacy

The Lower School takes a balanced approach to technology integration. We believe that using technology instruction to support the academic curriculum not only provides students with necessary life skills but also broadens and deepens student learning. Computers and other mobile technologies are used to foster skills that are critical to success in the classroom: creativity, communication, critical thinking, and collaboration. Used the right way, technology can engage and educate young learners in each of these essential areas. The teachers in each multiage classroom determine how best to incorporate technology to meet the developmental needs of their students.

Lower School teachers also introduce technologies and programs that can help support, challenge, and engage students with differing learning styles and abilities. New technologies and programs enable us to:

- increase differentiation and student-centered learning,
- incorporate open-ended and project-based learning activities,
- provide greater access to learning tools,
- tailor organizational tools to the individual, and
- allow for authentic documentation of student progress.

Technology serves the curriculum; it is not the focus of the curriculum.





Early Childhood

The Early Childhood program (ages 3–5) promotes positive growth for young children through active play and focused inquiry. We aim to ensure that a child’s initial exposure to school is a positive and happy one. The Early Childhood program is deeply rooted in the Reggio Emilia approach. Students and teachers collaborate to shape the curricular studies each year. Through our emergent thematic studies, students develop skills in social-emotional learning, mindfulness, literacy, numeracy, science, visual arts, performing arts, and music.

Language Arts

Listening

- enjoy stories, poetry, rhyming, and playing with sounds of language,
- listen and respond appropriately to others,
- follow multistep directions,
- match letters to sounds, and
- hear and remember stories and other information.

Speaking

- exhibit ability to verbalize needs,
- recite songs and poetry with the group and/or independently,
- share ideas and experiences,
- dictate stories with a beginning, middle, and end, and
- join discussions with relevant comments and questions.

Reading

- enjoy stories and poetry,
- identify their own names in print,
- begin to identify letter names and sounds, and
- strengthen receptive and expressive vocabulary.

Writing

- express ideas through drawing,
- dictate stories,
- develop fine motor skills,
- develop a functional pencil grip, and
- begin to develop correct letter formation.

Mathematics

Number Sense

- understand that numbers have many uses (e.g., recipes, prices, ages),
- count from 1 to 10,
- begin to recognize numerals and understand what numbers mean (e.g., the numeral 5 stands for five), and
- count using one-to-one correspondence.

Computation

- begin to use varied manipulative materials purposefully, and
- gain experience with and exposure to beginning addition and subtraction.

Data Analysis

- gather and help organize information, and
- sort and classify objects by attributes.

Geometry

- describe, model, and classify shapes.

Measurement

- gain experience with concepts of length, weight, and volume.

Patterns and Relationships

- recognize, describe, and create simple patterns, and
- begin to understand calendar concepts.

Math Communications

- express awareness of attributes such as size, shape, and quantity,
- help use a procedural list such as a recipe, and
- begin to print numerals.

Social Studies

- recognize unique individual strengths and explore family backgrounds,
- honor a broad range of diversity,
- understand how members of a community help each other,
- identify and practice rights and responsibilities of group membership, and
- utilize maps, globes, and research materials to learn about and honor traditions from various cultures.

Science

Life Science

- develop appreciation for the environment and learn ways to help preserve it,
- observe and compare different types of plants and animals,
- study the habitats and life cycles of various life forms,
- observe the development of plants over time,
- use science tools such as magnifying glasses to aid observation, and
- investigate how seasonal changes affect living things.

Physical Science

- study the relative properties of various materials through experience with sand, water, play dough, clay, etc.,
- use scales to experiment with and develop the concept of balancing,
- explore magnetism by experimenting with magnets to determine their properties,
- experience physical changes in ingredients during cooking projects,
- design and assemble structures and environments using a variety of natural and man-made materials, and
- study the relationships among light, objects, and shadows.

Visual Arts

Creative Expression

- understand that visual arts may be used to express observations, ideas, understandings, or emotions,
- begin to understand that materials may be chosen for specific purposes,
- draw with a variety of graphic materials,
- paint with tempera, watercolor, and finger paint, demonstrating a variety of marks,
- identify primary, secondary, and neutral colors by name, and experiment with mixing colors,
- begin to explore the concept of uniting small parts to form a larger whole,
- begin to represent people and objects in two and three dimensions with a variety of media, and
- explore light and transparency as vehicles for self-expression.

Aesthetics

- describe their own work, and
- look carefully to notice details.

Arts and Cultural Heritage

- know that all people create art differently, and
- know that art is made from many different materials.

Music

- keep a steady pulse,
- use motions with songs,
- distinguish between high and low pitches,
- match pitches,
- begin to develop head voice,
- experiment with a variety of instruments and sound sources,
- perform simple beats on percussion instruments,
- create songs by combining original words and melodies, and
- include music in creative play.

Creative Movement

- communicate concepts and ideas through movement,
- develop freedom of movement and expression with and without limitations,
- relate movement explorations in the dance space to classroom themes of study,
- develop a sense of physical well-being and flexibility,
- strengthen muscular coordination and motor skills, and
- develop basic locomotor and axial movements in isolation and combination.

Physical Education

- identify physical changes that occur during vigorous activity,
- perform appropriate warm-up activities,
- engage in moderate to vigorous physical activity,
- learn basic elements of movement,
- move with an awareness of space and others' safety,
- develop locomotor skills (e.g., running, jumping, galloping),
- build non-locomotor skills (e.g., bending, stretching, rolling),
- improve form with sports equipment (e.g., balls, beanbags, paddles),
- identify the rules of a given activity,
- demonstrate the ability to cooperate with peers, and
- use equipment responsibly.

Health

- demonstrate independence in basic self-help and personal hygiene skills,
- differentiate between safe and harmful substances found at home and school,
- apply coping strategies when feeling overly excited, anxious, or angry, and
- demonstrate healthy ways to express needs, wants, and feelings.

Spanish

Students in Early Childhood are exposed to Spanish primarily through books, songs, and games. Class occurs once a week in the format of a general meeting, where students and advisors are encouraged to participate in a variety of activities in Spanish.





Kindergarten–Grade 1

The primary goals of our K–1 program are for children to develop self-confidence, a love for learning, and a respect and appreciation for themselves, others, and their environment. We emphasize the development of both academic and social skills and encourage children to cooperate with each other, make choices, and take responsibility for their own learning. The curriculum is designed to accommodate the wide range of learning styles and skill levels that children bring to the classroom. Diverse learning opportunities are presented in a supportive, stimulating, and creative experiential setting. Individual, small-group, and whole-class activities are employed throughout the day.

Language Arts

Listening

- enjoy stories, poetry, rhyming, and playing with sounds of language,
- listen and respond appropriately to others,
- follow multistep directions,
- match letters to sounds, and
- hear and remember stories and other information.

Speaking

- exhibit ability to verbalize needs,
- recite chants and poetry with the group,
- share ideas and experiences,
- dictate stories with a beginning, middle, and end,
- join discussions with relevant comments, and
- discuss stories with attention to sequence and detail.

