



Whistler
Waldorf
School

Parent Handbook

Whistler Waldorf School Mission:

To education 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.

Our Values:

Respectful communication
Harmony & Balance
Life Long Learning
Appreciation for the environment
Respectful, supportive relationships

Our Vision:

We offer a curriculum of the highest quality.

We embrace the Waldorf philosophy and foster a greater understanding of Waldorf education within the community.

We are a passionate, committed and engaged school community.

We are a thriving not-for-profit organization.

We have an educational centre that reflects the natural beauty of our local environment, embodies our values and is a warm, inviting and engaging place of discovery and learning for all members of the school community.

We are recognized as a community gathering place for nourishing the mind, body and spirit, that inspires personal and social well-being.

We support global sustainability through our philosophy and actions.



Inspiring a Genuine Love of Learning



General School Information

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HIGH SCHOOL CHAIR:

Ellen Maclean e.maclean@WhistlerWaldorf.com

REGISTRAR:

Maude Ash: registrar@whistlerwaldorf.com

OFFICE HOURS:

8:30 am – 3:15 pm Monday- Thursday

8:30 am – 12:30 pm Friday

PLAYSCHOOL HOURS

8:30 am – 3 pm

KINDERGARTEN HOURS

8:30 am – 3:05 pm Monday- Thursday

8:30 am – 12:35 pm Friday

GRADE SCHOOL

8:30 am – 3:05 pm Monday- Thursday

8:30 am – 12:35 pm Friday

HIGH SCHOOL HOURS

8:30 am – 3:15 pm Monday- Thursday

8:30 am – 1:05 pm Friday

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Inspiring a Genuine Love of Learning





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 endeavor, 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 handbook 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 our grades school classes. The school has a permanent dispensation from the Ministry of Education that we write paper-based Foundation Skills Assessments in Grade 4.

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



KINDERGARTEN AND PLAYSCHOOL

Whistler Waldorf School offers a licensed group childcare (playschool) for children ages 30 months to school age. Children can start kindergarten in September of the year they turn five years old. 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. Please talk with your teacher if you have any questions; we value your questions and concerns.

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 the over-stimulation of the modern world which often invades 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.

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 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 1 ready kindergarten child can be bored and might need some encouragement to actively engage in play. On the other hand, they start remembering play from the day before and want to continue where they have left off. All of the above, amongst others, are signs of healthy cognitive development. Another aspect is the social emotional development, as demonstrated by the readiness to leave the parents and strive to go to the teacher and the class.

Teachers informally assess children's readiness on a daily basis and also conduct a more formal Grade One assessment that further helps to inform teachers and parents of developmental readiness.

At the Whistler Waldorf School, our birth date cutoff is July 31 for our children in Kindergarten-Grade 3. Children born between April 30 and July 31 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 1 through 7.

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; re-telling of stories through composition writing as well as legends and stories, 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. Multi-cultural creation stories. Studies of occupations and practical life, including farming, housing, clothing, and nature.

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; and 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; and 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; and botany.

Grade Seven

Arthurian legends, the Renaissance, World Geography, physics (mechanics): physiology (blood and muscles), astronomy, inorganic chemistry, composition, grammar, spelling, literature, and arithmetic.

THE HIGH SCHOOL CURRICULUM

Grade Eight

Literature: Shakespearean drama; Math: number bases; World economic geography; History of revolutions; Physics: electricity and force; Organic chemistry; Anatomy; drama; work experience and outdoor education.

Grade Nine

English literature; Geology/ecology- plate tectonics; History: Canadian, pre-WW1, history of art, history of drama; Physics: thermodynamics; Biology: physiology; Chemistry; Math: descriptive geometry; group work experience, drama and 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; drama; work experience and outdoor education.

Grade Eleven

Chemistry: atomic theory; Environmental sciences; World history; Physics: magnetism & electricity, Biology: botany; English: Parzival, and Dante; Math: projective geometry; Social studies; drama; work experience and outdoor education.

Grade Twelve

Transcendentalism, modern physics, Symptomatology, Ecology, Calculus, Modern Art and Media, Biochemistry and Genetics, Faust, ; drama; work experience and 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.

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 takes responsibility for group communication, social dynamics, and parent enrichment.

