



## PARENT HANDBOOK

Our mission is to educate each child with reverence and respect; to nurture wonder, confidence and initiative so they may participate in the world guided by a sense of truth and responsibility.

Revised September 2017. This version supersedes all earlier versions.

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## General School Information

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### Director of Education:

Arnold Grimm: [a.grimm@whistlerwaldorf.com](mailto:a.grimm@whistlerwaldorf.com)

### Director of Administration:

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### Registrar

Romy Grayson: [r.grayson@whistlerwaldorf.com](mailto:r.grayson@whistlerwaldorf.com)

### Office Hours:

8:30 am – 3:15 pm Monday - Thursday

8:30 am – 12:30 pm Friday

### Playschool Hours

8:30 am – 12 pm (half day)

8:30 am – 3 pm (full day)

### Kindergarten Hours

8:30 am – 3:00 pm Monday - Thursday

8:30 am – 12:30 pm Friday

### Grade School

8:30 am – 3:00 pm Monday - Thursday

8:30 am – 12:30 pm Friday

### High School Hours

8:30 am – 3:15 pm Monday - Thursday

8:30 am – 1:05 pm Friday

**WELCOME** to the Whistler Waldorf School. The purpose of this handbook is to help you find your way into the life of our school and community.

A Waldorf school differs from other educational institutions in many ways. Parent involvement and understanding of our educational philosophy and objectives are important to our success. Participation of all parents is important, not simply because we are a non-profit endeavour, but because we are building a community and demonstrating this community-building spirit to our children. By enrolling your child in our school, you are making a commitment to be involved in their education to a high degree. Commitment means participation. We hope that this information will provide information about Waldorf education, clarify school policy, and help to enrich your life and the life of your family.

## Introduction

The Waldorf school movement is the largest independent school movement in the world with over 1,000 schools worldwide and over 1,200 kindergartens in North America.

Waldorf education, founded in 1919 by Austrian philosopher and educator Rudolf Steiner, supports the harmonious development of thinking, feeling, and willing. Imagination, creativity, and cognitive growth are cultivated in harmony with the child's natural physical and emotional phases of development.

The Whistler Waldorf School officially opened its doors in September of 2000. We moved from our original one-room schoolhouse on Alta Lake Road to our present location at Spruce Grove Park in the fall of 2002.

The Whistler Waldorf School is a Group One Independent School with the BC Ministry of Education and a registered non-profit with charitable status with CRA.

The Whistler Waldorf School is recognized by The Association of Waldorf Schools of North America (AWSNA) as a Developing Waldorf School. Our intention is to be a Full Member School within the next few years.

## Educational Philosophy

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

Subjects are learned holistically, not in isolation. The Waldorf curriculum uses an interdisciplinary approach, and carefully integrates academic, artistic and practical activity. Healthy

emotional development is nurtured by conveying knowledge through direct experience. By freely using arts and activities in the service of teaching academics, an internal motivation to learn is developed in the student. To this end, information technology is not utilized in grades kindergarten to seven. The school has a permanent dispensation from the Ministry of Education that we write paper-based Foundation Skills Assessments in grade four and grade seven.

The best overall statement on what is unique about Waldorf education is found in the stated goals of the schooling: "to produce individuals who are able, in and of themselves, to impart meaning to their lives".

*"The child who lives in an atmosphere of love and warmth and who has around him really good examples for his imitation is living in his right element."*

*The Education of the Child, Rudolf Steiner*

## Curriculum

### Kindergarten and Playschool

The Playschool at the Whistler Waldorf School is for children ages 3 to 4 ½ and the Kindergarten is for children 4 ½ to 6 ½ (your child must be 5 by December 31 of the year that they enter). The question of developmental readiness for grade 1 is taken seriously. Until children show a strong pattern of readiness physically, emotional and intellectually, it is considered best for them to remain in the kindergarten where learning takes place through play, activity and imitation rather than through more formal classroom work.

The Waldorf kindergarten recognizes the importance of mutual home/school support and would like to share with you some ideas regarding influences in a child's life. We value your questions and concerns. Please talk with your teacher if you have any questions.

Young children are open to every impression in their environment. Imitation is what we call their capacity to live deeply into all that surrounds them. It is through imitation that young children learn, and we strive to provide an environment worthy of imitation, where they can play imaginatively and creatively. We give children simple natural materials so that their imaginations are awakened through using them. This exercising of healthy fantasy in the early years is important for creativity and imagination in the intellectual life in later years.

We ask parents for their support in helping to foster the wonderful fantasy and creativity of the young child. We ask for protection from television, movies, videos, computers, and all the over-stimulation of the modern world which invade the realm of childhood.

Just as the child lives in a rhythmical life of waking and sleeping, we also work with a regular rhythm for our daily and weekly

activities. These activities include music and verse, accompanied by movement and gesture, stories, practical activities such as gardening, cooking, sewing and artistic activities of drawing, and water colour painting. Rhythm allows the children to expand out into the world through play and then to come together in a more focused activity such as a morning circle or a story. Rhythm brings a feeling of well-being and joy, a balance between playing out of their own initiative and working together in other activities. The daily and weekly rhythm fits into the wider rhythm of the year with the changing seasons and associated festivals.

Children feel secure when their daily rhythm follows a regular routine. Regular bed times, meal times, rest times and play times give the children security and help to avoid discipline problems. This rhythm and routine is a secret key to working with our very active small children who live in such a different stage of consciousness from adults. They are not yet ready for reasoning, choices, questions and decision-making, all of which will come later. Rhythm and repetition are keys to working with this age. For example, the children love to hear the same songs and stories over and over again.

When the children leave the Kindergarten and move into the Grade School, they carry with them a reverent and loving experience of nature and humanity. In the Grade School, the content of the curriculum builds on what has gone before and addresses the inner changes the children are experiencing. The children in a class form a community and travel the journey from childhood into adolescence together with their class teacher.

#### **Grade One Readiness:**

The transition from Kindergarten into school is a big step in the lives of children. Their striving and their way of learning have changed. They are no longer pure 'imitators', but become 'followers' with the ability to follow instructions more and carry them out. This inner shift and development also shows physically. The children's limbs stretch; the change of teeth has started, new molars can be seen in the gums, and the first baby teeth fall out. Whereas the young child happily plays with everything, the grade one ready kindergarten child can be bored and might need some encouragement to find into the play. On the other hand, they start remembering play from the day before and want to continue where they have left off. All of the above, amongst others, are signs of cognitive development, which we are looking for before we move children on to grade one. Another aspect is the social emotional development, as demonstrated by the readiness to leave the parents and strive to go to the teacher and the class.

Day to day kindergarten life shows where the children are at developmentally. In addition, in a grade one readiness assessment the children are given some tasks that reveal their development.

At the Whistler Waldorf School, children whose birthday is before June 30<sup>th</sup> will be assessed if they are ready to move on to grade one. Children born between April 30<sup>th</sup> and June 30<sup>th</sup> will be assessed more carefully to determine if they have the

developmental capacities they need for a successful start in grade one.

Students entering the school at other times will be assessed on a case by case basis.

### **The Grade School Curriculum**

The following is a broad outline of the main lesson work done in grades one through seven.

#### **Grade One**

Experiential and phonetic introduction to letters: form drawing; reading approached through writing; qualities of numbers, introduction to the four processes in arithmetic; lower multiplication tables along with fairy tales, folk tales and nature stories.

#### **Grade Two**

Writing and reading; arithmetic including multiplication tables; retelling of stories through composition writing as well as legends, stories of the Saints, animal fables, and nature lore;

#### **Grade Three**

Reading, spelling, original composition writing; introduction to elements of grammar and introduction to cursive writing. Higher mathematical tables; measurements. Studies of occupations and practical life, including farming, housing, clothing, and nature. Old Testament stories.

#### **Grade Four**

Spelling, reading, composition, letter writing, grammar; fractions; local geography and map-making. Study of the animal kingdom and human beings' relation to animals. Norse mythology and sagas; North American First Nations legends.

#### **Grade Five**

Continued deepening of language arts, ancient history and myths through the Greek, Indian, Persian, and Egyptian times; North American geography related to vegetation, agriculture, and economics; botany; decimals.

#### **Grade Six**

Roman and medieval history, European and African geography, mineralogy, physics, (acoustics, electricity, magnetism, optics, and heat); composition, grammar, spelling, biographies, introduction to algebra, geometric drawing with instruments; botany.

#### **Grade Seven**

Arthurian legends, voyages of discovery, the Renaissance, world geography, physics (mechanics): physiology (blood and muscles), astronomy, inorganic chemistry, composition, grammar, spelling, literature, arithmetic.