Reading

- enjoy stories and poetry,
- distinguish upper- and lowercase letters,
- recognize consonant sounds,
- recognize short and long vowel sounds,
- recognize initial and final consonant blends,
- read primers,
- begin to read chart stories,
- choose to look at books in their own free time,
- read their own writing,
- recognize sight words,
- use picture clues,
- strengthen receptive and expressive vocabulary,
- use context clues, and
- comprehend and discuss stories at a literal level.

Writing

- dictate continuous stories with several events in sequence,
- generate varied ideas for written expression,
- expand stories with details,
- print uppercase letters,
- print lowercase letters,
- use phonetic spelling,

- build knowledge of conventional spelling,
- begin to understand the conventions of capitalization and punctuation,
- write legibly, and
- begin to write rhyming and non-rhyming poetry.

Mathematics

Number Sense

- use math manipulatives purposefully,
- recognize all numerals,
- understand that numbers have many uses,
- understand what numbers mean,
- count using one-to-one correspondence,
- order, compare, read, and begin to apply place value for numbers up to 100, and
- begin to understand the concept of fractions.

Computation

- use and apply estimation,
- understand addition and subtraction facts with sums and differences through 10,
- add two-digit numbers without regrouping, and
- subtract two-digit numbers without regrouping.

Data Analysis

- collect and interpret tallies and graphs, and
- read and interpret simple graphs.

Geometry

- describe, model, and classify shapes, and
- describe the relationship of two or more objects using positional words (e.g., over, under, to the right).

Measurement

- estimate and measure length, time, weight, and capacity using standard and nonstandard measuring tools,
- understand calendar concepts,
- tell time by the hour and half hour using an analog clock,
- recognize the values of pennies, nickels, and dimes, and
- add the values of pennies, nickels, and dimes.

Patterns and Relationships

- recognize, describe, extend, and create various simple patterns, and
- skip-count by 2, 5, and 10.

Math Communications

- print numerals,
- classify objects into two or more groups using attributes,
- understand a continuum of one attribute in many objects,
- use a procedural list such as directions or a recipe, and
- solve simple word problems.

Social Studies

- recognize personal strengths and uniqueness and develop appreciation for those of peers,
- identify and practice rights and responsibilities of group membership,
- learn how people in Maine and elsewhere adapt to their rural/urban environment,
- understand how food products get from farm to table,
- experience the exchange of goods and use of currency at a market,
- understand oral tradition and how it produced many versions of familiar folktales,
- recognize how myths and folklore can serve to explain natural phenomena and impart cultural values,
- celebrate the contributions and explore the history of various ethnic groups,
- recognize and respect similarities and differences in another culture studied in depth (Global Studies),
- develop beginning map skills, and
- practice voting as a means of understanding democratic decision-making.

Science

Life Science

- observe, question, and predict various aspects of the life cycle of several animals and plants,
- study the adaptations of plants and animals to seasonal changes and varied climates,
- experiment with plants growing under varied conditions,
- study the structure of human and other animal skeletons and begin to understand how they function, and
- analyze the relationship between proper nutrition and the well-being of living things.

Physical Science

- study the relative properties of various materials through experience with sand, water, play dough, clay, etc.,
- use scales for experiments and to develop the concept of balancing,
- explore magnetism by experimenting with magnets to find materials that are attracted to each other,
- experience physical changes in ingredients during cooking projects,
- design and construct models, structures, and environments,
- identify and experiment with the various states of matter (solids, liquids, and gases),
- examine the relationships among light, objects, and shadows through experimentation and observation,
- learn the characteristics of different climates, and
- observe the structure and properties of various types of soil.

Visual Arts

Creative Expression

- understand that visual arts may be used to express narrative and emotions,
- combine shapes and lines to draw recognizable images,
- use and understand the individual properties of paints,
- know how to mix secondary colors from primary colors,
- thoughtfully utilize page composition,
- make a sculpture or container from clay, and
- explore printmaking.

Aesthetics

- describe specific visual aspects seen in the artwork of others,
- describe objects in terms of color, texture, shape, size, and narrative,
- know that artwork can express intangibles such as feelings, and
- analyze historical and contemporary works of art.

Arts and Cultural Heritage

- recognize common subjects, styles, and techniques of the arts from different cultures or ethnic groups,
- create original works that integrate characteristics from different cultures, including the students' own communities, and
- explore why artists make art in different ways.

Music

- move to a steady pulse,
- learn simple circle games and circle and line dances,
- echo short rhythmic and melodic phrases,
- begin to develop vocabulary to describe musical terms,
- distinguish between fast/slow, long/short, same/different, and high/low,
- distinguish between speaking and singing voices,
- sing with a variety of accompaniments,
- perform using dynamics (loud/soft),
- sing partner songs and rounds,
- recognize and respond to changes between duple and triple meters,
- respond to changes in tempo, rhythm, and texture through movement,
- perform a steady beat on percussive instruments,
- play classroom percussive and melodic instruments,
- create and perform ostinato patterns,
- create instrumental accompaniments for songs, poems, etc.,
- improvise melodies using proper singing voice,
- experience various musical styles and cultures, and
- begin to identify musical forms.

Creative Movement

- communicate concepts and ideas through movement,
- develop freedom of movement and expression with and without limitations,
- relate movement explorations in the dance space to classroom themes of study,
- develop a sense of physical well-being and flexibility,
- strengthen muscular coordination and motor skills, and
- develop basic locomotor and axial movements in isolation and combination.

Students may take Creative Dance classes in the afterschool Enrichment program (for an additional fee).

Physical Education

- identify physical changes that occur during vigorous activity,
- perform appropriate warm-up activities,
- engage in moderate to vigorous physical activity,
- study and practice basic elements of movement, including space, shape, force, and rhythm,
- move with an awareness of space and others' safety,
- develop locomotor skills (e.g., running, jumping, skipping),
- build non-locomotor skills (e.g., bending, stretching, rolling),
- improve form with sports equipment (e.g., balls, beanbags, paddles),
- identify the rules of a given activity,
- demonstrate the ability to cooperate with peers, and
- use equipment responsibly.

Health

- demonstrate personal hygiene skills,
- demonstrate safety skills appropriate to different situations (e.g., classroom, street, bus),
- differentiate between safe and harmful substances found at home and school,
- learn habits to prevent the spread of head lice,
- know how to call for help in an emergency,
- demonstrate knowledge of food groups and recognize that nutritious food provides fuel for the body, and
- build effective interpersonal communication and problem-solving skills.

Spanish

In addition to a weekly general meeting where students learn vocabulary through songs, movement, and games, Spanish class is held once a week with advisors in students' "habitats." These smaller groups allow for more individualized instruction and provide the opportunity to review vocabulary taught in the general meeting. Students use various materials to practice writing and identifying Spanish words. They also create crafts in conjunction with cultural studies.









Grades 2–3

The 2–3 program emphasizes individual growth, collaborative inquiry, and student engagement in both academic and social realms. We foster skills and values that serve children their entire lives—a love of learning, openness to new experiences, growing independence, and respect for others. A primary goal is to create a community of learners in which children are able to learn from one another, their teachers, and the world around them. Students develop a sense of independence and responsibility in solving conflicts with peers, contributing positively to the community, and taking an active role in caring for their environment.