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 1, the archetypal vocations in Grade 3, fractions in Grade 4, mineralogy in Grade 6, history of the Renaissance in Grade 7, anatomy in Grade 9, ancient civilizations in Grade 10, the nature of light and substance in Grade 11, and philosophy in Grade 12 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. The children create their own main lesson books, writing descriptions and essays and drawing illustrative pictures to reflect what they are learning. Research shows that the act of writing helps children better internalize and retain what they learn. And drawing what you learn supports visual thinking — the making of pictures and diagrams to explain ideas that are the centerpiece of advances today. These masterpieces of their own making become sources of individual pride and family treasures and highlight learning in a way no test or letter grade ever could.

SUBJECT CLASSES

Music: singing, recorder, strings groups (violin starts in Grade Four), choir

Second 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.

SCHOOL SUPPLIES

Waldorf school supplies are specialized. In order to ensure the students have the supplies necessary for class work, the Parent Action Council (PAC) purchases them in bulk on your behalf.

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 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.

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 at Whistler Waldorf School includes students who are experiencing some form of obstacle to learning. If your child requires additional support in order to succeed, we require that you work with us to determine appropriate and feasible ways that we can support your child to ensure they have a healthy and positive educational experience at our school.

Although Whistler Waldorf School makes every effort to provide additional support for students with special needs, there are students with some learning and disciplinary challenges and diagnoses that may be beyond the scope of the resources of our small independent school to meet. In these instances, where we determine, after consultation with the student's family, that we are not able to satisfactorily meet the needs of a student, we reserve the right to terminate the student's enrollment.

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 festivals; 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. 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, the following are some of the festivals important in our school life.

FESTIVAL OF COURAGE (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 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 the festivals that families of the playschool and kindergarten and sometimes Grade 1 and 2 shares at the beginning of Advent season.

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.

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 12 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 Faculty Chair or the Head of School for further discussion.

For matters regarding the school's pedagogical policies, festivals, etc. please speak with the Head of School. For questions concerning financial and legal policies as well as fundraising, tuition, etc., please speak with the Director of Business and Finance. S/he 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 also takes a key role in helping develop the greater social community of the class and may call upon you to help organize or participate 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 WEB SITE

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

SOCIAL MEDIA

For users of Facebook, we have a Whistler Waldorf School page where school events and other Waldorf articles are posted. This is a great way to share events with friends and relatives. You can also follow us on Instagram, Twitter 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 is also a chance to get to know parents of other children in the class. For the child, parent 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

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 reports address student progress and needs and are based on the British Columbia Ministry of Education Learning Standards and curriculum. These reports additionally relay a student's social and individual health and development, in accordance with Waldorf principals and pedagogy through a narrative style report. Reports are for the parents of the younger children and/or both parent and child as the child grows older (Grade 5). 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. These reports are comprehensive, but they cannot take the place of regular meetings between parents and teacher. 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 4 and 7 as part of their province-wide evaluation scheme. Parents will be invited to review their child's test results with the class teacher.

The faculty will use the following performance scale for kindergarten and primary students; Approaching Expectation,

Meeting Expectation, Exceeding Expectation. For intermediate students Grades 4 to 7, 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 12, 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
V	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



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 behavior. Our philosophy on discipline emphasizes a positive approach, in which the student is gradually led towards an experience of self-discipline.

STUDENT CONDUCT EXPECTATIONS

We expect 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.
- To refrain from behaviours that may compromise the safety and security of fellow students and teachers.

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 exhaustive.

- 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 wash-room 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 must follow teacher or staff instruction or direction.
- 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 actively listen and 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.
- 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 the teacher's discretion).

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

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.

DRUGS AND ALCOHOL

Possession, consumption, or use of alcohol or drugs on school grounds or at a school function 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" includes 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.

A student who has been found to have:

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

has committed a serious infraction and may be expelled from the School.

In the event the student has consumed alcohol or drugs or has in his/her possession alcohol or drugs, the School shall immediately contact the student's parent/legal guardian and have the parent/legal guardian arrange for the removal of the student from the premise or school function. The School may immediately suspend the student pending an investigation of the situation in accordance with the Discipline Policy below.

Discipline Policy



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.
- 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 the nature of the consequence will vary with the age of the child and the seriousness and frequency of the infraction.

A procedure for respectfully and effectively working with students who regularly require discipline has been established.