## The High School Curriculum

### Grade Eight

Literature (dramatic contrast in Shakespearean drama), number bases, world economic geography, history of revolutions, physics (electricity and force), organic chemistry, anatomy, group work experience, and the grade eight play.

### Grade Nine

English literature, geology/ecology- plate tectonics, History: Canadian, pre-WW1, history of art, history of drama, work experience, physics- thermodynamics, biology: physiology, group work experience, chemistry. Math: descriptive geometry. Outdoor education.

### Grade Ten

Biology: embryology, reproduction, circulatory and nerve system. Hydrology. Ancient civilizations. History of art, modern history – post WW2. Physics: mechanics. Chemistry: acids, bases and salts. grade ten play. Outdoor education.

### Grade Eleven

Chemistry: atomic theory, environmental sciences, world history, Physics: magnetism & electricity, biology: botany, English: Parzival, and Dante, math: projective geometry, foreign exchange, social studies. Outdoor education.

### Grade Twelve

Transcendentalism, modern physics, Symptomatology, Ecology, Calculus, Modern Art and Media, Biochemistry and Genetics, Faust, grade twelve play. Outdoor education.

## The Class Teacher

Unique to Waldorf grade schools is the commitment of the Class Teacher to a group of children for consecutive years. The teacher moves through the grades with the students and this offers the children continuity and a sense of security. **Outdoor education.**

## High School Class Guardian

The class guardian acts as an advocate for the students, leading them in class meetings, holding parent evenings, attending class functions and arranging for group trips. Their role is to assist the group in finding its centre and being the class administrator. The guardian take responsibility for group communication, social dynamics, and parent enrichment.

## High School Advisors

The high school advisors work with small groups of students across the high school grades on a one-on-one and small group basis. The student's advisor meets with the advisee at least once per week. These meetings provide an opportunity for students to check-in and also meet with students in other grades. The advisor is responsible to track academic and behavioral progress of the student and to help facilitate communication between parent, student, and school resource personnel.

## The Main Lesson

The main lesson is the heart of the school day for every child from Grade one through to high school. Its extended lesson length goes from the beginning of school to the morning recess. For three to four weeks the teacher takes the class into a concentrated exploration of one subject. This concentration allows the student to become involved with a subject, to feel at home in it, even to identify with it. This approach enables the student to know securely the answer to the question, 'What are you studying in school?'

Main lesson subjects provide the major themes and a kind of identity for the school year. Examples of main lesson subjects are introduction to letters in grade one, writing in grade two, the archetypal vocations in grade three, fractions in grade four, botany in grade five, mineralogy in grade six, history of the Renaissance in grade seven, algebra in grade eight, anatomy in grade nine, ancient civilizations in grade ten, and the nature of light and substance in grade eleven, Philosophy in grade twelve among many others.

Waldorf teachers rarely use textbooks in the classroom in the early grades. The teacher penetrates the subject matter and brings the content they wish to impart into experience through oral presentation or another imaginative form. Children enjoy and absorb stories. When they retell them the next day, the teacher can extend or elaborate, highlight, question, explain, probe or plumb the children's understanding. The children create their own main lesson books, writing out the subject matter and illustrating it with their own drawings. In this way the experience moves from understanding to the deed, and to the activation of the will.

## Subject Classes

Music: singing, recorder, strings groups (violin starts in grade four), orchestra, choir

Foreign language: French

Practical arts (handwork and woodwork): knitting, crocheting, cross stitch, wood-carving; leather working, book binding, textiles

Art: form drawing, water colour painting, oil painting, clay and beeswax modeling

Drama, speech, movement, physical education.

## Spirituality

While no formal religious instruction takes place in the Waldorf school curriculum, parents should be aware that reverence and an appreciation and respect for the natural environment are present in the day-to-day activities of the school.

We live in a Christian-Judeo influenced society and some of the celebrations and festivals of the year reflect that. Families who celebrate other religious festivities are encouraged to speak to their teacher about ways that they can share these celebrations with the class.

Through different periods of history, great women and men have shed light on these universal questions. They have offered their wisdom to help individuals answer these questions. The Waldorf curriculum is designed to create the appropriate relationship between a child and these immense questions. We seek to explore mythology, literature, history, science and art in a way that evokes discussion about universal questions.

Through art, a child builds a relationship with beauty, and in studying science, seeks an understanding of truth. Out of beauty and truth develop a sense of morality and a reverence for life.

By the time a student reaches high school, he/she has lived with many noble images, many fallen heroes and has many searching questions about the nature of humankind and our universe.

We seek to educate our students in love and immerse them in the world of great literature, art and science. We wish to send them forth into the world in freedom to explore and discover their own beliefs and destinies.

## School Festivals

Throughout history, in all civilizations, there have been rituals and celebrations reflecting nature's rhythms. These celebrations or festivals reflect our relationship to nature and spirit, and to our life on earth. Festivals bring shared consciousness and they help to unite the community.

The elements of festival; such as light, food, song and story capture children's imaginations. The ritual of the birthday party – singing the birthday song, blowing out the candles, and eating the special cake imparts to the children the deeper meaning of the 'birth day'.

In a Waldorf school, weekly school rhythm and the annual seasonal festivals of nature and humanity are celebrated in ways that help foster wonder, reverence and gratitude. These qualities nourish the child's capacity to be responsible to the human community.

Teachers, parents, and children work together in anticipation of a variety of festivals that are celebrated and appropriate to the child's age and curriculum. We like to acknowledge and share other religious customs and celebrations enjoyed by our families. If you are interested in celebrating special holidays within your child's classroom, we encourage you to give suggestions to your child's teacher. Parent participation helps to make these festivals meaningful and special. Parents are welcome to keep their children home in observance of their own religious holidays.

There are many books available about festivals around the world. This is a very brief list:

*Festivals, Family and food*, Diana Carey/Judy Lange; *Celebrating the Festivals with Children*, Friedel Lane; *Festivals with Children*, Brigitte Barz; *Lifeways, Working with Family Questions*, Gudrun Davy and Bons Voors.

Although this is not a comprehensive list of festivals and activities celebrated throughout the school year, here are some of the festivals important in our school life.

### Michaelmas

On September 29, during harvest season, is Michaelmas day which starts the four-week season. In Celtic tradition, St. Michael represents the unconquered hero, fighting against evil and the powers of darkness. He is a model for valour and courage

*Thou Michael, the Victorious  
I make my circuit under thy shield.  
Thou Michael, of the white steed  
And of the bright, brilliant blade!  
Conqueror of the dragon,  
Be thou at my back.  
Thou ranger of the heavens!  
Thou warrior of the king of All!  
Thou Michael, the Victorious,  
The glory of mine eye.*

The life forces of nature have drawn to a close; the fruits have ripened and have been harvested. The leaves have burned out in their blaze of colour and dropped to the ground. Gardens and yards are cleared out now and left to rest. This creates an opening

for people to develop their inner soul life and the challenge is to awaken the cultivation of the inner life.

### **Martinmas - Lantern Walk**

The story of St. Martin, who gave his cape to a poor beggar, has inspired the tradition of an evening lantern walk and the sharing of lantern songs and food with the children of the younger classes and their parents after November 11.

### **Advent Garden**

This is one of the most beautiful and memorable of festivals for families of the Playschool and Kindergarten, and sometimes grade one and two shares at the beginning of Advent year.

In a room lit by candles and smelling of evergreens, the children go one at a time through the spiral of evergreens to the center of the garden. Each child lights their candle and then places it somewhere on the pathway to light the way for the next child. It is a reminder of the journey inward each of us must make during the dark days ahead.

### **May Day – May Fair**

May Day is an ancient festival honouring the change of seasons from darkness to light. The tree of life was part of this festival and is now represented by the Maypole. Our school hosts a May Fair that is open to the entire community with Maypole dancing, songs, food and children's activities.

### **End of School and Graduation**

At the end of the school year we all come together to celebrate the successful completion of the school year and to graduate our grade twelve students.

## Communication

If a parent has a concern regarding their child or an incident in the classroom, they are encouraged to speak first with the class teacher or subject teacher and ask for clarification on the perception the child brings home. If out of this conversation an issue or question arises it is important to clearly communicate and work towards a resolution. Email and telephone calls are best used to arrange meetings towards resolution. If a conversation with the class teacher or subject teacher does not resolve the issue to the satisfaction of either party involved, they should contact the Lower School Chair or High School Chair or the Director of Education for further discussion.

For matters regarding the school's pedagogical policies, festivals, etc. please speak with the Director of Education. For questions concerning financial and legal policies as well as fundraising, tuition, etc., please speak with the Director of Administrator. She will assist you or direct you to the person or group that can best assist you. Please also see the school's communications policy available on our website.