Language Arts

Listening

- enjoy stories, poetry, rhyming, and playing with sounds of language,
- listen and respond appropriately to others,
- follow multistep directions,
- match letters to sounds, and
- hear and remember stories and other information.

Speaking

- exhibit ability to verbalize needs,
- share ideas and experiences,
- join discussions with relevant comments,
- discuss stories with attention to sequence and detail,
- communicate ideas clearly, and
- begin to develop formal presentation skills.

Reading

- enjoy stories and poetry,
- know short and long vowel sounds,
- know initial and final consonant blends,
- know digraphs (wh, sh, ch, etc.),
- know diphthongs (oa, ow, ee, etc.),
- recognize ending punctuation,
- recognize sight words,
- use picture and context clues for comprehension,
- comprehend and discuss stories at a literal level,
- employ phonics, context, and syntax in decoding unfamiliar words,
- read grade-level texts fluently,
- read silently for a sustained period,
- state the main idea of a passage or story,
- make predictions while reading,
- draw supportable inferences,
- begin to develop dictionary skills,
- strengthen receptive and expressive vocabulary, and
- read for information.

Writing

- generate varied ideas for written expression,
- create stories with a beginning, middle, and end,
- follow a logical story line,
- expand stories with details,
- revise writing to clarify content,
- persevere in completing stories,
- begin to use capitalization and punctuation,
- use phonetic spelling,
- build knowledge of conventional spelling,
- begin to edit for spelling and punctuation,
- recognize a variety of poetry forms,
- write in a variety of genres, and
- take notes and organize information in report form.

Mathematics

Number Sense

- read, compare, order, and apply place value for numbers up to 1,000,000,
- read, compare, order, and explain simple fractions, and
- understand the relationships among the basic arithmetic operations.

Computation

- use estimation,
- know addition and subtraction facts,
- add numbers with carrying,
- subtract numbers with borrowing,
- multiply and divide one-digit numbers, and
- become familiar with calculators.

Data Analysis

- gather data, and
- create and interpret graphs, tables, and charts.

Geometry

- describe, draw, and classify shapes and figures,
- describe the physical world using properties of shapes and figures, and
- enhance understanding of geometric concepts using design-oriented iPad apps.

Measurement

- use measuring tools for linear measurement,
- add the values of all coins and dollar bills, and
- tell time using an analog clock.

Patterns and Relationships

- recognize, describe, extend, and create various patterns, and
- explore the use of variables to describe relationships (e.g., missing addends, $3 + _ = 7$, $_ + 3 = 7$).

Math Communications

- identify key factors in problem-solving,
- use a variety of strategies to solve problems,
- use math vocabulary to demonstrate understanding of concepts, and
- select tools appropriate for solving everyday problems.

Social Studies

- identify and practice rights and responsibilities of group membership,
- develop an understanding of Wabanaki history and present-day culture,
- explore Maine's maritime history, traditions, and present-day working waterfront,
- build an understanding of how geographic, historical, and economic forces influence the state of Maine,
- understand how media techniques influence behavior,
- learn research techniques (using both traditional and electronic sources), and investigate and report effectively on a historical figure (Grade 2) or an animal (Grade 3) in an annual Independent Project,
- recognize and respect similarities and differences in our cultures (Global Studies),
- expand map skills and use maps as a source of information, and
- practice voting as a means of understanding democratic decision-making.

Science

Life Science

- study the anatomical structures of several plants and animals,
- observe how living things develop in and adapt to their natural environment,
- experiment with seeds and plants,
- study genetics and reproduction in plants and animals, including humans,
- study the characteristics and life cycles of trees,
- learn to use a microscope,
- study and explore tide pools, and
- dissect and study owl pellets.

Physical Science

- practice the scientific method: hypothesize, observe, record, and draw conclusions,
- learn to use a microscope,
- practice safety and non-contamination procedures,
- conduct experiments,
- explore properties of certain solids and liquids, and
- observe chemical reactions.

Visual Arts

Creative Expression

- draw from observation, memory, and imagination,
- utilize foreground, middle ground, and background in artwork,
- mix secondary and neutral hues,
- select appropriately sized brushes for specific needs,
- create a sculpture or container using clay,
- experiment with printmaking techniques,
- create subtractive and additive sculpture, and
- create art that reflects narrative and art concepts.

Aesthetics

- evaluate their own artwork in terms of assigned specifications, craft, and aesthetics,
- describe artwork in terms of subject, color, and art concepts,
- contribute to artwork as part of a group project,
- understand that repetition creates pattern,
- understand the importance of texture in artwork,
- know that the appearance of an object changes according to viewpoint,
- know that qualities such as color, texture, and shape can express and symbolize feelings,
- understand the difference between additive and subtractive sculpture, and
- identify art concepts within contemporary and historical art.

Arts and Cultural Heritage

- recognize common subjects, styles, and techniques of the arts from different cultures or ethnic groups,
- create original works that integrate characteristics from different cultures, including the students' own communities, and
- explore why artists make art in different ways.

Music

- tap, pat, clap, and chant rhythms while performing a steady beat,
- perform advanced line and circle dances, and express musical form through movement,
- replicate rhythmic patterns,
- perform with appropriate dynamics and articulation,
- begin to sing and play a musical instrument from notation,
- sing basic harmony, partner songs, and rounds,
- begin to sing and simultaneously accompany themselves,
- play an independent part in a small musical ensemble,
- play a recorder with proper hand position and breath support,
- improvise within form and structure,
- perform, read, and write basic rhythmic, melodic, and invented notation,
- recognize the difference between duple and triple meter,
- read and perform music in treble clef,
- create and arrange music to accompany readings or dramatizations,
- identify a variety of instruments by sight and sound,
- identify the instrument families of the orchestra,
- describe musical concepts with appropriate terminology such as tempo, dynamics, form, instrumentation, major and minor, and
- perform, read, and write rhythmic patterns with quarter and eighth notes and rests in duple and triple meter.



Creative Movement

- communicate concepts and ideas through movement,
- develop freedom of movement and expression with and without limitations,
- relate movement explorations in the dance space to classroom themes of study,
- develop a sense of physical well-being and flexibility,
- strengthen muscular coordination and motor skills, and
- develop basic locomotor and axial movements in isolation and combination.

Students may take additional creative dance classes in the afterschool Enrichment program (for an additional fee).

Physical Education

- perform appropriate warm-up activities,
- engage in moderate to vigorous physical activity,
- move with an awareness of space and others' safety,
- distinguish between warm-up movements, strength-building, and aerobic exercises,
- identify the positive effects of regular exercise,
- develop mature form in locomotor skills (e.g., running, jumping, sliding) and non-locomotor skills (e.g., bending, stretching, dodging, climbing),
- demonstrate increasingly mature form with sports equipment (e.g., balls, bats, scooters),
- demonstrate increasingly complex combinations of motor patterns,
- adapt skills to the demands of a game or environment,
- demonstrate the ability to cooperate with peers,
- use appropriate communication skills in activities to enhance group cooperation and effort, and
- use equipment responsibly.

Health

- demonstrate personal hygiene skills,
- demonstrate safety skills and accident prevention appropriate to different situations,
- learn habits to prevent the spread of head lice,
- know how to call for help in an emergency,
- demonstrate basic first aid for minor injuries,
- recognize and employ positive approaches to conflict resolution, and
- study human genetics and reproduction.