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. Class Teachers design classroom management plans which may be shared with parents at any time.

If a student is having ongoing problems with behaviour that is seen to be disrupting the learning, well-being, and/or safety of students, teachers, and themselves, the student will be referred to the discipline and guidance stream (see Student Support Handbook) and/or following steps will be taken to try to assist the child in improving this behavior.

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.

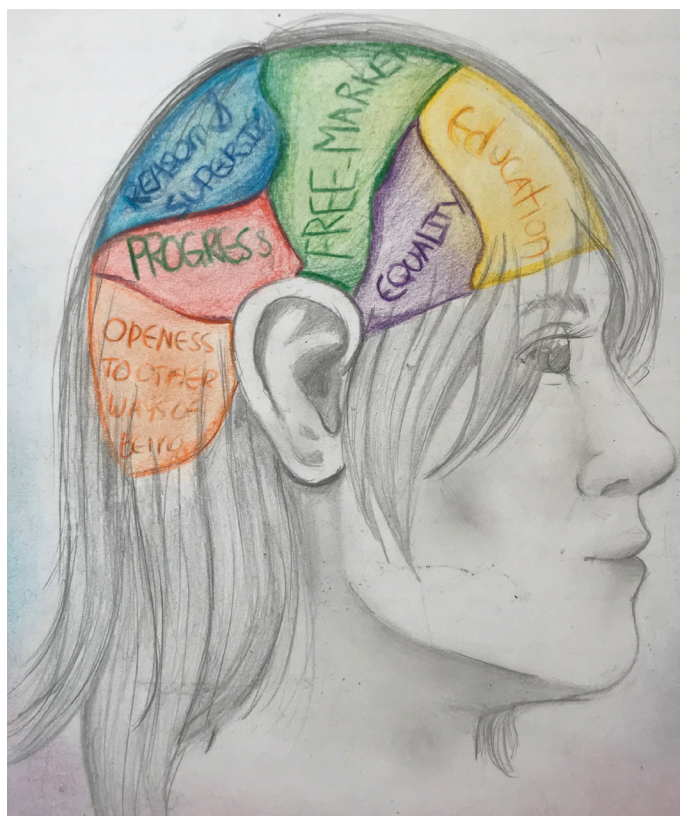
In conjunction with this work, the Student Support Executive Group (SSEG) has been created. This group is made up of three faculty members who chair the following groups: Social Inclusion Group (SIG), Care Group (CG) and Discipline and Guidance (DG). Please refer to the Student Support Handbook which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

ELEMENTS OF THE DISCIPLINE PROCESS

If a disciplinary matter is not able to be appropriately dealt with by an informal meeting between the teacher and the student and/or parent, the discipline process will encompass the following elements:

- The student and the student's parent(s)/legal guardian(s) will be informed of the matter;
- The decision maker will act in a manner which is unbiased and open-minded;
- The decision maker may conduct or direct a reasonable investigation into the situation, and may collect whatever evidence and conduct whatever interviews the decision maker believes to be relevant and necessary;
- The student and/or the student's parent(s)/legal guardian(s) will be given a reasonable opportunity to make oral or written submissions to the decision maker on the matter being considered;
- The student and the student's parent(s)/legal guardian(s) will be informed of and given the opportunity to respond to all information which might influence the decision, prior to the decision being made; and
- The student and the student's parent(s)/legal guardian(s) will be informed of the reasons for the decision in a timely manner, and the decision will be final and binding on all parties.

The Head of School may unilaterally terminate a student's enrolment, upon written notice to the parents, if it has been determined that student or staff safety may be at risk, and/or if school policy, including but not limited to our Discipline Policy, Communication and Grievance Policy, School Code of Conduct or Admissions and Financial Policies have been breached or are not met. Parents may appeal decisions in accordance with the school's Communications and Grievance Policy.



Communication and Grievance Policy



RATIONALE

The social health of our school community is reflected in our commitment to clear, open communication and transparency of educational and organizational structures. High levels of professional confidentiality are maintained to ensure confidence in school communications surrounding conflict resolution.

Please note that the school differentiates between “questions” and “complaints” and accordingly handles them somewhat differently. In general:

- **“Questions”** are those enquiries for which one seeks clarification, support, understanding or further information.
- **“Complaints”** relate to matters where one wishes to register dissatisfaction and/or concern. Complaints range along a continuum of seriousness from mild irritations and/or differences of opinion/outlook to serious worries.