### The Class Parent

You may be contacted on behalf of your child's class teacher by the class parent. This is a parent who has volunteered to assist the teacher with communication regarding special events and information for the class and other tasks that support the class teacher from time to time. The class parent (or parents) also take a key role in helping develop the greater social community of the class and may call upon you to help organize or participate in other class events.

### The Weekly E-News

Each Thursday an email is sent with important reminders and announcements regarding the upcoming week. This email is your most important tool for staying informed with what is happening or coming up in school.

### The School Newsletter

The newsletter is published two to three times a year and is distributed via email and may also be viewed on the school website at [whistlerwaldorf.com](http://whistlerwaldorf.com). Please take the time to read the newsletter to stay informed of what is happening throughout the different classes and in the broader school community.

### The School Website

You can find a wealth of information on the school website including the school calendar, general curriculum outlines, admissions procedures, faculty bios, organizational structures, and links to other Waldorf information sites.

## Social Media

For users of social media, we have a Whistler Waldorf School page on Facebook where school events and other Waldorf articles are posted. Great for sharing events with friends and relatives. Also follow us on Instagram, Twitter, LinkedIn and YouTube.

### Parent Evenings and Lectures

Parent evenings are held at regular intervals to enable the parents and teachers to discuss the class as a whole. The teacher will speak about the background of the work being done with the children. A broad sketch of the children's learning process at their current stage of development and a picture of the class dynamics are given. Parents can bring their insights and ask questions about changes their child may be undergoing. These meetings are very important. To miss them is to miss a vital link in the understanding of your child's education and development. It's also a chance to get to know parents of other children in the class. For the child, her or his parent's participation is a sign of his or her involvement and support. The class community will only be as healthy as the parent community. This health is fostered through committing to your child's education and being part of it.

We have an active school community and parents are invited to take part in lectures, artistic events and the many activities offered.

### Parent/Teacher Meetings

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

### Evaluation of Student's Development

#### Report Cards

It is a philosophical principle of Waldorf education that school reports given during the elementary years should be of an anecdotal nature, as this maintains and builds the child's self-esteem and love of learning.

Regular and candid communication between parent and teacher is vital in Waldorf education. This connection complements the written reports, which are prepared two times per year, with one formal set of parent teacher conferences. These narrative reports are for the parents of the younger children and/or both parent and child as the child grows older (grade five). They seek to give a picture of the student's development, his or her strengths and weaknesses, areas of progress and potential for the future. Although these written reports are intended to be comprehensive, they cannot take the place of regular meetings between parents and teacher for an objective review of the child's development. In addition, parent evenings are an essential way of keeping in touch with a child's work.

Meetings as well as home visits can be set at either the parents' or teacher's initiative. Home visits are mutually beneficial and foster the relationship between home and school.

In the grade school, the development of the child's skills is assessed through the main lesson books, class work, quizzes and tests, oral presentations and review. In the middle grades, the child also works on projects. A critique is given of the student's work in arts and crafts.

The BC Ministry of Education conducts tests annually for children in grades four and seven as part of their province-wide evaluation scheme. Individual scores are mailed home to parents.

The faculty will use the following performance scale for kindergarten and primary students; Approaching Expectation, Meeting Expectation, Exceeding Expectation. For intermediate students grades four to seven, faculty will use the letters C, B, A respectively to represent the performance scale. These grades are noted on a separate document from the report received by the student/parent, are noted on the Permanent Student Record Card, and are available upon request by the parent.

### High School Grading

For grades 8 to 11, grades will be given on report cards based on the grading matrix provided by the BC Ministry of Education as outlined below.

#### Percentages Associated with Letter Grades

A	86 - 100
B	73 - 85
C+	67 - 72
C	60 - 66
C-	50 - 59
F	0 - 49
I	Incomplete
W	Withdrawn
P	Pass

The successful completion of a course numbered 10, 11 or 12 requires a minimum of a C-.

### Privacy Policy

Safeguarding personal information of parents and students is a fundamental concern of Whistler Waldorf School. The school is committed to meeting or exceeding the privacy standards established by British Columbia's *Personal Information Protection Act* (PIPA) and any other applicable legislation.

## Student Conduct

### Grade School/High School

At the Whistler Waldorf School, we have a code of conduct. **We expect students to behave in a respectful way towards teachers, adults, classmates and towards property.** Each teacher is responsible for discipline in the classroom. Students will be approached in a dignified and respectful manner and asked to comply with these standards of behaviour. If the code of conduct is not followed, we have discipline guidelines which will be followed. Our philosophy on discipline emphasizes the positive approach, in which the student is gradually led towards an experience of self-discipline.

### Student Conduct

Expectations for our students:

- To come to school with a positive attitude towards learning, and allow others to do the same.
- To respect adults, classmates and their learning environment.

The following is intended to be a guide to the rules which we feel are necessary for your child's safety and well-being. It is not conclusive.

- Students should not arrive at the school before 8:15 am nor stay after 3:15 pm. We are not responsible for students on the school property before or after school hours.
- War toys, roller blades, electronic devices, comic books, knives or matches are not to be brought to school. They will be confiscated and returned to the parents in person.
- If bikes are ridden to school, they are not to be used during school hours on the premises.
- If motor vehicles are used for transportation to school, they are not to be used during school hours but only as transportation to and from school

In the school building and on the school grounds:

- Students are expected to be on time for the school day.
- Students shall not leave the classroom during lesson time unless the teacher gives permission. Visits to the washroom should take place in the transition time between lessons.
- Students eat their snacks and lunches sitting down in their classrooms. Sometimes a teacher will supervise an out-of-doors eating time.

- Students are expected to complete their homework as required by teachers.
- Students shall walk, not run, in the hallways.
- Mutually respectful behaviour is of paramount importance.
- Students shall remain silent while the teacher is speaking or when another student is contributing verbally to the lesson and all students shall raise their hands if they wish to speak.
- Bicycle riding, scooters, skateboarding and rollerblading in the parking lot or on school grounds during school hours is forbidden.
- When on school grounds, children may not climb trees, roofs or fences at any time.
- Students may not kick, punch or otherwise cause bodily discomfort to any other student at any time.
- Sticks and pieces of wood may only be used in constructive play.
- Students may not throw rocks, sticks or stones, dirt or sand under any circumstances.
- Students may not swear or verbally threaten other students or adults.
- Once a student has gone outdoors for a recess break, he or she may only re-enter the building with the permission of the teacher on duty.
- Students may not play with hard balls in the playground.
- Students may not throw snowballs, take part in snow fights or face washing.
- Students are expected to respect the building, its contents, the grounds and gardens, and care for them appropriately.

#### **Guidelines for Whistler Waldorf School Expectations for Dress:**

Our school environment is one where we wish to encourage and nurture reverence and a strong relationship to the living images and ideas that the Waldorf curriculum strives to provide. We value warmth, comfort, neatness and simplicity and ask that the clothing the students wear to school reflect these values.

Our aim is to provide a classroom and learning environment that is free from distraction and unnecessary visual noise and which is conducive to allowing the imagination and individuality present within each child to flourish under the guidance of their teachers.

Our intention is to inspire individual creativity and expression and to create and nurture a healthy learning environment by limiting visual distractions and excessive marketing messages, whilst maintaining a spirit of expression and openness around dress.

- *Students should come to school dressed appropriately for the weather.*
- *We respectfully ask that students' indoor clothing and athletic wear be free of logos, writing and slogans that are larger than the size of the child's fist. Outdoor clothing is exempt from this.*
- *Any logos, images or slogans should not be scary, disrespectful, offensive or overly distracting (at teacher's discretion).*
- *Muscle shirts, spaghetti straps (less than two fingers-wide), halters, and midriff baring shirts are not appropriate for school.*
- *Skirts and shorts should at a minimum fall to the student's finger tips when standing.*
- *To allow for safe movement and various physical activities clothing should be reasonably sized for the student (at teacher's discretion)*

*At school festivals and concerts the teacher may request particular clothing to be worn.*

*Please provide one alternate set of clothing for your student(s) to be left at school. Clothes should follow above guidelines, and be clearly labelled.*

- *For early years' programs, a change of clothes is left at school in cubbies/bags.*
- *For grades one to six, a small bag with a spare shirt and pants is required to be left hanging on coat hooks.*
- *For grades seven and up this requirement can be covered by the athletic wear that is required to be left at school (shoes, pants or shorts, shirt, hoodie)*

#### **Cell Phones**

Use of cell phones by students is not permitted during school hours. If a student needs to have a cell phone to communicate with parents after school, it must be kept in their back pack and turned off until school is dismissed. If parents and students need to communicate with each other during the school day, they should use the school reception phone at the front office, or call in to the administration. High School Students may seek permission to use their cell phones during break times beside the reception desk.

If a student is found to be using their cellular device during school hours, the phone will be confiscated and returned at the end of the day. A third violation will result in a phone being returned only to the parent.