Spanish

Second and third graders build on their Spanish foundation in meetings and classes that are longer in duration. This expanded class time allows for more in-depth studies and hands-on projects, and provides ample time for differentiation of instruction. The emphasis in 2–3 is on accumulation of vocabulary, but students are also asked to participate in short conversations and to follow directions in Spanish. Songs and games continue to provide a base for vocabulary, and students are asked to role-play more frequently. By the end of the school year, both second and third graders are able to read short, simple novels in Spanish.



Grades 4–5

The 4–5 curriculum offers an interdisciplinary perspective, organizing academic disciplines around central themes of study. Working both independently and collaboratively, 4–5 students are responsible for assignments of increasing length and complexity. Teachers explore the learning process with children, helping them build awareness of their own unique learning strengths and challenges while developing effective strategies for academic work. Students learn to set yearly goals and reflect on their progress. We cultivate the qualities of leadership, mutual regard, teamwork, and community responsibility. Children help define community norms in September and apply these standards to their daily work and play throughout the year. They meet regularly with K–1 reading buddies. As the oldest students in the Lower School, 4–5 students lead our weekly Pachanga and may participate in various clubs.

Language Arts

Listening

- enjoy stories, poetry, rhyming, and playing with sounds of language,
- listen and respond appropriately to others,
- follow multistep directions,
- match letters to sounds, and
- hear and remember stories and other information.

Speaking

- exhibit ability to verbalize needs,
- share ideas and experiences,
- join discussions with relevant comments,
- discuss stories with attention to sequence and detail,
- communicate ideas clearly,
- employ specific terminology appropriate to the topic being discussed, and
- strengthen formal presentation skills.

Reading

- enjoy stories and poetry,
- employ phonics, context, and syntax in decoding unfamiliar words,
- read fluently with expression,
- read silently for a sustained period,
- make predictions while reading,
- draw supportable inferences,
- select books of an appropriate level,
- state the main idea of a passage or story,
- refer to text to support statements about reading,
- read critically (compare/contrast, synthesize, and apply new information to previous knowledge),
- recognize important information,
- use a variety of research materials, including nonfiction,

- use a dictionary proficiently, and
- strengthen receptive and expressive vocabulary.

Writing

- generate varied ideas for written expression,
- create stories with a beginning, middle, and end,
- follow a logical story line,
- communicate ideas clearly,
- expand stories with details,
- write multiple drafts,
- revise to clarify content and improve style,
- persevere in completing stories,
- employ capitalization and punctuation,
- build knowledge of basic grammar, including word patterns, root words, prefixes, and suffixes,
- edit for spelling and punctuation,
- use varied and complete sentence structures,
- write paragraphs with topic, supporting, and concluding sentences,
- employ new styles and techniques,
- write in a variety of genres,
- learn to write in a variety of poetry forms,
- apply correct grammar as acquired,
- write legibly using cursive, and
- utilize a laptop computer and tablet proficiently.

Mathematics

Number Sense

- read, compare, order, classify, and explain whole numbers through billions,
- demonstrate knowledge of the meaning of fractions and decimals and understand how they may be used, and
- understand the relationships among the basic arithmetic operations.

Computation

- solve multistep problems using the four operations (addition, subtraction, multiplication, and division) with whole numbers,
- solve problems involving addition and subtraction of simple fractions and decimals,
- demonstrate and explain the computation process and support the reasonableness of answers, and
- know basic facts and algorithms of the four operations with whole numbers.

Data Analysis

- gather data,
- create and interpret graphs, tables, and charts, and
- predict and draw conclusions from graphs, tables, and charts.

Geometry

- describe, draw, and classify shapes and figures,
- compare, classify, and draw two- and three-dimensional figures,
- understand congruency, symmetry, and similarity,
- read and plot ordered pairs on a grid, and
- use tools and measurements to construct two-dimensional figures.

Measurement

- solve and explain solutions to problems involving money and time,
- solve and explain solutions to problems involving length, area, and perimeter, and
- select and use appropriate measuring tools and units of measurement.

Patterns and Relationships

- recognize, describe, extend, and create various patterns, and
- describe and represent relationships with tables, graphs, and equations.

Math Communications

- create and use organized lists and diagrams when solving problems,
- identify patterns useful as rules when solving problems,
- demonstrate that multiple paths to a solution may exist, and
- use math vocabulary to demonstrate understanding of concepts.

Social Studies

- develop rights and responsibilities of effective citizenship both in school and in the larger community,
- begin to understand geographic, economic, historical, sociological, and political factors in the immigration of various ethnic groups to the US,
- begin to understand the nature and roots of prejudice and discrimination, and develop an appreciation of individual and cultural differences,
- explore historical use of the salt marsh and mountain ranges to understand how human actions affect the environment,
- develop an appreciation of the rights and responsibilities given to citizens by the U.S. Constitution,
- learn research techniques, investigate and organize information, and report effectively on a self-selected topic through Independent Projects,
- construct, compare, and interpret information from maps to build knowledge of U.S. and world geography,
- study the movement of peoples across the U.S. and the resulting impact of U.S. expansion on indigenous communities, and
- explore the impact of the Industrial Revolution and the expansion of mills in New England.

Science

Life Science

- study anatomical structures and their functions in various plants and animals,
- observe how living things develop in and adapt to several specific ecosystems,
- examine the salt marsh habitat as it changes,
- develop observational and record-keeping skills, and
- begin to understand the effects of experimental bias in data collection and interpretation.

Physical Science

- explore the characteristics of static and dynamic electricity and learn to build basic circuits,
- understand the principles of physical properties through experimentation using all the components of the scientific method,
- invent ways to solve problems in everyday life by researching, planning, designing, and testing prototypes,
- learn about the varying layers and composition of the Earth,
- build levers, wheels and axles, and gears and pulleys in order to understand the mechanics of simple machines, and
- explore the characteristics and properties of the elements and periodic table.

Visual Arts

Creative Expression

- compose art to express emotions through the use of color, texture, and shape,
- depict realistic facial proportions,
- use overlapping and diminishing size to indicate space in 2-D art,
- mix tertiary and complementary colors,
- create sculpture using additive and subtractive methods,
- create an edition of relief prints,
- understand how to number an edition of prints, and
- create art that represents narratives, art concepts, and universal themes.

Aesthetics

- analyze the more- and less-effective parts of their own artwork,
- discuss the basis for their own preferences in artwork,
- compare and contrast different works of art in terms of style, design, concepts, mood, and theme,
- determine the light source in a work of art and explain how that light affects the mood of the piece,
- understand the difference between relief and freestanding sculptures,
- understand the distinction between decorative and utilitarian artwork, and
- engage in analytical discussion of the art of their peers as well as contemporary and historical art.

Arts and Cultural Heritage

- recognize common subjects, styles, and techniques of the arts from different cultures or ethnic groups,
- create original works that integrate characteristics from different cultures, including the students' own communities, and
- explore why artists make art in different ways.