The manner of handling complaints can therefore vary accordingly. Our school takes complaints seriously and is committed to ensuring that they are comprehensively followed up. We see complaints as an opportunity for professional and organizational learning. We regard complaints symptomatically, that is, we see them as symptoms of an underlying issue or issues. These may reflect responsibilities at any combination of the levels of:

1. The organization
2. The teacher
3. The parent/family

APPEALS / GRIEVANCES

This Grievance Procedure is included in the school’s Communication Policy and is only invoked when all steps have been followed and one or both of the participants are still unhappy with the outcomes on the grounds that they were:

- i. unfair or unreasonable and/or
- ii. that they believe that due process as described previously was not followed.

Grievance procedures may be followed in issues of communication between staff members and between staff members and parents. The school will not attempt to resolve disputes between parents.

GRIEVANCE PROCEDURE

To begin a formal Grievance Procedure a written request must be filed with the Director of Business and Finance or with the Head of School. If the grievance is with the Director of Business and Finance, and vice versa, it must state the evidence to support the claim of unfair or unreasonable treatment and/or the grounds for the belief that due process has not been followed.

The Director will acknowledge the receipt of the letter within two working days and inform the Board Chair that a Grievance has been filed. If there is a conflict of interest by the Chair, the Vice Chair, or other designated board member will be advised, who will then advise the entire board, as above.

The Director will assess the nature of the complaint and assign relevant school representatives to a Grievance Team, to follow up the matter. The Director will, in most instances, act as the school representative. The school representative will contact the individual to discuss their written statement and to inform them of the next steps. The school representative, in consultation with the Grievance Team, will then promptly initiate appropriate actions to resolve the grievance.

The school representative will then be responsible for:

- i. Writing a report which includes clear recommendations for the resolution of the matter to the Director who shall in turn present it to the Chair of the Board of Trustees
- ii. Providing a written reply to the complainant informing them of the outcome.

A grievance which was filed to question due process will result in the Board’s Governance Committee reviewing the process and submit to the Board a report on the review.

BOARD HUMAN RESOURCES GRIEVANCE PROCEDURE

The Board HR Grievance Procedure is invoked only in situations when all of the previously prescribed steps have been followed and one or both of the participants are still unhappy with the outcomes on the grounds that they were:

- i. unfair or unreasonable and/or
- ii. that they believe that due process as described above was not followed.

FEDERATION OF INDEPENDENT SCHOOLS ASSOCIATIONS (FISA) OMBUDSPERSON

As a member of the Associate Member Group (AMG) of the FISA, any community member of the school, who has followed the above process and still feel that due process or unreasonable or unfair treatment has occurred can ask for the assistance of the AMG Ombudsman to review.

See Appendix A or visit www.whistlerwaldorf.com for full copy of the Whistler Waldorf Communications and Grievance Policy.

FOOD ALLERGIES

We have students and staff in the school with severe life-threatening allergies (anaphylactic reaction). These allergens may 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 safe environment. 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.

Visit 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 AND INJURY POLICY

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 will be kept at the Receptionist's desk, in a locked drawer or in the Director of Education's 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 (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 3rd emergency contact number in the event that the parents or guardians cannot be reached.

EARTHQUAKE/EMERGENCY PROCEDURES

The school is prepared to care for your child in the event of an emergency until you or an authorized alternate are able to pick him or her up. We have been advised to plan on being self-sufficient for 72 hours following a major emergency. Our school holds regular emergency drills and we encourage you to discuss how you expect your child to behave and respond during an emergency or disaster situation.

Children will be released only to their parents or designated emergency contacts 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.
- Please familiarize yourself with the school's emergency preparedness plans and procedures available on the school's website.

MISSING CHILD POLICY AND PROCEDURE

Teachers regularly take attendance at the beginning of each class. Playground supervisors stay on fields until all students have left the fields. If a child should be found to be missing from the class, the following procedures will be followed by the teacher or other staff member:

1. Teachers and staff will immediately inform the Head of School and search the immediate area, classrooms, hallway, washrooms, and office.
2. They will 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 Head of School 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 Head of School will contact the parents to inform them the child is missing.
5. Available staff will continue searching the area trails, fields, etc.
6. An incident report form will be filled.