### Discipline Approach – Playschool/Kindergarten

Each child will be encouraged and supported to develop positive relationships and learn social skills. Our goal is to provide a safe and healthy learning and living environment in which each child can feel secure. Families can expect teachers to:

- Model appropriate, respectful behaviour at all times;
- Promote the development of positive social skills including self-esteem and self-control;
- Encourage children to understand and follow simple rules;
- Supervise the children at all times.

Staff will strive to:

- Establish clear, consistent and simple expectations;
- Acknowledge children's feelings;
- Demonstrate respectful affection and caring to each child;
- Give direction and redirection through action and example as the main way of guiding children.

We encourage families to ask about guidance and discipline methods as questions arise. We are committed to enhancing knowledge of child development and Waldorf approaches to child-rearing practices. Ask your teacher for suggested readings on Guidance and Discipline in the Waldorf environment.

### Discipline Approach – Grade School/High School

Teachers take disciplinary action in a variety of ways and each teacher has his or her own special techniques for encouraging children's behaviour to bring about positive change. Consequences for rule infractions should relate to the transgressions and their nature will vary with the age of the child. A definite, sequential procedure for working with students who are regularly requiring discipline has been established by the teachers.

In all areas of discipline, close communication with parents is necessary and assumed to be part of the on-going support we offer our students. Documentation will be included in the student's files.

A student will be expelled if his/her attitude is so negative that fruitful learning is unlikely, either for the student or for the rest of the class, or if their behaviour is compromising the safety and

security of fellow students and teachers. We expect that expelling a student would be a very rare occurrence.

The Director of Education may unilaterally terminate the student's enrolment, immediately upon written notice to the parents, in the event the student does not successfully complete the academic school year or in the event that the parents' actions undermine the work of the teachers or administration or in the event that their account balances are not kept current. There will be no refund or exemption from payment of monies in such cases. The Director of Education discretion will prevail.

With help from parents and the established procedures outlined in the Three Streams Process developed for Whistler Waldorf School (see below), we believe that our students can grow in their self-discipline.

### The Three Streams Approach

Whistler Waldorf School is committed to healthy and successful students and healthy social relationships among students, teachers and all members of the school community. This value is reflected throughout the curriculum and implicit in the working of the school.

Our school has adopted a student support process based on the work brought to us by Kim John Payne, who is respected worldwide for his work in helping children navigate challenge as well as conflict through a no blame approach.

In conjunction with this work the Student Support Executive Group (SSEG) has been created. This group is made up of three faculty members who chair the following groups: Social Inclusion Group (SIG), Care Group (CG) and Discipline and Guidance (DG). *Please refer to the Student Support Handbook which is part of this handbook and can be found at <http://www.whistlerwaldorf.com/about-wws/student-support/>*

### Drug and Alcohol Policy

Possession, consumption, or use of alcohol or drugs on school grounds or at school functions is prohibited.

For the purposes of this policy:

- "school function" includes any assembly, meeting, or gathering of students, or student field trips for school purposes under the supervision or direction of the Board, representatives of the Board, or the teaching or supervisory staff in the course of their duties;
- "alcohol" includes beer, wine, cider, and spirits, and "drugs" refers to: "...substances, the possession of which is prohibited under the *Narcotic Control Act*, or anything which contains such a drug or substance or any drug or substance designated a restricted drug

under the *Food and Drug Act*, unless the person possessing or consuming the restricted drug was authorized under that *Act* to possess the drug.”

When the Director of Education concludes that a student has:

- consumed alcohol or taken drugs and is found in or upon any school premise or at any school function;
- brought alcohol or drugs in or upon school premises or to any school function;
- has in his/her possession alcohol or drugs;
- consumed alcohol or taken drugs while in or upon any school premises or at any school function.

The Director of Education shall carry out the following procedure:

1. Inform the parent or guardian of the student, where possible in person or by telephone and, notify the parents in writing, either by hand delivered letter or double registered letter;
2. Arrange for a formal interview with the parents or guardian and the student at the school to discuss the circumstances of the incident and provide the parent or guardian with a copy of this policy.

Following these steps, the Director of Education may:

- suspend the student;
- take some other form of corrective or disciplinary action.

### Procedural Fairness

Whistler Waldorf School uses the principles of “procedural fairness” and “natural justice” when making decisions which affect a student’s rights. These principles encompass the following elements:

- If a decision-maker (e.g. the Director of Education, administrator or board member) is intending to consider a matter which may affect a person’s rights, that person should be informed of the matter;
- The person should be given a reasonable opportunity to make oral or written submissions to the decision maker on the matter being considered;
- The person is entitled to know and answer the case against them, that is to say, be informed of and be given the opportunity to respond to all information submitted which might influence a decision, prior to the decision being made;

- The person should be told the reasons for the decision;
- The decision maker should act in a manner which is unbiased and open-minded.

### Appeals

If, after following the above outlined communication channels or the process for managing ongoing discipline issues, a satisfactory resolution has not been found, and a serious matter such as a lengthy suspension or expulsion is decided upon, an appeals process will be available to the parties involved. An appeals committee will be created with representatives of the administration, and faculty. Committee members follow the subsequent guidelines to avoid bias or the appearance of bias.

1. Not prejudging the evidence of the particular circumstances of the student’s case, or giving the appearance (e.g. in public statements) of having done so, even if you have strong convictions on such matters.
2. When selecting persons to participate on an appeals committee, those with a close out-of-school relationship, family ties or adversarial relationship with the student or student’s family should not be included. This also applies to a staff member that is closely involved in the incident.
3. If a person (e.g., Director of Education, staff member or committee member) has made a previous decision, or has been a member of a committee that has made a previous decision that is now under appeal, such a person should only participate in the appeal for the purpose of providing information. Such a person should not participate in the decision-making at appeal levels.
4. An appeal-hearing committee should not hear or receive evidence that will not be shared with the other party in the dispute. The committee will not receive evidence or representations from administrators or staff in the absence of the person appealing, and avoid the appearance of doing so.
5. There should be an assurance of no retribution.

### Bias

“Bias” may occur when the mind of the decision maker is in some way pre-disposed to a particular result, or is closed with respect to particular issues and as a result the decision-maker lacks impartiality or neutrality. The British Columbia Court of Appeal in a case commented as follows:

*“To charge such persons with bias is not merely to say that they would be likely to decide a particular matter in a particular way, but to say that they would do so improperly. The charge implies that the (decision-maker) would not decide the case independently, and on the basis of the evidence, but*

would do so under improper influence, and with a view to achieving an extraneous or otherwise improper purpose.”

### Appropriate Procedural Protections

The requirements for procedural fairness will depend on the seriousness of the matter being decided. At the low end of the scale, a minor infraction may be appropriately dealt with by an informal meeting between the Director of Education or teacher and the student and or parent.

A decision respecting the possible suspension or expulsion of a student would be at the high end of the scale because of the serious implications for the student. These cases call for careful observance of all elements of procedural fairness and a full hearing involving the following:

- An impartial, unbiased decision-maker;
- A reasonable notice of the proposed suspension or expulsion which clearly sets out the grounds being relied on. This gives the student and his/her parents an opportunity to prepare a response;
- A hearing at which the student and/or parents have an opportunity to present reasons why the proposed action should not be taken. Oral and/or written submissions will usually be appropriate with respect to expulsion or lengthy suspensions;
- The opportunity for the student to present witnesses;
- A fair and unbiased decision based upon the evidence presented;
- A timely decision with written reasons.  
(NOTE: In a particular case, a student may request to be represented by legal counsel at the hearing. The board should give careful consideration to such a request, having particular regard to the seriousness and/or complexity of the matter, and permit representation in appropriate situations.)

## Health and Safety

### Food Allergies

We have students and staff in the school with severe life-threatening allergies (anaphylactic reaction). These allergens include all nuts, soy, fish and kiwi.

If not treated immediately, an anaphylactic reaction causes shock, suffocation and death within minutes of the allergic reaction commencing. Simply touching a surface that has had an allergen product on it can generate these life-threatening reactions.

We are seeking your support in creating a safer environment by:

- If you're informed by your class teacher that a certain allergen-causing food must be avoided in your child's classroom, respect the request, and do not provide that food.
- Encourage your child to not share or swap their food or drink bottles with others.
- Encourage your child to wash their hands before and after eating.

See Appendix A or visit [www.whistlerwaldorf.com](http://www.whistlerwaldorf.com) for full copy of the Whistler Waldorf School Allergy Aware Policy.