Music

- perform choreographed movement to music,
- perform expressively with appropriate dynamics, phrasing, and interpretation,
- perform canons, rounds, descants, ostinati, and countermelodies,
- sing in groups, matching dynamic levels and following conductor cues,
- perform multipart music,
- read, write, and perform simple notation using solfège (singing by syllables),
- demonstrate proper technique on various instruments and participate in ensemble playing,
- create and arrange music to accompany readings or dramatizations,
- create and arrange short songs and instrumental pieces,
- use a variety of sound sources when composing,
- use standard symbols to identify and notate meter, rhythm, pitch, and dynamics,
- identify and label sections of music,

- discuss musical form,
- perform standard music notation,
- improvise melodically in changing harmony,
- explore musical styles from different cultures,
- use appropriate music terminology in describing musical performances,
- discuss applications of music in contemporary society,
- identify composers, their periods of music, and important facts about their lives,
- learn characteristics and components of standard musical instruments,
- further analyze and play music from other cultures, and
- identify differences between Western and other world music.

Creative Movement

- communicate concepts and ideas through movement,
- develop freedom of movement and expression with and without limitations,
- relate movement explorations in the dance space to classroom themes of study,
- develop a sense of physical well-being and flexibility,
- strengthen muscular coordination and motor skills, and
- develop basic locomotor and axial movements in isolation and combination.

Students may take creative dance classes in the afterschool Enrichment program (for an additional fee).





Physical Education

- perform appropriate warm-up activities,
- engage in moderate to vigorous physical activity,
- move with an awareness of space and others' safety,
- distinguish between warm-up movements, strength-building, and aerobic exercises,
- demonstrate specific exercises and understand how each supports specific fitness goals,
- identify the positive effects of regular exercise,
- develop mature form in locomotor skills (e.g., running, jumping, sliding) and non-locomotor skills (e.g., bending, stretching, dodging, climbing),
- demonstrate increasingly mature form with sports equipment (e.g., balls, bats, racquets),
- demonstrate increasingly complex combinations of motor patterns,
- combine movement skills in applied settings,
- adapt skills to the demands of a game or environment,
- demonstrate the ability to cooperate with peers,
- use appropriate communication skills in activities to enhance group cooperation and effort,
- use equipment responsibly, and
- assess their own performance.

Health

- recognize and employ positive approaches to conflict resolution,
- understand the nature and causes of peer pressure and teasing, and develop strategies for building a safe and caring community,
- demonstrate effective verbal and nonverbal communication skills to build and maintain healthy relationships,

- demonstrate personal hygiene skills,
- understand how media techniques, culture, peers, and family members influence decision-making about health,
- analyze the effects of positive, healthy habits,
- understand the importance of assuming responsibility for personal health,
- learn the basic structures and functions of the human reproductive system,
- describe physical, social, and emotional changes that occur during adolescence, and
- develop increasing awareness of human sexuality, an increased ability to discuss it openly, and an understanding of the responsibilities that go along with healthy human development.

Spanish

Spanish in fourth and fifth grades marks a shift to more reading and writing and the development of grammar skills. Students are encouraged to use as much Spanish as possible in class. Children are exposed to instruction through Comprehensible Input, a method that uses strong imagery and storytelling to improve vocabulary and grammar. Repetition of high-frequency words helps with language acquisition. Students are asked to retell stories on their own and in small groups, and to reenact scenes from stories and books. Short novels are discussed in a mixture of Spanish and English. Students leave the Lower School with a solid foundation for continued language studies in the Middle School.

Afterschool and Enrichment Programs

Waynflete offers Lower School families a range of afterschool options, including the Sandpipers and Owls afterschool programs for younger and older Lower School students, a wide range of afternoon workshops, and individual and group music lessons.

The Sandpipers and Owls Programs

Lower School Afterschool is a licensed program that runs on Mondays, Tuesdays, Thursdays, and Fridays from 3:15 to 6:00 p.m., and on Wednesdays from either noon to 3:15 p.m. or from noon to 6:00 p.m.

Sandpipers, the afterschool program for students in Early Childhood through Grade 1, focuses on meeting young children's needs at the end of the school day with a balance of familiar routines and engaging activities such as music, construction, dramatic play, and outdoor time in a free-choice environment.

Owls, the afterschool program for students in Grades 2–5, engages students in art, strategic thinking (through games), and physical activities. Students in Owls may also choose to complete their homework with the assistance of Upper School student mentors.

Enrichment Programs and Music Instruction

Waynflete's Enrichment programs offer a wide range of afternoon workshops, such as creative dance, basketball, tennis, karate, Odyssey of the Mind, and swimming lessons.

Our music instruction program provides students in grades 2–12 and adults—beginners as well as advanced musicians—with individual or small-group instrumental and vocal lessons. The program is open to Waynflete families as well as students and adults from the broader community. Our instructors are professional musicians with degrees in music education and/or performance—recording artists, composers, concert musicians, and teachers spanning all musical genres, including classical, folk, jazz, and rock.

To learn more about the many options available after school for Lower and Middle School students, visit waynflete.org/enrichment.

Student Assessment and Performance Evaluation

The Lower School uses a formative approach to assessment, employing multiple diagnostic tools and observational data to identify student learning needs and adapt teaching accordingly. Teachers look for patterns of performance across classroom settings, using assessment measures that correlate directly with instructional goals and recognize normal variability within an age span. Ongoing observation and analysis of student work across the curriculum are the most frequently used methods of assessment. A standardized phonemic awareness screening is administered to all Kindergarten and new Grade 1 students to assess early literacy development.

Benchmark instruments are administered periodically to older elementary students to evaluate progress over time in specific areas. Teachers help students set goals and reflect accurately on their progress. Student progress is reported to parents in semiannual parent-teacher conferences and in a written report at the end of the academic year.

Academic Support

As an independent school, Waynflete goes to great lengths to see that our students are successful, within the confines of a rigorous academic program. This begins with small classes, engaged advisors, out-of-class support by classroom teachers, and short-term support by the Director of Academic Support. For those students who need more assistance with meeting requirements, the school offers additional academic support at an additional cost to families. In the end, however, there are students for whom the school is not a good match, and another learning environment may be in their best interest. The testing and evaluation information requested in the Release of Educational Records section below is designed to help the school and parents make informed decisions about the appropriateness of Waynflete for their child.

General Academic Support

Waynflete provides limited academic support for students who, in the school's opinion, need assistance in meeting Waynflete's academic standards. This support (to the extent that it does not compromise the essential outcome objectives of a course) may include extra help sessions with teachers; short-term assistance from the Director of Academic Support in the areas of study skills, organization, essay writing, lab reports, research papers, and math; the use of assistive technology; and access to supervised free periods. If a student needs more extensive assistance after seeking out classroom teacher assistance, they may request tutoring from a member of the Academic Support faculty. The Director of Academic Support can also provide recommendations for outside support services if needed. All requests for tutoring must go through the student's advisor, the Division Director, and the Director of Academic Support.

Services and Supports Unavailable at Waynflete

Waynflete acknowledges that some students require an array of supports and services to be successful. As an independent school, Waynflete provides reasonable accommodations to students with documented learning challenges; however, the school does not provide the following supports or services:

- classroom paraprofessional support, such as educational technicians or classroom aides,
- health services beyond the health care set forth in Waynflete's Handbook and Directory,
- certain behavioral interventions, such as formal individual behavioral management plans, and
- related services, such as speech and language, occupational and physical therapies, or an individualized social skills curriculum.