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.

In addition, 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 endeavor 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 a Criminal Record Check 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 Missing Child procedure will be implemented.
10. In cases of emergency, the Head of School will be contacted immediately.
11. Contact between the parents and the school will always be via the Head of School. 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 trips 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 – EARLY YEARS & GRADE SCHOOL

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.

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.

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 9 am 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 well-being 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, extended absences can affect the government funding we receive for your child. 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 Grade 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 upper grades, 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 a Prolonged Absence Form to the Head of School 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 of 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 the Prolonged Absence form. Proposals should be in the form of projects, assignments etc. that the teacher can mark.

Per Ministry of Education Graduation and Waldorf graduation requirements, credits for high school courses will 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 Head of School 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

Please do not arrive earlier than 8:15am. School supervision begins at 8:20. When parents arrive and depart, they are required to sign their children in and out. There is a sign-in/sign-out sheet with room for parents to leave any special instructions for the day in the space provided. If a student will be absent, parents are asked to inform the school by calling before 9 am.

MORNING DROP-OFF – KINDERGARTEN/LOWER SCHOOL

Please do not arrive earlier than 8:15am. School supervision begins at 8:20. Parents are to drop their children to school on time, to begin the day with their class (8:20am to 8:25am). Outside supervision ends at 8:25 am. For those reasons the ideal arrival time for Lower 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.

AFTERNOON PICK-UP – PLAYSCHOOL

Parents are required to send a note if someone other than the parent or designate 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 parents have been contacted.

The teacher may allow verbal permission via the telephone from the enrolled family if 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 3:00 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 to wait with supervision.

AFTERNOON PICK-UP – LOWER SCHOOL

KINDERGARTEN TO GRADE 3

Parents of students in Kindergarten to Grade 3 need to pick up their child from their child's classroom at 3:05 pm. Parents are asked to send a note with their child if someone other than the parent is picking up and it is not the regular designate. If an unauthorised person arrives to pick up a student, the student will remain under the supervision of staff until the parents or regular designate has been contacted.

If a child is not picked up within 15 minutes after dismissal, 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 to wait. The teacher may allow verbal permission via the telephone from the enrolled family if the parent/guardian confirms information about the person and the pick-up person presents identification to verify the information.

GRADES 4 TO 12

Students in Grades 4 to 12 are dismissed at the end of the day and should know their mode of transportation home.

AFTER-SCHOOL PLAY ON SCHOOL GROUNDS

Students' supervision on school grounds ends at dismissal, according to our dismissal procedures for each grade. While it is wonderful to see the students enjoy playing with their friends after school, and in fact, it seems that sometimes they do not want to leave, please be aware that it has been a long day for some of them, particularly the younger ones. 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.

STUDENT CONDUCT AFTER SCHOOL

Students are asked to follow the student code of conduct, even during after school hours. They are asked to respect the "school rules" for appropriate play after school which includes: no rough-housing or wrestling, throwing of snow, biking through groups of people, climbing of trees or school property, etc. Ball games and afterschool sledding must be supervised by parents.

LEAVING SCHOOL GROUNDS DURING SCHOOL HOURS

Students from Grades 1 to 7 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 8 and 9 may leave campus for the lunch period, two times per week (Monday and Wednesday). Grade 10, 11 and 12 may leave campus three times per week (Monday – Wednesday). All high school students require a signed parent permission form on file at the office to leave school grounds at lunch. Students must return to school no later than 5 minutes before third period begins, in order to be ready for their next class. If a high school student is often late (2-3 times in a month), their lunch privileges may be revoked. Should they be absent for their next class, parents will be contacted, and privileges may be revoked. Students must follow the school's code of conduct and safety guidelines when off campus during school hours.

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 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.

TOYS

Personal toys, books, and treasures should be kept at home since they may become lost or damaged and are very distracting to students.

HOMEWORK

Homework can be a controversial subject, particularly in the lower 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 Lower 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.

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 enrollment process.

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 allowing your child ample time to day dream, free play and have unscheduled time, especially when they are younger.

A MEDIA POLICY THAT GROWS WITH YOUR CHILDREN

Parents who enroll their children into the Early Childhood programs at the Whistler Waldorf School are encouraged to give the gift of a media-free childhood. Teachers are available and willing to assist with transitions to a media-free environment.