### Student Illness Policy

Home is always the best place for a sick child. Parents are advised to keep their children at home or to seek alternative care arrangements for the following conditions:

- Pain – any complaints of unexplained or undiagnosed pain.
- Runny nose (green mucus indicates infection), watery eyes, coughing, sore throat, or productive cough.
- Difficulty in breathing – wheezing or a persistent cough.
- Fever (100°F/38.3°C or more) accompanied by general symptoms such as listlessness may be an early sign of illness that requires a doctor's attention.
- Sore throat or trouble swallowing.
- Infected skin or eyes or an undiagnosed rash.
- Headache and stiff neck (should see physician).
- Unexplained diarrhea or loose stool combined with nausea, vomiting or abdominal cramps. These may indicate a bacterial or viral infection that is easily passed from one child to another.
- Nausea and vomiting.
- Severe itching of body and scalp.
- Children with known or suspected communicable diseases.

It is required to keep (or take) a child home when the child is suffering from one or more of the above symptoms or is not well enough to take part in the regular program of the facility.

ULTIMATELY THE HEALTH OF THE CHILD IS THE PARENTS' RESPONSIBILITY.

### Medication Policy

For the first 24 hours, the parents must give a new prescription or over-the-counter medication to the child at home. This allows the parents to observe how the child reacts to a new medication.

If a child requires medication while at school and he or she meets the requirements of our illness policy, the parent will

need to complete a “Permission to Administer Medication” form. No medication will be given unless this form is completed in full and it meets the following requirements:

**Prescription medication will be administered if:**

- The medication is in original container, with the pharmacist’s label, marked with the child’s name.
- The medication is a new prescription and has not expired.
- The child has received the medication for 24 hours prior and the parents have not observed any unusual reactions.

**Over-the-counter medication will be administered if:**

- A physician has recommended it in writing.
- The medication is in original container.
- The medication has not expired.
- The child has received the medication for 24 hours prior and the parents have not observed any unusual reactions.

All medication is to be kept in the office with a “Permission to Administer Medication” form. Please do not provide your children with medications or remedies for self administration. They will be given back to the parents by the teachers. Some exceptions can be made for students needing inhalators, EpiPens etc.

## Injuries

Teachers and staff are required to report to the Ministry of Social Services under the Community Act (#45) any unexplained injury to a child. Please inform the teacher of any injury or accident to your child. This should occur in writing or by email well ahead of the beginning of the school day.

If your child becomes ill or injured beyond the need for simple first aid over the course of the school day, the school will notify you to pick up your child and take them home.

Where an injury requires attention at the emergency medical clinic, we seek to inform the parents immediately, but if parents cannot be contacted, we will accompany an injured child to the clinic. It is important that parents keep their personal contact information up to date through the parent portal in the school’s student information system (<https://whistlerwaldorf.bigsis.com/portal/>). This includes daytime contact numbers and pertinent details of their children’s health, including current physician, medical numbers and any allergies. We also ask that you provide a 3<sup>rd</sup> emergency contact number in the event that the parents or guardians cannot be reached.

If your child requires regular medication, we ask that you provide a two-day supply, clearly labeled, with a letter of permission to administer the medicine, to the office at the beginning of each school year.

## Earthquake Procedures

Teachers are responsible for holding regular earthquake drills in their class. The school has an earthquake kit containing items such as water, compressed food, plastic garbage bags for shelter, flashlights, a first aid kit and labels.

We have been advised to plan on being self-sufficient for 24-48 hours following a major earthquake.

If you live or work far away from the school, we recommend that you make arrangements with someone who lives near the school to accommodate your child until you can pick him/her up.

In event of an earthquake please note the following:

Children will be released only to their parents or a person designated on your child’s medical form. The release station will be in the office, or if unusable, at the front of the school or other designated area. Please report there.

Please do not immediately phone the school. If the phone lines are working, we’ll need them free for emergency calls.

Please do not immediately drive to the school. The roads may be in disrepair and must be kept clear for emergency vehicles.

## Missing Child Policy and Procedure

If a child should be found to be missing from the class, the following procedures should be followed by the teacher or other staff member:

1. Immediately inform the Director of Education or Administrator and search the immediate area, classrooms, hallway, washrooms, and office.
2. Ask for assistance from other teachers and expand the search to the play area, parking lot and baseball fields and on the Valley Trail to the bridge. One teacher should remain with the children, while the rest assist with the search.
3. If the child is still not found, the Director of Education or Administrator will contact the RCMP to report them missing. A detailed description including name, age, approx. height, hair, eye colour, and clothing will be provided.
4. The Director of Education or Administrator will contact the parents to inform them the child is missing.
5. Continue searching the area trails, fields, etc.
6. Fill out an incident form.

## Field Trips

Field trips are an important part of school life. The faculty plans field trips at the start of each school year to integrate these activities into their curriculum. Sensitivity to the additional cost of

field trips is always considered when planning class trips and for more extensive trips in the upper grades, such as the grade five Olympiad, fundraising activities will be planned so that the students may participate in planning and assisting with paying for their own trips.

When planning field trips, faculty always remains mindful of the relevance of the trip to the curricular activities of the class and the age of the children. For example, an overnight camping trip for a grade six class studying geology or geography may be suitable for both curriculum content and age appropriateness; however, the same would not hold true for a grade two class.

Field trips, especially the High School Outdoor Education program form an integral part of the curriculum of the Whistler Waldorf School. It is expected that all students attend all field trips unless there are extenuating (documented) circumstance that hinder a student from attending. If students miss these required trips, they will need to complete alternate work to meet the curricular requirements.

It is of the utmost importance that we create as safe an environment as possible for students. Although no one can make a situation completely safe, we endeavour to reduce risk by taking the following steps:

1. An assessment of the number of parent volunteers required is made based on the age of the children and activity undertaken to ensure adequate supervision.
2. Ensure outside organizations providing programming associated with higher risk carry their own liability insurance. These may include recreation facilities, residential camps, and outdoor adventure outfitters.
3. Ensure the activity is organized and operated in compliance with regulations set out by any athletic association or governing body related to that sport or activity.
4. Ensure coaches and sports leaders are certified by an association or governing body for the sport that they are coaching.
5. For overnight trips, a certified first aid attendant accompanies the group.
6. For overnight trips, all adults accompanying the group have Criminal Record Checks on file at the school.
7. Parents of the children attending are notified of the mode of transportation used to transport students to the field trip.
8. All volunteer drivers have a driving abstract and copy of their insurance on file at the school.
9. If a child becomes separated from their class on a field trip, the Lost Child procedure will be implemented.
10. In cases of emergency, the Director of Education or Administrator will be contacted immediately.
11. Contact between the parents and the school will always be via the Director of Education or the

Administrator. We respectfully ask you not to contact chaperones or teachers while on field trips. If you have concerns or questions, please contact the administration of the school.

12. Signed consent forms are completed for all students attending field trips.

### **Volunteering at the School**

Many events and class trip could not take place without the engaged parent body of our school.

As a volunteer of Whistler Waldorf School, you understand that you may have access to confidential information, both verbal and written, pertaining to students and/or their families, staff members, or other volunteers. You may also experience events that reflect each child's unique learning reality. As a volunteer you commit to upholding the dignity and privacy of all students; any concerns should be discussed exclusively with the appropriate teacher/staff member. Furthermore, you agree to not disclose these matters outside of the purpose of the volunteer position at Whistler Waldorf School, either while actively serving a current post, or after you have left your position.

### **Dogs**

Dogs can be very protective of their families and in some cases children may be afraid of them. If you are bringing your pet onto the school grounds it must be kept on a leash and attended to at all times. Better yet, please leave your pet in the car or at home. No dogs are permitted in the school buildings. Pets are not permitted on field trips.

### **Nutrition**

In the grade school we ask that parents pack a wholesome, nutritious lunch for their child with minimum packaging and that is free of corporate logos, cartoon characters, etc. The children require nutritious food for a successful day of learning. Please be aware that logos, cartoons, etc. on lunch bags are a distraction from the learning that goes on in the classroom. No candy or pop are allowed at school.

### **Snacks - Playschool / Kindergarten**

We work with the children to prepare healthy snacks together, usually a cooked cereal, baked bread or organic grains with fruit or vegetables and a warm drink. Play is hard work, and a loaf of bread or bowl of hot cereal disappears quickly. Everyone has a little, and even the fussiest eaters usually manage to leave empty plates.

Snack time is a social time and, just as at home, we prepare the table together and wait until all have finished before we move on to the next activity.

When packing your child's lunch for the full day program, please follow the recommendations outlined above for grade school nutrition.

### **Clothing—Playschool/Kindergarten**

Warmth is of greatest importance to the healthy development of the young child. The children need warm clothing with waterproof boots and coats. Unless the weather is extreme, the children will play outside. They love splashing through puddles, sliding in the snow and digging in the ground. Their legs should be covered and extra pants should be kept at school. They need snowsuits, warm hats and gloves, and snow boots for the winter. Indoor slippers or shoes that they can manage themselves can be left at school. A change of clothes is needed and can be kept in a cloth bag at school. All clothes and shoes should be marked clearly with the child's name.