Waynflete does not provide educational or diagnostic testing but may offer to conduct informal screenings for reading, writing, and math. If it appears a child would benefit from formal evaluation, parents are encouraged to contact the Director of Academic Support to discuss options or for a referral list of evaluators in the greater Portland area. The Portland Public School district may also provide information about evaluation services. Any adjustments to a child's academic program that are recommended by such an evaluation must be consistent with the criteria outlined and approved by the appropriate Division Director.

Students with Diagnosed Disabilities

Parents of students who have been evaluated and found to have learning challenges or a diagnosed disability under the Americans with Disabilities Act (including, but not limited to, learning disabilities, ADHD, emotional disorders, and speech and language disorders) may request that Waynflete provide reasonable accommodations. The decision to permit or deny requested accommodations will be made on a case-by-case basis in keeping with the school's academic program by the Director of Academic Support and the appropriate Division Director. Such decisions will also take into consideration:

- the nature and extent of the child's documented learning difference,
- all diagnostic, academic, and psychological testing and evaluations,
- academic recommendations from a licensed provider,
- information generated through the IEP/ISP process by any public educational institution,
- the student's educational history, including behavioral history and prior use of accommodations, and
- whether such accommodations can be provided without undue burden to the school and without fundamentally altering the nature of a program, course, or course of study, or lowering standards.

It is essential that documentation of all testing and evaluations be shared with the school and be current (in most cases, conducted within the past three years) for academic accommodations to be approved. If these criteria are met, the Director of Academic Support will create a support plan for the student.

Release of Educational Records

- As a condition of enrollment consideration, parents must sign a release authorizing the student's prior school to release all the student's educational records and to permit Waynflete officials to discuss the student's educational history with representatives of the previous school.
- In submitting a student's educational records, parents must ensure that all diagnostic and educational testing of any kind is provided regardless of whether the testing took place at a prior school or was arranged by parents and conducted by a private evaluator.
- Withholding educational records may be grounds for termination of the student's enrollment.

For more information concerning current students, please contact the Waynflete Academic Support Director at 207.774.5721, ext. 1289. Prospective families should contact the Waynflete Admission Office at 207.274.5224.



The Patricia Davis Klingenstein '47 Library

The library program is designed to enrich the learning process; to satisfy academic, personal, and professional interests; and to encourage lifelong learning. The program and the collection both support the curriculum. The library is used by all grade levels and faculty to explore the world of ideas, information, and literature.

Students in the Lower School go to the library on a regular basis for story time, selection of recreational reading materials, and age-appropriate literacy skills lessons. Students in Grades 2–5 also learn the research process through work on Independent Projects as well as other activities across the curriculum. Students in Kindergarten–Grade 3 participate in the Chickadee Award program, a children's choice book award program in Maine. Students in Grades 4–5 are invited to take part in the Maine Student Book Award program.

Waynflete 2021-2022 Faculty

Asra Ahmed

Upper School Director
B.A. DePaul University
M.A. University of Chicago
Appointed: 2021

Gary Amara

Academic Support Teacher
B.A. Boston College
Reappointed: 2013

Tessa Anable

Director of Enrichment
B.A. Principia College
Appointed 2017

Johanna Anderson

School Counselor
B.A. Bates College
M.S.W. University of New England
Appointed: 2021

Emma Bartnick

Mathematics - Grades 6-12
B.A. Barnard College
Appointed: 2021

Kai W. Bicknell

Lower School Curriculum Coordinator
Grades 4-5 Teacher
B.A. Barnard College
M.S. Lesley University
Appointed: 2003

Nicole Bradeen

GCS Coordinator
B.A. Tufts University
M.Ed. Lesley College
Appointed: 2019

Pamela L. Brittingham

Grades 2-3 Teacher
B.S. University of Delaware
M.S. University of Southern Maine
Appointed: 1994

Nell Britton

Enrichment Music Instructor
B.A. University of Southern Maine
M.Mus. University of Southern Maine
Appointed 2016

Brenda Brush

Academic Support Teacher
B.A. Rutgers College
Appointed 2015

Elizabeth Burdick

Academic Support Teacher
B.A. Smith College
M.Ed. Boston University
Appointed: 2008

Ross M. Burdick

Athletic Director
B.A. Trinity College - Connecticut
M.S. Hofstra University
Appointed: 2004

Denise Calkins

Enrichment Music Instructor
B.A. University of Southern Maine
Appointed: 2012

Thomas E. Campbell

Dean of Educational Operations
Mathematics - Grades 6-12
B.A. Bates College
M.S.T. University of New Hampshire
Appointed: 1987

Christine Caswell

Visual Arts - Grades 6-12
M.F.A. Rochester Institute of
Technology
B.F.A. University of Southern Maine
B.A. Keene State College
Appointed: 2020

Dale Churchill

Enrichment Music Instructor
B.A. University of Massachusetts
Appointed: 2008

Vanessa Churchill

Learning Math Specialist, Grades EC-5
B.F.A. California College of the Arts
M.Ed. University of Southern Maine
Appointed: 2018

Lynda Clapp

K-1 Learning Consultant
Academic Support Teacher
B.A. Rutgers College
M.Ed. Lesley College
Appointed: 2015

Jennifer B. Clarke

Academic Support Teacher
B.A. St. John's College
Appointed: 1994

Lindsay Clarke

History - Grades 6-12
B.A. Wesleyan University
Reappointed: 2012

Cathie Connors

Upper School Dean of Students
B.S. Castleton State College
Appointed: 1993

Kate Corbett

School Counseling Coordinator
B.A. Miami University
M.S.W. University of Texas Graduate
School of Social Work
Appointed: 2015

Heather Courtice Hart '88

World Languages Chair - Grades 6-12
B.A. Brown University
M.A. University of Washington
Appointed: 1999

Maegan Crabtree

Learning Specialist Grades 2-5
B.A. University of Southern Maine
M.Ed. University of Southern Maine
Reappointed: 2019

Evan Cuddy

Enrichment Music Instructor
M.M. University of Southern Maine
B.M. Susquehanna University
Appointed: 2020

Wendy R. Curtis

Upper School Curriculum Coordinator
Science - Grades 6-12
B.A. University of Maine
M.S. Massachusetts Institute
of Technology
Appointed: 2001

Laurel K. Daly

Lower School and
Middle School Librarian
Co-Curricular Team Coordinator
B.S. University of Maine-Farmington
M.L.S. University of Rhode Island
Appointed: 1999

Michael A. Dank

Enrichment Music Instructor
Lakeland College
Appointed: 2003

James Deterding

Mathematics Department Chair
Mathematics - Grades 6-12
B.A. Calvin College
M.S. Towson University
Appointed: 2018

Stephanie Dolan

Science - Grades 6-12
B.Ed. McGill University
Appointed: 2010

Cathy C. Douglas

Mathematics - Grades 6-12
B.S. Michigan State University
Appointed: 2004

Nikki Dresser

History Department Chair
History - Grades 6-12
B.A. Colby College
M.A. University of Southern Maine
Appointed: 2015