Students learn best to use electronic media as a resource and tool when these media are introduced after children have developed a rich experiential foundation. Media thus become a supplement to, and not a substitute for, the richness of direct experience.

During Grades 5, 6, and 7, it is appropriate for students to have a gradual and guided introduction to the applications and use of electronic media. During these transition years, use and exposure to media should be very moderate, under clear parental guidance and participation, and work towards the social and educational climate of the class. Media exposure can be a socially divisive influence in these years so care and attention must be brought in guiding the use of media during these years.

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

HIGH SCHOOL

The media policy in the High School recognizes that it is appropriate for 15- to 19-year-olds to learn to critically approach and effectively use media. The school recognizes the importance of media literacy, including educating students to understand the technological principles underlying (and the social transformations resulting from) electronic media, and seeks to meet this need through a curriculum that includes Internet research skills, the science behind new technologies, and the social consequences of the ongoing media revolution.

However, because excessive use of electronic media undermines teenagers' living relationships to other people, the world around them, and themselves, parents should continue to monitor and limit their teenagers' exposure to electronic media and maintain an open dialogue with their teenage children about the role of media in their lives.

Parents can monitor and limit student exposure to media by locating computers and video games in open areas of the home, and by maintaining a space of media-free quiet for the challenging and creative schoolwork of the High School, particularly during the school week.

DEVICES AT SCHOOL

The use of cell phones or other personal audio or video devices by students is not permitted on campus between 8am and dismissal time, during school activities or on school sponsored trips without a teacher's permission. During school hours, all cell phones must be turned off.

If a student will be bringing a cell phone to school, the phone must be kept in a backpack, not on the student's person, or it may be held in the Field House offices.

When determined by a teacher to be appropriate, media may be used for supervised educational purposes.

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.

THE BOARD OF TRUSTEES - SOCIETAL 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 Head of School keep the mission and vision of the school alive.

HEAD OF SCHOOL AND DIRECTORS

The Head of School and the Director of Business and Finance & Director of Enrolment work together and report regularly to the Board in matters such as:

- Student health, safety and care
- The hiring, termination and evaluation of employees.
- Ensuring that the school is in compliance with all provincial regulations.
- Long range and strategic planning; branding and communication.
- Maintaining awareness of current administrative trends within the larger Waldorf community, i.e. AWSNA (Association of Waldorf Schools of North America).

THE COLLEGE OF TEACHERS - PEDAGOGICAL REALM

The College is comprised of faculty members, and the Head of School with the goal of carrying 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 Head of School who then work with the insights from the group in a practical sense for the healthy development of the school's educational programs.

OPERATIONAL MANAGEMENT TEAM

The OMT is comprised of the Head of School Faculty Chairs, and the Directors with the goal of carrying the administrative aspects of the school. This is facilitated by initiating administrative review and growth in all areas of the school and being in touch with and informed by what is living in the school. The OMT is an advisory group to the Head of School who work with the insights from the group in a practical sense for the healthy development of the school's educational programs and strategic future.

COMMUNITY RESOURCE & DEVELOPMENT REALM – PARENT ACTION SOCIETY

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

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.

TUITION ADJUSTMENT PROGRAM (FINANCIAL ASSISTANCE)

We are committed to ensuring that no student for whom the school is a good fit will be turned away due to financial hardship. A Tuition Adjustment Program is available through an external application process provided by Apple Financial Services who provide unbiased evaluations of the financial resources available to applicants.

Prior to applying 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?

Tuition adjustment awards are granted confidentially and without judgment. We trust that every family will evaluate their financial situation honestly and provide what they can to ensure all students get the best education possible.

Fundraising

In our charitable non-profit 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.

ANNUAL SCHOOL FAIRES

The Winter Faire and the May Faire are annual traditions at most Waldorf schools and we strive to annually host these faires according to the volunteer support available. It is a chance to invite the community to come and see the school as well as enjoy making seasonal crafts with their children.

MAJOR EVENTS (SUCH AS A GALA)

Most years, we are fortunate to be able to host a major fundraising event such as the Spring Gala. It has often proved to be our biggest fundraiser of the year! The event brings together lovers of wine and food in a fun adult evening of supporting the school.

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 your Class Teacher or the Director of Education for resources or check out whywaldorffworks.org.