### **Wet/Cold Weather Clothing**

Wet weather clothing (boots, raincoat and a hat) is required on rainy days. Unless it is absolutely pouring (discretion of the teacher), all children go outside at recess and lunch time. Rain boots are required through the fall and spring and snow boots in the winter.

During the winter months, warm waterproof jackets, snow pants, hats and mittens/gloves are required for recess times.

An extra set of indoor clothing should also be kept at the school in a bag on the child's coat-hook.

## **Practical Information for Parents**

A Waldorf school needs a strong social environment provided by parents working together to support the educational work of the school.

### **Illness and Attendance**

If your child is ill or absent, please contact the receptionist at 604-932-1885 extension 101. If the receptionist has not heard from you by 9am a call will be made home to determine the whereabouts of your child. If the school was unable to contact, you a second call will be made by 9:15am. If it cannot be reasonably assumed that your child is safe at home the missing child policy may be enacted.

### **Attendance and Timeliness**

Parents are expected to ensure their child's uninterrupted and punctual attendance at school. Each class begins the day with a greeting and a morning verse. Not only is it disruptive for the class when a student arrives late, the late child misses the opportunity to start their day with the proper grounding provided by the

morning rhythm, often setting the tone for the day. Furthermore, tardiness impacts the class community and leads to resentment from those who are punctual.

The rhythms of daily, weekly, and seasonal cycles are important to the wellbeing of the child. In our school, subjects are taught in blocks and often build one upon the other, so that experiences missed are not easily made up at another time.

If there is an important need for absence, other than for medical reasons, early consultation with the class teacher is essential. If a child is not able to attend school due to illness, parents are requested to inform the school as soon as possible on the first day of the child's absence. Absences that are more than a few days should be followed up with a medical note to ensure the school can support the student upon return.

### **Prolonged Absence Proposal Process**

Due to the significant impact on student learning, we respectfully request that you plan vacation time during school holidays.

The Waldorf curriculum is experiential by nature and missed classes cannot be caught up in equal value with other work. Also, absences can affect the funding for your child as we receive only funding for the time the students are in school and not for when they are away. Parents and teachers support each other in a partnership at our school: By enrolling your child you are subscribing to our programs, and in accepting your daughter/son into our program we are assuming the shared responsibility for their education. We are accountable to the Ministry of Education that your child is meeting the learning outcomes as set out by the Ministry and that your daughter/son is receiving sufficient instructional hours.

In the lower school including the early years, the impact of students missing school is significant in the social realm. The changes and development in the social fabric of a class in just a few days can make reintegration challenging for both the student and the class and may lead to disharmony and social conflict.

In the middle years this is also the case, but the added impact of missing academic content can put a student at a significant disadvantage and cause challenges that may be hard to overcome.

Although social processes continue in the high school students are much more likely to be able to deal with these as they can now understand them better. However, the academic impact of missing school is significant and should be avoided altogether.

If circumstances necessitate a prolonged absence other than due to illness, please submit this form to the Director of Education a minimum of three weeks in advance of the proposed absence.

In order to have a prolonged absence (three days or more) approved, it is the students'/parents' responsibility to submit a proposal how missed class material, content and credits will be

made up. Course overviews for the respective missed classes will be available as a support in putting together the proposal. Please submit this proposal with this form. Proposals should be in the form of projects, assignments etc. that the teacher can mark.

In order to meet Ministry of Education Graduation and Waldorf Graduation requirements, credits for high school courses will be awarded as follows. If assigned work is incomplete, the student will not receive credit for the portion of work missed and the course may be indicated as incomplete on the report card. If a student is absent for more than 20% of a course, the student will not receive credit for the course. It will be the students' responsibility to make up these credits through distance learning or summer school and to ensure that they have the credits required for graduation. Failure to submit this form in a timely fashion or submit agreed upon work may affect future placement of your child in their grade.

Once the school is in receipt of the proposal, it will be reviewed by the teachers and the Director of Education and when proposals are approved, an agreement will be reached between the school and the parents.

In order for the school to mark your child's absence as excused:

- We must receive communication from you, along with the proposal for making up missed work.
- Agreed upon tasks must be completed.

If the total unexcused absence places your child below the required hours for Ministry of Education funding, you will be charged the difference between the full grant and the prorated grant received for your child, as this has serious budget implications for the entire organization.

### **Morning Drop-Off – Playschool**

When you arrive and depart, it is important to sign your child in and out. Please use the sign-in/sign out sheet and be sure to leave any special instructions for the day in the space provided. If your child will be absent, please call the school before 9 am.

### **Morning Drop-Off – Kindergarten/Grade School**

Please have your children at school on time to begin the day with their class (8:20am to 8:25am). The rhythm of the day in Waldorf education is extremely important and interruptions from late arrivals are not only disruptive, but can prove difficult for both the child and the class.

Please do not arrive earlier than 8:15 am. Teachers are on duty for supervision at 8:20. When children arrive at school they need to prepare for the day which can take from 5-10 minutes. For those reasons the ideal arrival time for Grade School and High School students is between 8:20am and 8:25am. The first bell rings at 8:25 at which time students must be heading into the classroom.

The second bell will ring at 8:30am. After this bell the students are considered to be late.

Mornings are a busy time for teachers. If you wish to speak with your child's class teacher, please send them an email and make an appointment. If there is important information that you wish the teacher to know about for that day (i.e.; late night, early pick-up, alternate pick-up, etc.), please send them a quick email or use the message boards outside the classroom.

If your child will be absent, please notify the school in the morning by leaving a message on the school's voice mail by 9 am.

If your grade-school or high school student arrives late, after the second bell, please have them (or their parent) check-in with the school receptionist at the office in the Fieldhouse.

### **Afternoon Pick-Up – Playschool**

Please speak with your child's teacher and send a note if someone other than the parent is picking up your child. If an unauthorized person arrives to pick up a child, the child will remain under the supervision of the staff until you have been contacted.

The teacher may allow verbal permission via the telephone from the enrolled family as long as the parent/guardian confirms information about the person and the pick-up person presents identification to verify the information.

If a child is not picked up by 12:15 or 3:15 pm as per the child's regular schedule, and there have been no prior arrangements by the authorized person, the school staff will try to contact the family and other authorized people. If the school is unable to contact anyone, the child will remain in the kindergarten with the preschool class or be taken to the office.

### **Afternoon Pick-Up – Grade School**

Parents of students in the primary grades one to three should inform their child's teacher of how their child will get home from school on a regular basis. If primary students are normally picked up from school, they will be brought back into the school from the playground at 3:15 pm to wait for their parents.

Students in grades four to seven are dismissed at the end of the day and should know their mode of transportation home.

If a child is not picked up by 12:45 or 3:30 pm as per the child's regular schedule, and there have been no prior arrangements by the authorized person, the school staff will try to contact the family and other authorized people. If the school is unable to contact anyone, the child will be taken to the office.

Please send a note with your child if someone other than the parent is picking up your child. If an unauthorized person arrives to pick up a child in the primary school the child will remain under

the supervision of staff until you have been contacted. The teacher may allow verbal permission via the telephone from the enrolled family as long as the parent/guardian confirms information about the person and the pick-up person presents identification to verify the information.

### **After-School Play on School Grounds**

It is wonderful to see the children enjoy playing with their friends after school. In fact, it seems that sometimes they do not want to leave and this is truly a wonderful thing. Please be aware that it has been a long day for some children. They can be tired and hungry, and it may be best for them to go straight home after school. Also remember that parents are responsible for supervising their children at the end of the school day and faculty may have meetings or be working in their classrooms and are not on supervision duty at that time.

Please respect the “school rules” for appropriate play after school, i.e. no rough-housing or wrestling, throwing of snow, biking through groups of people, etc. Ball games and afterschool sledding must be supervised by parents.

### **Leaving School Grounds During School Hours**

Students from grades one to seven are not permitted to leave the school grounds during the school day unless written permission is received that they may go home or to an appointment on their own.

Students in grades eight and nine may leave campus for the lunch period two times per week (Monday and Wednesday) and grade ten, eleven and twelve three times per week (Monday – Wednesday) if a signed parent permission form is on file at the office. Students may leave the school grounds during the lunch break but must return to school no later than 1:40pm in order to be ready for their next class. Should they be absent for their next class parents will be contacted and privileges may be revoked.

### **Parking**

Parking is available in the Spruce Grove Park parking lot. **There is absolutely no parking allowed in the fire lane or drop-off zone.** If you are leaving your car you must park in the designated spots. Please exercise extreme caution in the parking lot at all times as children may cross through at any time.