Doug Durlacher

Performing Arts Grades 6-12, Theatre
B.S.W. Shippensburg University of
Pennsylvania
M.A. Oklahoma State University
Appointed: 2021

Kimberly Farr

Visual Arts - Grades 6-12
B.F.A. University of the Arts
Appointed: 2018

Tiki Fuhro

Performing Arts Grades 6-12, Theatre
B.F.A. New York University
Appointed: 1995

Sarah Fuller-Matsubara

Grades 2-3 Teacher
B.A. Boston University
M.S. Bank Street College of Education
Appointed: 2013

Sarah Getchell

English - Grades 6-12
B.A. Colby College
M.A. The Bread Loaf School of English
M.F.A. NYU Graduate School
of Arts and Science
J.D. University of Michigan Law School
Appointed: 2021

Gene Gill

Performing Arts Grades 4-12, Music
Enrichment Music Instructor
B.M. Arizona State University
Appointed: 2019

Michaela R. Goldfine '90

Grades 2-3 Teacher
B.A. Smith College
M.Ed. Lesley College
Appointed: 1998

Alyssa Goodrich

English - Grades 6-12
B.A. Wheaton College
M.A.T. Boston University
Appointed: 2014

Emily Graham

Co-Dean of Professional Growth
Upper School Librarian
Library Coordinator
B.A. Colby College
M.L.S. Indiana University
Appointed: 2007

Dalit Gulak, RN

Health Coordinator
M.P.H., Boston University School
of Public Health
B.N. Georgetown University
B.A. University of Delaware
Appointed: 2020

Megan Guynes

World Languages - Lower School
B.A. Bates College
Appointed: 2020

Andy Happel

Performing Arts Grades 4-12, Music
Enrichment Music Instructor
Berklee School of Music
University of New Hampshire, Durham
Appointed: 2017

Tim Hebda

Co-Dean of Professional Growth
Lower School Curriculum Coordinator
Grades 4-5 Teacher
B.A. Connecticut College
M.S. University of Southern Maine
Appointed: 2008

Sarah Hernandez

Grades K-1 Teacher
B.A. University of California
M.Ed. Harvard Graduate School
of Education
Appointed: 2020

Emily Hoescht

B.A. Harvard University
J.D. and Ph.D. Georgetown University
Appointed: 2021

Stephanie Hogan

Academic Support Teacher Seminar
B.A. Guilford College
Appointed: 2017

John Holdridge

Community Engagement Coordinator
Dean of Summer Term
B.A. University of Massachusetts
M.Ed. University of Southern Maine
Appointed: 2020

Eddie Holmes

Performing Arts Grades K-5, Music
Enrichment Music Instructor
B.A. Gettysburg College
Appointed: 2018

Jake Hopkins

Lower School Remote Coordinator
B.Ed. Jordanhill College, Scotland
M.Ed. Lesley University
Appointed: 2020

Anne Scribner Hopkins

Lower School Director
B.A. Trinity College
M.Ed. Lesley University
Appointed: 2017

Georgia Jackson

Grades 2-3 Teacher
B.A. George Mason University
Appointed: 2020

David Jaffe

World Languages Grades 6-12
M.A.T. University of
Massachusetts, Amherst
B.A. University of Chicago
Appointed: 2020

Lindsay Kaplan

World Languages - Grades 6-12
B.A. Barnard College
M.A. Columbia University, Paris
Ph.D. New York University
Appointed: 2013

Jess Keenan

Grades K-1 Teacher
B.A. Colby College
Appointed: 2007

Lisa Kramer
Mathematics - Grades 6-12
B.A. Bates College
M.Ed. Teachers College, Columbia
Appointed: 2006

Hope Kremer
Early Childhood Teacher
B.A. Boston College
M.Ed. Antioch University
Appointed: 2021

Gretchen Lacombe
Grades K-1 Teacher
B.A. University of Southern Maine
M.Ed. University of Southern Maine
Appointed: 2017

Jessie Laurita-Spanglet
Performing Arts Grades 6-12, Dance
B.F.A. University of North Carolina
School of the Arts
M.F.A. University of Maryland
Appointed: 2021

Laura Lennig
English - Grades 6-12
B.A. Emory University
M.A. New York University
Appointed: 1995

Page Lennig
Technology - Grades 6-12
B.S. University of New Hampshire
M.Ed. Lesley University
Appointed 1996

Lisa T. Libby
Mathematics - Grades 6-12
Science - Grades 6-12
B.A. Wheaton College
Appointed: 2002

Conor Linehan
Enrichment Music Instructor
B.M. University of Southern Maine
Appointed: 2019

Lydia F. Maier '90
On leave 1st semester
Assistant Head
B.A. Brown University
M.S.W. Boston College
M.B.A. Boston College
Appointed: 2003

Nancy McAllister
Grades 4-5 Teacher
B.A. Bates College
M.Ed. Lesley College
Reappointed: 2004

John McDevitt
Health and Wellness
Teacher - Middle School
B.A. Bates College
M.S. University of Southern Maine
Appointed: 2021

James M. Millard
English - Grades 6-12
B.A. University of New Hampshire
M.Ed. University of Southern Maine
Appointed: 1991

Robert E. Mills
Early Childhood Teacher
University of Southern Maine
Appointed: 2004

Benjamin G. Mini
History - Grades 6-12
B.A. Bates College
Appointed: 1998

Divya Muralidhara
Middle School Director
English - Grades 6-12
B.A. Wellesley College
M.A. Teachers College, Columbia
Appointed: 2007

Leslie Murray
Visual Arts- Grades 6-12
M.A. New York University
B.F.A. Maine College of Art
Appointed: 2019

Susan Charles Nelson
Performing Arts Grades EC-8
Dance Enrichment Dance Instructor
B.A. Adelphi University
M.F.A. Dance UNC - Greensboro
Appointed: 1975

Ralph Nelson
Physical Education - Lower School
B.S. University of Maine
Appointed: 2018

Alain Nkulu
EAL Mentor/World Languages
D.V.M. University of Lubumbashi
Appointed: 2010

Sarae Pacetta
Early Childhood Teacher
M.S. Wheelock College
B.S. Boston University
Appointed: 2019

Mary Jane Pagenstecher
Director of Performing Arts, Performing
Arts Grades 6-12, Music
B.M.E. University of Nebraska-Lincoln
M.A. Ohio State University
Appointed: 2018

Penelope Prior
Enrichment Assistant
B.A. Georgetown University
M.Ed. Bank Street College of Education
Appointed: 2019

Cassie Pruyn
On leave 1st semester
English - Grades 6-12
B.A. Bard College
M.F.A. Bennington College
Appointed: 2019

John Radway
English Department Chair
English - Grades 6-12
B.A. Amherst College
A.M. Harvard University
Ph.D. Harvard University
Appointed: 2017

Mary Rehak
Visual Arts - Grades K-5
B.F.A. Carnegie Mellon University
M.S. University of Southern Maine
Appointed: 2010

Janice S. Ribeiro
World Languages - Grades 6-12
B.A. University of Massachusetts -
Amherst
M.A. Middlebury College
Appointed: 2002