### **Lost and Found**

Please label your child’s coat, sweaters, hats and boots. A Lost and Found basket is located in the hallway of the School House building and in the wooden box in the Fieldhouse. All contents will be given to charity at various times in the school year, so please check it regularly for your belongings.

### **Birthdays and Party Invitations**

A child’s birthday is a very special day. If your child is having a birthday party at home and wishes to invite all of the children in his or her class, you are welcome to distribute the invitations at school. However, if invitations are selective, we ask that you extend them away from school. When choosing invitations that will be distributed in school, please refrain from those that feature cartoon characters or media-based images. Cards of the home-made variety are more appreciated.

### **Toys**

Personal toys, books, and treasures should be kept at home since they may become lost or damaged and are very distracting to students. However, please talk to the teacher about a special treasure or toy that your child would like to share with the class.

### **Homework**

Home work can be a controversial subject, particularly in the primary school years. At the Whistler Waldorf School, we encourage full participation in classroom activities and the purpose of homework is not to make work for our students and families, but to complete the tasks the children have begun in order to establish good working habits and lifelong learning that continues outside of the school. Teachers may assign homework in the older grades if classroom expectations have not been met or to create an activity which helps with daily practice. Teachers may direct independent work projects when related to curriculum and/or to the students’ own interest. Homework will be assigned according to the teacher’s discretion in the Grade School and in the High School according to the homework guidelines established by the faculty with parent consultation.

### **Home Life**

For your child to benefit fully from their time at school, they need to be well rested. Please try to ensure that your child has adequate sleep on school nights and that the transition from weekend activity to Monday morning is a calm and restful one. Your child cannot be calm and receptive on Monday mornings if he/she is still recovering from a weekend full of stimulating overtiring activities without a good sleep.

Regular work habits (without constant background music or flickering images), regular and adequate sleeping hours, and a sound diet are essential to the life, health and learning process of the child.

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

### **Classroom Visits**

Classroom visits are possible when a teacher invites parents into the class for special presentation or during an open lesson. They

are also possible as part of School Tours during the enrolment procedure. Other classroom visits are not possible to maintain a respectful and caring learning environment for our student

### **Extra-Curricular Activities**

Young children need time to play, both by themselves and with friends. At school, there is a rich program of activities, art, music and movement. We recommend limiting the number of extra classes outside school until the child is older.

### **Electronic Media and Television**

Exposure to television and other visual media including computer games can significantly interfere with the educational work of the school. Waldorf education seeks to nourish and develop each child's creative capacities. The young child's ability to imagine is crucial to the development of creativity. This capacity to imagine is compromised by media images and screen time. In the process, the child also develops a passive relationship to the world. Often children are also exposed to content that is inappropriate for their age. Recent studies are questioning the effects of screen time on the nervous systems of growing children, on healthy social development and their ability to maximize learning

Parents ultimately decide how much screen time their children will have. In general, we recommend following the guidelines listed below:

Preschool through grade four: Ideally, no television or video games.

Fifth grade and up: No television or video games during the school week, especially in the morning before school. Avoid cartoons and programs that are inappropriate, over stimulating and violence.

High School: In high school we are aware that students will have more exposure to media. The approach to media, computers and digital devices in the high school is to provide educational opportunities to help the students develop an understanding of the full range of issues surrounding these useful and potentially addictive technologies and to be able to use these modern tools to their fullest potential.

### **Volunteers**

Volunteers are an integral part of the workings of the Whistler Waldorf School. Parent volunteers assist in many ways, including fairs and festivals, field trips, special class projects, fundraising, committee work and school maintenance. Individual class teachers will work with their class parents to enlist parents when required.

Parents who volunteer on a regular basis in the classroom, who drive students other than their own child for fieldtrips or who attend overnight field trips will be required to have a Criminal Record Check on file at the school. Volunteer field trip drivers will

also need to provide a driver's abstract and a copy of their insurance.

## **Admissions Procedure**

### **Admission**

It is preferred for students to enroll at the beginning of the school year but no set policy is in place. We will try to accommodate new students while minimizing the impact on the existing students in the class.

Children who are not doing well in other schools may blossom in our school. However, there are some learning and disciplinary challenges and diagnoses that may be beyond the scope of our education and the resources of a small independent school.

### **Enrolment Procedures**

Upon receiving a completed application package (a completed application form, presentation of the child's birth certificate, two student report cards, any assessments or testing results, examples of student work including writing, numeracy and artistic work, and should a space be available, a meeting will be arranged with the Director of Education or a member of the enrollment committee to introduce the Whistler Waldorf School, our mission, values, fees and general structure. Following that interview, an interview with the class teacher, you and your child will be arranged. This interview will allow the class teacher to assess the suitability of Waldorf education for your child and family. The class teacher may ask the child to visit the class as part of the interview process. Following the teacher interview, a member of the enrollment committee will meet with you again to firm up practical matters such as fee payment, volunteering and family involvement in school festivals and celebrations. Those enrolling for the next school year will be required to provide the following:

1. A completed application with \$100 registration fee.
2. First month's tuition payment, due on May 1 or upon confirmation of admission, following the interview process.
3. A cheque for school supplies dated August 1 and made out to the Whistler Waldorf School Parent Support Group.
4. An authorization form for monthly automatic debit payments, dated for the first of each month through April 1 of the coming school year to cover the balance of the school year's tuition fees.

### **Re-Enrolment Procedures**

Students are considered automatically re-enrolled unless written notice of withdrawal is received before May 1<sup>st</sup> of the new school year.

Parents will be informed of any tuition increases by March 1 and monthly debits will be processed as normal from your account.

You may claim a 5% Early Payment Discount for cash or cheque payments or a 2% Early Payment Discount for credit card payments if fees are paid in full prior to May 1<sup>st</sup>. Early payment discount is not available to accounts with adjusted tuitions or the grant portion of international student tuitions.

### **Withdrawal Policy**

If a student leaves the Whistler Waldorf School for any reason after a tuition agreement has been signed and tuition payments have been received, (excluding illness) the family is responsible for tuition determined as follows:

- If a student is withdrawn in writing after the first tuition payment is made, but prior to August 15, your family is responsible for 33% of your total tuition invoice as a non-refundable deposit.
- If a student is withdrawn after school has started between August 15 but before and October 31, the family is obligated to pay 75% of total tuition.
- If a student is withdrawn after December 15 October 31, the family is responsible for 100% of total tuition.
- If the school asks that the child be withdrawn, your family is only obligated to pay tuition for the time that the child attended school.

### **Sibling Discount**

The first eligible sibling of a family will receive a 25% discount and the second and subsequent siblings receive a 50% discount. Preschool students are not eligible for sibling discounts.

### **International Students**

Because we receive funding from the provincial government, the fee structure does not reflect the actual cost of operating the school. International student fees are posted annually as part of our fee schedule.

### **Additional Fees**

There may be some additional fees for musical instruments, school field trips or special projects etc.

### **School Supplies**

Waldorf school supplies are specialized and not found at your average store. Therefore, in order to ensure students have the supplies necessary for class work, the parent support group purchases them in bulk on your behalf. Supply fees are due August 1.

If you are interested in purchasing Waldorf supplies to keep at home or for gifts, come into the School Store (the office) and see what is available.

### **Provisional Period for New Students**

For all students new to the school there is a twelve-week provisional period. Withdrawals during this time can take place if the teacher or parents feel it is in the best interest of the child or class. If the child remains past this twelve-week period, it is understood that a commitment has been made for the remainder of the school year. If the child is withdrawn by the parents during this period, the Withdrawal Policy will be followed. If the teacher requests that the child is withdrawn, tuition is paid for the time the child attended classes.

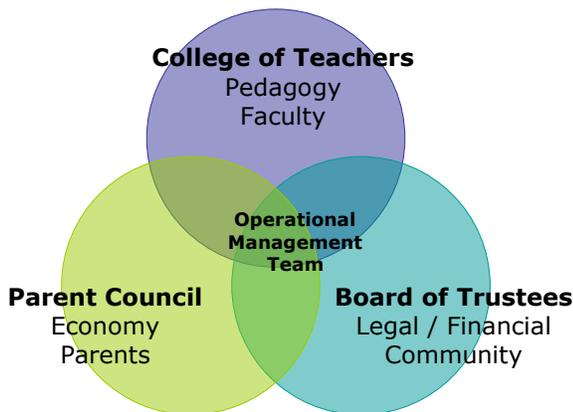
### **Special Education Policy**

Whistler Waldorf School promotes inclusive access to Waldorf education in which students with special needs are fully participating members of the school community. Inclusion describes the principle that all students are entitled to equitable access to a positive and fruitful learning experience. The practice of inclusion is not necessarily synonymous with full integration in regular classrooms, and goes beyond placement to include meaningful participation and the promotion of interaction with others.

Special Education in the context of the school's policy includes students who are experiencing some obstacles to learning. These may be addressed in one on one or small group sessions for a period of time with the remedial teacher, where a one on one teaching assistant is required in the classroom. Please see special education policy for more details.

Whistler Waldorf School reserves the right to review the ability of the school to satisfactorily meet the need of any student enrolled. We further reserve the right to terminate enrolment if the educational supports provided and educational methodologies employed fail to provide a fruitful learning environment.

## Organizational Structure



The Whistler Waldorf School operates using a threefold model of management, with three distinct spheres of activity and with management bodies responsible for overseeing the work unique to each realm. The three departments consist of Financial/Legal, Pedagogical, and Community and Resource Development (or Economy), each with its own administrator, or servant leader.

### The Board of Trustees - Financial/Legal Realm

The legal, financial and governance responsibilities for the school rest with the Board of Trustees of the Whistler Waldorf School Society. It is the Board's responsibility to make possible, physically and financially, the educational initiatives undertaken by the Faculty of Teachers.

The Board of Trustees is responsible for:

- Legal matters regarding the school.
- Overseeing financial areas, such as setting tuition, balancing the operating budget, securing leases and mortgages, and the management of funds and capital campaigns.
- Establishing sound governance policy and structure and ensuring it is effectively serving the delivery of the education while adhering to the philosophical principles of Waldorf education.
- Ensuring the Administrator and Director of Development report regularly to the Board, including

the hiring, termination and evaluation of these employees.

- Ensuring that the school is in compliance with all provincial regulations.
- Long range and strategic planning; branding and communication.
- Protecting the mission of the school, and clarifying the vision in conjunction with the Faculty of Teachers.
- Maintaining awareness of current administrative trends within the larger Waldorf community, i.e. AWSNA (Association of Waldorf Schools of North America).
- Mandating Board committees and their oversight, i.e. Finance Committee, Capital Campaign Committee etc.

The Board of Trustees is composed of parents, faculty, administration, and outside community members. The Board ideally consists of nine to fifteen members, including:

- 3-5 Parent Association representatives
- 1 Parent Council Chair
- 1-2 Faculty members
- 1-2 community at large members
- 1 Communications Manager
- 1 Director of Education – ex officio non-voting
- 1 Director of Administration – ex officio non-voting

The Board of Trustees' servant leader is the Director of Administration. The Director of Administration informs, serves, administers and is accountable to the Board of Trustees.

### College of Teachers - Pedagogical Realm

The primary focus of the College of Teachers is to carry the pedagogical impulse of the school. This is facilitated by initiating program review and growth in all areas of the school and being in touch with and informed by what is living in the faculty and the school community. The College of Teachers is an advisory group to the Director of Education and the Director of Administration who then work with the insights from the group in a practical sense for the healthy development of the school's educational programs.

### Parent Association/Parent Council - Community and Resource Development -Economic Realm

The purpose of the Parent Association and Parent Council is to foster a healthy creative energy and environment which supports all members of the school community throughout the activities of the school and allows the life of the school to be warm and inviting to all of its members.

All parents who have a child registered in the school are considered members of the Parent Association. The Parent

Council is the body that serves the Parent Association. It is ideally composed of five to twelve members.

The Parent Council is responsible for:

- Enlivening all aspects of school community social life.
- The economic health and viability of the school.
- Facilitating all fundraising activities.
- Coordinating the physical maintenance of the school and grounds.
- Facilitating communication among the parent body, faculty and administration.
- Supporting the educational initiatives of the teachers and Waldorf curriculum at home.
- Building better understanding of the cultural mission of the school and Waldorf education, as set forth by the Faculty of Teachers (Parent Enrichment).
- Ordering and managing student school supplies.
- Mandating Parent Council committees and their oversight, i.e. Class Parent Committee, Beautification & Maintenance Committee, Parent Enrichment Committee, Social Committee, Fundraising Committee, etc.

The servant leaders of the Parent Council are the Director of Development and the Director of Communication. These two positions inform, serve and administer to the Parent Council and represent them in the Operational Management Team. The Director of Development and Director of Communication are accountable to the Board of Directors.

### Operational Management Team (O.M.T.)

The Operational Management Team works together to support the Faculty of Teachers, Board of Directors, Parent Association and Parent Council and the smooth functioning of the daily operations of the school.

The Operational Management Team is responsible for:

- Implementation of the policies and guidelines as developed by the Board of Trustees and the Faculty of Teachers.
- Implementation of the policies and guidelines set forth by the BC Ministry of Education and other government agencies as they pertain to school operations.
- Coordination of parent volunteer work, building use, facilities, community relations and institutional outreach, marketing and outreach, website maintenance, newsletter creation and distribution, enrollment, fundraising, record keeping and day to day operations.
- Admissions and enrollment.
- Maintaining awareness of administrative developments within the larger Waldorf community.

- Communication with parents pertaining to questions and inquiries outside the classroom.

The team consists of:

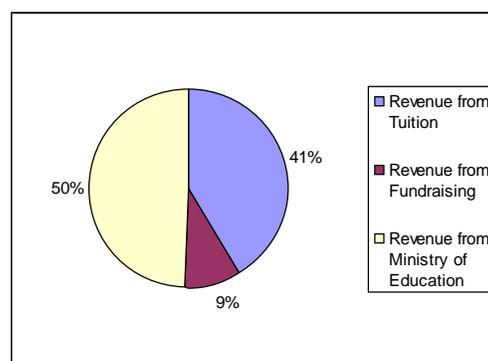
- the Director of Education
- Lower School Chair
- High School Chair
- the Director Administrator
- the Director of Development
- the Director of Communication

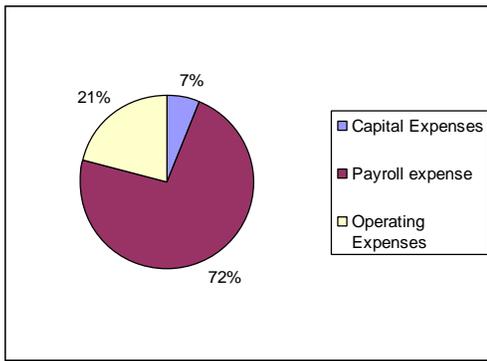
## The Economy of the School

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

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

The following pie charts indicate how our revenue and expenses are presently divided.





with our children the value of contributing to our society, to name just a few.

Here is a brief list of some of the events we organize in the year:

### Harvest Soup Contest

Come celebrate the end of summer and the arrival of autumn's bountiful harvest! Village restaurants are invited to showcase their best harvest soup. The event is held in the upper village coinciding with the Turkey Sale/Ski Swap and the last Farmers' Market of the year. Customers can sample all of the soups and have a bowl of their favourite!

### The Christmas Fair

The Christmas Fair is an annual tradition at most Waldorf schools. It is a chance to invite the community to come and see the school as well as enjoy making seasonal crafts with their children. The school and Field House are decorated with fragrant evergreens and there are a number of craft tables, a magic Cookie House, fresh baked goods, music, puppet shows and storytelling. All crafts are in the Waldorf genre: natural, simple and beautiful!

### The Wine Event

This is our biggest fundraiser of the year! The event brings together lovers of fine wine and food in a fun adult evening of supporting the school. Between \$10,000 and \$20,000 is usually raised through ticket sales and the silent auction.

### Annual Giving Campaign

The Annual Giving campaign is traditionally run in most Waldorf schools to provide an opportunity for faculty, staff and parents to give what they can towards improving the school – to join together in a charitable showing of love and support for our school community, and to work together to improve capital aspects of the school. Participation and a groundswell of support is our key goal – donations of all sizes are cherished.

## Literature on Waldorf (Steiner) Education

There is a wealth of material available which describes Rudolf Steiner's views on childhood development and education. There are also a number of books, which do not deal specifically with Rudolf Steiner or Steiner schools but are valuable and recommended. Please ask the Director of Education for a list.

### Tuition Adjustment

We are committed to ensure that no family for whom the school is a good fit will be turned away due to financial hardship. Tuition adjustment is available through an application process. Please see the Registrar for information.

Prior to asking for tuition adjustment we ask applicants to consider the following questions:

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

If it is truly a hardship for a family to pay the full fees, tuition adjustment will be granted confidentially and without judgment. We trust that every family will evaluate their financial situation honestly and provide what they can to ensure our children get the best education possible.

### Fundraising

In our independent school, fundraising is an important part of the funding mix we balance in order to operate and offer the best possible Waldorf school experience for our families. Each family is encouraged to participate in as many fundraising and volunteer projects as they can. The benefits of helping out are numerous: making new friends, being involved in the community, and sharing