Jona Rice
Visual Arts Department Chair
Visual Arts - Grades 6-12
B.F.A. Maine College of Art
Post Bac. Art Education - MECA
Appointed: 2007

Neil Rice
Science - Grades 6-12
B.S. Duke University
M.S. University of New Haven
Appointed: 2011

Morgan Robinson
Early Childhood Teacher
B.S. University of Maine, Orono
M.Ed. University of Maine, Orono
Appointed: 2020

Augusto Cardenas Rojas
Academic Support Teacher
B.S. Universidad Nacional de
Colombia
Appointed: 2017

Caroline Sanford
Academic Support Teacher
B.A. University of Georgia
M.A.T Simmons College
Appointed: 2019

Brandon K. Salway
Assistant Athletic Director
Physical Education EC-12
University of Southern Maine
University of New England
Appointed: 1989

Stacey L. Sevelowitz
Director of Academic Support
B.S. Ithaca College
M.Ed. Cambridge College
Appointed: 2011

Sadie Siebert
Grades K-1 Co-Teacher
Afterschool Teacher
B.A. University of Vermont
Appointed: 2019

Nathaniel Silverson
English - Grades 6-12
History - Grades 6-12
B.A. Middlebury College
M.F.A. University of San Francisco
Appointed 2016

Julia Smith
Grades 4-5 Teacher
B.A. Wesleyan University
M.Ed. Bank Street College of Education
Appointed: 2020

Katrina St. John
Science - Grades 6-12
B.S. Bishop's University, Quebec
M.S. McGill University
Appointed: 2009

Samuel Stuart
Librarian
Afterschool Teacher
B.S. St. Michael's College
M.L.S. Kent State University
Appointed: 2020

Heather L. Tanguay
2-3 Learning Consultant
Academic Support Teacher
B.A. Smith College
M.Ed. University of Southern Maine
Appointed: 2000

Stacie Thomas
Grades K-1 Teacher
B.S. University of Maine -
Farmington
Reappointed: 2009

Joanne Thompson
On leave
Academic Support Teacher
B.A. Bowdoin College
M.A., Ph.D. Yale University
Appointed: 2015

Daniel B. Thomsen
Mathematics - Grades 6-12
World Languages - Grades 6-12
B.A. Middlebury College
Appointed: 2006

John Thurston
On leave
Director of College Counseling
B.A. Carleton College
M.F.A. University of Southern Maine
Appointed: 2014

Carol Titterton
Science Department Chair
Science - Grades 6-12
B.S. Pennsylvania State University
Appointed: 1992

Kelly Valdmanis
Academic Support Teacher
B.A. University of Southern Maine
M.S. Hunter College
Appointed: 2020

David A. Vaughan
Science - Grades 6-12
B.A. Colby College
M.F.S. Yale University
Reappointed: 2008

Alexandra Vining
World Languages - Grades 6-12
B.A. Fordham University
M.A.T University of Massachusetts,
Amherst
Appointed: 2019

Geoffrey Wagg
Head of School
B.A. Connecticut College
M.Ed. Teachers College, Columbia
Appointed: 2013

Alexis Waller
English - Grades 6-12
B.A. Smith College
M.Div. Union Theological Seminary
Appointed: 2021

Hannah Walton
History - Grades 6-12
B.A. Bowdoin College
Appointed: 2012

Seneth Waterman
Mathematics- Grades 6-12
B.S. St. Lawrence University
Appointed: 2019

Breda White
Associate Director of College
Counseling
M.A. Queen's University
B.A. University of Exeter
Appointed: 1993

Nicole Wiesendanger
History - Grades 6-12
B.A. University of Southern Maine
M.Ed. St. Joseph's College
Appointed: 2021

Kaya Williams
Science - Grades 6-12
B.A. Colby College
Appointed: 2021

Steven Withers
Mathematics - Grades 6-12
B.S. Bloomsburg University
M.Ed. Bloomsburg University
Appointed: 2014

Otis Wortley
World Languages - Grades 6-12
B.A. Kenyon College
Appointed: 2020

Kathryn Ziminsky
Middle School Curriculum Coordinator
Academic Support Teacher
Grade 6 Seminar Coordinator
B.A. St. Michael's College
Reappointed: 2009

Huiyu "Whitney" Zou
World Languages - Grades 6-12
B.A. Wuhan University (China)
M.Ma. Massey University
(New Zealand)
Appointed: 2014



Statement of Beliefs

We are devoted to the healthy development of the whole person—mind, body, and spirit. Believing that young people are naturally curious about the world, we engage our students with a rich variety of academic and cocurricular experiences, allowing them to explore their own interests, talents, and ideas. Learning flourishes when students are challenged to discover, to create, to take intellectual risks, and to invest themselves passionately in areas both familiar and new.

We believe that diversity is one of the conditions of excellence for our school.

We value the individuality of our students, recognizing that each will take a different path through life. We also believe that every person can be a responsible member of the community and that this sense of responsibility deepens when we treat our students and one another with trust and respect. It is out of respect for each individual that true community arises—a community of diverse human beings who value the challenges of honoring differences and resolving conflict. We believe that personal freedom and mutual support should be tightly interwoven, and that working with others is as important as striving to achieve one's own goals. By making these connections, we create an atmosphere in which self-confidence, resilience, and strong relationships can grow.

We believe that our responsibility as educators is to collaborate with one another, with our students, with their families, and with the wider community as we strive to fulfill the mission of our school.

Statement of Goals

Our goals include a commitment:

- to nurture in students a sense of wonder and a lifelong love of learning;
- to promote an appreciation for the liberal arts and sciences, while teaching skills of quantitative reasoning, critical and reflective thought, and aesthetic understanding;
- to develop a school community enriched by cross-age connections, interdisciplinary opportunities, and an understanding of the range and richness of human history and culture;
- to help students adopt healthy values and acquire new skills in an ever-changing world;
- to encourage students' individual initiative and active responsibility for their own learning;
- to guide students to become active participants in the community as well as stewards of the environment;
- to be a bias-free community that embraces diversity and fosters a positive identity for all persons;
- to support students in developing a strong framework for ethical decision-making; and
- to inspire students to strive for excellence and integrity in all aspects of their lives.

Non-Discrimination Policy

Each applicant receives equal consideration regardless of gender, cultural, ethnic, or economic status. Waynflete works to create and sustain an equitable and just environment for all members of our school community. It is school policy not to discriminate on the basis of race, color, religion, national origin, gender, age, sexual orientation, or disability.

We believe there is no place for racist or biased language, attitudes, behavior, or actions at Waynflete. Thus, we actively confront any form of racism, racist behavior, or other bias as part of our effort to foster a safe and respectful learning environment.

This commitment should permeate all programs, actions and relationships at Waynflete—curricular and co-curricular, personal, and professional. Waynflete is committed to making it possible for each member of the community to feel valued and to participate in all aspects of school life.

A group of children are sitting outdoors, playing ukuleles. They are in a row, and the child in the foreground is a young girl with blonde hair wearing a purple shirt. The background is blurred, showing green foliage and a building. The lighting is bright, suggesting a sunny day.

Waynflete

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